



THE JED & CLINTON HEALTH MATTERS
CAMPUS PROGRAM

Our Mission

The Jed and Clinton Foundation Health Matters Campus Program is designed to help colleges and universities promote emotional wellbeing and mental health programming, reduce substance abuse and prevent suicide among their students.

The Campus Program

The Jed & Clinton Health Matters Campus Program is a nationwide initiative designed to help colleges and universities:

- Promote emotional wellbeing and mental health programming,
- Reduce substance abuse, and
- Prevent suicide among their students.

The Campus Program is a joint initiative of The Jed Foundation, a leading non-profit organization dedicated to promoting emotional health and preventing suicide among college students, and the Clinton Foundation's Clinton Health Matters Initiative, which works to improve the health and well-being of people throughout the United States across all generations.



Who We Are

About The Jed Foundation

The Jed Foundation is a leading nonprofit working to protect the emotional health of teenagers and colleges students. Our programs are inspiring a new national dialogue on mental health, encouraging millions of young people to speak up and take action, and changing the way academic institutions create healthier campus communities and prevent substance abuse and self-harm. Learn more at www.jedfoundation.org.

About the Clinton Foundation

The Bill, Hillary & Chelsea Clinton Foundation convenes businesses, governments, NGOs, and individuals to improve global health and wellness, increase opportunity for women and girls, reduce childhood obesity, create economic opportunity and growth, and help communities address the effects of climate change. The Clinton Health Matters Initiative (CHMI) works to improve the health and well-being of people throughout the United States across all generations.

The Problem

Mental health and substance abuse issues are widespread on college campuses.

In the prior year:

- 51% report overwhelming anxiety at some point
- 31% “so depressed was difficult to function”
- 21% report psychiatric diagnosis and/or treatment
- 7.5% report “serious thoughts of suicide”
- 8% report misuse of stimulants; 7.5% report misuse of opiates

In the prior month:

- 65% report alcohol use (32% report alcohol binge in past 2 weeks)
- 15% report marijuana use
- 20% report used any other drug in past month

(ACHA NCHA spring 2013)

Academic Impact

Students reported the following factors affecting their academic performance:

- 28.5% - stress
 - 20% - anxiety
 - 12% - depression
 - 10% - relationship difficulties
 - 20% - sleep difficulties
- ❖ Only “cold/flu” and “work” had comparable impact

(ACHA NCHA spring 2013)

Impact on Health & Safety

Of students who drink, while partying:

- 35% did something they later regretted
- 20% had unprotected sex and 2.5% non-consensual sexual contact
- 14% physically injured themselves
- 79% felt physically exhausted-not from exercise
- 6% engaged in non-suicidal self injury

(ACHA NCHA spring 2013)

