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Summary and Minutes

2017 College Mental Health Research Symposium

*University of Michigan,
Ann Arbor, Michigan*



The 7th Annual College Mental Health Research Symposium
March 19 & 20, 2017
University of Michigan, Ann Arbor, Michigan
Location: Institute for Social Research (426 Thompson Street)



Summary:

The 7th annual College Mental Health Research Symposium was held on March 19 and 20, 2017 at the University of Michigan Institute for Social Research in Ann Arbor, Michigan.

The symposium brought together approximately 60 researchers, clinicians, campus practitioners, health IT professionals, advocates, media representatives, undergraduate/graduate students, and others to discuss ongoing projects and future trends/challenges in campus mental health. The diverse backgrounds of attendees allowed for the sharing of different perspectives on existing research, and an informal environment to brainstorm new ideas and approaches.

The Symposium was designed to address several key questions, including:

- What does college student mental health look like in today's climates (political, national, campus)?
- How do current technologies support student mental health?
- How might we create an ideal campus mental health system, given the increasing demand for mental health services and the emerging technologies and programs available?
 - What additional data and research do we need most urgently to answer this question more confidently?

The Symposium agenda included introductory presentations from key organizations to provide the state of campus mental health, two full group sessions, and an innovation tournament aimed at elucidating the components of an ideal campus mental health system (see summaries on pages 4-8 of this document). This document includes the following information:

- 2017 College Mental Health Research Symposium agenda
- Notes from the sessions
- Attendee bios and contact information
- A list of additional resources and references mentioned during the Symposium

You can view the slides of the Symposium [here](#).

Whitepaper Series:

The group discussions have always been vital elements of our Symposium, which are in large part the catalysts to the innovative ideas and solutions generated at each Symposium. This year's innovation tournament allowed us to delve deeper into ideating tangible solutions for creating an ideal campus mental health system. To capitalize on these great ideas, we have decided to begin a whitepaper series to take steps toward putting these ideas into actionable plans and gain feedback from key stakeholders. **If you are interested in learning more about or contributing to any of these whitepapers, please email us at healthyminds@umich.edu!**

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DAY 1 **Sunday, March 19**

Welcome and Overview (room 1430) 1:00-2:00pm

Welcome
Symposium Overview
The State of Campus Mental Health: *Laura Horne (Active Minds, Inc.), Mary Hoban (American College Health Association), Center for Collegiate Mental Health, Sarah Ketchen Lipson (Healthy Minds Network), Nance Roy (JED Campus Program)*

Full Group Session #1 (room 1430) 2:00-3:30pm

Student Mental Health in Today's Climates (political, national, campus)

Introductory Presentation: *Alfiee M. Breland-Noble (The Steve Fund)*

Break 3:30-3:45pm

Full Group Session #2 (room 1430) 3:45-5:15pm

Technology to Support Student Mental Health

Introductory Presentations: *Emily Lattie (CBITS), Holly Rider-Milkovich (EverFi), Bruce Skoletsky (Kognito), Matthew McEvoy and Stephanie Walker (Morneau Shepell)*

Reception and Dinner (Atrium) 5:15-7:30pm

DAY 2 **Monday, March 20**

Breakfast and Day 2 Overview (room 1430) 8:00-8:30am

March Madness Innovation Tournament 8:30-11:30am

How might we create an ideal campus mental health system, given the increasing demand for mental health services and the emerging technologies and programs available? What additional data and research do we need most urgently to answer this question more confidently?

Breakout Rooms: Atrium, 1430, 1440, 1450, 1460, 1480, 6006, 6040, 6080

Wrap-Up (room 1430) 11:30am-12:00pm

Full Group Session #1: *Student Mental Health in Today's Climates (political, national, campus)*

Introductory Presentation: Alfee M. Breland-Noble (The Steve Fund)

Questions:

1. How are people addressing under-represented schools in our national discussions and research of college mental health?
2. How can we develop strategic plans for college mental health?
3. What factors are related to mental health outcomes among college students?
4. How do we form and share best practices in college mental health promotion?
5. How are campuses dealing with continuous issues (i.e., continuous political events that cause discomfort and even trauma)?
6. How do we assess various campus climates?
7. What measures do we have for researching vigilance and perceived safety?
8. How are campuses doing trauma-based care?
9. How are campuses promoting student activism?
10. What are institutional characteristics of students with high and low prevalence of mental health service utilization?
 - a. Which programs are “doing it right?” What makes them great?

Minutes:

- ‘Mental health kiosks’
 - Opportunities for students to have quick mental health check-ins and screenings
- Recent student concerns:
 - Travel Ban
 - Free speech
 - Pop culture and the news
 - Not being heard (especially by administrators)
 - Lack of faculty/staff of diverse backgrounds
 - Lack of services that are provided by clinicians of diverse backgrounds
- UV has program focused on a peer-mentoring model for students of color
- Active Minds Healthy Campus Award recognizes campuses doing work related to addressing marginalized populations
- Smartphone app that notifies students where leftover food from campus events are
- Michigan State University has food bank for families and international families
- Administrators erroneously grouped, leading to misrepresentation and miscommunication
- Trauma-informed training for professionals
 - Everyone, not just one person, needs to be trained consistently
- Pomona College has system where students can also go to Deans, and Deans refer them to community practitioners
- HMS and other surveys need more specific campus climate questions
- UM part of 5-year Diversity, Equity, & Inclusion plan
- Campus climate operates on different levels on each campus
 - Hard to define “climate”
 - Important to distinguish individual belonging from public belonging
- Consider adding following question to surveys: “Do you feel your campus engages in activities that are welcoming?”
- Consider putting students in focus groups to think about what to add to surveys, and ask them why they think there are discrepancies in personal and global belonging
- Important to recognize that some schools tout inclusivity, but some of their policies (Title IX, leave-related policies, etc.) suggest otherwise
- Marginalized people engage in “mental calculus” to determine level of safety of their identity in a given environment
- Study groups can be “unsafe” places, and may exacerbate imposter syndrome

- “Emotional Labor”
 - Explain burden of diversity
 - Stereotype threats, hinders peak performance
 - Surveys should try to measure Emotional Labor levels on campus
- More research could be done on the spiritual component of resilience
 - Some students may be unwilling to see CAPS, but willing to see a religious mentor/figure
- Important to remember that not all students need psychotherapy; we can make big impacts just by fostering students’ sense of belonging
- International student “ally training”
- Spectrum of wellness: mental, emotional, physical, spiritual health all influencing mental health and sense of belonging

Full Group Session #2: *Technology to Support Student Mental Health*

Introductory Presentations: Emily Lattie (CBITS), Holly Rider-Milkovich (EverFi), Bruce Skoletsky (Kognito), Matthew McEvoy and Stephanie Walker (Morneau Shepell)

Questions:

- Thoughts on students making their own apps. eg. Lean on me? Does it lead to increased engagement?
- How to make students want to engage in interventions?
- How do you get someone to open an app for the first time and remain engaged in program till the point of getting results?

