Leading Institutional Change in Mental Health Support

Today's Presenters

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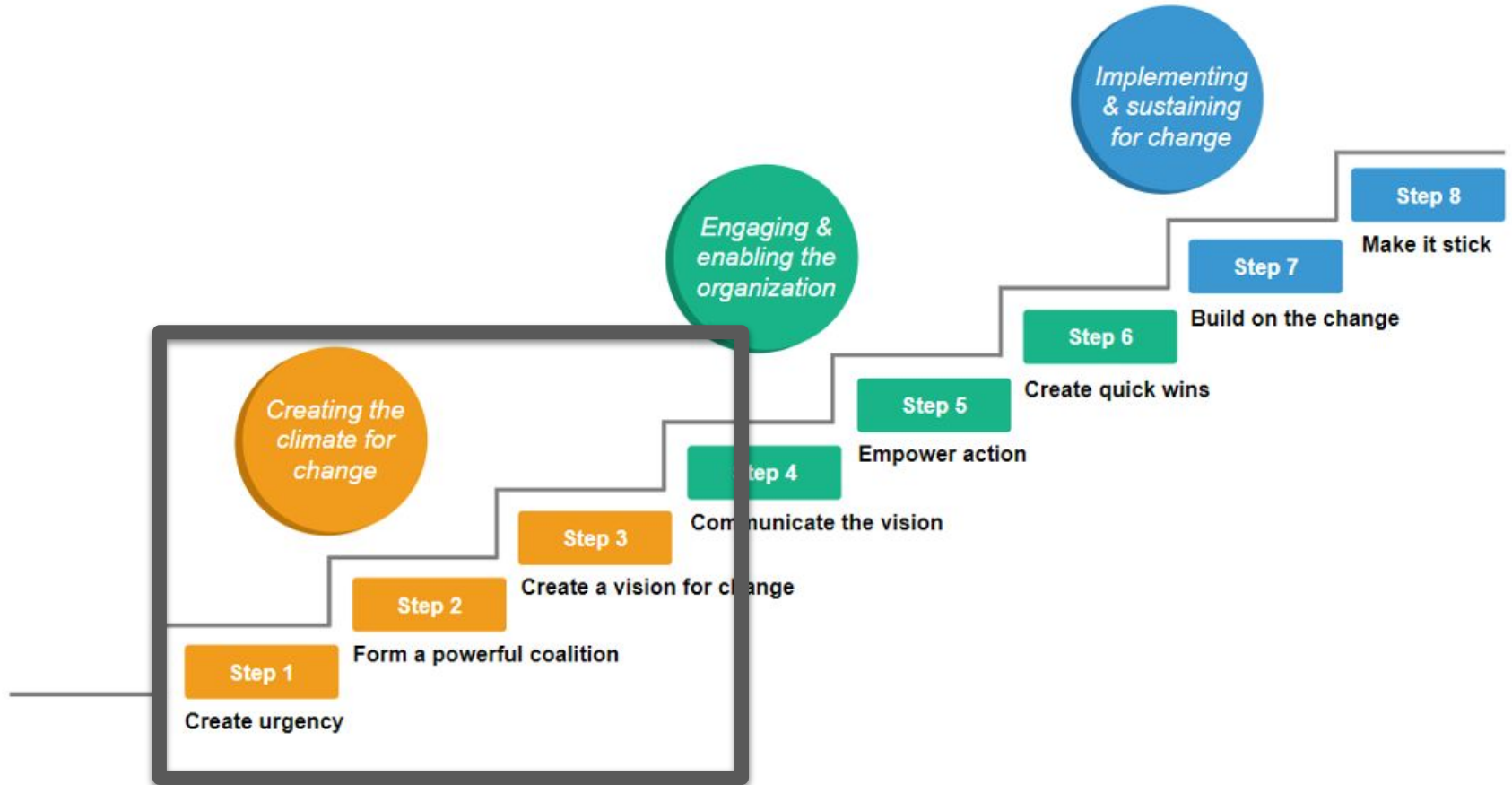
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Agenda

- Kotter's 8 Step Change Model
  - Creating a Sense of Urgency
    - What we know?
  - Creating a Guiding Coalition
    - Who we know?
  - Vision and Strategy
    - Where are we going?

