MUS Suicide Prevention & Mental Health Task Force Annual Report

September 2023

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Trends in College Student Mental Health & Well-being

	2021	2023
Factors impacting academic performance		
Procrastination	46.3%	47.6%
Finances	17.8%	23.7%
Health of someone close to me	11.3%	14.5%
Career	13.8%	14.2%
UCLA Loneliness Scale (positive for loneliness)	46.9%	47.6%
Basic Needs		
Food insecurity(low or very low)	37.4%	51.7%
Housing insecurity	.7%	.8%
Diner Flourishing scale mean *(higher score reflects higher level of psychological well-being, range 8-56)*	45	45
Resilience scale mean (higher score reflects greater resilience, range 0-8)	6.29	6.14
Receiving psychological or mental health services within the last 12 months (includes campus and community services)	31.4%	39.9%

ACHA
NCHA
American College Health Association
National College Health Assessment

Why are more college students seeking services?

Decreased Stigma

Cultural Factors

More students with mental health needs accessing higher education

Pandemic impacts on mental health greater for traditional college student demographic

Trends in College Student Mental Health Treatment

- **87%** of counseling centers have seen a **30%-40%** increase in demand for services **over the past 10 years**

- **Treatment in college counseling centers is effective** when compared to randomized clinical trials

- Counseling centers focused on **treatment** have better outcomes

- **Academic distress continues to persist at higher rates** prior to the pandemic

Mental Health and Academic Success

4 TIPS TO HELP SUPPORT STUDENT MENTAL HEALTH

FACULTY PLAY A LARGE ROLE IN CREATING A CULTURE OF CARE HERE ON CAMPUS. THEY ARE OFTEN IN THE POSITION OF NOTICING WHEN STUDENTS ARE NOT DOING WELL AND ASSISTING THEM IN ACCESSING SUPPORTIVE RESOURCES ON CAMPUS. THIS IS CRITICALLY IMPORTANT AS RESEARCH SHOWS THE NEGATIVE IMPACT MENTAL HEALTH ISSUES HAVE ON ACADEMIC SUCCESS. COUNSELING AND PSYCHOLOGICAL SERVICES (CPS) WANTS TO SUPPORT FACULTY IN THIS PROCESS. HERE ARE A FEW IMPORTANT STEPS YOU CAN TAKE:

01 TAKE KOGNITO
Kognito is an online training focused on how to engage with a student in a mental health crisis and help them access resources. Go to mus.kognito.com, create an account and use the enrollment key: bozemanemployee

02 Familiarize yourself with MSU ASSIST at montana.edu/assist. This is a one-stop resource for staff and faculty to assist students in distress.

03 MENTAL HEALTH IN THE CLASSROOM
- Include mental health resources in your syllabus. The Center for Faculty Excellence has a good example at: montana.edu/facultyexcellence
- Periodically check in with your students about how they are doing.
- Consider bringing in CPS for a workshop.

04 CPS provides individual and group counseling services to undergraduate and graduate students. CPS also provides training in suicide prevention, mental health first aid, and is available for consultations if you are concerned about a student. Go to montana.edu/counseling for more information.

Counseling & Psychological Services
Student Health Partners
211 Swingle Hall   406-994-4531   montana.edu/counseling

- 80% of faculty report students talking to them about their mental health
- Faculty would like more resources to support student mental health
- 70% of college presidents have reported student mental health is a top concern

MUS Suicide Prevention & Mental Health Task Force Work Groups

Suicide Prevention

Educate campuses on a comprehensive plan for suicide prevention with a focus on determining best practices for encouraging suicide prevention training for MUS faculty, staff, and students.

Provider Recruitment & Retention

Gather institution and system data on clinical provider recruitment and retention challenges and explore strategies to enhance the clinical provider workforce for the MUS

Rural & Small Institution CoP

Develop a community of practice that serves to identify challenges and opportunities common across small and rural institutions, share resources and best practices, and highlight possible system-level strategies, policies, or action steps for task force consideration

Suicide Surveillance Data

Collect data from pilot of system suicide surveillance data and make recommendation to task force and OCHE about continued system surveillance data collection.