Minutes:

- Hard for students to make high quality apps at professional level. Maybe have them design a prototype or have startup incubators to help those students develop their ideas.
- Other examples of apps made by students:
 - Stanford University - MindRight app. Students exposed to trauma, coach young people how to deal with trauma
 - Brown University - Zencare. Search for therapists, check insurance coverage and match students with them.
- Haven is more adopted than Alcohol Edu because of federal regulation. It is mandated. How to get high completion rate? Methods that worked so far:
 - Strongly mandating, but unfavorable because it can seem coercive.
 - Have it be delivered before students find out that there are no consequences of non-completion. Worked for undergrads, grad students and staff. Not faculty.
 - Sending semi-threatening or encouraging messages to them when they haven't completed.
- No real difference seen across campuses between mandated and non-mandated.
- Use soft mandating: you can't go to a social event unless you complete course. Certificate of completion used as admission ticket to event.
- Possible research question- how to identify messaging distinct and type of incentive to keep engaged for survey completion?
- CBITS used human support coaching program model to keep engagement in an 8-week long mobile app program. Coach make a 1/2 hr call to get to know user and set goals at first use; then sends text messages that are fairly templated, a bit personalized. 90-95 percent actively engaged for 8 weeks.
- In Carleton University, professors played a short video ad (whiteboard video) of app during lectures. Significantly increased engagement.
- Instead of texting or emailing students to participate, using student portals or school websites students have to repeatedly visit might better promote engagement.
- An Australian CBT tool had good results because it required a one time in-person on campus meeting.
- Need for trusted sources to reinforce the significance of the app/program.
- As a clinician, hard to recommend because there are too many apps out there. Difficult to know which app is for which purpose. Need to vet them.
- Current Vetting tools: American Psychiatric Association, and Psyber Guide are putting together guidelines, users rate apps based on those guidelines. Still in the works. Nothing complete, yet.
- Investment needs to have a relationship piece (phone calls or follow up). Technology on its own isn't effective.
- Technological tools also need to be evidence based.
- Ever Fi working on an online program on opioid prescription drug course. Will release next month. Have a universal population approach, but those significantly affected by issue is small percentage (5%). How to balance the universal approach to teach the remaining 95% about prevention and teach the 5% about treatment?
- Opioid prescription programs are becoming more prevalent in Jed campuses. Primarily focused on educational campaigns on opioid misuse. Campaign includes teaching RAs, teaching about monitoring how many pills are prescribed, having consent form of understanding the danger.

Innovation Tournament:

Challenge Questions: *How might we create an ideal campus mental health system, given the increasing demand for mental health services and the emerging technologies and programs available? What additional data and research do we need most urgently to answer this question more confidently?*

Introduction: Defining the ideal college mental health system

The ideal college mental health system:

- Is holistic
- Is comprehensive
- Is accessible
- Is sustainable
- Is proactive
- Is evidence-based
- Is adaptive to diversity
- Is committed to transparency
- Abides by a public health model
- Has a full range of services
- Uses a stepped-care approach
- Uses targeted treatment with outcome research
- Emphasizes care for high-risk subgroups of students
- Focuses on flourishing and developing resilience, not just treatment
- Offers wellness courses for student engagement
- Involves students in all processes
- Works with students from start to finish in their collegiate careers
- Enables students to achieve their full academic and personal potential
- Normalizes mental health by familiarizing and engaging faculty and students with mental health issues
- Rethinks punitive measures and policies
- Integrates into a campus-wide wellness model
- Is a colorful umbrella for all issues, with all stakeholders, on campus

Small-group brainstorming sessions

See the [corresponding folder](#) for access to all the notes taken by individual groups.

Final Round—Presentation of Tools or Models to help achieve the ideal system

Group 1

Creating a data dashboard

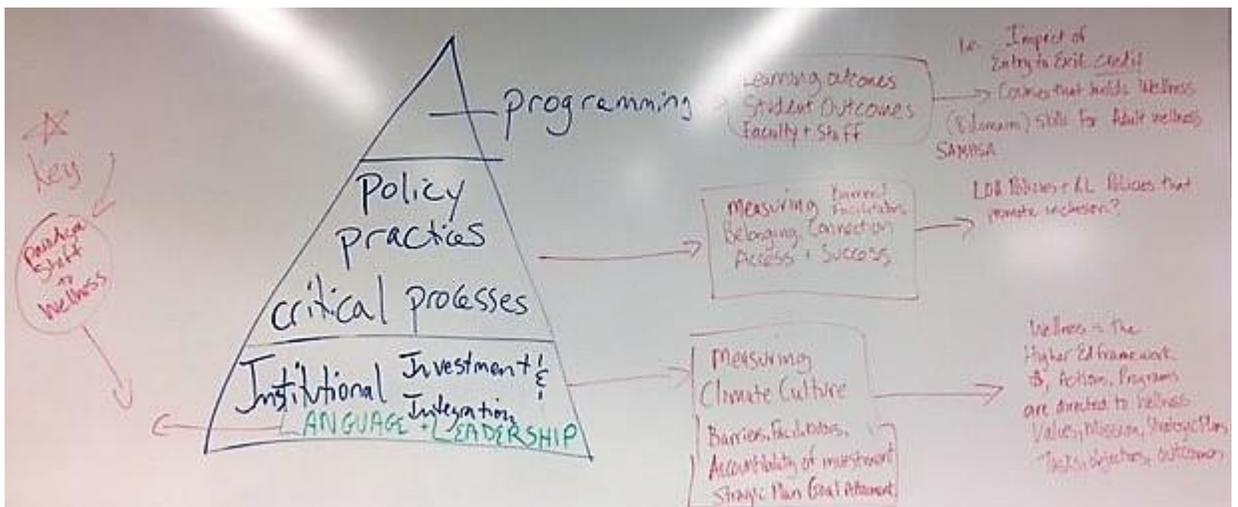
- Easily searchable by terms that are valuable to clinician
- Understanding the WHY when we see trends
- Are we articulating outcomes we desire for our students? How are we measuring?
- There are so many data points that are telling very limited stories because they're looked at by a narrow lens. When put together collectively and tracked on a real time basis, you get a more complete picture of the overall health of your students-->becomes important to tie to strategic vision because allows you to say, how close are we to actually achieving that vision on our campus so that in real time you can evaluate
- Both a now component and a major research component
- What are key drivers and how do we measure them?
- Dashboard = how well are you doing in promoting strategic plan/mission that university has set?

- What would it have to look like to be appealing to students? What would students want to see about themselves and their communities?
- Ability for students to look over time at themselves and their experience

Group 2

Shifting current campus mental health models from a “disease” to a “public health” model

- Positive language is key (paradigm shift to “wellness” rather than “illness”)
- Bottom-up approach; starts with ensuring the leadership is engaged to refocus institutional investments and integration:
 - Begin with assessing climate, barriers, facilitators, accountability of investment, strategic plan
 - “Wellness” is the Higher Ed. framework; money, actions, programs are directed to wellness values, mission, objectives, and outcomes
- These lead to informing policies, practices, and critical processes
 - Again, need to measure barriers, facilitators, sense of belonging, connectedness, access, and success
 - Translate these to inform LOA and RL policies that promote inclusion
- Ends with programming aspect
 - Assess learning outcomes, student outcomes, faculty and staff outcomes
 - i.e., impact of entry-to-exit credit
 - Have courses that build wellness (8 domains) skills for adult wellness



Group 3

Developing online tool with validated mental health resources for all audiences and issues

- Challenge: lack of known and commonly used resources for students, admins, faculty, providers, and parents
- Solution: one-stop resource warehouse that is regularly maintained
- Role for everyone to play
- Considerations: How do we reframe what we are talking about in mental health? How do we make the concept of wellness appealing to all?
- Problem: people go to get information they need to know, they are not looking for things they do not immediately need

Final Discussion and Next Steps

What are the next steps we can take to making these two resources, using this practice model?

Work together to publish a series of white papers and other communications on our discussion-session innovation final-round topics for a variety of audiences. Use these to raise awareness and build support and engagement for putting our ideas into action on campuses.

