

IT TAKES A COMMITTED CAMPUS:

SUPPORTING COLLEGE STUDENTS WITH MENTAL HEALTH CHALLENGES

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Conference on Child & Adolescent Mental Health



Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems & Psychosocial Advances Research Center. Visit us at:

<http://www.umassmed.edu/TransitionsRTC>

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What is the problem?

- College attendance rates among student samples with SMHC range from 7% - 26% compared to 40% for the general population. ^{1,2}
- Students with mental health conditions who attend college experience longer delays in entering college ³ and have high dropout rates. ⁴

The American College Health Association 2006 survey reports that ⁵
(94,806 students from public and private universities across the country)

Within the past year:

94 out of 100 students reported feeling overwhelmed by all they had to do.

44 out of 100 - almost half - have felt so depressed it was difficult to function.

8 out of a 100 reported having a depressive disorder.

12 out of 100 had an anxiety disorder.

9 out of 100 reported having seriously considered suicide within the past year.

1.3% actually did attempt suicide.



Social Model of Disability

The problem does not lie
with the individual;
but rather with the:

- Disabling environment
 - Negative attitudes
 - Barriers
 - Discrimination



WHAT DOES IT TAKE?

Environmental Approaches to Supporting
Students with Mental Health Conditions.



PROTECT RIGHTS

Your Mind. Your Rights. Campus Mental Health: Know Your Rights. A guide for students who want to seek help for mental illness or emotional distress.

<http://www.bazelon.org/Portals/0/pdf/YourMind-YourRights.pdf>



My Mental Health Rights on Campus



My Mental Health Rights on Campus

Tools for School - Tip Sheet 5 **TRANSITIONS RTC** January 2012

Are you nervous about attending college if you have a mental health condition? If so, this information will give you the knowledge you need to address your rights, rules, and resources while at college.

Can my school discipline me for something I think happened because of my mental health condition? It depends...

- Not if the school is discriminating against you because you have a mental health condition resulting in a disability. You are entitled to request a hearing and/or appeal process in most schools if you think you are being discriminated against.

Disciplining you because of hospitalizations and related absences may be discrimination, and therefore, against the law. Get some legal help/advice if you want to appeal a disciplinary action.¹

- If your behavior violates a school's code of conduct, their disciplinary action may not be considered discriminatory as long as it is consistently applied to all students. Find out about the discipline policy and the disciplinary practice (such as "zero tolerance") in your school.

A school may be able to discipline you for disorderly conduct if it's in their rules, even if the behavior is caused by a mental health condition. Every school has different policies and the consequences of your actions may vary so find out the code of conduct at your school.*

- Having an education accommodation may help prevent behaviors that can get you in trouble. You can get an accommodation if you have a documented disability. See the tip sheet on accommodations at <http://labs.umassmed.edu/transitionsRTC/Resources/Publications.html>

Do not take on your school by yourself? You may need legal help to deal with these issues. You can get more information from the Bazelon Center for Mental Health Law: <http://www.bazelon.org/> and the National Disability Rights Network (NDRN): www.ndrn.org

Can my school require me to take a leave of absence? It depends...

- A school should not impose a leave of absence simply because you have a record of a mental health diagnosis. A leave should only be imposed after an individualized assessment has been made to determine that the school considers you to be at risk of harming yourself or others.
- The school should also provide you with the same withdrawal arrangements as if you were leaving due to physical health reasons. Check your schools' policies.
- If the school tries to make you leave involuntarily, due to your mental health condition, it should give you "due process protections." You can also file a complaint with the disability compliance officer and/or the civil rights office. See what your schools' policies are regarding appeals.

Due process protections include notifying the student of the action the school is considering and an explanation of why the school believes that such an action is necessary. The student and his or her representative should have an opportunity to respond and provide relevant information.

* Codes of conduct may also be called "Expectations of Students" or "Conduct Requirements."

<http://umassmed.edu/TransitionsRTC/publication>



Can I be forced to take medication?

- In most circumstances, you cannot be forced or ordered to take medication. However, schools may say that you need medication to comply with rules of conduct or to come back to campus. If you disagree, explain why and propose alternatives.

