California Community Colleges
HEALTH & WELLNESS

EachMind MATTERS · California Community Colleges · FOUNDATION for CALIFORNIA COMMUNITY COLLEGES

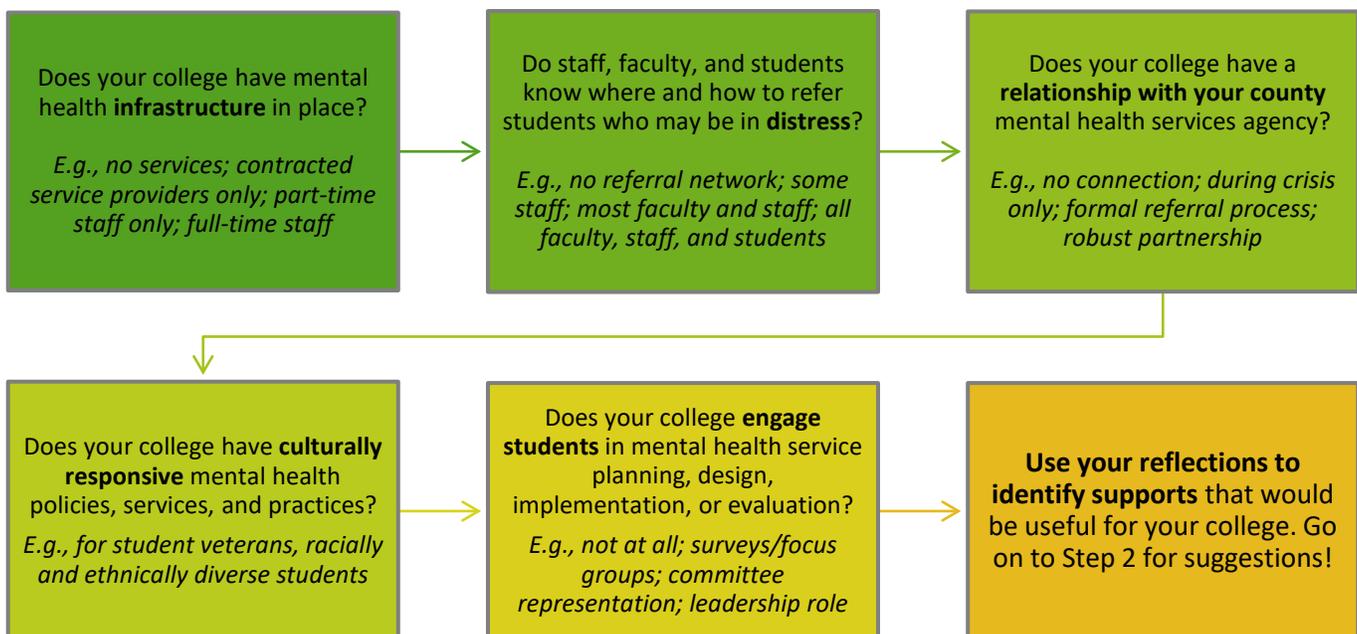## Step by Step: Building Your College Mental Health Services

Background. The 2018-2019 California state budget provided the California Community College (CCC) Chancellor's Office (Chancellor's Office) with one-time funding to distribute to the colleges. Assembly Bill 1809, Chapter 33, Section 70 appropriated $10 million to expand mental health services, provide training, and develop stronger relationships with the county behavioral health department and community-based mental health services. All California Community Colleges (CCC) received funding through the apportionment process and allocations were based on prior-year student population data.

Previous waves of community college student mental health funding have been instrumental in building the capacity of the CCC to provide mental health services to students. However, there remains a significant gap between available mental health services and the demand for these services. Current funding represents an opportunity to considerably expand these services.

Purpose of this Tool. There is wide variation in how colleges are meeting their students' mental health needs – from no services or limited services, to extensive services and campus-community partnerships. Depending on where your college is now, you may be unsure of how to get your services to the next level. **This tool is designed to help colleges at every stage of readiness select strategies for establishing or growing their college's mental health services.**[1]

Step 1. Guided Reflection Tool

Use the questions below to explore where your college is *now* in terms of mental health services, supports, and practices.