Attendee Bios

Sara Abelson, MPH
PhD Student, University of Michigan School of Public Health Consultant, Active Minds, Inc.



Bio: Sara Abelson is an experienced public health leader focused on transforming colleges to better support young adult mental health and wellbeing. She has worked in higher education since 2008, most recently serving as Vice President for Student Health & Wellness at the national nonprofit, Active Minds. Sara helped grow Active Minds to include over 12,000 student volunteers on more than 500 campuses and nationally recognized programs that reach over a million students annually with mental health education and outreach. This year, Sara is transitioning out of her role at Active Minds in order to complete a PhD in Public Health at University of Michigan.

Current projects: Sara's research focuses on how school climate, culture, and policies in the area of diversity, equity and inclusion impact student mental health and well-being. She is particularly interested in exploring how campus climate, culture, and policies can be improved to better serve students of color and LGBTQ students to reduce mental health and academic inequities. Sara is currently working closely with Dr. Daniel Eisenberg and the Healthy Minds Team on several analyses using Healthy Minds Data. She is examining mental health outcomes among LGBTQ students as well as students of color and looking at the impact of sense of belonging and experiences of discrimination on the mental health of these populations.

Joseph Behen, PhD
Executive Director of Counseling, Health & Disability Services, School of the Art Institute of Chicago



Bio: Joseph Behen, Ph.D., is the Executive Director of Counseling, Health & Disability Services at the School of the Art Institute of Chicago (SAIC) and has been on staff since 1994. He was project director for SAIC CARES, a three year (2011-2014) suicide prevention effort at SAIC funded by a SAMHSA suicide prevention grant. He was recipient of the 2015 Gallagher Koster Innovative Practices Award funded by the American College Health Foundation for the project College Health and Counseling Services as Essential Champions for Transgender Student Well-being. He has guided SAIC's participation in several national, collaborative efforts addressing college student mental health, including the Bringing Theory to Practice Project, the National College Depression Partnership, the Healthy Minds Study, and a NIMH-funded study of Mental Health First Aid. He is on the advisory board of the American College Health Association - National College Depression Partnership Quality Improvement Collaborative. He received his MS and PhD in Clinical Psychology, with a subspecialty in Medical Psychology, from the University of Florida and a BA in Psychology from the University of Michigan. He completed his internship at the Northwestern University Medical School. His professional interests include the unique mental health needs of art students, the role mental illness plays in attrition from college, public health approaches to mental health on college campuses, mental health consultation, and crisis intervention.

Alfiee Breland-Noble, PhD, MHSc
Director, The AAKOMA Project Georgetown University Medical Center



Bio: Dr. Alfiee M. Breland-Noble is Associate Professor of Psychiatry at the Georgetown University Medical Center, Director of The AAKOMA (African American Knowledge Optimized for Mindfully-Healthy Adolescents) Project and Lab and Senior Scientific Adviser for The Steve Fund. She is trained in mental health services and intervention research and her work focuses on reducing mental health disparities in racially diverse adolescents, youth and families. Supported by the Patient Centered Outcomes Research Institute (PCORI), the National Institutes of Health (NIH) and multiple foundations, Dr. Breland-Noble's research portfolio includes studies in the areas of Patient Centered Outcomes Research (PCOR), Community Based Participatory Research (CBPR), Behavioral Clinical Trials and Faith Based Mental Health Promotion. In her consulting role with Steve Fund, the nation's first non-profit organization dedicated to the health and well-being of college students of color, Dr. Breland-

Noble advises on the creation and implementation of research focused on the mental health of college students of color.

Current projects: Dr. Breland-Noble's current projects (in collaboration with the Steve Fund) include a) co-development of a new framework focused on helping colleges and universities address the mental health needs of students of color, b) creating innovations in technology based emotional support for students of color and c) building knowledge regarding the prevalence of mental illness in students of color and mental health service use. Two examples of this work include a recently published infographic featured in the Chronicle of Higher Education and reported widely entitled, "Students of Color Feel Less Academically and Emotionally Prepared for College". Dr. Breland-Noble also recently collaborated with the Healthy Minds team to report findings from a survey of racially diverse college students regarding their mental health and help-seeking perceptions and behaviors.

Elizabeth Cawley-Fiset, PhD
*Regional Mental Health
Coordinator, Atlantic Association
of Universities*



Bio: Dr. Cawley-Fiset received her PhD in psychiatry from McGill University in 2016. Her research focuses on help-seeking behaviour in post-secondary students and developing online strategies to increase early help-seeking via mental health literacy and self-assessment.

Current projects: Dr. Elizabeth Cawley-Fiset is currently the Regional Mental Health Coordinator for the Atlantic Association of Universities (AAU), designing and facilitate the implementation of a sustainable post-secondary mental health strategy for all universities in Canada's Atlantic region. Dr. Cawley-Fiset also consultants at a number of Canada's top universities; assisting them with the development and implementation of their mental health strategies. In addition, she is currently a member of an advisory group to Kids Help Phone to guide their Board of Directors in areas related to innovative service design and delivery.

Peter Ceglarek, MPH
*Study & Project Coordinator, The
Healthy Minds Network,
University of Michigan*



Bio: Peter is a graduate of the University of Michigan's Department of Psychology (Honors B.S., 2014) and School of Public Health (M.P.H., Health Behaviors and Health Education, 2016), with a long-standing interest in mental health research and promotion among youth. He has worked as a clinical intern for inpatient psychiatry at Kingswood Hospital in Detroit, has published his own research on the mental health impacts of dating, cognitive appraisals, and youth's social networking site use, has helped create web-apps and educational seminars on sexual and mental health for gender and sexual minority youth with the Center for Sexuality and Health Disparities, and has been involved with numerous community and self-directed media projects focusing on youth empowerment.

Current projects: With the HMN, Peter assists with the management and coordination of the Healthy Minds Study survey, the LEAP learning analytics and mental health project, Athlete's Connected, and *tinysifts* project for use of mobile media in mental health promotion. In his own time, Peter works on developing a web-series geared at teaching youth empowerment and psychological well-being development strategies to teens and college-aged youth.

Jan Collins-Eaglin, PhD
*Associate Dean of Students for
Wellness, Pomona College*

Bio: Jan is a psychologist who specializes in collegiate mental health issues and depression among African American women. She currently is the Associate Dean of Students for Wellness and Personal Success and the Disability Coordinator at Pomona College. She was the Director of the Michigan State University Counseling Center, and at Wayne State University Student Support Services - which included Counseling and Psychological Services, Disability Services and the Academic Success Center.

Current projects: Currently, she is working with the Jed Foundation as a campus partner, the Healthy Minds Study and is an advisor for the Steve Fund.



Jeff Cox, BS

Graduate Student, Higher Education Administration and Student Affairs, University of Southern California

Bio: Jeff Cox received an A.A. in Psychology from Front Range Community College and a B.S. in Psychology from Colorado State University. Jeff has been involved in suicide prevention since 2011 through legislative advocacy, educational programs, raising awareness, and serving on the Board of Directors for a nonprofit suicide prevention education organization. Jeff has helped organize Active Minds chapters at several institutions.



Current projects: Jeff is currently working on a qualitative ethnography that examines the student experience of mental health crises and suicide. His goal is to identify factors that help students thrive. Jeff is just beginning his master's thesis focusing on student mental health crises and administrative support and policy.