Kotter's 8 Step Change Model

Kotter, J. P. (1996). *Leading change*. Boston, Mass: Harvard Business School Press.

Create a Sense of Urgency

- Identify potential threats , and develop scenarios showing what could happen in the future.
- Examine opportunities that should be, or could be, exploited.
- Start honest discussions, and give dynamic and convincing reasons to get people talking and thinking.

https://www.mindtools.com/pages/article/newPPM_82.htm

CLOSING THE GAP

Whitepaper: *Are Campuses Ready to Support Students in Distress?*

Co-authored by Kognito and the Jed Foundation, this survey analyzed data from over 65,000 faculty staff, and students in over 100 colleges and universities during February 2012 and June 2017

JED   **Kognito**

jedfoundation.org

50%+ don't feel adequately prepared to recognize when a student is exhibiting signs of psychological distress including depression, anxiety, and thoughts of Suicide (58% of faculty/staff and 51% of undergraduate students

87%+ say that it is part of their role as faculty, staff, or student to connect students experiencing psychological distress with mental health support services (95% of faculty/staff and 87% of undergraduate students)

~50% don't feel adequately prepared to approach at-risk students to discuss their concern

60%+ don't feel adequately prepared to approach at-risk students to discuss their concern

What do we know?

Prior to the pandemic, a 2019 survey from the American College Health Association reveals just how much students were struggling pre-pandemic. In the 12 months leading up to the survey:

- ❖ 87% of students felt overwhelmed
- ❖ 66% of students felt very lonely
- ❖ 45% of students felt depressed to the point it was hard to function
- ❖ 13% seriously considered suicide

https://www.acha.org/

What do we know?

active minds

changing the conversation
about mental health

Active Minds Fall 2020 Mental Health Student Survey:

❖ Almost 75% of respondents reported their mental health has worsened, worsened somewhat, or worsened significantly since the beginning of the pandemic.

❖ High percentages of respondents have experienced stress or anxiety (87.03%), disappointment or sadness (78.06%), or felt lonely or isolated (77.47%) during the pandemic.

❖ For many respondents, stress (84.25%), anxiety (82.35%), sadness (73.23%), and depression (60.7%) have all increased since the beginning of the pandemic.

What do we know?

Active Minds Fall 2020 Mental Health Student Survey:

❖ Two thirds of students (66.89%) reported an increase in supporting others with their mental wellness.
❖ Respondents reported having received information from their institution regarding mental health (66.41%), academic policies (82.5%), and healthy coping strategies (49.15%).
❖ Three quarters of respondents (77.72%) feel optimistic or hopeful about their school related goals and future job prospects.
❖ Majority of respondents indicated they know where to seek professional mental health services if they need immediate help (71.09%) and they know where to advise a friend to go if they need professional mental health services (69.77%).

Form a Powerful Coalition

- Identify the key stakeholders, influencers, and decision makers .
- Ask for an emotional commitment from these key people.
- Work on team building within your change coalition.
- Check your team for weak areas, and ensure that you have a good mix of people from different departments and different levels within your company.

"The whole is greater than the sum of its parts"

https://www.mindtools.com/pages/article/newPPM_82.htm

Web of Support

Customizing A Stepped Care Model For Your Institution

- ❖ Label the axes with level of resource intensity, and level of student autonomy
- ❖ Fill in existing campus resources where they belong on your graph
- ❖ Identify any gaps in care
- ❖ Explore tools or brainstorm programming that fill these gaps and are within your budget

https://kognito.com/blog/stepped-care-model

https://udayton.edu/studev/_resources/files/wellness/step-care-model_2020.pdf

Now, more than ever, students and educators need:

Recognition
- Faculty, Staff, and students need to recognize the signs of psychological distress in their peers and within themselves

Communication
- Utilize effective communication strategies to reach out and talk with peers and students they are concerned about