Does your college have mental health **infrastructure** in place? *E.g., no services; contracted service providers only; part-time staff only; full-time staff*	Do staff, faculty, and students know where and how to refer students who may be in **distress**? *E.g., no referral network; some staff; most faculty and staff; all faculty, staff, and students*	Does your college have a **relationship with your county** mental health services agency? *E.g., no connection; during crisis only; formal referral process; robust partnership*
Does your college have **culturally responsive** mental health policies, services, and practices? *E.g., for student veterans, racially and ethnically diverse students*	Does your college **engage students** in mental health service planning, design, implementation, or evaluation? *E.g., not at all; surveys/focus groups; committee representation; leadership role*	**Use your reflections to identify supports** that would be useful for your college. Go on to Step 2 for suggestions!

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[1] Provided for informational purposes only. All decisions regarding use of funds should consider how the cost/activity contributes directly towards the achievement of the legislative deliverables.

Step 2. Tiers of Support

Now think about where your college wants to go *next*. The three tiers below provide **examples of strategies** or topics on which you might want to focus. These may be areas where you would benefit from additional training or technical assistance with a consultant or formal training curriculum.

TIER 1

Tier 1 - Our college has no or limited health infrastructure. We have no or limited connections with county mental health. Faculty, staff, and students have limited awareness of mental health, and/or we haven't assessed their level of awareness.

Mental Health Services for Students

✓ Create a list of resources on and off campus (include basic needs)

✓ Conduct a needs assessment through surveys, focus groups, etc.

✓ Identify priority or underserved populations (e.g., veteran, foster youth, LGBTQ, Latinx students)

✓ Examine existing policies related to mental health, behavioral intervention, etc.

✓ Share Crisis Text Line materials

Training for Faculty, Staff, and Students

✓ Offer Student Mental Health 101 and suicide prevention trainings

✓ Create and train on protocol for wellness after disaster

✓ Host Mental Health First Aid (MHFA) training for staff and faculty

✓ Participate in brief crisis intervention training

County Coordination

✓ Conduct initial outreach to county and community providers

✓ Develop referral protocols for students in distress

✓ Identify primary contact for coordination of services

TIER 2

Tier 2 - Our college has limited/some health services. We look to the county primarily during a crisis. Most faculty and staff know whom to contact in crisis, but more training is needed.

Mental Health Services for Students

✓ Provide disability-related accommodations

✓ Include mental health pre-screens and resources on campus website

✓ Implement screening tools

✓ Create population-specific and cultural student groups, clubs, workshops, outreach and education (Muslim students, Black students, veterans, etc.)

✓ Establish peer chapters or clubs

✓ Hold awareness events

✓ Engage students in planning

Training for Faculty, Staff, and Students

✓ Provide Flex Day training on how to better support distressed and disruptive students

✓ Establish Behavioral Intervention Team (BIT), and/or conduct situation/de-escalation trainings

✓ Provide MHFA, QPR, SBIRT, or other respond-and-refer training

✓ Train faculty and staff on trauma

✓ Provide cultural competence training for staff and faculty regarding mental health needs and strengths of diverse groups

✓ Establish Student Wellness Ambassadors

County Coordination

✓ Establish policies for warm hand-off to the county before a crisis

✓ Understand confidentiality issues (HIPAA/FERPA, etc.)

✓ Develop list of culturally appropriate referrals (e.g., community-based organizations [CBOs])

✓ Create easy-to-reference materials like the Red Folder

✓ Amend current policies or develop new policies related to campus climate and mental health

TIER 3
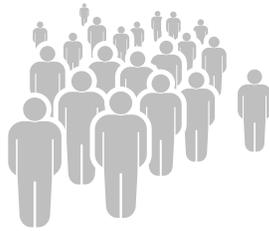
Tier 3 - Our college has robust health and psychological services that include formal connections with the county. Faculty and staff have at least a basic understanding of essential mental health topics and how to refer students who are in crisis.

