

Student Well-being Leadership Summit 2023 Schedule



WEDNESDAY, OCTOBER 4

- 9–9:30 a.m. **Guests arrive** *light breakfast*
- 9:30–10 a.m. **Welcome**
- 10–10:30 a.m. **Framing of whole systems**
- 10:30–11 a.m. **Wellness activity**
- 11:10 a.m.–12:30 p.m. **Discussion and breakout #1:** Health and well-being concepts
- 12:30–1:30 p.m. **Lunch** *outdoor patio*
- 1:30–3:40 p.m. **Discussion and breakout #2:** Current data needs
- 3:40–4 p.m. **Wellness break**
- 4–4:45 p.m. **Discussion and breakout #3:** Current data needs continued
- 4:45–5 p.m. **Wrap-up**

THURSDAY, OCTOBER 5

- 9–9:30 a.m. **Guests arrive** *light breakfast*
- 9:30–10 a.m. **Welcome**
- 10 a.m.–noon **Discussion and breakout #4:** Current data efforts
- noon–1 p.m. **Lunch** *outdoor patio*
- 1–3 p.m. **Discussion and breakout #5:** Exploring data opportunities
- 3–3:15 p.m. **Wellness break**
- 3:15–4:15 p.m. **Discussion and breakout #6:** Building a path forward
- 4:15–5 p.m. **Expressing gratitude and wrap-up**

Leadership Summit Activities and Framing Questions

Activity 1: Framing of Whole Systems (Individual Work)

Practitioner: Where do your “well-being” services fit within the holistic behavioral health and wellness model?

Student: Where do you see the different campus services fitting within the holistic behavioral health and wellness model?



1. Comprehensive Universal Prevention & Wellness
2. Early Intervention & Collaborative Well-being
3. Comprehensive Treatment & Recovery Support

Activity 2: Campus concepts in action—defining equity (by UC Campus)

1. How do you define equity on your campus?
2. How consistent is this definition across various services?
3. How do you identify underserved students?

Activity 3: Campus concepts in action—defining well-being (by UC Campus)

1. How do you define student well-being on your campus?
2. How do you define student success on your campus?
3. What are the pathways (things you want to nurture) to enhance student well-being on your campus?
4. What are the constructs/indicators that are important to measure to assess well-being on your campus?

Activity 4: What are Your Data Wants and Needs? (by Service Area)

1. What key data wants and needs can help you deliver services more effectively? (met & unmet needs.)
2. What do you think are the critical data wants on a campus level?
3. Are there any key data wants and needs that can help support behavioral health and wellness equity?

Activity 5: How Do we Meet Data Wants and Needs Effectively? (by Service Area)

1. What key met and unmet data wants/needs were identified in the previous session?
2. How are you currently trying to meet those wants/needs?
3. To what extent have these efforts been successful? Consider (a) how effectively the data might meet the wants/needs and (b) how efficiently the process meets those wants/needs (i.e., burden on student, provider, or administrator; cost; etc.).
4. Would any alternative data approaches (a) more efficiently or effectively meet a met data need/want or (b) address a currently unmet want/need?

Activity 6a: Implementing New Data Approaches: Opportunity for Cross-UC Learning (by UC Campus)

1. Are there data approaches from other UC campuses that could benefit your campus?
2. What would your campus need to do to implement something similar?
3. Are there any challenges to implementing this? Are there any solutions to these challenges?
4. What can UCOP do to support your efforts moving forward?

Activity 6b: Implementing New Data Approaches: Methods to Address UC-wide Unmet Wants and Needs (by UC Campus)

1. What are the UC system's unresolved data issues/needs/wants?
2. What are the promising strategies to meet those unmet wants/needs?
3. What are the significant challenges to implementing these strategies? What are the imaginable solutions to these challenges?
4. What can UCOP do to support these strategies moving forward?