Thom Craig, MPA

Director, Mental Health Program, Margaret Clark Morgan Foundation

Bio: Thom Craig, Director, Mental Health Program, has been at the Margaret Clark Morgan Foundation since 2016. He has a background in social services, public health, mental illness services, intellectual disabilities, and public education and has worked with many non-profit and philanthropic organizations throughout Ohio over the past 30 years. Mr. Craig received his bachelor's degree in psychology and philosophy from Borromeo College Seminary in Cleveland and holds a master's in public administration from the University of Akron.



Sandy Davis, LPC

*COMTREA School Liaison
Jefferson College*

Bio: Sandy Davis, LPC, School Liaison to Jefferson College through COMTREA, the community comprehensive health center, providing individual therapy and educational programming.

Current projects: Sandy is a certified trainer in Mental Health First Aid (MHFA) and Question Persuade Refer (QPR) and serves on the social media committee for the American College Counseling Association (ACCA) Community College. Sandy is a member of the Jefferson College BCT team and is the founder of the campus Active Minds organization and monthly "r u ok?" program.



Wisteria Deng

University of Michigan

Bio: Wisteria Deng is a junior undergraduate student, currently studying Psychology at the University of Michigan. Wisteria is interested in Clinical



Psychology and Cognitive Science. She plans to pursue a Clinical PhD degree in graduate school.

Current projects: Wisteria participates is working on a project using Healthy Minds Study data to examine the correlation between self-identity as the minority and one's body image thus subsequent eating behavior. She is also an active writer in Residential College at the University of Michigan, with a passion towards raising public awareness of mental health and decreasing related social stigmas.

Victoria Desensi, PhD
*Assistant Professor of Psychology,
Wilmington College*



Bio: Dr. Victoria DeSensi earned her BA in Psychology with honors at Miami University and her PhD in Social Psychology at Indiana University. She was recently granted tenure at Wilmington College (in Ohio) where she has served on the faculty since 2010. Victoria has a primary passion for teaching but she tries to maintain a balance among the multitude of roles and responsibilities that accompany an academic position.

Current projects: Victoria was recently awarded a \$10,000 grant from Mental Health and Recovery Services of Warren and Clinton Counties to support and promote mental health on her campus. She is currently on a semester-long Sabbatical during which she is utilizing her grant funds to develop a campus mental health action plan at Wilmington College. Victoria is also spending a portion of her Sabbatical exploring the topic of stigma and its place within the psychology curriculum.

Daniel Eisenberg, PhD
*Director, the Healthy Minds
Network; Professor of Health
Management and Policy,
University of Michigan*



Bio: Daniel Eisenberg is a Professor of Health Management and Policy at the University of Michigan School of Public Health and a Faculty Associate at the Population Studies Center at the Institute for Social Research. His educational background is in economics (BA, PhD, Stanford University) and mental health services research (NIMH postdoctoral fellowship, UC-Berkeley). Most of his research focuses on mental health and help-seeking behavior among college students. As an economist, he was drawn to this area of research by the intriguing possibilities to identify and quantify “investments” in young people with large returns in terms of health, wellbeing, and productivity.

Current projects: His current work is a mix of descriptive survey data collection (e.g., the Healthy Minds Survey) and intervention studies. Several of the intervention studies use brief videos (and mobile apps) to encourage help-seeking or promote coping skills. Examples of these videos can be seen at www.athletesconnected.umich.edu and at “Tinyshifts” on YouTube. He is also working with colleagues to develop an intervention to motivate help-seeking in college populations through academic advising. As Director of the Healthy Minds Network, he is trying to help bring together the collective creativity and energy of students, researchers, administrators, health providers, advocates, and others in a collaborative effort to promote mental health for adolescent and young adult populations.

Sarah Flanigan
*Research Assistant, Healthy
Minds Network*

Bio: Sarah Flanigan is a second year undergraduate student at the University of Michigan with hopes of obtaining a degree in Information Science. As a researcher through the University of Michigan Undergraduate Research Opportunity program, Sarah is working on a project using Healthy Minds Study data. Sarah hopes to eventually pursue a graduate degree in Health Informatics or Business.

Current projects: Sarah is currently involved in research focused around peer social support and undergraduate students with diagnosed mental illnesses. She is looking at undergraduates with different diagnosed illnesses and how helpful they perceive their friends' advice to be, whether they would reach out to friends when in need, and whether they have reached out to their friends in the past year for help.



Elisa Geiss, PhD
*Assistant Professor of Psychology,
Olivet College*

Bio: Elisa Geiss received her PhD in Clinical Psychology from the University of Michigan. She currently works as Assistant Professor of Psychology at Olivet College in Michigan.



Dominique Giroux
Researcher, Olivet College

Current Projects: Elisa is working with her student, Dominique Giroux, on a research project identifying help seeking behaviors for depression in at a small liberal arts college. They are interested in understanding the role of faculty members in identifying and supporting students who may need help for depression. Elisa's research at the University of Michigan has included understanding how parent-child relationships may buffer against stress in adolescents at risk for depression.



Mary T Hoban, PhD, MCHES
*Chief Research Officer, American
College Health Association*

Bio: Dominique Giroux is a junior attending Olivet College currently pursuing a B.A in Psychology and English. She also plays for Olivet College Women's Soccer team, is a Resident Advisor, and is very active in a variety of events on campus.

Current projects: A current project that she is working on alongside her professor, Dr. Elisa Geiss, is attempting to understand the relationship between professors and students at a small sized institution. The project includes analyzing how efficient a college professor is at recognizing depressive behaviors in an academic setting along with a student's ability to personally recognize and seek help on campus.



Victor Hong, MD

Bio: Mary holds a PhD in Public and Community Health from the University of Maryland, College Park (2002) and is a Master Certified Health Education Specialist. In 1997, she left the University of Maryland, University Health Center to manage a 10 year, \$2.5 million CDC-funded HIV prevention project at the American College Health Association. In 2006, she was appointed the Director of the ACHA National College Health Assessment (ACHA-NCHA) Program Office and became the Chief Research Officer at ACHA in 2016.

Current projects: Mary and her team at ACHA has primary responsibility for managing data collection for the ACHA-NCHA, typically surveying more than 100,000 college students across the country every year. ACHA also offers campuses a Patient Satisfaction Assessment Service and is launching the ACHA National Faculty and Staff Health Assessment this year. Mary's unit also conducts surveys of ACHA members and other college health professionals about college health service provision and utilization across a wide range of topics. ACHA is embarking on a new Data Warehouse project with the aim of connecting numerous internal and external data points across institutions.

Bio: Victor Hong completed his training in Psychiatry at the University of

Clinical Instructor, Department of Psychiatry, University of Michigan; Staff Psychiatrist, University Health Services



Michigan. He currently works as a staff psychiatrist at the University of Michigan Health Services and is the interim medical director of the Psychiatric Emergency Services.

Current projects: Victor is completing a study examining 4 years of data from all U of Michigan students who have presented to psychiatric emergency services. He is involved in a committee dedicated to improving awareness and care of borderline personality disorder on college campuses. He provides education for the primary care doctors at the University Health Services towards optimizing mental health care for students.

Laura Horne, MPH, CHES
Interim Director of Programs, Active Minds, Inc.



Bio: As Interim Director of Programs at Active Minds Inc., Laura develops innovative strategies and unique partnerships to empower students to help colleges and society embrace a comprehensive, public health approach to mental health. Laura develops and supports Active Minds programming on more than 400 college and high school campuses. Prior to Active Minds, Laura supported public health initiatives at the National Association of County and City Health Officials and Tulane University. Laura earned her Master of Public Health degree in health education and communication from Tulane University and her Bachelor of Arts degree in communications from Loyola University New Orleans.

