



STUDENT HEALTH  
and wellness center

# MENTAL HEALTH RESOURCES

STUDENT HEALTH & WELLNESS CENTER

# THE CALIFORNIA COMMUNITY COLLEGES STUDENT MENTAL HEALTH PROGRAM (CCC SMHP)

In October, 2011 the California Community Colleges Chancellor's Office (CCCCO) was awarded \$6.9 million by the California Mental Health Service Authority (CalMHSA). This funding is being utilized through the California Community Colleges Student Mental Health Program (CCC SMHP), and is intended to focus on prevention and early intervention strategies which address the mental health needs of students and advance the collaboration between educational settings, county services, and the community at large which should form the foundation of future CalMHSA programs.

The CCC SMHP is a partnership between the CCCCCO and the Foundation for California Community Colleges (FCCC).



# CCC SMHP TECHNICAL SUPPORT

- **Resources for Mental Health Services**
  - A comprehensive website on student mental health
  - Providing access to training for faculty and staff on how to handle student mental health needs, including psychiatric disabilities
  - Developing clear guidelines for staff/faculty on how to handle student mental health needs, including psychiatric disabilities

# Student Mental Health

Statistically speaking, it is highly likely that each of us will teach or serve a student who is at-risk for psychological distress.

More than **1,350** suicides per year for college students<sub>1</sub>

Suicide is the **2<sup>nd</sup> leading cause** of death for college students<sub>1</sub>

Almost **7%** seriously considered suicide in the past 12 months<sub>2</sub>

**1.1%** say they actually attempted suicide<sub>2</sub>

Almost **80%** of today's students that commit suicide aren't seen by a counselor<sub>1</sub>

Psychological distress can also compromise students' academic achievements affecting their ability to stay in school.

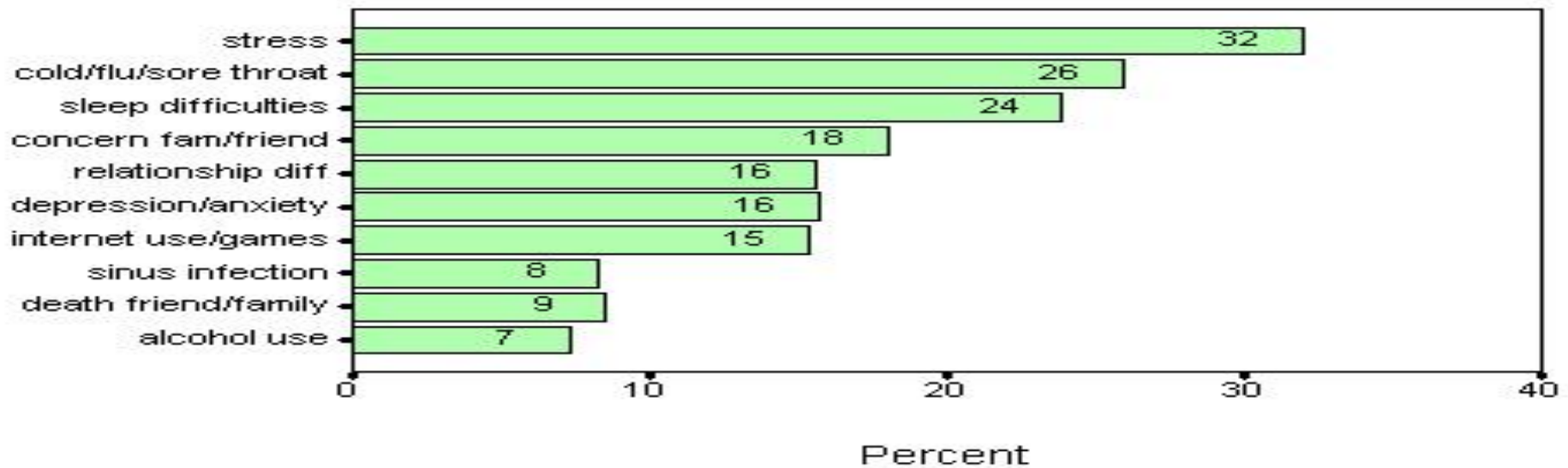
*More information can be found at*

1. *[Turning Violence Inward: Understanding and Preventing Campus Suicide \(Silverman 2008\)](#)*
2. *[http://www.achancha.org/docs/ACHA-NCHA-II\\_ReferenceGroup\\_ExecutiveSummary\\_Spring2011.pdf](http://www.achancha.org/docs/ACHA-NCHA-II_ReferenceGroup_ExecutiveSummary_Spring2011.pdf)*

