

# Dixie State University

## Mental Health Implementation Plan

### August 2019 – July 2024

**Background:** In September 2017, the State Board of Regents approved the recommendations of the Regents’ Mental Health Working Group and directed the institutional presidents to act on the recommendations. The Board approved revisions to the recommendations in January 2019. The four recommendations are as follows: (1) Assess the mental health and wellness needs of USHE students, (2) Improve mental health education at USHE institutions, (3) Increase access to mental health services, and (4) Develop institutional five-year mental health implementation plans.

**Purpose:** This document serves as the required five-year mental health implementation plan and addresses the institutional strategies outlined for each of the Regents’ mental health recommendations. The president will also present on progress and efforts on mental health issues during the State of the University address when hosting the Board of Regents.

**Rationale:** Dixie State University embraces the motto “active learning. active life” and works to educate the whole student. Dixie State provides personalized and engaged learning experiences under the direction of skilled and devoted faculty and staff and is on the forefront of technology, health education, and entrepreneurship and incorporates cutting-edge learning practices across all disciplines. To graduate students who are prepared for rewarding careers and enriched lives, Dixie State University purposely assesses the health and wellness of the campus community. Dixie State University provides services and programming specifically focused on whole person wellness. Specific programming and service are in place to offer treatment and improve mental health awareness and education. The Dixie State University administration has begun to engage the following 5-year mental health plan.

**Institution funding model for mental health:** Currently the mental health model for Dixie State University includes funding for the employment of a Health & Counseling Center Director, a 10 month contract Counselor/Outreach Coordinator and partial funding of a Pre-doctoral psychology intern. A portion of Student Fees are being utilized to fund the employ of all of the support staff, medical staff, 2 part time therapists and the other portion of the Pre-doctoral psychology intern. The student fee fund is also utilized to provide outreach wellness programing for the campus and community. The University also provides ongoing funding for other office needs.

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#### **Recommendation #1: Assess the Mental Health and Wellness Needs of USHE Students**

**Strategy 1a:** In an effort to make more data-informed policy decisions, assure the Chief Student Affairs Officers (CSAOs) of the USHE institutions use the following systematic evaluation tools to assess the mental health and wellness of USHE students: the American College Health Association National College Health Assessment (ACHA NCHA) in the spring semester of odd years starting 2019 and the Healthy Minds Study (HMS) in the spring semester of even years starting 2020. The results of the evaluations will be reported to the Board of Regents.

Institution Current Status

1. Completed ACHA NCHA in spring 2019
  - a. Results have been delivered to the AVP of Student Engagement, VP of Student Affairs and President of the University.
  - b. The DSU H&CC has also been working with the DSU office of Institutional Research to make the data available for analysis in SPSS from this and previous iterations of the ACHA NCHA
  - c. Reviewed MH area with BOR MH WG 8/15/19
2. Engaged Student Pulse text service to better monitor ongoing student “mood” (Summer 2019)
  - a. >15% of summer enrolled current students have participated
  - b. >70% of student that responded indicated that they are feel “happy” to “really happy”
  - c. 6.53% indicated feeling “really sad”
    - i. Texts about resources available have been sent to these individuals

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

1. Begin Healthy Minds Survey on an biennial basis (**even year spring semesters**)
  - a. Identify Funds – 9/14/2019
  - b. Identify Implementation Team - 9/21/2019
  - c. Decide which Healthy Mind Modules are to be administrated – 10/7/2019
  - d. Establish Sample Size and Sample methodology – 10/7/2019
  - e. Gain IRB Approval - 12/30/2019
  - f. Purchase Survey – 1/20/2019
  - g. Distribute Survey – 3/2/2020-3/9/2020
  - h. Obtain Survey results – 4/2020
  - i. Disseminate Survey results to stakeholders - 4/2020
  - j. Submit Results of Survey to BOR – 5/2020
2. Continue ACH NCHA on a biennial basis (**odd year spring semesters**)
  - a. Next iteration spring 2021
3. Continue use of Student Pulse to better connect to and understand student self- report of wellness

Lead and Other Collaborators

Director of Counseling with Dean of Students, Counseling staff, Wellness committee and Student government

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$25000 for survey costs

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## **Recommendation #2: Improve Mental Health Education at USHE Institutions**

In an effort to more effectively prevent and treat mental health issues within the USHE system, assess and, if needed, modify educational standards for faculty, adjunct faculty, staff, and students. The goal of the standards should be increasing the ability of these groups to identify mental health issues and to refer students to appropriate mental health resources, as needed.