Current projects: Active Minds' programs include Send Silence Packing, a young adult Speakers Bureau, several awareness campaigns, and more – all available to communities across the U.S. In addition to Active Minds' ongoing work training student mental health advocates and helping student chapters lead innovative, best-practice programming on over 400 campuses, four current initiatives that may be of interest to attendees include: The Active Minds Healthy Campus Award (www.ActiveMinds.org/Award) celebrates US campuses that are prioritizing and making great progress towards creating a campus that promotes mental health, physical health, and student well-being. The Active Minds Emerging Scholars Fellowship provides funding, mentorship and networking to undergraduate and graduate students conducting research on young adult mental health. The Active Minds Transform Your Campus Program trains and prepares student leaders to advocate for policy changes, campus-wide initiatives, and universal prevention strategies to better serve student mental health. Active Minds' Our Stories Our Strength Program trains students, via in-person and online courses, to share mental health stories in safe and empowering ways—both for themselves and their intended audiences.

Valerie Houseknecht, MD, FAPA
Staff Psychiatrist; Coordinator for Psychiatric Services, Counseling and Wellness Services, Wright State University

Bio: Valerie Houseknecht is a lifelong Ohioan who has served as Staff Psychiatrist and Coordinator for Psychiatric Services at Counseling and Wellness Services at Wright State University since 2011. Pragmatic by nature, she is conservative in diagnoses, a champion of psychotherapy and anything but a pill-pusher. She enjoys facilitating mindfulness practice, advising Active Minds Wright State University chapter and is passionate about personal and professional growth for herself, her clients and her students.

Current Projects: Dr. Houseknecht is currently supervising projects which focus on diagnosis of ADHD in the college counseling center and on sleep in college students. She has been involved in the development of professionalism curriculum at WSU Boonshoft School of Medicine and is in the final stages of a project entitled Assessing Professional Identity, Wellness, Imposter Phenomenon



and Calling to Medicine among Preclinical versus Clinical Medical Students.

Dori Hutchinson, ScD, CPRP
*Director of Services, Center for
Psychiatric Rehabilitation, Boston
University*



Bio: Dori Hutchinson received her BA in Psychobiology at Bowdoin College and her doctoral degree with high honors in Psychiatric Rehabilitation at Boston University. She currently works as Director of Services at the Center for Psychiatric Rehabilitation where she oversees the provision of college mental health and community mental health services to 170 people.

Current projects: Dori developed an innovative mental health resiliency program for college students out on medical leave, called NITEO (“thrive”) that assists students to return to their college with increased wellness and resiliency. This program is entering its third year and is seeking research grant funding. In addition, Dori and her colleague, Courtney Joly-Lowdermilk, developed a credit course in wellness, for students with mental health conditions, to assist them to develop the skills and supports they need to remain in college. In addition, Dori serves as the faculty advisor to Active Minds, and serves as a faculty in residence, and works to develop empathetic communities on campus.

Courtney Joly-Lowdermilk, MSEd
*NITEO Manager
College Mental Health Services
Boston University*



Bio: Courtney Joly-Lowdermilk manages NITEO at the Center for Psychiatric Rehabilitation at Boston University, a resilience, wellness, and academic skills-building program assisting college students to successfully re-enter college and complete higher education. She has worked in disability services in higher education for over eight years providing direct support to students with disabilities and developing and implementing programs promoting academic self-efficacy and mental health wellbeing.

Current projects: Courtney is currently involved in developing and disseminating college mental health program curricula to institutions of higher education. She is also involved in researching the factors contributing to mental health-related interruptions in college for transition-aged youth.

Ruth Kaleniecki, MA, MSW
*Program Director, DMC
Foundation; Program Officer,
Community Foundation for
Southeast Michigan*



Bio: Ruth received her BA in biology and philosophy from Albion College, a Masters of Arts in the Interdisciplinary Program in Health and Humanities from Michigan State University, and a Masters of Social Work and Graduate Certificate in Gerontology from Eastern Michigan University. Over the past 15 years, Ruth has worked as a medical social worker, designed and implemented health-promotion programs, written countless grant applications, offered trainings and educational sessions on a host of health-related topics, and worked to embed relevant programs in high-need communities.

Current Projects: Ruth is the Program Director of the DMC Foundation and the health-focused Program Officer of the Community Foundation for Southeast Michigan, where her role is to work with grantseekers to help them put forth the strongest application possible to the organizations’ boards. She guides the investment of philanthropic resources of the foundations, remains connected to grantees and their work, and helps to establish connections within the community. While her work does not have a specific focus on mental health, the

foundations strive to stay apprized of work in this area.

Dorothy Kent, PNP

PhD Candidate, University of Wisconsin-Milwaukee



Bio: Dorothy Kent is a Nursing PhD student at the University of Wisconsin-Milwaukee. She has a bachelor's degree in Anthropology from Harvard University and a Masters in Pediatric Nursing (PNP) from Yale University. She worked in a military pediatric clinic for 30 years and has been a clinical preceptor with University of Illinois Chicago, Loyola and others.

Current projects: For the past few years she has been studying mind-body medicine and recently became certified by the Center for Mind-Body Medicine, Washington DC. She is very interested in pursuing research related to stress, anxiety and depression, and mind-body interventions, such as autogenic training, relaxation, imagery, biofeedback and meditation.

Adam Kern, BA

Study Coordinator, The Healthy Minds Network; Research Assistant, Athletes Connected, University of Michigan



Bio: Adam Kern received his Bachelor of Arts degree in Psychology with honors at the University of Michigan in 2014. In addition to conducting rigorous research, he is interested in working clinically to enhance people's mindfulness and management of mental health. As a result of his experiences as a student at the University of Michigan, Study Coordinator for the Healthy Minds Network (HMN), and volunteer at Washtenaw County's Community Support and Treatment Services: Youth & Family division, Adam is eager to begin a Master of Social Work degree in the fall of 2017 to continue exploring his passion for mental health.

Current projects: Adam assists the HMN team primarily with coordinating the Healthy Minds Study, HMN's annual, national web-based survey assessing mental health, service utilization, and related issues among undergraduate and graduate students. He is also involved in the Athletes Connected initiative, which aims to increase mental health awareness, decrease stigma, and encourage help-seeking behaviors among student-athletes. Adam has a unique interest in this project since he was a student-athlete at the University of Michigan as an undergraduate (track and cross-country).

Jaehee Kim, LLMSW

Intern Clinical Social Worker, The Women's Center Southeastern Michigan; Member of The Healthy Mind Network Writing Lab



Bio: Jaehee Kim earned a Masters of Social Work with a concentration in Mental Health at the University of Michigan and a Bachelor of Social Welfare at Chung-Ang University, Seoul. She currently works as a psychotherapist at the Women's Center of Southeastern Michigan. She has worked with various populations including children, youth, immigrants, and adult women in social work and mental health fields. Jaehee is interested in clinical treatment and research for trauma-affected populations and their healthy living.

Current Projects: 1) College students with PTSD and what makes them live more healthily and productively, and 2) Sexual assault survivors among college students and their coping mechanism.