Referral
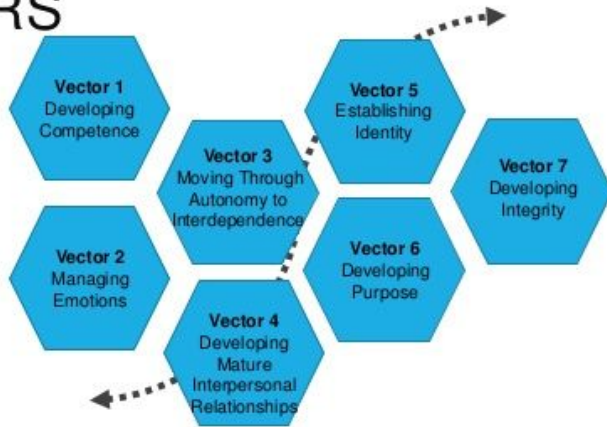- Know how to talk about seeking help and where to go

Self-Empowerment
- Use strategies to increase resiliency and self-care

Student Development Theory

CHICKERING'S SEVEN VECTORS

Vector 1 Developing Competence
Vector 2 Managing Emotions
Vector 3 Moving Through Autonomy to Interdependence
Vector 4 Developing Mature Interpersonal Relationships
Vector 5 Establishing Identity
Vector 6 Developing Purpose
Vector 7 Developing Integrity

Maslow's Hierarchy of Needs (1943)

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Adult Learning Theory

Self Directed Learning - risk-free practice environment and engage in a conversation with intelligent, fully animated, and emotionally responsive virtual characters that model human behavior.
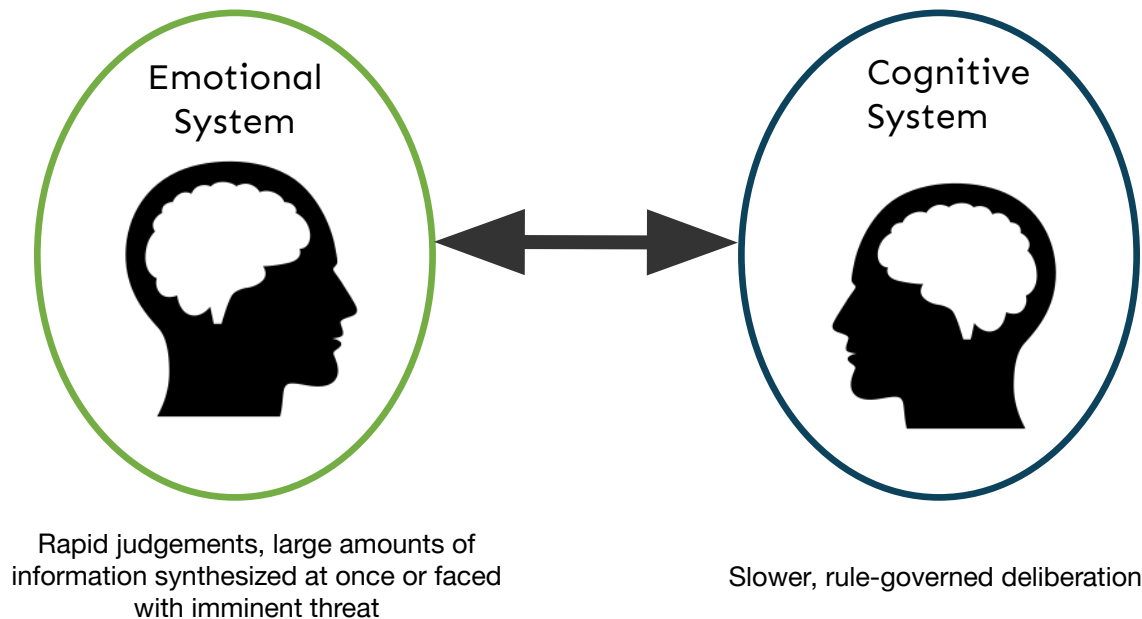
Experiential Learning - Adult learners are able to utilize this theory and learn by doing, instead of just hearing or reading about something. Role-play, hands on experiences, and more are all part of experiential learning.

