

University of Utah

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: In line with college student mental health national trends, University of Utah students are experiencing higher levels of stress, anxiety, and depression. These varied emotional difficulties and mental health concerns can result in a potential negative impact on academic performance as measured by lower grades, dropped courses, disrupted progress toward degree programs, or failure to graduate. This Mental Health Implementation plan will provide actionable goals that align with the Regents’ Mental Health Working Group recommendations.

Institution funding model for mental health: Current institutional funding model is a combination of monies from the Utah state legislature, income from counseling and testing services, and student mental health fee funding.

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

The University of Utah has been administering the ACHA NCHA survey via our Center for Student Wellness every other year since 2009, with the HMS administered for the first time in Spring 2018.

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

Required Resources

- Funding to support ACHA NCHA and HMS survey administration.

- AER will provide funding for the HMS for the Spring 2020 administration.

Measurable Goals

- ACHA NCHA and HMS survey response rates.

Action Items

- In collaboration with Student Affairs Assessment, Evaluation & Research (AER), continue to survey U of U students as recommended (ACHA NCHA/spring odd years; HMS/spring even years).

Timeline

Ongoing

Lead and Other Collaborators

- ACHA NCHA: Center for Student Wellness (Lead)
- HMS: Counseling Center (Lead)
- Student Affairs Assessment, Evaluation & Research

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

External funding from the State Board of Regents or State appropriation would facilitate our ability to cover the costs of the ACHA NCHA and HMS assessments.

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.

OCHE Plan to Meet Recommendation (include required resources, measurable 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

The University currently offers no required mental health trainings to current or newly hired staff. The Division of Student Affairs piloted a Mental Health First Aid training in October 2019 for a limited number of employees from each of the division's offices, and will explore offering this training to other staff in the spring (e.g., academic advisors, library staff). Details on this 8 hour course can be found at <https://www.mentalhealthfirstaid.org/>.

Mental Health Workshops and Campus Suicide Prevention Trainings are offered by the University Counseling Center by request via the University's SafeU website. A collaborative workshop offered by the Dean of Students, Center for Student Wellness, and University Counseling Center, *Intervening with Distressed Students* that provides the opportunity for U faculty and staff to learn how to better engage with students in distress and connect them with campus health and wellness resources, is available by request.

Human resources offers two learning platforms that could be used for new faculty and staff training – Bridge for main campus and Learning Management System (LMS) for health sciences. While both are preloaded with curricula currently for self-assignment and/or supervisor/institution assigned learning, no current modules exist that are mental health related.

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

Required resources

- University of Utah Learning Platform (Bridge/LMS)
- Established and effective mental health curriculum for an employee module

Measureable goals:

- All new employees (faculty and staff) will complete a mental health education module within 90 days of hire.
- Current employees who have not completed the training will complete the training module within 6 months of assignment.

Action Items:

- Review available employee mental health for workplace education applicable to a university setting.
 - Benchmark to other PAC-12 institutions

- Benchmark to other USHE institutions
- Select appropriate mental health training module.
- Collaborate with Human Resources to incorporate the selected training into the relevant Learning Platform.
- Determine how often follow-up training is needed based upon data related to selected curricula.

Lead and Other Collaborators

- Human Resources for implementation through Bridge/LMS and potential penalties for non-completion
- University Counseling Center for educational content review and evaluation
- Office of Equal Opportunity and Affirmative Action

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)
Funding for curricula using existing HR funds or seek from State appropriations.

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

Currently, the University of Utah provides mental health literacy training opportunities for students but there are identified areas of growth and expansion.

The University Counseling Center (UCC) offers presentations by request that address stress management, suicide prevention, helping students in distress, self-compassion training, and more. These trainings can be requested at <https://counselingcenter.utah.edu/forms/request-presentation.php>. UCC also launched a peer mentor undergraduate internship program, *The Change Coalition*, in Fall 2019. Undergraduate interns are trained to provide Mindfulness Center workshops and drop-in meditation sessions, and have a specific social justice emphasis on reaching out to marginalized student populations on our campus. The UCC provides ongoing mental health literacy trainings to ASUU student leaders at a minimum of 3x/year. This includes the *Intervening with Distressed Students* workshop referenced in Strategy 2b which is now being offered for other student groups.