Mental Health Services for Students

- ✓ Create and sustain a mental health advisory group
- ✓ Formalize leadership role for students in planning and practice
- ✓ Identify, implement, and/or adapt evidence-based practices for populations of focus
- ✓ Establish drop-in center or other peer specialist services (e.g., DropZone for Veterans)
- ✓ Hold peer support groups (e.g., grief counseling)
- ✓ Expand clinical staffing or internship program

Training for Faculty, Staff, and Students

- ✓ Implement stigma reduction activities/trainings for students
- ✓ Provide trainings on historical trauma, racial healing, resilience
- ✓ Establish trauma-informed policies, services, and leadership
- ✓ Create social marketing campaign
- ✓ Provide trainings and resources on faculty and staff wellness

County Coordination

- ✓ Solidify county and community partnerships through MOUs
- ✓ Contract with local CBO for on-campus psychological services
- ✓ Establish relationships with hospital systems, substance abuse treatment, and other behavioral health providers
- ✓ Track off-campus referrals
- ✓ Explore alternative funding strategies (e.g., Medi-Cal LEA)
- ✓ Co-host screening, enrollment, and other events with the county and CBOs

Step 3: Resources to Support Your Activities

You may find the following resources and tools helpful as you implement strategies for establishing or expanding your college's mental health services.

Training/Professional Development

The following is a list of suggested trainings that your Mental Health allocation funds can support. Please note that this is not an exhaustive list of trainings that these funds can be used to support.

- ✓ Mental Health First Aid: Mental Health First Aid is an 8-hour course that teaches you how to identify, understand, and respond to signs of mental illnesses and substance use disorders. The training gives you the skills you need to reach out and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing a crisis.

- ✓ The Safe Zone Project: The Safe Zone Project (SZP) is a free online resource providing curricula, activities, and other resources for educators facilitating Safe Zone trainings (sexuality, gender, and LGBTQ+ education sessions), and learners who are hoping to explore these concepts on their own. Fee-based training is also offered through several national organizations, such as Out Alliance and Campus Pride, as well as the Center for Applied Research Solutions (CARS).

- ✓ Kognito (for CCC Student Mental Health): This suite of online, interactive, and research-proven training simulations are designed to educate faculty, staff, and students about best practices in supporting: (1) students who struggle with psychological distress, including depression and suicidal ideation; (2) LGBTQ students who are struggling due to harassment or exclusion; and (3) student veterans who are facing challenges in adjusting to college life. Each training takes 30-60 minutes to complete and is structured as a virtual practice environment where users learn by engaging in interactive role-play conversations with emotionally responsive student avatars.

- ✓ Healthy Transitions: Healthy Transitions provides curricula for young adults transitioning out of foster care to empower them to recognize how stress, anxiety and past traumas impact their daily lives, and how identifying and managing these factors can increase their success in life. Fee-based trainings may be available from a facilitator/trainer.

- ✓ Certified Peer Educator Training (NASPA BACCHUS): CPE training is an effective strategy for building a well-educated and sustainable peer education group. CPE Training helps peer educators develop leadership skills to successfully create and implement campus programs. The training includes eight modules covering the role of peer education, helping peers make a behavior change, listening skills, response and referral skills, how to take action and intervene, recognizing the role of diversity and inclusivity, programming and presentation skills, self-care, and group dynamics.

- ✓ QPR (Question, Persuade, and Refer) Gatekeeper Training for Suicide Prevention: This is a 1-2-hour educational program designed to teach lay and professional "gatekeepers" the warning signs of a suicide crisis and how to respond. Gatekeepers can include anyone who is strategically positioned to recognize and refer someone at risk of suicide (e.g., parents, friends, neighbors, teachers, coaches, caseworkers, police officers). The process follows three steps: (1) Question the individual's desire or intent regarding suicide, (2) Persuade the person to seek and accept help, and (3) Refer the person to appropriate resources.