How do I get help for my mental health condition on my college campus?

- Most college counseling centers can provide free therapy visits. Check your school's website.
- If you are calling your college counseling center and it is an emergency, please let the receptionist know right away so that they can take appropriate action, which may include helping to get you an immediate appointment.
- If you are in crisis and need immediate help: call 911, go to the nearest hospital emergency room, or call the National Suicide Prevention Lifeline at 1-800-273-TALK - available 24 hours a day.
- Try ULifeline; this is an online college resource that provides information about mental health issues and professional resources on and around many campuses: www.ulifeline.org.
- See if there is a chapter of Active Minds in or near your school. Active Minds is a student-run organization dedicated to raising mental health awareness and decreasing stigma among college students: <http://www.activeminds.org/>.

What are my privacy rights in dealing with mental health professionals on or off campus?

- All mental health professionals are legally required to keep what you say during therapy sessions confidential unless you authorize the release of information. The only exception to this is if they are concerned for your safety or the safety of others.
- Most school counseling centers will not release your medical information without your written authorization. Ask your counseling center about their policy on confidentiality.

Adapted from: Your Mind. Your Rights. Campus Mental Health: Know Your Rights. A guide for students who want to seek help for mental illness or emotional distress. <http://www.bazelon.org/Portals/0/pdf/YourMind-YourRights.pdf>
 1. www.bazelon.org; <http://www.dlc-ma.org/contact.html>; <http://www.disabilitylawcenter.org/>



Visit Transitions RTC online at <http://labs.umassmed.edu/transitionsRTC>
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The Transition RTC is part of the Center for Mental Health Services Research, a Massachusetts Department of Mental Health Research Center of Excellence

SUPPORTIVE POLICIES



A MODEL POLICY FOR COLLEGES AND UNIVERSITIES

Bazelon Center for Mental Health Law

Guiding Principles

- Acknowledge but not stigmatize mental health conditions
- Make suicide prevention a priority
- Ensure that personal information is kept confidential
- Provide reasonable accommodations
- Refrain from discrimination against students with mental health conditions; including punitive actions toward those in crisis
- Encourage help-seeking