Sarah Ketchen Lipson, PhD, MEd

Research Assistant Professor, Department of Pediatrics; Associate Director, the Healthy Minds Network, University of Michigan

Bio: Sarah Ketchen Lipson is a faculty member at the University of Michigan Medical School in the Child Health Evaluation and Research Center within the Department of Pediatrics. She is also Associate Director of the Healthy Minds Network for Research on Adolescent and Young Adult Mental Health, and co-Principal Investigator of the Healthy Minds Study. Sarah's research focuses primarily on mental health and service utilization in college populations, from a sociological and public health perspective. She employs varied methodologies,



including large-scale epidemiological surveys and population-level interventions. Sarah completed a dual PhD at University of Michigan in 2016 in Health Services Organization and Policy at the School of Public Health and Higher Education at the School of Education, with a theoretical concentration in Sociology. She received her bachelor's degree from Tufts University where she was awarded best honors thesis of the year and graduated with honors. She also holds a master's from Harvard University and was a Fulbright scholar.

Current projects: Sarah is involved in all aspects of research through the Healthy Minds Network, including a handful of working papers using recent data from the Healthy Minds Study. She is also working on mobile intervention design and assessment to promote mental health service utilization among college students with unmet need.

Maryanne Kirkbride
MS/MBA, RN

*Clinical Director for Campus Life;
Executive Administrator,
MindHandHeart, Massachusetts
Institute of Technology*



Bio: Maryanne is passionate about working with communities to both envision and achieve the benefits that come from greater wellbeing. With degrees in Nursing, Engineering and Business, and experience in the medical device industry, public hospitals, HIV/AIDS, community health centers and campus health – she works across sectors to build teams and coalitions to solve shared problems and innovate new solutions.

Current projects: Maryanne splits her time between overseeing Community Wellness at MIT Medical and MindHandHeart. Community Wellness programs include: an internet-mediated fitness challenge with almost 4,000 participants, a peer health advocate program, lifestyle coaching, 25+ wellness classes, a spouses/partners support organization, employee health promotion and workshops to improve faculty and staff support for students in distress. MindHandHeart is a coalition of students, faculty, and staff working to build a healthier, more welcoming MIT community three main ways: an innovation fund, working groups and strategic partnerships. MindHandHeart is implementing the Jed Campus Program on MIT's campus.

Ryan Kruis, LICSW

*Senior Program Manager,
MindHandHeart, Massachusetts
Institute of Technology*



Bio: Ryan Kruis, LICSW, is the Senior Program Manager for the MindHandHeart Initiative at MIT. His past work has included counseling in a university counseling center, managing NIH-funded trials testing behavioral interventions in the context of HIV and substance use, and providing LGBT health competency training to medical providers. Kruis received his Master of Social Work degree from Grand Valley State University and his Bachelor of Arts degree from Calvin College.

Current Projects: Kruis manages the day-to-day operations of the MindHandHeart (MHH) Initiative at MIT. Informed by the JED Campus Program, MHH is a coalition of students, faculty, and staff working together to build a healthier and more welcoming MIT community. Two current projects Kruis manages are the MHH volunteer working groups, which develop recommendations and tools for action on different JED elements, and the MHH Innovation Fund, which supports grassroots projects that promote well-being.

Emily Lattie, PhD

*Postdoctoral Fellow, Center for
Behavioral Intervention
Technologies, Northwestern
University*

Bio: Emily Lattie is currently a postdoctoral fellow at the Center for Behavioral Intervention Technologies at Northwestern University and will be a Research Assistant Professor in April, 2017. She received her Ph.D. in clinical psychology with a specialization in health psychology from the University of Miami in 2015. Her early training focused on stress management interventions and biopsychosocial mechanisms in chronic illnesses. Emily is particularly interested in the development and dissemination of technology-enabled mental health services aimed at broadening accessibility to mental healthcare. More recently, Emily has begun focusing on the potential for technology-enabled mental health



services to engage university students who are in need of assistance and might not otherwise seek services.

Current Projects: Her current work ranges from the application of mobile sensing of mental health to the design and delivery of coach-supported technology-enabled programs for the treatment of depression. She is currently working with local universities to design and deliver technology-enabled services for their students, including website-based programs and programs delivered via smartphone apps.

Amy Lukes, LISW
Director of College Mental Health Initiatives, Northeast Ohio Medical University



Bio: Amy J. Lukes is a licensed independent social worker with a master's degree from Case Western Reserve University's Mandel School of Applied Social Sciences. For the last five years, she has coordinated the activities of the Ohio Program for Campus Safety and Mental Health (OPCSMH) based in the Department of Psychiatry at Northeast Ohio Medical University (NEOMED). The program is a statewide technical assistance center that promotes a comprehensive, multidisciplinary approach to mental health on college campuses.

Current projects: Amy oversees not only the OPCSMH, but also NEOMED's mental health initiatives including the Behavioral Intervention Team and the institution's JED Campus Program participation. She has a particular interest in medical student mental health.

Nora Maloy, DrPH
Director of Programs, Blue Cross Blue Shield of Michigan Foundation



Bio: Nora holds a master's degree in health services administration and a doctorate in public health from the University of Michigan. She is responsible for all of the Foundation's grant programs including research grants, community grants and special initiatives where she develops and implements grant programs on specific topics as well as provides technical assistance to applicants. Nora is currently co-chair in the newly formed Health Affinity Group of the Council of Michigan Foundations.

Current projects: Nora is a lead in partnering with the JED Foundation to develop and implement a college mental health program for fifteen Michigan colleges and universities. Besides the BCBSM Foundation, the partnership includes the Flinn Foundation, the Michigan Health Endowment Fund and the Community Foundation of Southeast Michigan.

Tiffany Marra, MS, PhD
Director, Center for the Education of Women, University of Michigan



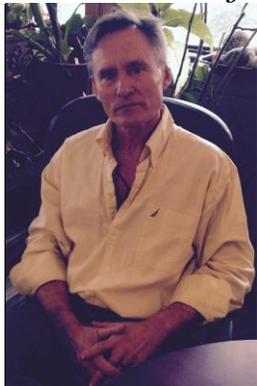
Bio: Tiffany Marra earned her MS and PhD in Education from University of Michigan studying how curriculum shapes learner's perceptions of self and future career choices. As the Director for U-M's Center for the Education of Women she is focused on helping marginalized groups at U-M thrive through programming, counseling, and advocacy.

Current projects: CEW provides holistic, on-going career and educational counseling to students, faculty, staff, and community members. Based on emerging trends identified through counseling sessions, CEW will be launching coping and resilience programming designed for marginalized students over the next few years.

Larry McCloskey, MA, MSW

Bio: Larry received a B.A in English, M.A. in Canadian Studies, and M.S.W. He

Director, Paul Menton Centre for Students with Disabilities, Carleton University



has worked for 30 years as Director, Paul Menton Centre for Students with Disabilities at Carleton University, Ottawa, Canada. He is co-founder of FITA (From Intention to Action) and READ (Research Education Accessibility and Design).

Current projects: FITA was developed to anticipate the large numbers of students seeking support for mental health issues before the onset of mental illness diagnosis. Too often students seek help at the point of crisis, long after the optimal time for an intervention to make an impact. Most student services are structured to deal with crisis, but do not offer supports that might prevent a mental health crisis. FITA was structured to provide students who present as 'stressed' or 'overwhelmed' but do not have a mental illness diagnosis, with comprehensive supports to regain life-balance, deal with patterns that contribute to mental illness, and to become healthy and academically focused. FITA was designed to be transferable, scalable, and contribute to a campus mental health strategy for the province of Ontario. Two other post-secondary institutions in Ontario have successfully implemented FITA, with a long list of institutions moving towards translating their mental health intentions into action.