Activity 1: Framing of Whole Systems (Individual Work)

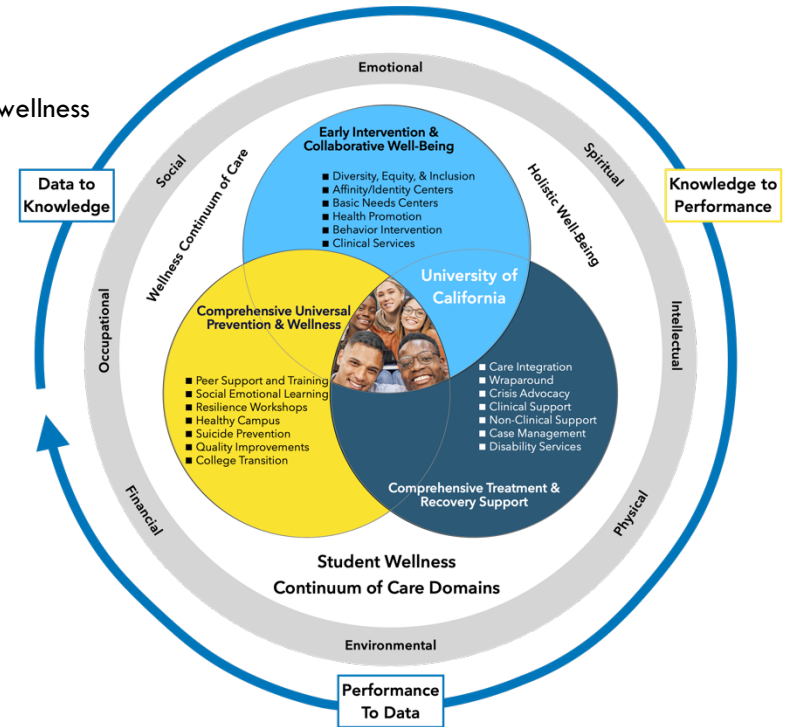
Practitioner: Where do your “well-being” services fit within the holistic behavioral health and wellness model?

Student: Where do you see the different campus services fitting within the holistic behavioral health and wellness model?

1. Comprehensive Universal Prevention & Wellness

2. Early Intervention & Collaborative Well-being

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Activity 2: Campus concepts in action—defining equity (by UC Campus)

1. How do you define equity on your campus?
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Activity 3: Campus concepts in action—defining well-being (by UC Campus)



1. How do you define student well-being on your campus?
2. How do you define student success on your campus?
3. What are the pathways (things you want to nurture) to enhance student well-being on your campus?
4. What are the constructs/indicators that are important to measure well-being on your campus?

Activity 4: What are Your Data Wants and Needs? (by Service Area)

1. What key data wants and needs can help you deliver your services more effectively? Include both met and unmet needs.
2. What do you think are the critical data wants on a campus level?
3. Are there any key data wants and needs that can help support behavioral health and wellness equity?

Types of Data	Data needs and wants. (both met and unmet)	Data needed to support equity?
UC Population-level Surveys		
Screening		
Service utilization data		
Data used in care		
Service Outcomes Assessment		
Other		

Activity 5: How Do We Meet Data Wants and Needs Effectively? (by Service Area)



1. What key met and unmet data wants/needs were identified in the previous session?
2. How are you currently trying to meet those wants/needs?
3. To what extent have these efforts been successful? Consider (a) how effectively the data might meet the wants/needs and (b) how efficiently the process meets those wants/needs (i.e., burden on student, provider, or administrator; cost; etc.).
4. Would any alternative data approaches (a) more efficiently or effectively meet a met data need/want or (b) address a currently unmet want/need?

Types of Data	Data needs and wants (both met and unmet)	How are you attempting to meet those needs/wants?	To what extent have these different approaches successful?	What alternative ways might we meet those wants/needs?
UC Population-level Surveys				
Screening				
Service utilization data				
Data used in care				
Service Outcomes Assessment				
Other				

Activity 6a: Implementing New Data Approaches: Opportunity for Cross-UC Learning (by UC Campus)

1. Are there data approaches from other UC's that could benefit your campus?
2. What would your campus need to do to implement something similar?
3. Are there any challenges to implementing this? Are there any solutions to these challenges?
4. What can UCOP do to support your efforts moving forward?





Successful data efforts other UCs/programs have employed that might benefit you	What would need to be put in place to achieve this?	Is this feasible? Are solutions to potential barriers?	Is there anything UCOP could do to support these efforts?

Activity 6b: Implementing New Data Approaches: Methods to Address UC-wide Unmet Needs/Wants? (by UC Campus)

1. What are the UC system's unresolved data issues/needs/wants?
2. What are the promising strategies to meet those unmet wants/needs?
3. What are the significant challenges to implementing these strategies? What are the imaginable solutions to these challenges?
4. What can UCOP do to support these strategies moving forward?

What are the priority unmet data wants/needs across the UCs?	Proposals to meet these unmet wants/needs	Are these proposals feasible in your UC? Are there any barriers to them, and potential solutions?	Is there anything UCOP could do to support efforts to address these wants/needs?