<http://www.bazelon.org/pdf/SupportingStudents.pdf>



INCREASE AWARENESS



Send Silence Packing



First hand accounts and resources



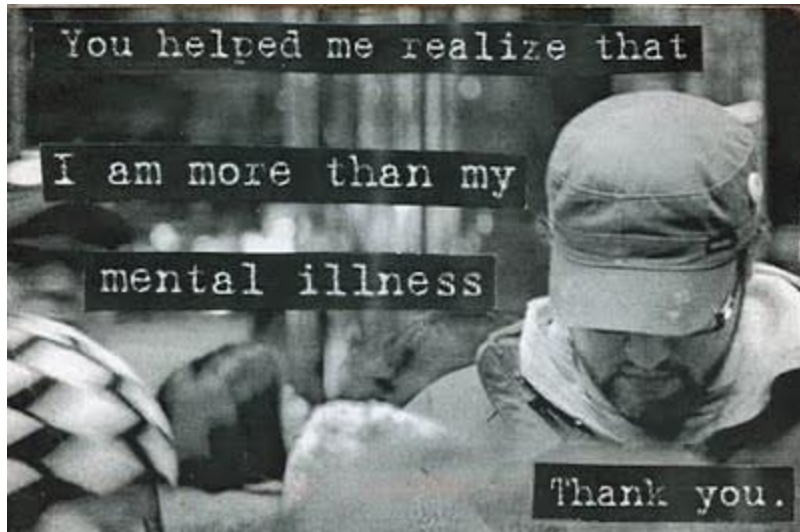
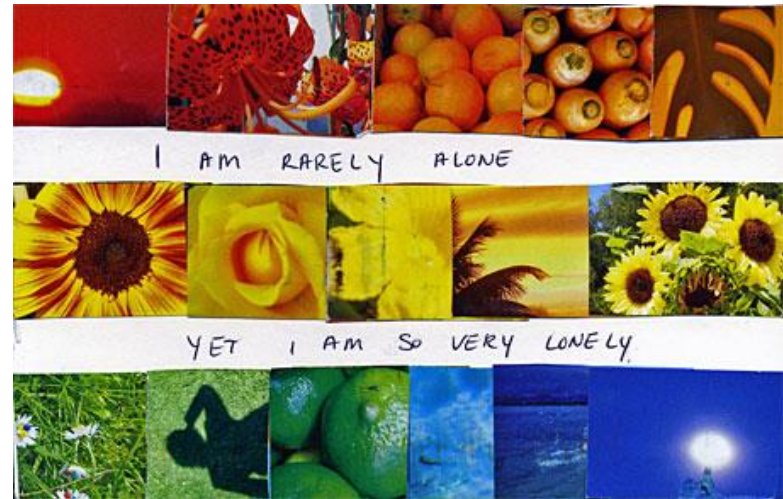
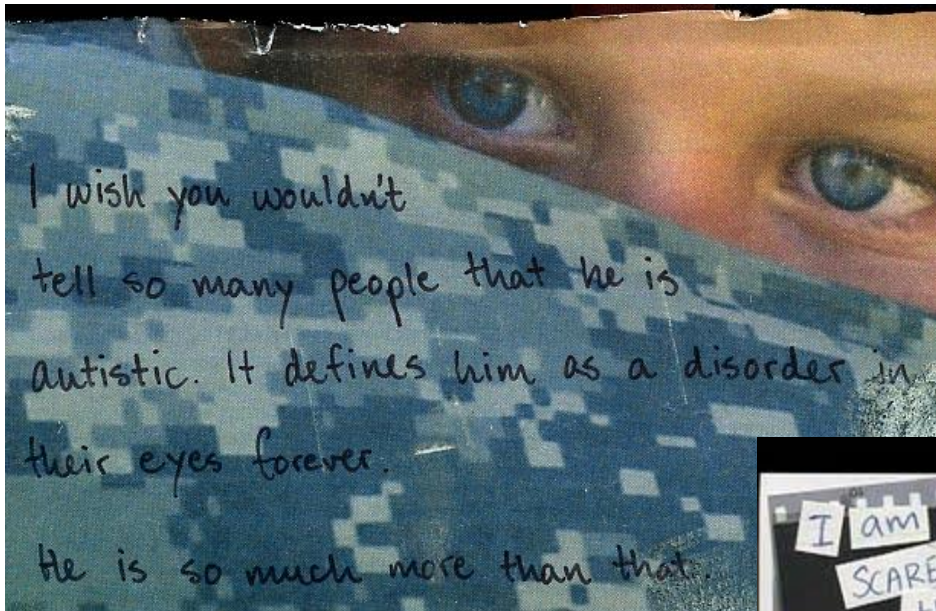
<http://sendsilencepacking.org/>



**1,100 bags =
1 bag to represent every
student who dies
each year by suicide**



<http://www.bu.edu/today/2011/bu-secrets-revealed-anonymously/>



EDUCATIONAL ACCOMMODATIONS





Getting Accommodations at College: Tools for School

Tip Sheet 2

TRANSITIONS RTC

March 2011

If you are having trouble with school due to mental health, your school is obligated to provide extra supports and services to help you succeed. These supports and services are called accommodations and they can make a difference! Your school may also make some modifications to the courses at your request.

What Accommodations or Modifications Can I Ask For?

What Do I Need In the Classroom?

- Preferred seating
- Breaks allowed during class
- Voice recorded lectures
- Classmate acts as a note-taker
- Text and syllabus available in advance
- Class materials available on computer
- Frequent feedback on ongoing class work
- Alternate formats for assignments

What Do I need During Exams?

- Exams in alternate formats such as written, oral, or electronic
- Extended time for test taking
- Exams given one-on-one
- Breaks allowed throughout test
- Testing in a room with limited distractions
- Allow exam to be taken in 2-3 sessions throughout the span of a few days

What Do I Need Completing Assignments?

- Extended time to complete assignments without lateness affecting grade
- Advance notice of assignments
- Textbook available on tape
- Assistive technology available for assignments
- Working in pairs on in-class assignments
- Help with assignments during hospitalization

In General?