Matthew McEvoy, BA
Senior Director, International Student Support, Morneau Shepell



Bio: For ten years, Matthew McEvoy has worked with Morneau Shepell – a leading international counseling organization. In his current role as Senior Director of International Student Support, Matthew is responsible for the continued strategy, development and execution of the International Student Support Program. Matthew works closely with educational institutions and partners in the design, campus integration and management of various international student mental health programs. Matthew's educational background includes a BA honours degree in Psychology and Bachelor of Commerce honours degree (focus on Organizational Behaviour and Finance) from Queen's University in Ontario Canada. During his tenure at Queen's, Matthew took part in the International Study Abroad program, spending a semester at the Universite catholique de louvain (UCL) near Brussels, Belgium.

Current projects: Matthew has led the design and development of the International Student Support Program (ISSP) at Morneau Shepell. Currently in place at 35 post-secondary institutions in North America, the ISSP is designed to integrate with on-campus resources and support students with the many concerns they face while living and studying abroad (i.e. stress, adaptation concerns mental health issues, anxiety/depression etc.). The program connects this at risk population of students with clinical experts in their own language and from their own culture via real time chat, video and telephone support. The program is designed to help international students overcome the stigma of reaching out and targets those students who would be least likely to reach out for assistance via more traditional means.

John Meissner, PhD, CPsych
Co-Founder, FITA Program, Carleton University



Bio: Dr. Meissner is an Ottawa-based psychologist who has worked in mental health clinics, with school boards, and colleges and universities. He is a supervising psychologist and co-developed the FITA program at Carleton University to expand services to vulnerable students. Dr. Meissner is a generalist who is interested in developing real world solutions to address the academic and mental health struggles faced by students.

Current projects: Current research interests focus on improving performance in distressed post-secondary students and investigating the impact of human connections on psychological well-being to improve resilience. Working with emerging professionals in graduate programs he seeks to create structures that hone skills and focus intervention for greatest transactional value.

Trish Meyer, EdM

Bio: Trish Meyer has a B.A. in Political Science from the University of Michigan,

*Manager, Strategic Initiatives
U-M Institute for Healthcare
Policy & Innovation (IHPI),
University of Michigan*



and a Master's degree in Education from the Harvard Graduate School of Education. In her current role as Manager of Strategic Initiatives for IHPI, Trish is responsible for identifying and launching collaborative research and education programs which align with the Institute's mission and vision, demonstrate the potential for policy impact, and draw upon the multi-disciplinary expertise of IHPI's members. Before joining IHPI, Ms. Meyer served as Manager of Outreach & Education for the U-M Depression Center from 2005-2016, where she garnered extensive experience developing, implementing, and evaluating educational initiatives related to adolescent and young adult mental health, including the Athletes Connected initiative, Campus Mind Works website and outreach program, and Depression on College Campuses Conference.

Current projects: In her new role with IHPI Trish is involved with a range of different initiatives, focusing on opioid use/misuse; healthy aging; value of healthcare; as well as a neighborhood-based Community Health Worker project in Detroit. Trish is also a member of the Athletes Connected Campus Advisory Board.

John Miner, MD
*Consultant, College Health and
Counseling Services*



Bio: A graduate of University of Minnesota School of Medicine, John did his Psychiatry Residency training at Yale and then did an Advanced Fellowship at the Austen Riggs Center where he remained on staff for 10 years. Following that, he worked and became Co-Director of Psychological Counseling Services at Williams College for 18 years, during which time he became active in various College Health organizations, including NECHA / ACHA, where he was named a Fellow in 2013. He retired from Williams and from direct clinical work in 2015.

Current projects: In 2015, he started a College Health and Counseling Services consulting service, which, along with teaching and supervising at Berkshire Medical Center's Psychiatry Residency Program, largely accounts for his current professional activities. His interests are to improve and advance all aspects of College Health services, particularly related to joining the developmental mission of Higher Education and it is with that focus that he consults to institutions for assistance in organizing their services. In his spare time, he finds time for sailing and playing with his grandchildren.

Greg Nicholls, PhD
*Director, Counseling &
Psychological Services, Saint
Joseph's University*



Bio: Greg Nicholls attained his BA at the University of Connecticut in 1976 and his PhD at Penn State in 1987. He has been a licensed psychologist at Saint Joseph's University's Counseling and Psychological Services center since 1987, becoming director in 1999. Greg played soccer at the University of Connecticut as an undergrad in the mid 70's and coached the women's soccer team at Saint Joseph's from 1996 to 1999.

Current projects: Greg currently leads the Suicide Prevention Team at Saint Joseph's. In his work with students in both individual and group therapy formats, he employs Acceptance and Commitment Therapy (ACT) principles and practices. Greg specializes in sports psychology and sees many student athletes at his university for help with personal issues and the enhancement of performance.

Veronica Perez-Rosas, PhD
*Postdoctoral Research Fellow,
Department of Computer Sciences
and Engineering, University of
Michigan*

Bio: Verónica Pérez-Rosas is a postdoctoral research fellow in Computer Sciences and Engineering at University of Michigan. She received the Ph.D. degree in Computer Science and Engineering from the University of North Texas in 2014. She has authored papers in leading conferences and journals in natural language processing and computational linguistics. Her research interests include machine learning, natural language processing, computational linguistics, affect recognition, and multimodal processing. She has worked on affect recognition problems such as predicting human affective response to visual stimuli, predicting sentiment in opinionated content, and identifying deceptive behavior in artificial and real data. Her research is multidisciplinary and includes areas such as psychology, sociology, computational linguistics, and multimodal processing.



Current projects: Her current projects are focused on developing computational methods to analyze, recognize, and predict affective responses during social interactions as well as creating multimodal resources for such tasks. Recently, she has been working on analyzing the language of behavioral counseling interactions to understand the underlying mechanisms of successful interventions and provide evaluative feedback to counselors.

Erica Riba, LCSW, LMSW
*Campus Advisor, JED Campus,
The Jed Foundation (JED)*



Bio: Erica Riba, LCSW, LMSW is a clinical social worker and a campus advisor at The Jed Foundation (JED). She has a background in providing mental health counseling services to college and graduate students. Erica's interests include: management of depression, anxiety, stress, and trauma as well as helping students with self-esteem issues, life transitions, life skills and adjustment to college. Erica earned her BA in elementary education from Michigan State University and received her master's in social work at The University of Michigan providing psychotherapy to children, adolescents, and families in the Department of Psychiatry. She also worked as a therapist at Eastern Michigan University and Wayne State University's Counseling & Psychological Services. As campus advisor at JED, she supports and provides assistance to campuses by assessing and enhancing mental health programming, emotional health and reducing risks of substance abuse and suicide.

Current projects: Virtually sits in on JED Campus visits and help JED Campus schools organize and prioritize goals and develop a plan for systems change implementation over the course of their four year commitment; assists in moving schools along phases of technical assistance through telephone contact and email communication; provides mental health resources to colleges and universities as needed

Michelle B. Riba, MD, MS
*Associate Director of Depression
Center; Director of the
PsychOncology Program,
University of Michigan*



Bio: Dr. Riba is Professor of Psychiatry, University of Michigan Medical School and Associate Director of the University of Michigan Comprehensive Depression Center, Director, PsychOncology Program at the University of Michigan Comprehensive Cancer Center and Director, Psychosomatic Fellowship Program, and Co-Chair, College Mental Health Task Force, National Network of Depression Centers.

Current projects: We are working to determine if there is a need for a national organization for psychiatrists who provide clinical care, teaching and supervision and do research on aspects of college mental health. We are working on an organizational structure, interest, membership, etc. I am also working on global aspects of college mental health, via the World Psychiatric Association.