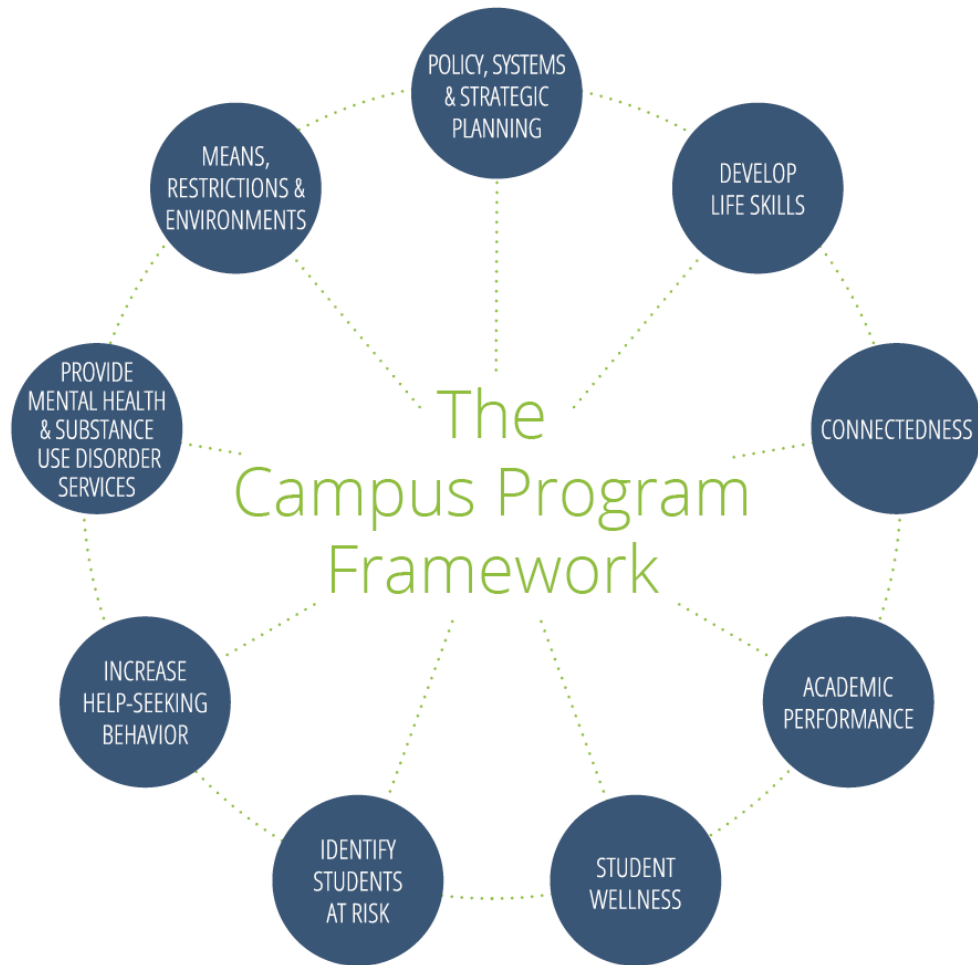
Campus Capacity

- Average of 10% of students seen at campus services
- Many very symptomatic students do not see themselves as having “psychiatric problems” (less likely to seek treatment)
- Many with adjustment issues and developmental issues may not need classic “treatment”
- Many in most serious risk may not present on their own anyway (e.g., isolated, early psychosis)
- 20% of campus suicides were seen at CC/80% no contact (A. Schwartz)

The Jed Foundation/SPRC Model

Building a strategic system of identification, psycho-education, life skills training and clinical support across campus becomes the goal





Enhanced content areas:

- Strategic planning and policy
- Academic performance
- Student wellness
- Family and community support

Policy, Systems & Strategic Planning

- Committee to manage planning for campus
- Committee has wide representation
- Gather data
- Prioritize problems
- Evaluates success and ongoing challenges
- Read more about this at: <https://www.jedfoundation.org/professionals/programs-and-research/campusmhap>
- Policies to address: insurance, LOA's, parental notification, medical amnesty, post-vention protocols

Developing & Supporting Life Skills

Groups that teach:

- Communication and relationship skills
- DBT (Dialectical Behavioral Therapy) groups
- Conflict resolution
- Financial planning
- Prevention of harassment and relationship violence
- Bystander intervention

Note: many of these kinds of activities can occur outside counseling settings and might be run by other staff

Connectedness & Support

- Peer Mentoring system
- Greek system (if exists) is carefully supervised
- Promoting connections with community religious and cultural resources
- Intentional floor programming in dorms
- Programs to promote tolerance and inclusiveness
- Programs to help students/RA's identify and connect with isolated students

Academic Performance

- Programs to support study skills, test anxiety
- Robust academic advising-trained advisors
- Peer tutoring-inexpensive
- Course evaluations

Student Wellness

- Stress and time management groups
- Info regarding connection between sleep, nutrition, exercise, general health and academic performance
- Substance free housing for all who request or need
- Educational campaigns regarding risks and consequences of substance misuse: strategic focus and timing. e.g., stimulants around exams
- Substance free activities and events are frequently held on campus