- Reduced course load (being a full time student without having to be signed up for the normally required 12 credits)
- First choice for signing up for classes to make a less stressful schedule
- Textbook given in different format (on computer/on tape)
- Incomplete given instead of failure if relapse occurs
- Assistance with filling out financial aid/registration forms
- And more!

How Do I Get Accommodations?

1. **Find the disability services center** on your campus (typically called "disability services"). If there is no disability services center on your campus you can find out through your school's student support services whom to contact. Set up a meeting with someone there to find out about services.
2. **Get a signed note** from your psychiatrist or doctor that says what mental health condition you have (some schools may require different types of documentation). Only provide the minimum medical information that the school requires in order for you to qualify. Bring the note to disability services.
3. **Tell the person at disability services** what accommodations you feel you need. You can go to your doctor or others to get suggestions on what accommodations would work for you.
4. **Decide.** Someone at disability services will use the accommodations suggested to approve the services and modifications.
5. **Notify teachers.** Depending on the school, you or the disability services staff will provide your professors with your accommodation letter. The accommodation letter will not disclose your specific diagnosis, but will state that you have a disability that entitles you to receive modifications.
6. **Revise.** You can go back and make changes to your accommodations at any time. You may need different ones depending on the classes you take.

What About Confidentiality?

You will have to tell disability services about your mental health. Check with them about their privacy policy as this varies by school, but most will assure confidentiality at your request. Your teachers will know you have a documented disability, but that's all.

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Visit Transitions RTC online at <http://labs.umassmed.edu/transitionsRTC>
Visit Voices4Hope online at <http://voices4hope.wikispaces.com/>



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Accommodations for Students with Mental Health Conditions

- Exam individually proctored, including in the hospital
- Modified or preferential seating arrangements
- Substitute assignments in specific circumstances
- Extended time for assignments and test taking.
- Provision of Incomplete (I) grade rather than a Failure (F) if relapse occurred
- Written assignments instead of oral presentations, or vice versa
- Permission to submit assignments handwritten rather than typed

Rated “extremely helpful” by a majority of students with mental health conditions in a national survey.⁶

Other accommodation considerations:

time to “pre-process” what’s ahead

allow for missed classes

reduce “on demand” responses

build an alliance with student



Laura DiGalbo, Transitions RTC National Webinar , May 3rd, 2016

STUDENT MOVEMENTS

Peer Support





“changing the conversation about mental health”

Educate students so they know where to turn for help

Empower students to engage peers, administrators and communities on every campus

Teach student leaders to ensure the next generation of advocates

Connect all who are passionate about college mental health



Alison Malmon, Founder of Active Minds



<http://www.activeminds.org/>

FACILITATE HELP-SEEKING



Student Support Network

- Gatekeeper model for suicide prevention
- Training and using natural college networks and peers
 - Residence monitors
 - Sororities/Fraternities
 - Clubs
 - Sports, coaches

Goals: (1) enhancing knowledge of mental health conditions,
(2) promoting skill development in core helping skills,
(3) reducing stigma associated with help seeking
(4) enhancing connection with key campus resources

Key knowledge areas addressed:

- (1) understanding elements of “good” mental health
- (2) knowing signs of depression, anxiety, and substance abuse
- (3) accessing local helping resources
- (4) determining level of concern with friends who are in distress



Daniel J. Kirsch, D., & Stephanie L. Pinder-Amaker, S., Morse, C., Ellison, M., Doerfler, A., & Riba, B. (2014). Population-Based Initiatives in College Mental Health: Students Helping Students to Overcome Obstacles. *Current Psychiatry Reports*, 16:525

A COMPREHENSIVE APPROACH



JED “Comprehensive Approach”