# Impediments to Academic Performance

## Top 10 Impediments to Academic Performance

Last School Year



7 of top 10 are emotional/social issues

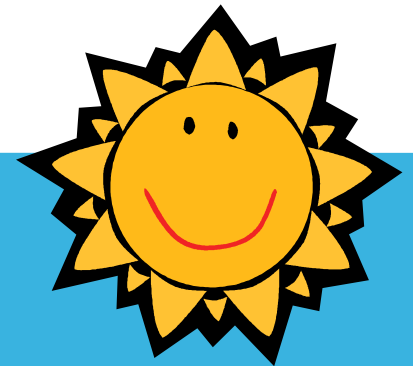
More data found at: <http://www.acha-ncha.org>

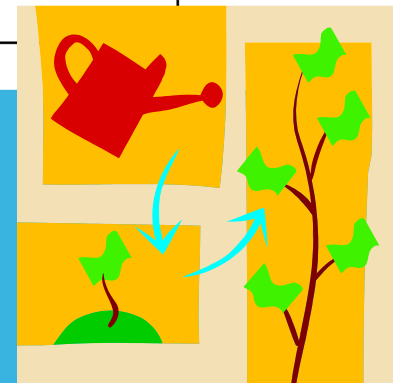
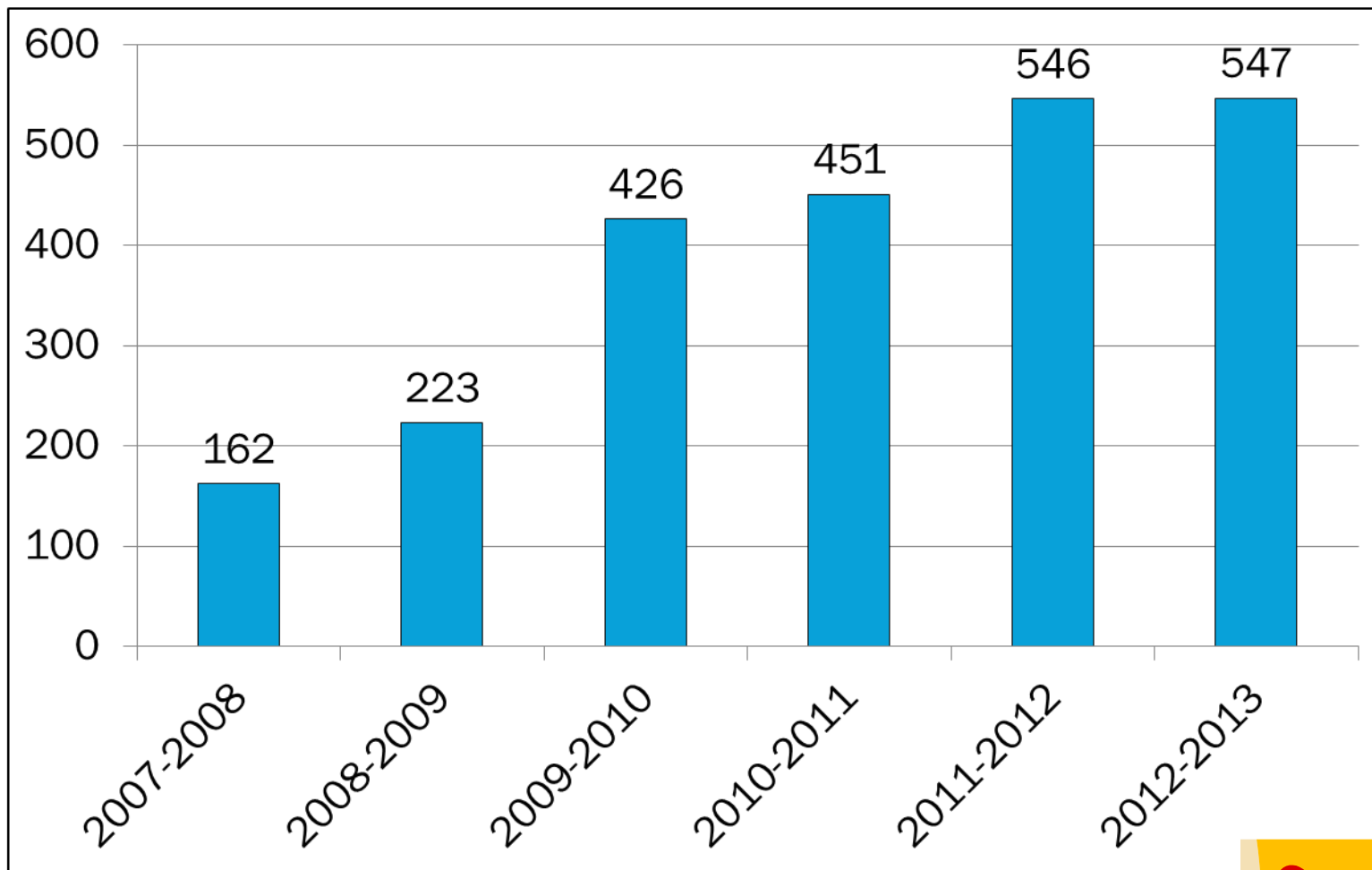
# IMPACT OF MENTAL ILLNESS ON ACADEMICS