The Center for Student Wellness (CSW) includes elements of mental health literacy as a part of their Bystander Intervention training, Wellness Advocate, and Compassionate Responses to Disclosures of Interpersonal Violence. These workshops are offered by request to student organizations, classroom presentations, or other student populations online at <https://wellness.utah.edu/workshops-training/>. CSW has also launched a Peer Health Education Scholars Program (ACES) for undergraduate student leaders to be trained in facilitating educational workshops, trainings, and events for the campus community. Primarily these students address wellness and safety issues surrounding violence prevention, sexual health, and harm reduction.

Additionally, the University is launching an online module from EverFi for newly admitted students (e.g., freshman, transfer, etc.) titled *Mental Well-being for Students*. This course is designed to “equip undergraduates with essential skills and information to navigate the stressors and emotional challenges associated with college life. This mental health course helps learners practice self-care strategies, recognize when they or their peers are in distress, and take action to find additional support. This course was available to all first-year students in October, 2019.

While these approaches intend to impact mental health literacy, there is limited reach. Workshops and presentations by request typically are offered to organizations and classrooms that prioritize mental health and student well-being, but this leaves thousands of students who have received little to no training. Furthermore, while an online platform for information dissemination helps attend to this gap in reach, the current module is not being offered to graduate students and other students who are not classified as first-year for this pilot year.

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

- EverFi *Mental Well-being for Students* module to be launched October 2019 and encouraged for all incoming freshman and first-year students
- Develop graduate student-specific programming for mental health literacy
- Continued development and expansions of peer health educator and mentor programs to expand educational reach
- Work toward the development of an Active Minds chapter on campus
- Collaborate with student groups (e.g., new NAMI U of U student chapter) to extend our reach to students
- Create a mental health literacy marketing campaign to share resources and information
- Create educational materials to disseminate to students campus-wide via wellness-events and have readily available for students at libraries, housing, and other student congregating areas
- In collaboration with the Center for Student Wellness and Dean of Students offices, continue to advertise The *Intervening with Distressed Students* workshop to student groups, faculty and staff

Required Resources

- Funding and staffing to create graduate student and additional faculty and staff trainings and implementation
- Funding and staffing to oversee an expansion of peer education and mentor programs
- Funding to advertise current and new mental health literacy programming to a larger campus community
- Funding and staffing to support an expansion of online module access for mental health literacy content
- Funding and development services to create a marketing campaign in partnership with the U’s Communication and Marketing department
- Funding to develop and disseminate educational information across campus

Measurable Goals

- To increase student awareness of available resources and mental health literacy programs.

- To increase faculty and staff awareness of available resources and mental health literacy programs to which they can refer students.
- To increase the number of students who complete a mental health literacy training by the end of the academic year.
- To develop and offer Mental Health Literacy trainings for all first-year graduate students, staff and faculty.
- To develop a comprehensive (e.g., print, audio, video, online, social media) and strategic marketing campaign to direct campus community members to resources and information for training
- To increase the number of students who are confident in supporting and referring their peers who are in need of mental health support.

Action Items

- Conduct focus groups/data collection with graduate students to determine areas of focus for mental health literacy trainings
- Conduct focus groups/data collection with staff and faculty to determine areas of focus for mental health literacy trainings to support students
- Develop a coordinated marketing and communication plan to share existing trainings and information broadly with student organizations and clubs, classrooms, and students broadly
- Seek consultation from the university's marketing and communication department for initial development of a strategic information campaign

Timeline

- Data from students, faculty and staff collected July-December, 2020
- New student mental health-focused chapters (e.g., Active Minds) launched August, 2020
- Enhanced mental health literacy programs developed by December, 2020
- Marketing and communication plan implemented October-December, 2020

Lead and Other Collaborators

- Brittany Badger: Strategy 2c Coordinator
- Counseling Center
- UCC Change Coalition
- Center for Student Wellness
- CSW Student Health Advisory Committee
- CSW ACES Peer Health Educators
- Women's Resource Center
- Housing and Residential Education
- Department of Psychology
- ASUU
- NAMI U of U student chapter
- Other student mental health awareness organizations

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

External funding from the State Board of Regents or State appropriation would facilitate our ability to cover program costs.