- ✓ Trauma-Informed Care: Trauma is a widespread problem that can make it difficult for students to learn and engage, and it also contributes to risk for mental and behavioral health challenges. A trauma-informed, resilience-oriented approach is crucial for recognizing the signs and symptoms of trauma, providing a safe and supportive environment for all campus stakeholders, and avoiding re-traumatization. Multiple organizations offer trainings on trauma-informed care. Respectful Relationships offers trainings on the long-term impacts of chronic stress on attachment, the brain and development, including trauma-informed tools to engage youth exposed to trauma. CARS provides trainings on faculty and staff wellness, leadership practices to promote well-being and resilience, and other topics related to trauma.

- ✓ Welcome Home: Veterans on Campus: The Welcome Home training is a program for faculty and staff about the mental health needs of student veterans. The major objectives of the training are to increase awareness about the signs and symptoms of post-traumatic stress disorder (PTSD), traumatic brain injury (TBI), and depression so that faculty and staff can better understand how these conditions might impact student success in the classroom and on campus. The Welcome Home training is a four-hour training that has been adapted from "Combat to Community," an 8-hour instructional course for law enforcement. Fee-based trainings are available through CARS.

- ✓ Request Training & Technical Assistance: Use this link to request additional information on trainers for the topics listed above or other areas of interest with the CCC Health & Wellness statewide technical assistance provider, CARS. The purpose of training and technical assistance (TTA) is to build CCC system capacity. In order to achieve this goal, a broad array of consultation or coaching, training, sponsorship, or other development services may be available to colleges.

Education and Advocacy Groups

These organizations offer programs for student-led chapters/clubs
- ✓ Active Minds
- ✓ National Alliance on Mental Illness (NAMI)

Publications and Multimedia

In addition to accessing consultations, trainings, and similar supports, you may find the following resources and tools helpful. The resources listed below were all developed for or by the California Community Colleges.

Mental Health 101
- ✓ Campus Mental Health Basics
- ✓ Trauma-Informed Care Fact Sheet
- ✓ Mental Health Services Campus Directory

Needs Assessment
- ✓ Addressing Student Mental Health in Community Colleges: Begin with a Needs Assessment
- ✓ Supplemental Needs Assessment Implementation Guide for CCC: Paper Survey

Referrals
- ✓ Developing & Sustaining Referral Sources
- ✓ Questions to Ask Potential Referrals
- ✓ Sample Policy: Identifying and Referring Distressed and Disruptive Students

On- and Off-Campus Collaboration

- ✓ Collaboration Toolkit: CCC and California County Behavioral and Mental Health Departments
- ✓ Memorandum of Understanding (MOU) Guide and Template
- ✓ Making the Case: County Mental Health, Community Providers, and Santa Monica College Student Mental Health

Crisis Reduction and Response

- ✓ CCC Crisis Text Line Awareness Materials
- ✓ Suicide Prevention on College Campuses: A Step by Step Guide to Developing a Comprehensive Approach
- ✓ Considerations for Naming Your Behavioral Intervention Team

Stigma Reduction

- ✓ Campus-Based Stigma Reduction Strategies
- ✓ Disabled Students Programs and Services (DSPS) for Students with Mental Health Disabilities

Focus Populations

- ✓ Supporting Asian American and Pacific Islander (AAPI) Students (video)
- ✓ Supporting Latino/a College Students' Mental Health (video)
- ✓ Supporting LGBTQ+ Students (video)
- ✓ Supporting Transition-Aged Foster Youth
- ✓ Supporting Student Veterans (video)
- ✓ Guidelines for California Community College Homeless Youth Liaisons

Basic Needs

- ✓ Meeting Basic Needs to Support Students' Mental Health and Success
- ✓ Supporting CCC Students in Meeting Basic Needs (infographic)
- ✓ CCC Electronic Benefits Transfer (EBT) Guidebook
- ✓ Helping Students Enroll in CalFresh (video)

Other Topics

- ✓ Highlights from the Field: Developing a Psychological Services Intern Program at Your Community College
- ✓ Disaster Response Resources

California Community Colleges Health & Wellness

www.cccstudentmentalhealth.org

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