**Strategy 2a:** The Commissioner's Office will: Convene the Counseling Center Directors from each USHE institution at least annually to discuss best practices for training and other strategies or other relevant topics to assure the best mental health practices for students. These topics may include "Okay to Say" or similar awareness campaigns, and collaboration with the Utah Suicide Prevention Coalition, Utah Division of Substance Abuse and Mental Health, and the Utah Student Association.

### OCHE Current Status

- The first Counseling Center Directors meeting was held June 4, 2018. Regent Patricia Jones, chair of the Regents' Mental Health Working Group, led a focus group to gain the directors' insights into implementing the Regents' Mental Health Recommendations at each of the institutions. Each recommendation and strategy was reviewed and discussed. Edits to some of the strategies were suggested to: (1) make implementation possible, and (2) provide sufficient data to the Regents on the effectiveness of the strategies in responding to student mental health needs.
- 2<sup>nd</sup> meeting was held on 8/15/2019 and see attached agenda. Determined

### OCHE Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

- The counseling center directors from all eight USHE institutions are represented on the Regents' Mental Health Advisory Committee, which will meet once a year in June or July, once the survey results are in from the annual mental health survey, to review the data and progress of the 5-year implementation plans.

### Lead and Other Collaborators

- Lead: Megan Brown, OCHE Project Manager – Academic and Student Affairs
- Collaborator: Elizabeth Hitch, OCHE Associate Commissioner for Academic and Student Affairs

**Strategy 2b:** Each USHE institution will (for Faculty/Staff): Work to implement a mental health education training for new faculty and staff, with ongoing follow-up training opportunities available for all faculty and staff.

### Institution Current Status

1. H&CC staff available for and presenting in student groups, classes and at University meetings
  - a. Mental health awareness and resources
  - b. QPR Suicide Prevention
    - i. 500+ staff, faculty and students certified as QPR Gatekeepers on campus over the last 2 years
  - c. Campus and community health resources
  - d. Wellness education
2. Staff Association Wellness Committee
  - a. Some annual events for staff that are tied to subjects of stress management

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

1. Include QPR Gatekeeper certification as a part of the onboarding process for new employees (staff and faculty)
  - a. Collaborate between Director of HR and H&CC Director to arrange certification classes
2. Require college and department training in QPR on a biennial basis for all employees of DSU
  - a. HR begin to track which employees are trained
  - b. HR to collaborate with H&CC to arrange ongoing certification classes
3. Begin implementation of School Pulse text service for faculty and staff to encourage more self-awareness among faculty and staff of their personal sense of well-being
4. Require *SafeColleges* course/webinar “Student Mental Health” for all employees on an annual basis
  - a. HR to coordinate with compliance officer to assign and track “Student Mental Health “ training completion
5. Create mental health literacy and stigma reduction courses customized for DSU, to take over for the *SafeColleges* “Student Mental Health” webinar for DSU
  - a. Identify a Mental Health Literacy team for DSU including experts from different on campus groups
  - b. Investigate existing mental health literacy and stigma reduction educational materials
  - c. Identify best practices for methods of content delivery
  - d. Create a multifaceted mental health literacy and stigma reduction series required to be completed by staff and faculty over multiple semesters.
  - e. Collaborate with HR to track ongoing training for all employees

We will start implementation of the above in Academic Year 2019

Lead and Other Collaborators

Director of Counseling assisted by staff, Dean of Students, Wellness Committee and Student Government

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)  
\$5000 to meet training costs

**Strategy 2c:** Each USHE institution will (for Students): Offer opportunities and encourage students to participate in mental health literacy training to help them identify, respond to, and refer peers to appropriate mental health resources.