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

There are currently several, ongoing departments and programs that offer service learning and volunteer (some paid) opportunities that provide exposure to mental health issues and treatment and may lead to career opportunities in mental health settings.

These include:

- The University Counseling Center hosts several training programs for students in the College of Social Work and Counseling Psychology and Clinical Psychology programs. Student trainees receive comprehensive, experiential training in providing mental health services to students.
- The Women's Resource Center hosts mental health training programs for students in the College of Social Work and Counseling Psychology department.
- The University Counseling launched a peer mentor undergraduate internship program, *The Change Coalition*, in Fall 2019. Undergraduate interns are trained to provide Mindfulness Center workshops and drop-in meditation sessions, and have a specific social justice emphasis on reaching out to marginalized student populations on our campus.
- Other departments on campus also provide training programs for students in mental health, such as Athletics and the School of Medicine.
- Lowell Bennion Community Service Center offers several service opportunities with a focus on mental health, including the Alternative Breaks program as well as ongoing service learning projects throughout the year.

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

Required Resources

- Administrative support to conduct landscape analysis
- Support from AER office to consult on development of assessment tools related to student learning outcomes

Measurable Goals

- The development of a comprehensive list of service learning programs related to mental health
- Definition and assessment of service learning outcomes

Action Items

- Landscape analysis of the service learning and volunteer opportunities currently offered across campus.
- In coordination with Student Affairs Assessment, Evaluation, and Research (AER) office, define learning outcomes and develop assessment tools to measure student learning outcomes related to their engagement in service learning opportunities connected to mental health.

- Identify offices on campus that provide service learning opportunities related to mental health on campus.
- Organize a meeting of offices providing service learning opportunities related to mental health on campus.
- Develop a tracking system to identify and disseminate service learning opportunities related to mental health on campus.

Timeline

- Identify and hold meeting of offices providing service learning opportunities (Spring 2020)
- Complete tracking system and disseminate information regarding service learning opportunities related to mental health (May 2020)
- Implement assessment tools for AY2020-2021 for measuring student learning outcomes of service learning programs related to mental health (July 2020)

Lead and Other Collaborators

- Lowell Bennion Community Service Center (Lead)
- University Counseling Center
- Center for Student Wellness
- Student Affairs Assessment, Evaluation, and Research
- Academic Training Partners in Social Work, Counseling Psychology, and Clinical Psychology

Lead and Other Collaborators

- Lowell Bennion Community Service Center (Lead)
- University Counseling Center
- Academic departments who offer mental health-related service learning courses
- Other student and academic affairs units as relevant.

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

External funding from the State Board of Regents or State appropriation would facilitate our ability to cover program costs.

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

The University of Utah offers a wide range of programs that address student health and wellness across different departments and college. Some examples include programming occurring within Housing and Residential Education targeted to students living in on-campus housing, programming provided by the Center for Student Wellness, and outreach efforts of the University Counseling Center. There are also other wellness oriented programming coming from other colleges and departments. However, there is a need to develop a more coordinated and collaborative approach to student mental health and wellness.

Lori McDonald, our new Vice President of Student Affairs, has created a new Student Health and Wellness Organizational Line consisting of the Counseling Center, Student Health Center, Center for Student Wellness, and Center for Disability & Access. This will enhance our ability to address biopsychosocial aspects of mental health and well-being on an institutional level.