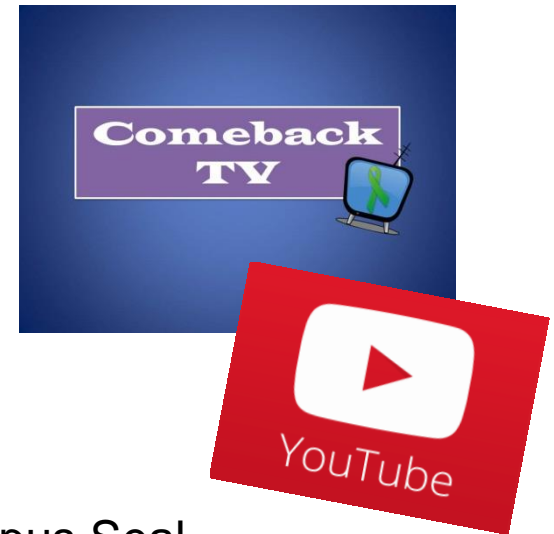
Campus MHAP: A GUIDE TO CAMPUS MENTAL HEALTH ACTION PLANNING

Mission

- Launch a campus wide effort for mental health promotion and suicide prevention. Develop a widespread commitment using a public health approach.

Activities and Strategies

- Building Momentum
- Engage in Strategic Planning Process
- Obtain senior administrator support
- Engage stakeholders



Youtube: Comeback TV - Choosing a School: The JedCampus Seal



- www.jedfoundation.org



- There are 125+ NAMI on Campus clubs
- Goals are to:
- Promote early detection
 - Provide intervention and resources
 - Encourage students to get help
 - Combat stigma
 - End seclusion of college students with mental health conditions
 - Promote existing services
 - Advocate for enhanced supports



<http://www.nami.org/Find-Support/NAMI-Programs/NAMI-on-Campus>

A COMMITTED CAMPUS

The University of Minnesota Provost Committee on Student Mental Health has prioritized mental health and wellness campus-wide, and created a culture of attention and resources to support student mental health.⁷



Provost Committee on Student Mental Health

- History

- Began in 2001, led by Disability Resource Center
- Young adults with mental health conditions single largest group served

- Service Approach

- 2005 Provost Committee on Student Mental Health (22 members)
- A “blue-print” for addressing mental health on campus
- Top-down leadership across all departments

- Philosophy

- Create a campus-wide culture of understanding and support

around mental health



Goals of the Provost Committee

GOALS

- Raise awareness
- Effect policy change
- Improve conditions
- Serve as a model of collaboration



Projects of the Provost Committee

- Website for MH Information and resources
- Suicide prevention, signs on bridges
- Behavioral Consultation Team
- Close collaboration between Disability Services, Counseling, Academic Supports
- Stressing academic success
- Cirque De-Stress
- PAWS

University of Minnesota
PAWS Program: Pet Away
Worry and Stress



UMinn Mental Health Resources Website



Crisis Information

Crisis / Urgent Consultation

is available on campus

Monday-Friday, 8:00-4:30.

No appointment is needed to speak with a counselor for an urgent need.

If you are in a life-threatening emergency, call 911.

Or for 24-hour phone counseling, call

Crisis Connection

(612) 301-4673

U of M Textline: Text 'UMN' to
61222

Essential Numbers

Boynston Mental Health Clinic

(612) 624-1444

Student Counseling Services

(612) 624-3323

Disability Resource Center

(612) 626-1333

International Student and Scholar Services (ISSS)

(612) 626-7100

Aurora Center

(612) 626-9111

Behavioral Consultation Team

(612) 626-3030

How Are You?

Talking about mental health reduces stigma, find out how you can help by asking **how are you?**

Stress Check Ins

de-stress offers free, confidential support from trained student helpers.

Schedule an appointment.

Online Therapy

Online therapy — a new U of MN mental health resource — may help you manage symptoms of anxiety, depression and stress.

President Kaler



University of Minnesota

President Eric Kaler

discusses available mental health and stress management resources on campus.



What does a committed campus take?

- Commitment!
- Multi-faceted approach
 - Policies
 - Rights
 - Awareness
 - Accommodations
 - Peer support
 - Academic support
 - Departmental collaboration



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Wrap-up

Get materials and products on the Transitions RTC website. Sign up on our list serve.

<http://www.umassmed.edu/TransitionsRTC/>

Register for exciting webinar on educational accommodations for college students with mental health conditions. Tuesday, May 3rd 12N. 2016

Contact Us!

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