Institution Current Status

1. Current Outreach efforts by H&CC
  - a. H&CC staff available for and presenting in student groups, classes and student clubs
    - i. Mental health awareness and resources
    - ii. QPR Suicide Prevention
    - iii. Campus and community health resources
    - iv. Wellness education
  - b. Wellness Fair
    - i. Connecting campus to local resources
  - c. Love Is...
    - i. Healthy relationships
  - d. Stress Less and Decompress events
    - i. Offering relaxation skills (mindful meditation, yoga, stretching, etc.)

- ii. A treat and distractions before finals
  - e. Wellness Workshop series
    - i. Workshops on differing aspects of wellness in a weekly series
- 2. Engaged School Pulse text service to offer nudges towards wellness-based behaviors
  - a. Invites students to complete self-report of current mood on a weekly basis
  - b. Offers students evidenced based information “nudges” on engaging in wellness focused behaviors
  - c. Combines data to show overall student mood
  - d. Offers anonymous text interactions with a trained responder (e.g. LCSW)
  - e. Refers students to resources as needed
- 3. Presentations about H&CC resources (including mental health resources) during freshman orientation
  - a. Tabling at Orientation and Freshman Friday

**Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)**

1. Require annual QPR certification sponsorship for all student organizations, team and clubs
  - a. H&CC coordinate with Student Government, University Clubs and Athletics
    - i. Identify all different groups
    - ii. Establish schedule of annual presentations
  - b. H&CC to track presentations and certification completed
    - i. Report back to Student Government, University Clubs and Athletics
2. Continue use of Student Pulse to better connect to nudge students towards wellness-based behaviors
3. Incorporate mental health literacy and stigma reduction lessons in the Trailblazer Connection Course (FYE)
  - a. H&CC to collaborate with FYE coordinator
    - i. Meet to explore inclusion in syllabus
    - ii. Identify Learning Outcomes and connection to University Goals
4. Formation of a campus wide mental health/wellness committee to address the future implementation and promotion of a mental health literacy and stigma reduction among DSU student body.
  - a. Identify a Mental Health Literacy team for DSU including experts from different on campus groups
  - b. Investigate existing mental health literacy and stigma reduction educational materials
  - c. Identify best practices for methods of content delivery
  - d. Create and implement a series of free webinars around mental health subjects (stress management, healthy relationships, mental health awareness, student engagement, etc.) available in multiple locations throughout the University Website
  - e. Create a mental health literacy and stigma reduction series of online courses are available to achieve a University granted co-curricular certification
5. Incorporate Wellness (including Mental Health Awareness and stigma reduction) into University and unit strategic plans and goals.
  - a. Identify research that may tie Wellness to University recruitment, retention, academic success, graduation and placement
  - b. Identify methodology of implementation and measurable goals for implementation

**Lead and Other Collaborators**

Director of Counseling, Counseling Staff, Dean of Students, Academic Affairs, Wellness Committee

**Required additional resources from external sources (State Board of Regents, State appropriation, etc.)**

\$0

**Strategy 2d:** Each USHE institution will (for Students): Offer service learning and volunteer opportunities that provide exposure to mental health issues and treatment and may lead to career opportunities in mental health settings.