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

Required Resources

- Funding to be determined for the development of the *Health and Wellness Coalition*, securing meeting locations, and related costs (e.g., administrative support, program materials)

Measurable Goals

- With the input of the *Health and Wellness Coalition*, define and establish realistic goals to achieve a baseline for systematic wellness programs.
- Level of engagement, support and commitment of University departments in implementing and evaluating systematic wellness programs.

Action Items

- Create a *Health and Wellness Coalition* on campus of offices identified in providing student programming related to Health & Wellness
- Develop a best practices guiding document on critical components of broad, comprehensive wellness programming

Timeline

- Create campus *Health and Wellness Coalition*(January 2020)
- Conduct landscape analysis of programming (March 2020)

Lead and Other Collaborators

- Assistant Vice President for Student Health and Wellness (Lead)
- Division of Student Affairs
- Student Health and Wellness Offices
- Other Student Affairs and Academic Affairs Units

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

External funding from the State Board of Regents or State appropriation would facilitate our ability to cover program costs.

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

As discussed at the August 15, 2019 Regents' Mental Health Advisory Committee meeting, we agreed that this endeavor would best be accomplished by leaders in the K-16 system (e.g., Larry Bergeson, Washington County School District and Board of Regents Trustee).

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

N/A

Lead and Other Collaborators

N/A.

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

N/A

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

The University Counseling Center works closely with students to transfer care to community providers when students require more specialized or long-term care than the UCC can provide. We maintain psychiatry and psychiatric nurse practitioner community provider lists. Current wait time for community psychiatric providers in the Salt Lake area averages 3 months.

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

Required Resources

- New funding for a full-time University Counseling Center Care Manager was approved in September 2019. The UCC is currently searching to hire for this position
- Funding and assistance with the development of a community provider database

Measurable Goals

- Number of clients successfully transferred to community psychiatric care

Action Items

- Successful hire of full-time UCC Care Manager to begin January 2020.

- Once the UCC Care Manager is hired, development of a community provider database.

Lead and Other Collaborators

- Counseling Center (Lead)
- Women’s Resource Center
- Wasatch Front and Utah community providers

Required additional resources from external sources (State Board of Regents, State appropriation, etc.)
Additional resources from any source that would address the limitations of the current psychiatric and mental health system in the State of Utah.

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

The University of Utah is located in urban Salt Lake City, so does not directly encounter issues related to rural locations. The University of Utah Counseling Center has a long history of sponsoring a successful American Psychological Association (APA) accredited doctoral internship program that employs four full-time doctoral interns annually. The University of Utah also houses two APA-accredited doctoral programs in counseling and clinical psychology, as well as a clinical mental health counselor master’s program. These units within the University of Utah are available for consultation with our rural colleague institutions as needed.

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

N/A

Lead and Other Collaborators

N/A

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

N/A

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

Lori McDonald, the new Vice President for Student Affairs, has mandated all Student Affairs offices to begin exploring strategies for expanded services.

Currently, the University Counseling Center (UCC) began expanded evening hours on Tuesdays and Wednesdays in Fall 2018, allowing for 6 4:30 and 5:30 pm appointments each evening, as well as crisis services until 6:00 pm.

Other related initiatives include

- The UCC will be piloting a new ACT (Acceptance & Commitment Therapy App) developed by Utah State University in Fall 2019, once IRB approvals have been provided.
- The UCCr is currently engaged in conversations with campus partners (e.g., Housing & Residential Education, Health Sciences, Law) regarding new embedded counselors who would provide preventive workshops and clinical services in their department/college.
- UCC staff have received training on telehealth counseling and continue to explore its utility and how telehealth counseling might be utilized UCC services.
- The UCC continues to collaborate with our St. George campus regarding telehealth counseling.
- Telehealth counseling is currently available to students who have purchased the University of Utah student health insurance via *BetterHelp*.

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

Required Resources

- Additional funding for new positions within the University Counseling Center and new embedded positions would be needed for additional staffing. This funding can come from central administration or from the expanded Student Mental Health Fee.