Facilitator Information



	<p>Genie Kim serves as the systemwide director for student mental health & well-being at the University of California. She has worked in the field of higher education and behavioral health for over 15 years. She started her career as an in-home behavioral counselor with foster youth with underserved students, inspiring her to pursue her master's in public policy and doctorate in social work to address the world's most pervasive social challenges. Dr. Kim serves as a partner, consultant, and social good architect, designing equity-focused policies, programs, and services to meet the unique needs of the communities and people we serve.</p>
	<p>Christian Jacobs serves as the Behavioral Health Coordinator for the UC Office of the President, Graduate, Undergraduate and Equity Affairs. His portfolio focuses on collegiate recovery services, clinical case management, campus crisis response, and community safety. He supports systemwide UC committees, such as the Student Mental Health Oversight Committee (SMHOC) and the Behavioral Health Community of Practice (BHCP). He also has extensive experience reducing mental health disparities and improving health equity infrastructures for many State of California Health and Human Services Departments (CalHHS) agencies. Christian received his Bachelor of Science degree in Psychology and a Master of Science degree in Child and Family Counseling and is a Licensed Marriage and Family Therapist.</p>
	<p>Dr. Savill completed his Doctorate in Social Psychiatry in 2015 at Queen Mary University of London, England, at the WHO Collaborating Centre for Mental Health Service Development. Dr. Savill has over 10 years' experience of evaluating and refining the delivery of psychosocial interventions for individuals experiencing behavioral health concerns, with a focus on improving pathways to care. His current research activities include refining early psychosis screening practices as a method to improve identification of those in need, evaluating crisis triage programs across California funded through the Senate Bill – 82, and co-leading the evaluation of the UC Equity in Mental Health grant. Additionally, he is the qualitative and fidelity lead of the California arm of EPINET (EPI-CAL) which is a project to develop a learning healthcare network of 41 current and developing early psychosis programs across the state of California. To facilitate this work, Dr. Savill has extensive expertise in utilizing mixed methods approaches in behavioral health services research, and substantial experience of engaging various community partners including care providers, service users, and family members in large-scale research and evaluation projects.</p>
	<p>Regina Gemignani is a Project Policy Analyst with the UC Davis Department of Psychiatry, supporting several research programs including the University of California EMH Funding Evaluation. She has a doctorate in Cultural Anthropology from the University of Arizona, and significant experience working on health and education studies both in the US and West Africa.</p>

Genie Kim
UCOP

Christian Jacobs
UCOP

Mark Savill
UC Davis

Regina Gemignani
UC Davis

 <p>Mike Furlong UC Santa Barbara</p>	<p>Michael Furlong is a Distinguished Professor Emeritus and Research Professor at the University of California Santa Barbara. He is a co-editor <i>Handbook of Positive Psychology in Schools</i> (2009, 2014, 2022). His experience includes (a) preparing SMH professionals; (b) researching SMH service delivery; and (c) creating—disseminating validated assessments informing schools about school climate, safety, and student social-emotional health and well-being. His experience includes ten years of direct service as a school psychologist and 30 years of developing and sustaining the IHE program for the preparation of masters and doctoral school psychology professionals. Other relevant professional activities include decades-long consultation support services to the California Department of Education (e.g., California Healthy Kids Survey) to various local education agencies throughout California, and in support of schools' efforts to build and enhance their school-based mental health services.</p>
 <p>Erin Dowdy UC Santa Barbara</p>	<p>Erin Dowdy, Ph.D. is a Professor in the Department of Counseling, Clinical, and School Psychology at the University of California Santa Barbara. She is a licensed psychologist and a nationally certified school psychologist. Her research career and scholarly publications have focused on assessment for social and emotional health and risk. She is focused on equitable screening practices and has worked with various agencies spanning from early childhood to higher education to improve assessment and intervention within the broad area of school based mental health. Dr. Dowdy has a record of past success at disseminating research in peer- reviewed journals and at professional conferences, and her research and collaborative work with schools, state, and community agencies has been funded by various agencies.</p>

Special Thanks:

- Alina Tejera, Administrative Analyst – Special Projects, UCOP
- Alissa Kinney Moe, Director of Outreach Events & Communications, UCOP
- Beth Kellmen, Senior Events Planner, UCOP
- Garland Withers, Project Policy Analyst, UCOP
- Fatima Azam, Communications Coordinator, UCOP
- Nellie Rose Fitzgerald, Executive Projects Coordinator, UC Davis