- **Poor emotional health impairs academic success**
  - **Students who report psychological distress also report**
    - Receiving a lower grade on an exam or important project
    - Receiving a lower grade in the course
    - Receiving an incomplete or dropping the course
    - Experiencing a significant disruption in thesis, dissertation, research, or practicum work
  - **86% of students with a diagnosis of mental illness fail to complete their degree, more than double the rate of the general population**
  - **Substance use disorders also strongly associated with lower GPA**

# IMPACT OF TREATMENT ON ACADEMICS

- Improving emotional health improves academic success
  - Example: Students treated for depression report substantial gains in academic performance
  - 31% were more satisfied with their ability to study/work
  - 34% were more satisfied with how much schoolwork they can do
- Advances in medication and rehabilitation enabling more to pursue higher education without disruption
  - More students receiving treatment for mental illness now in college
  - **24.4% in 2012 up from 17% in 2000 and 9% in 1994**







# THE FACULTY'S ROLE IN MENTAL HEALTH

- Faculty can be first to notice changes in either emotional health or academic success
- Students in need often turn to faculty as reliable and trustworthy resources for guidance beyond academics
- Online Faculty may be the only connection between off-campus students and the campus community, perhaps even the only person interacting with a specific student during a period of time
- Online Faculty are uniquely positioned to connect students in distress to counseling and other resources

# Kognitos Gatekeeper Training

Research-based online training available for flex day credit

- Teaches techniques for identifying and approaching distressed students in order to take appropriate action, such as making a referral to the school personal counselor
- A “gatekeeper” is someone who has significant contact with students and, therefore, is ideally situated to notice warning signs of emotional distress
- **Potential Gatekeepers:** Faculty, Adjuncts, Staff, Campus Safety

Benefits:

- Reduce stigma associated with emotional distress
- Increase academic performance and student retention
- Increase faculty comfort with approaching students about concerns



# LAS POSITAS COLLEGE MENTAL HEALTH RESOURCES

- **An Online Guide to Mental & Behavioral Health Students and Staff/Faculty**
  - Special Thanks to Jeff Sperry
  - <http://www.laspositascollege.edu/healthcenter/CCCSMHP/index.php?p=faculty>
  - Ulifeline Online Self Evaluator [http://www.ulifeline.org/laspositascollege/self\\_evaluator](http://www.ulifeline.org/laspositascollege/self_evaluator)
- **Personal Counseling available in the Student Health & Wellness Center**
  - Crisis counseling
  - Short term counseling by a marriage family therapy intern - 8 sessions per semester as of Fall 2013
  - Referrals for mental health services in the community
- **Academic Counseling**
- **Helping Hands –Cynthia Ross**
- **Support programs such as Veterans and Student Clubs (Cynthia Ross)**
- **FACE awareness club, psychology, GSA, Big siblings club, International students club, social justice club**

# GUIDELINES FOR INTERVENTION

- **Keep a written record of your concerns, interventions with the student, and the student's responses**
  - **The Family Educational Rights and Privacy Act (FERPA) permits educators to share confidential information with law enforcement, medical personnel, and others without the student's consent to protect the health and safety of others when necessary (Fischer & Wilson, 2007).**
- **Share your concerns and intervention record with your Dean and/or Vice President of Student Services as soon as possible**
  - **Notifying others allows the situation to be monitored formally, and enables a trained clinician to contact the student as needed to ensure his or her health and safety, and the safety of the learning environment**

# GUIDELINES FOR INTERVENTION

## Campus Safety

- Call x1699 for emergency medical or safety assistance in cases where the **student presents a clear and immediate threat of harm to self or others.**

# HELPING DISTRESSED STUDENTS ON CAMPUS

- **Following townhall today you will receive a training by email**
- **The training will focus on helping to easily identify students in distress and intervene early to prevent a crisis**



# MENTAL HEALTH RESOURCES IN DISCUSSION

- **Mental Health 101 and training for front-line staff provided by CCC SMHP**  
Stay tuned for onsite training available late Fall 2013 , early Spring 2014
- **Behavioral Intervention Team (BIT) VP Rodriguez : Spring 2014**  
Behavioral Intervention Team (BIT) Role: Standing committees execute formalized protocols involving campus stakeholders such as crisis counselors, campus security and senior administrators in managing cases of students reported as posing potential or imminent danger to themselves or others

**THANK YOU FOR YOUR  
CONTINUED SUPPORT**

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