Measurable Goals

- Number of expanded service hours provided
- Utilization of expanded service hours
- Number of embedded counselor positions on campus
- Utilization of embedded counselor clinical hours
- Number of participants attending embedded educational workshops

Action Items

- Continue to assess UCC evening hour utilization and increase these hours as funding/staffing permits.
- Continue to assess the viability of expanded hours in other Student Affairs/Student Health and Wellness offices.

- Continue to collaborate with U colleges and departments regarding the viability of funding and staffing embedded positions.
- In collaboration with U colleges and departments, request funding for embedded counselor position(s) in the next SMHF funding cycle.
- Continue to explore technological innovations for providing online mental health support (e.g., NASPA virtual Mindfulness Center).
- Continue to explore telehealth counseling options.

Lead and Other Collaborators

- Division of Student Affairs (Lead)
- Assistant Vice President for Student Health and Wellness University Counseling Center
- Student Health and Wellness Offices: Counseling Center, Student Health Center, Center for Student Wellness, Center for Disability & Access Other Student Affairs and Academic Affairs Units
- Other Student Affairs and Academic Affairs Units

Timeline

Ongoing

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

- Funding from State appropriation for additional counselors.

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

The University has several areas that provides some type of group support or therapeutic services for student support and well-being. These include the University Counseling Center <https://counselingcenter.utah.edu/services/group-counseling.php> and the Women’s Resource Center <https://womenscenter.utah.edu/counseling/groups.php>. The range of services are far reaching and can address a broad spectrum of student concerns. The challenge is providing students with the information and location of these services. An education and awareness campaign could assist students in finding the type of support they are seeking.

It is important to have the resources necessary to reach a greater number of students and then have the staff capacity to meet that need. Collaboration and partnerships will be important to assist in identifying need, services, resources and minimizing duplication of services.

Data collection is key to determining the need and success of the services provided. Our programs have assessment and evaluation plans that assists in determining the effective and use of these services. UCC group members complete the Counseling Center Assessment of Psychological Symptoms (CCAPS) at every group session which allows for measurement of client outcome.

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

Required Resources

- Licensed clinical staff to screen, facilitate and oversee quality, ethical guidelines and data collection of all therapy, psychoeducational and support/peer support groups in all areas offering group services
- Development of a campus wide directory of all group services for therapy, psychoeducational and peer/support groups

Measurable Goals

- Number of students utilizing group services
- Client Demographics
- Marketing and outreach for all group offerings
- Student satisfaction survey for all group attendees
- Review of current goals and benchmarks for group services
- Identify types of group services offered to address student distress and needs

Action Items

- Identify all group services addressing student needs.
- Explore the provision of psycho-educational groups by the CSW Victim Survivor Advocates.
- Collaborate with other campus groups and peer organizations (e.g., Recover @ the U).
- Develop educational campaigns to increase awareness of group services.
- Working with UCC and WRC group coordinators, continue to assess the utilization of data collection to determine the efficacy of group services provided.

Lead and Other Collaborators

- Debra Daniels, Women's Resource Center Director (Lead/Coordinator)
- Counseling Center (Therapy & Support Groups)
- Women's Resource Center (Support Groups)
- Center for Student Wellness
- Recover @ the U
- Student Success Advocates
- Campus Peer Mentoring Programs
- Utah Neurodiversity group
- University of Utah Educational & Assessment Student Support Clinic
- Athletics Department/ Jonathan Ravarino, Director of Wellness and Psychological Services

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

External funding from the State Board of Regents or State appropriation would facilitate our ability to cover group program costs.

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

The University of Utah is invested in developing and sustaining partnerships to address the reduction of stigmatization for those with mental health needs. For example, Allison Whitworth, State Suicide Prevention Coordinator, recently announced a public and private partnership to support the development of a statewide suicide prevention campaign which will focus on positive social norms, increasing help-seeking behaviors, safe firearm storage, social connections, among other endeavors.