Identifying Students at Risk

- Collecting mental health and substance history from incoming students
- Connecting students with positive history to services
- Wellness/Screening Days
- Gatekeeper and How to Help a Friend training: wide, targeted and strategic
- Behavioral Intervention Team
- Online resources for mental health and substance abuse screening

Increasing Help-seeking Behavior

- Counseling Center is easily accessible, welcoming
 - Counseling Center website is easy to find and welcoming
 - Campus culture is open about mental health and the value of help-seeking
 - Online screening tools
 - Peer mental health and substance education programs
 - Campaigns to combat stigma
 - Student clubs and student involvement in promotion of mental health
 - Strategic marketing of counseling
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Providing Clinical Services

- Access to broad array of services: Mental health, Health, Substance Abuse, Health Education
- Health services screens for mental health and substance issues routinely
- SBIRT (screening, brief intervention, referral, treatment)
- Med management
- Services are flexible: timing and location
- Naloxone policies: local EMT's
- Emergency services coordinated with local resources
- BIT team and clinical services are coordinated

Means, Restrictions & Environmental Safety

- Environmental scanning done
- Roof, window, closet rod safety
- Gun policy
- Prescription drug monitoring and return
- Lab safety

See 'Means Matters' for more info: <http://www.hsph.harvard.edu/means-matter/>

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The Campus Program

When a school becomes a member of the Campus Program:

- **It commits to taking a confidential, self-assessment survey** on its mental health promotion, substance abuse, and suicide prevention programming.
- **Its survey responses are reviewed by The Campus Program team** in comparison to The Campus Program Framework, a consolidation of factors known to help in promoting mental health, preventing suicide, and limiting substance use that draws significantly from *The Comprehensive Approach to Mental Health Promotion and Suicide Prevention on College and University Campuses* developed by The Jed Foundation and the Suicide Prevention Resource Center.
- **It receives a feedback report and technical assistance based on survey results** (the level of technical assistance offered will be determined by survey results and program capacity).
- **It commits to a participation term of 4 years**, with an entrance, midterm, and end-of-term assessment survey. The submission cost for each survey is \$650, for a total 4-year program cost of \$1,950.
- **It pledges to work toward continuous improvement** in mental health, substance abuse, and suicide prevention programming.

Program Benefits

In addition to the significant learning associated with taking the assessment and the value of technical assistance, colleges will also have access to benefits such as:

- Demonstrating their commitment to supporting and improving their mental health, suicide and substance abuse prevention programs to their students, their families and alumni.
- The ability to leverage the brands of The Jed Foundation and the Clinton Foundation as partners in their efforts.
- Promotion and publicity in telling the stories of their accomplishments and achievements in on-campus mental health programming.
- A membership seal to illustrate participation in the program and commitment to mental health, substance abuse and suicide prevention. (Schools have the option to be anonymous.)



Recognition for Comprehensive Programming

After participating in The Campus Program for 1 year, a school is eligible to apply for The Campus Program Recognition. This process will entail:

- Submitting an application that demonstrates how the school is meeting the recommended practice standards as identified in the program areas; including certifications, program metrics and results, and additional evidence of the programs outlined in the school's self-assessment.
- After submission and evaluation by The Campus Program team, the school will be informed if they have earned recognition for their mental health, suicide prevention and substance abuse programming.

The Campus Program Team will release more information on this recognition and the application process in 2015.



Program Goals

Facilitate campus-wide awareness and commitment to community/public health model

Increase attention to non-academic factors impacting on student success, growth and maturation

Create more focused and strategic student affairs programming to enhance life skills, connectedness, resilience, more integration with academic support and wellness/health services



Program Goals

Reduce substance misuse and related consequences

Reduce burden on CC by funneling more psycho-education outside of CC and early case ID limiting number of crises

Through strategic education, communications and policy development enhance environmental safety and reduce risk of negative consequences from drug use



Thank You



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