Institution Current Status

1. The Health & Counseling Center has enrolled in the NASPA Certified Peer Educator (CPE)
2. HOPE Squad at DSU-becoming a wellness focused club in the future

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

1. Establish a Wellness club on campus
  - a. Include the HOPE squad (already exists on campus)
  - b. Collaborate with other on campus clubs
    - i. Psy Chi
    - ii. NAMI
    - iii. Rural health Scholars
  - c. Offer the completion of the Certified Peer Educator program (already exists on campus)
  - d. Offer Certification as a Question Persuade Refer Gatekeeper (already exists on campus)
  - e. Offer Prime 4 Life course (already exists on campus)
  - f. Establish volunteer resources (outreach programming for preventative health education, etc.).
    - i. Food Pantry
    - ii. DOVE Center
    - iii. Switchpoint
    - iv. IHC Behavioral Medicine/Access Center
    - v. Southwest Behavioral Health Center
    - vi. Reach4 HOPE coalition
    - vii. On Campus Programming (Wellness Week, Love Is..., Decompress and Stress Less)

Lead and Other Collaborators

Director of Counseling and staff assisted by Dean of Students, Student Government, Wellness Committee

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$2000 for event promotions

**Strategy 2e:** Each USHE institution will (for Students): Assure that institutional student health and wellness programs systematically address the biopsychosocial aspects of mental health and well-being.

Institution Current Status

1. H&CC offers a number of programs about biopsychosocial aspects of mental health and well-being
  - a. "Love Is..." program is focused on teaching about healthy relationships and sex education.
  - b. "Decompress and Stress Less" teach about stress management and coping resources.
  - c. "Wellness Fair" to bring community resources for health and wellness on campus
  - d. "Wellness Workshop Series" offers weekly workshops biopsychosocial aspects of well-being
2. Engaged School Pulse text service to offer nudges towards wellness-based behaviors
  - a. Invites students to complete self-report of current mood on a weekly basis
  - b. Offers students evidenced based information "nudges" on engaging in wellness focused behaviors

- c. Combines data to show overall student mood
- d. Offers anonymous text interactions with a trained responder (e.g. LCSW)
- e. Refers students to resources as needed

Institution Plan to Meet Recommendation (include required resources, measurable goals, action items, and timeline)

1. H&CC outreach advertising to a Proactive/Preventive education model.
  - a. Add more preventative and educational elements to current programs
  - b. Begin an annual Wellness Week (Fall 2019)
    - i. Collaborate with Health sciences programs, recreation services and other on campus groups.
    - ii. Different days focused on differing elements health & wellness
    - iii. Wellness week to increase awareness of wellness resources, treatment and stigma reduction.
    - iv. Tie in community and campus resources
  - c. Begin an annual Suicide and Mental Health Awareness Week (scheduled for Fall 2019)
2. Establish within the new University strategic plan a University goal/theme tied to Wellness
  - a. Active Life = Healthy Life (Wellness)
3. Continue use of Student Pulse to better connect to nudge students towards wellness-based behaviors
4. Enhance wellness programming coordination/collaboration between various areas of wellness services provided currently on campus
  - a. Campus Recreations
  - b. H&CC
  - c. Career Services
  - d. HOPE Squad
  - e. Clubs with wellness themes
  - f. Staff wellness committee
5. Strengthen the already established committee.

Lead and Other Collaborators

Director of Counseling and staff, Academic Affairs, Wellness Committee, HR, Student Government

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)  
\$3000 for event promotions

**Strategy 2f:** Each USHE institution will (for Students): Collaborate with existing or developing K-16 Alliances that are working to better prepare students for mental health issues across the continuum of K-16 education. Collaboration may include such things as: (1) increasing awareness and better coordination of the K-16 mental health continuum, (2) developing K-16 resiliency training, (3) working to transfer information on students under Section 504 of the Rehabilitation Act of 1973 from K-12 to higher education institutions students are attending, with consideration of whether such transfer includes Individualized Education Programs (IEPs).

Institution Current Status

Already collaborating with individuals who bring their IEP or 504 to campus. Some updates need to be done but collaboration is already in place for local School district

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

Continue with current collaborations

Lead and Other Collaborators

Director of Disability Accommodations, Counseling Director and staff

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$0

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### **Recommendation #3: Increase Access to Mental Health Services**

In an effort to more effectively address the mental health needs of students in the USHE system, implement strategies to increase access to varying psychological treatments that are empirically supported.