Toward this end, we can establish a lead team to identify local and statewide partners to build a coalition to address the stigmatization of mental health issues and the impact it has on individuals in need of mental health services.

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

Required Resources

- Funding to be determined for training, securing meeting locations, education campaign, administrative support, travel and lodging, materials for education campaign and research for best practices.

Measurable Goals

- With the input of the coalition, define and establish realistic goals to achieve a baseline for non-stigmatizing best practices.
- Level of engagement, support and commitment of local, statewide and University actively using defined practices to increase services to those in need of mental health services.

Action Items:

- Finalize list for University of Utah coalition members
- Together with identified partners and allies develop an evidence based practice/protocol to support those seeking services.
- Research current best practices in reducing stigma and increasing positive messaging for those in need of mental health services
- With identified partners and allies, participation in community education opportunities
- Identify evidence based practices that are identity affirming and cost accessible
- Collaborate with community partners (e.g., NAMI, Utah Department of Health)

Timeline

- Identify and reach out to local and state partners
- Establish University team and begin meeting in Spring 2020

Lead and Other Collaborators

- Debra Daniels, Women's Resource Center Director (Lead/Coordinator)
- Assistant Vice President for Student Health and Wellness University Counseling Center

- Student Health and Wellness Offices
- LGBTQ Resource Center
- Other Student Affairs and Academic Affairs Units =
- Utah Department of Health
- Mental Health First Aid Trainers
- Utah NAMI
- Patient Advocacy Groups (e.g., Diabetes)
- State Suicide Prevention Programs
- State and Health Sciences Zero Suicide Prevention Coordinator
- Rape Recovery Center
- Racially Just Utah
- Utah Division of Multicultural Affairs
- Utah Pride – LGBTQ, LGBTQ Affirmative Therapy Guild
- Other state/local agencies

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

External funding from the State Board of Regents or State appropriation would facilitate our ability to cover coalition costs.

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

In January 2018, the SafeUT program was launched as a pilot program at the University of Utah, which has been in use since this time.

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

Required Resources:

- As a pilot institution, there was no cost to the institution for use of the platform.
- As the pilot year concluded, decision makers proposed a fixed charge per FTE for continued use across institutions of higher education after which time Rep. Steve Eliason sponsored legislation that provided approximately \$2 million in on-going funding for SafeUT.
- VPSAs within the state continue to discuss long-term funding solutions.
- Other required resources include marketing materials (e.g., posters, cards, banners, ads, etc.). At this point in time, SafeUT provides all of the physical and digital marketing assets.

Measurable Goals

- *Marketing/promotion.* The University of Utah currently promotes the SafeUT program through a variety of channels including, but not limited to, LCD screens around campus, shuttle bus wraps, banners along public walkways, posters and information cards in Housing & Residential Education, safeu.utah.edu, and tabling opportunities at new student/parent orientation. The University will continue to promote this service through digital and face-to-face channels. While our primary emphasis has been with new and transfer students, we need to make additional efforts to inform our existing student body and make a special effort with graduate students.

- *Baseline usage.* Once the SafeUT app is downloaded, information about how many users select the University of Utah as their primary school is currently unavailable. A request for this data has been submitted to SafeUT. Among other things, these baseline data will help us understand market penetration of our promotional efforts and increases/decreases in app download after campus presentations.
- *Ongoing monthly reporting.* Currently, SafeUT sends the University of Utah an annual summary of tips by type, chats, and user volumes. Between August 1, 2018 and June 30, 2019, the University received a total of 49 tips. The sample size and timeframe are too small to determine if there is a significant change in usage over time. In order to identify trends in a timely manner, we have requested monthly reports from SafeUT.
- *Student feedback.* Currently, user/student feedback is only available through public reviews on the app store. While the functionality of the app is important, the user experience of connecting with a crisis counselor is equally important, if not more so. Therefore, we have recommended that the SafeUT team develop a “feedback” function within the app to gather qualitative feedback about the students’ experience with the crisis staff. At this point in time, many, if not all, tips that are reported to the University are anonymous – making a University developed “user survey” challenging.