Expanding Clinical/Sub-Clinical Services

Develop plan to expand access to clinical and sub-clinical services by creating robust, intentional pathways for undergraduate and graduate students to complete practicum or internship credits at MUS institutions.

Work Group Priorities

Suicide Prevention

- Fund system-wide suicide prevention & mental health literacy training

- Support campuses in developing and implementing evidence-based comprehensive prevention and postvention plans

Provider Recruitment & Retention

- Provide information to campuses to address retention and recruitment challenges

- Gather MUS information through survey modeled after national recommendations

Rural & Small Institution CoP

- Develop a community of practice to connect small and rural campus clinicians and well-being specialists to prioritize challenges and identify system-level strategies

Suicide Surveillance Data

- Collect annual data from campuses on common suicide surveillance form

Expanding Clinical/Sub-Clinical Services

- Survey existing practicum/intern-ship opportunities and identify barriers to expansion.

- Provide guidance to campuses on integrating existing training models (Peer Health Educator, Community Health Worker, etc) to support campus mental health and well-being strategy

Kognito

"I have just been a lot more open to referring students to our on-campus counseling because I want to help get rid of the stigma that surrounds counseling and I want to help students be able to receive that help. One situation in particular was actually me talking with a friend about one of their friends and me coaching my friend on things that could be said to her friend to help him receive help."
MUS Student

"I discussed a student's stress levels and lack of sleep due to classwork. We talked about the work that the student had put in and setting boundaries for sleep schedules."
MUS faculty member

"I have felt more responsible since taking the simulation to be aware and proactive about making sure that the people around me are ok. A specific skill that I think I learned from the simulation is to focus my energy on helping someone get help instead of trying to solve any problems for them."
MUS faculty member

"I've tried to look more at myself and how I am actually doing instead of continuing to lie to myself and say I'm fine all the time. I have been more open to acknowledging when my stress is becoming unmanageable and working to find ways to lower my stress, in the moment and as a whole. The outcome has been me being able to be more open and honest with myself which in turn helps when I try to help others because I have a better understanding of the difficulties that lie with changing and working on improving, but I can also help that person better because I know it can get better. "
MUS Student

Healthy Minds Study

- **Student survey** assesses mental health experiences, link to academic experience, and use of services

- **Faculty/staff survey** assesses interaction with student mental health issues, knowledge and skills for responding, and mental health experience of employees

- Funded through the MUS Risk & Compliance Leadership Council

- Administered during **Fall 2023 term**, findings available summer 2024

- **Campus leads need your support!**

The
Healthy
Minds Network

MUS Suicide Prevention & Mental Health Task Force Members

Betsy Asserson (co-chair)**,** PhD, Director of Counseling & Psychological Services, MSU

Morgan Bailas, Director of Student Counseling, UM Western

Joe Cooper, Vice Provost & Dean of Students, Montana Technological University

Rich DeShields, Miles Community College

Jerry Girard, Director of Counseling, MSU Billings

Erinn Guzik, Director of Counseling Services, UM

Nicole Hazelbaker, Dean of Students, UM Western

Kayli Julius, Wellness Director, UM

Brian Kassar, Suicide Prevention Coordinator, MSU

Corey Kopp, Dean of Students, MSU Northern

Crystine Miller (co-chair), Director of Student Affairs & Student Engagement, OCHE

Emily Schuff, Director of Student Life, Helena College

Amber Spring, Counselor, MSU Northern

Marci Torres, Director of the Office of Health Advancement, MSU

Craig Ogilvie, Dean of the Graduate College, MSU

Charla Merja, Academic Success Director, Great Falls College

Darla Tyler-McSherry, Director of Student Health Services, MSU Billings

Thank you!

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