**Strategy 3a:** Work collaboratively with community and regional providers to increase access to psychiatric care community-wide, especially in underserved areas of the state.

#### Institution Current Status

1. Participation in Reach 4 HOPE coalition and HOPE squad initiatives
2. Creation of a list of local providers of Wellness services
3. Collaborating with Southern Utah Mental Health Alliance and Healthy Dixie

#### Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

1. Keep referrals list updated
  - a. Each summer semester
    - i. Call all providers on list and confirm services
    - ii. Search and find new providers in the area
  - b. Enhance list to include any reviews that can be identified
2. Investigate beginning an annual MH conference offering continuing education credits
  - a. Identify team to establish a MH conference at DSU
  - b. Research areas of practice that may be needed in the area/region and steps to offer CE credits
  - c. Identify cost and benefits and investigate reality of scheduling and facilities
3. Begin a on campus clinical consultation conference for local mental health practitioners

#### Lead and Other Collaborators

Director of Counseling and staff, Dean of Students

#### Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$8000 for event costs

**Strategy 3b:** Evaluate and implement strategies that address mental health professional shortages, especially in underserved areas, such as:

- Expanding graduate program capacity and program options to increase number and diversity of professionals produced.
- Collaborating with the Utah Medical Education Council (UMEC) and other stakeholders in programs, such as the WICHE-sponsored Mental Health Program Rural Psychology Internship Initiative, where the objective of better mental health services for USHE students is one of the objectives. Support the UMEC's role coordinating implementation of the WICHE Rural Psychology Internship Initiative in Utah to expand mental health services in rural areas.

#### Institution Current Status

1. Applied Social Work Degree
2. College of Humanities & Social Sciences MFT program-Fall 2019
3. Collaboration with U of U's Certified Mental Health Counselor program offering supervision for practicum students
4. DSU is participating in the WICHE based APA certified internship for training psychology interns.

- a. Working towards APA accreditation by 2020-2021

Institution Plan to Meet Recommendation (include required resources, measurable goals, action items, and timeline)

1. Provide ongoing supervision for future local therapists

Lead and Other Collaborators

Director of Counseling and staff, Academic areas, Dean of Students

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)  
\$5000 for event costs

**Strategy 3c:** For institution-based psychotherapy services: Examine strategies for expanding services to better serve students (e.g., increasing after-hours and weekend hours, utilizing peer mentors and support groups for mild psychological distress, and/or utilizing telehealth and web-based program applications).

Institution Current Status

2. Wellness workshop series and other therapy groups
3. Formation of a campus wide mental wellness committee to address the future implementation and promotion of a mental health literacy and stigma reduction among DSU student body
4. Engaged School Pulse text service an earlier warning system and Mental Health Awareness tool
  - a. Invites students to complete self-report of current mood on a weekly basis
  - b. Offers students evidenced based information “nudges” on engaging in wellness focused behaviors
  - c. Combines data to show overall student mood
  - d. Early alert of individuals that display ongoing/patterns of upset mood
  - e. Offers anonymous text interactions with a trained responder (e.g. LCSW)
  - f. Refers students to resources as needed

Institution Plan to Meet Recommendation (include required resources, measurable goals, action items, and timeline)

1. Increase University funding of therapists
  - a. Increase of contracts to 12 month contracts to allow more flexibility in scheduling
  - b. Increase funding to match other local competitors for University Counselors
2. Increase number of hired therapist to meet IACS established ratios
  - a. Currently at FTE of 2.00 (26 hours of available clinical hours)
3. Move Counseling services to a larger and more central campus location on campus
  - a. H&CC has plans to increase in size
  - b. Current space on campus does not allow for H&CC on the campus at this time
4. Continue use of Student Pulse to better connect to nudge students towards wellness-based behaviors
5. Embed counseling services in programs away from main campus (i.e. Taylor Building, Hurricane center) and/or specialized programming/services (i.e. housing, athletics)
  - a. Increase collaboration with different groups on campus to offer embedded therapy
6. Development of online resources (stress management, mood management, social skills training, etc.)
  - a. Identify a Mental Health online resource team for DSU including experts from various campus groups (Health & Counseling, Psychology, Social Work, Health Sciences, Marketing, Rec Services, Digital & Extended Learning, etc.)
7. Investigate the possibility of adding an on campus Low Ropes course
  - a. Establish committee to evaluate the feasibility and potential benefits of a Low Ropes Course

Lead and Other Collaborators

Director of Counseling and staff working with local employers, Graduate programs at neighboring universities.