Action Items

- SafeUT information is presented via presentation and discussion to all new and transfer students during orientation as part of mental health resources.
- SafeUT information is presented via presentation and discussion to all parents who attend new/transfer student orientation as part of mental health resources.
- Our Student Support staff (Behavioral Intervention Case Managers) have included an icon and link to SafeUT in their email signatures.
- SafeUT information cards are distributed during welcome week in August to students at tabling events.
- SafeUT app information is included in the University’s safety website (safeu.utah.edu).
- SafeUT app information is included on the [Counseling Center’s Crisis Support handout](#).
- SafeUT app was featured in a campus wide newsletter ([@theU](#)) and again by [University Health Sciences](#)
- SafeUT app is listed among campus resources on the Office of Equal Opportunity & Affirmative Action’s [website](#).
- SafeUT app is listed among campus resources on the Center for Student Wellness’ [website](#).
- SafeUT app is listed among campus resources on the Office of the Dean of Students’ [website](#).
- SafeUT app is included on the Office of the Dean of Students handout.
- SafeUT will begin sending our institution monthly summaries and state-wide trends.
- SafeUT will compile and send data about users who have identified the University of Utah as their primary school.
- The University will continue to promote SafeUT through digital and face-to-face channels. We will work with the Graduate School and our professional programs (medicine, dentistry, law, etc.) to disseminate this information to graduate students. University Student Apartments (USA) will be an important partner in reaching graduate and non-traditional students.
- SafeUT will develop a “feedback” function within the app to collect data on user experience.

Timeline:

- Monthly summary report: Starting October 2019
- University of Utah user summary: By November 2019
- Promotions/marketing: Ongoing

Lead and Other Collaborators

- Office of the Dean of Students (Brian Burton, Associate Dean of Students), Lead
- University Counseling Center
- University Neuropsychiatric Institute (UNI)
- University of Utah Department of Public Safety
- Housing & Residential Education (HRE) and University Student Apartments (USA)
- Center for Student Wellness/Victim Survivor Advocates
- Office of Equal Opportunity & Affirmative Action (OEO/AA)

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

- Additional funding from the State Board of Regents and State appropriation will offset the cost of administering SafeUT.

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

While the University Counseling Center has long-standing accreditation by IACS (now re-named International Accreditation of Counseling Services), counselor-to-student ratios have remained under recommended levels.

Using an estimated 33,000 student enrollment, the University Counseling Center's current staffing ratio is currently 1:1813. With the addition of two new positions in 2020, the staffing ratio will be 1:1639, still outside the recommended IACS level.

The Women's Resource Center currently has 4 FTE professional counseling staff, and will expand to 5 FTE in 2020.

Combining the University Counseling Center and Women's Resource Center FTE as of 2020, the total campus counselor-to-student ratio is 1:1313.

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

Required Resources

- Funding for additional counselor FTE from central administration or Student Mental Health Fee monies

Measurable Goals

- Falling within the recommended IACS Ratio of 1 counselor for every 1000 to 1500 students.

Action Items

- Continue to fund new positions as possible.

Lead and Other Collaborators

- Student Affairs (Lead)
- University of Utah Central Administration
- Student Fee Committee
- University Counseling Center
- Women's Resource Center
- ASUU

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

Additional funding to hire additional counselors from the State Board of Regents and State appropriation

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 measurable 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

The University of Utah has submitted its initial Five-Year Mental Health Implementation Plan on November 1, 2019.

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

Annual progress reports will be compiled and submitted to the institutional Board of Trustees and to the Board of Regents. The University of Utah will present on its progress and efforts when it next hosts the Board of Regents likely in 2020 – 2021.

Lead and Other Collaborators

- University Counseling Center (Lead)
- Assistant Vice President of Student Health and Wellness
- Student Health and Wellness offices
- Student Affairs
- Women's Resource Center
- Dean of Students Office

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

N/A