Transformational - Numerous longitudinal studies have shown that users who complete Kognito simulations demonstrate statistically significant and sustained increases in attitudinal variables that predict behavior change including preparedness, likelihood, and self-efficacy to better manage conversations.

https://pubmed.ncbi.nlm.nih.gov/28293614/
https://www.wgu.edu/blog/adult-learning-theories-principles2004.html

Conversations can be hard

Emotional System

Cognitive System

Rapid judgements, large amounts of information synthesized at once or faced with imminent threat

Slower, rule-governed deliberation

To manage challenging conversations the cognitive system needs to monitor & regulate the emotional system.

Virtual Human Simulation and Learning Theory

In role-plays, knowledge is <u>actively constructed</u> not passively accepted through:
- Active decision-making
- Unique pathways of experience for the user
- Continuous real-time feedback from virtual humans, simulation features
- Meaningful connections through embodied experiences

Kognito simulations are designed to increase learning by:
- Optimizing cognitive load
- Using elaborative rehearsal
- Maximize transfer of learning from working to long-term memory
- Support deep learning

Covid-19 Pandemic Survey

Although not the intended purpose of this training, can you recall a situation where you used the skills learned in the training as it applies to dealing with the pandemic?

Qualitative Feedback from Students

- During the pandemic I have been checking up on my friends. Since were social distancing, I text or call them. Sometimes through text I can sense when somethings wrong, so when I do sense that, I call them to talk.

- I try my best to employ active listening with my friends who are experiencing anxiety from the pandemic. I think my presence and attentive listening brings them comfort.

- As a result of the training, I find myself checking on my friends more as we are all social distancing, which can feel isolating and lonesome.

Qualitative Feedback – Faculty & Staff

- I supported a student who disclosed to me that they were struggling to keep up with their expenses throughout the COVID-19 restrictions; I provided resources for state support and federal support.

- I have spoken to several of our student workers to check in on their well being and stress levels. I used some of the strategies to ask questions, but none seemed to require referrals.

- I have recognized signs of distress in colleagues.

- I encouraged my students to contact the counseling center and do therapy over Zoom.

- I think all the students had a degree of anxiousness during the pandemic. From personal issues (loss of job, income etc) as well as the transition to move to online learning from a live lecture. I think the key is communication with the students and positive reinforcement.

Create a Vision for Change

- Determine the values that are central to the change.
- Develop a short summary (one or two sentences) that captures what you "see" as the future of your organization.
- Create a strategy to execute that vision.
- Ensure that your change coalition can describe the vision in five minutes or less.

"If you don't have a vision, you're going to be stuck in what you know. And the only thing you know is what you've already seen."

- Iyanla Vanzant

Key Questions to Take Back to Your Campus

Strategic Planning	❖ How has Mental Health and Wellbeing been called forward in a significant way in your institutions current strategic plan? ❖ What has been learned from the previous plan and how has that informed the current and future plan? ❖ How has mental health & wellbeing been integrated in the departmental level performance plans/initiatives?
Accountability/Assessment	❖ What is your campus doing well? ❖ What data points support the need for increased investment in mental health & wellbeing? ❖ Is there a difference in how mental health has impacted student subpopulations? ❖ Can you speak to the current level of preparedness of your campus in your web of support?
Fiscal Responsibility	❖ How much per student is budgeted for mental health & wellbeing? ❖ What is the ROI based on student withdrawals/leave of absences? ❖ Are current initiatives supported by grants or is the support institutionalized?

Resources

- ❖ [Jed Foundation](#)
- ❖ [Togetherall](#)
- ❖ [ActiveMinds](#)
- ❖ [ACHA](#)
- ❖ [Healthy Minds Network](#)
- ❖ [Are Campuses Ready to Support Students in Distress?](#)
- ❖ [Supporting Student Veterans (research article)](#)
- ❖ [Increased Student Retention Through Improved Mental Health](#)

Higher Ed Catalog

Demo Links of the Simulations - *Expiration Date: 3/31/2020*
- [At Risk Mental Health for Faculty & Staff](#)
- [At Risk Mental Health for Students](#)
- [Sexual Misconduct Prevention for Students](#)
- [Alcohol & Other Drug for Students](#)
- [Veterans on Campus for Faculty & Staff](#)
- [Together Strong (Veterans) for Students](#)

Case Studies
- [Bucknell University](#)
- [California Community Colleges](#)

Thank You!

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Don't forget to enter free trial raffle for At-Risk Mental Health Suite!