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

Hire 2 initial therapists at \$180k.

**Strategy 3d:** For institution-based psychotherapy services: Evaluate current group offerings and student participation in various types of groups, including formal therapy, psychoeducational, and support/peer support. Assess effectiveness of groups and implement any changes needed to improve effectiveness.

Institution Current Status

1. Continue to further develop and offer the Wellness Workshop (ongoing program)

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

2. Assess need and respond to needs for group therapy in the future

Lead and Other Collaborators

Director of Counseling and staff

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$0

**Strategy 3e:** Collaborate with state and local agencies and coalitions that are working to create statewide and institution-based evidence-based stigma reduction campaigns.

Institution Current Status

1. Participate actively with the HOPE 4 Utah coalition
2. Work with the HOPE Squad organization to continue to enhance their University programming
3. NAMI on Campus
4. Participation in Out of Darkness walk (AFSP)

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

1. Increase collaboration between different mental health minded clubs.
2. Identify in current programming and services ways to connect to statewide/national groups and EB stigma reduction campaigns
3. Evaluate need of further programming.

Lead and Other Collaborators

Director of Counseling and staff

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$0

**Strategy 3f:** Support and implement the higher education expansion of the SafeUT mobile app, including personalizing the SafeUT app for each institution and identifying a point of contact at each institution.

Institution Current Status

App launched and marketed already

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

Continue to advertise and promote SafeUT

Lead and Other Collaborators

Director of Counseling and staff, Dean of Students and Student government

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$0 if the legislature continues to fund it.

**Strategy 3g:** If supported by institutional data of student mental health needs, work toward the acquisition of therapeutic providers relative to the student body size and unique characteristics of the institution consistent with minimum staffing ratios established by the International Association of Counseling Services (IACS).

Institution Current Status

1. ACHA NCHA, Healthy Minds and H&CC OQ data to be analyzed to establish need

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

1. Increase University funding of current H&CC staff
2. Increase number of hired therapist to meet IACS established ratios
  - o Adding 4 FTE therapists (currently 2.0 FTE)

Lead and Other Collaborators

Director of Counseling and staff

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$360k at 80k per therapist, benefits included.

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**Recommendation #4: Develop Institutional Five-Year Mental Health Implementation Plans**

In order to systematically evaluate whether USHE student mental health services and wellness improve over time, each institution will:

- **Strategy 4a:** Develop a five-year mental health implementation plan that is based on Regent-adopted recommendations and includes measureable institutional goals and assessments. The plan will be due summer 2019 with subsequent review by the Board of Regents.
- **Strategy 4b:** Prepare an annual report on progress on the institutional implementation plan that will be submitted to the institutional Board of Trustees and to the Board of Regents.
- **Strategy 4c:** When an institution hosts the Board of Regents, the institution will present on progress and efforts on mental health issues including mental health services utilization rates and wait times.

Board of Regents Meeting Dates and Locations 2019-2020

August 1-2, 2019	Southern Utah University
September 12-13, 2019	Utah State University
November 15, 2019	Utah Valley University
January 24, 2020	University of Utah
March 26-27, 2020	Dixie State University
May 15, 2020	Weber State University

Institution Current Status

DSU has developed the plan

Institution Plan to Meet Recommendation (include required resources, measureable goals, action items, and timeline)

DSU will keep reviewing the plan and monitoring its implementation

Lead and Other Collaborators

Director of Counseling and Dean of Students

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)

\$0