Holly Rider-Milkovich
*Senior Director, Prevention
Education, EverFi*



Bio: Holly is the Senior Director of Prevention Education at EverFi. Previously, Holly directed the Sexual Assault Prevention and Awareness Center at the University of Michigan. Holly provided expertise to President Obama's White House Task Force on best practices for campus-based sexual and intimate partner violence prevention and response efforts and represented four-year colleges and universities in the federal negotiated rule-making committee for the 2013 Violence Against Women Act Reauthorization. She brings over two decades of experience in violence prevention and response and in higher education to her role at EverFi.

Current projects: Currently, in collaboration with other EverFi colleagues, and as a part of the Campus Prevention Network's mission, Holly leverages EverFi's

data from 1.3 million higher education program participants and 1,300 partner institutions to examine the impact of sexual assault, stalking and other forms of sexual and gender-based violence on students and on institutions of higher education.

Bio: Dr. Roy serves as the Clinical Director of The Jed Foundation and is an Assistant Clinical Professor at the Yale School of Medicine, Dept. of Psychiatry. She has over 20 years of experience as a psychologist working in college mental health. She was Director of the Health and Counseling Center at Sarah Lawrence College before becoming the Assistant Dean of Health and Wellness at Sarah Lawrence, and more recently was the Associate Dean of Health and Wellness at Rhode Island School of Design. She is a senior advisor for the National College Depression Partnership and publications have focused on effective strategies for treatment and management of at-risk students on college campuses. She has been actively involved in college strategic planning initiatives focusing on a holistic approach to education, crisis management and a public health model for delivery of care on college campuses. She earned a BS degree from the University of Rhode Island, an MS from the University of North Carolina and an Ed.D. from Harvard University.

Nance Roy, MS, EdD
Clinical Director, The Jed Foundation; Assistant Clinical Professor, Department of Psychiatry, Yale School of Medicine



Current projects: The JED Campus Program (Campus Program) is a nationwide initiative of The Jed Foundation designed to empower schools with a framework and customized support to enhance student mental health and substance abuse and suicide prevention efforts.

The Jed Campus Program involves:

Collaborating with clinicians from the Campus Program team over a period of four years to identify opportunities to enhance emotional health and substance abuse and suicide prevention efforts on campus in order to ensure that schools have the strongest possible mental health safety nets.

Establishing an interdisciplinary, campus-wide team that includes senior leadership (or using one that is already in place) to assess, support and implement improvements with assistance from the Campus Program team.

Taking an in-depth, confidential survey, at the beginning of the program and then again after three years, assessing their current mental health promotion, substance abuse and suicide prevention efforts. Campus Program clinician's provide schools with a comprehensive feedback report on each survey identifying successes and opportunities for enhancements.

Meeting on campus with a senior Campus Program Advisor to collaborate on the feedback report and generate goals for improvement and develop a strategic (or action) plan that will serve as a roadmap to implement enhancements over the course of the program. Following the second feedback report, a senior Campus Program Advisor will again meet with the interdisciplinary team, either virtually or in person depending on the school's needs. Ongoing collaboration with a dedicated Campus Manager who will provide continued support and resources to help each school achieve its goals.

Engaging with the Campus Program Learning Community—a network of Campus Program schools that share learnings and experiences as well as presentations/discussions on specific topics of interest that emerge from JED's work with Campus Program schools.

Having access to an in-depth, on-line resource library.

Receiving the Campus Program membership seal to signify their commitment to student mental health.

Lorena Ruci, MA, PhD
Mental Health & Disability Advisor; Lecturer, Carleton University

Bio: Lorena has a BA in Psychology and Economics, an MA in Psychology, an MA in Counselling Psychology (expected 2017) and a PhD in Experimental Psychology.

Current projects: Mental Health and Disability Advisor, Paul Menton Centre for Students with Disabilities, Mental Health coordinator, FITA, Carleton University, & Psychology instructor, Carleton University. Lorena is dedicated to



developing psycho-educational and research-based interventions intended to improve students' lives.

Bruce Skoletsky
*Vice President, Sales Leadership,
Kognito*



Bio: Bruce is an executive sales leader with a 20+ year successful track record of building world class, industry savvy selling organizations into State, Local, Education (SLED) and Enterprise organizations. He is a creative problem solver and strategic thinker, as well as a highly capable team builder and people manager, inspiring motivation, sense of urgency and a superior client journey

Current projects: Bruce's current projects are centered on At-Risk, Veterans, LGBTQ on Campus. Kognito is a health simulation company. Their simulations prepare people to effectively lead real-life conversations that drive measurable improvements in social, emotional, and physical health. Their simulations allow individuals to engage in role-play conversations with emotionally-responsive virtual humans. Their approach combines the science of learning, the art of conversation, and the power of gaming technology.

Sarah Skurla, BS
*MPH candidate, University of
Michigan*



Bio: Sarah Skurla received a Bachelor of Science in Health Behavior Science from the University of Delaware in 2015. She is currently a 2nd year Masters Student in the University of Michigan, School of Public Health working towards her MPH in Health Behavior Health Education. Her goal is to eventually pursue a PhD in Psychology and focusing on research and clinical work.

Current projects: Sarah is currently working with the Healthy Minds Network Writing Lab, analyzing the rates of depression and depressive symptoms among college athletes with regards to age and gender. She is also involved with Athletes Connected, a project at the University of Michigan seeking to increase the awareness of mental health among college athletes, as well as reducing the stigma of help-seeking behaviors.

Allison Smith, MPA
*Manager of Public Health
Initiatives and Assessment,
New York University*



Bio: Allison J Smith, M.P.A., is the Manager of Public Health Initiatives and Assessment at New York University. Allison's leadership to create LiveWellNYU, an innovative campus-wide public health model, has resulted in numerous national awards and SAMHSA funding. Additionally, Allison serves as Co-Founder and Co-Director of the Network for Improvement and Innovation in College Health and has been awarded several grants to support quality improvement interventions in college health focused on depression, immunizations, and increasing overall quality improvement capability and capacity throughout the field. She also serves as Chair of the American College Health Association Healthy Campus 2020 Coalition, an appointed member of the ACHA-National College Health Assessment Advisory Committee, and co-authored revisions to the Council for the Advancement of Standards in Higher Education (CAS) Health Promotion Standards.

Current projects:

Their current projects involve creating networks to improve quality and health outcomes.

- Launched the Network for Improvement and Innovation in College Health

website (collegehealthqi.nyu.edu), which contains educational materials, tools, and resources to support quality improvement.

- Planning the next phase of the National College Depression Partnership (NCDP) -- an ongoing, sustainable improvement network to enable facilitated, focused collaboration and serve as a way to improve outcomes, student experience, and value of depression care on college campuses nationally.

- LiveWellNYU is NYU's comprehensive, university-wide, multi-dimensional framework that leverages evidence-based, population-level public health interventions combined with innovative strategies for engaging students. Last academic year, 116 student organizations joined the LiveWellNYU Network by participating in training on promoting health and wellbeing within their clubs and events. Over 22,000 students were reached through health-supporting programming and events led by Network clubs and organizations. We are also currently assessing the associations between level of resilience and various factors that influence wellbeing and academic achievement among NYU students and exploring population-level interventions to increase resilience.

Lee Swain, MA

*Assistant Director, JED Campus,
The Jed Foundation*



Bio: Lee Swain is the Assistant Director of JED Campus at The Jed Foundation (JED). Lee spent over 15 years working in higher education and student affairs before joining JED. He has experience in residential education, LGBTQ student services, academic coaching, conduct, and crisis management. Lee earned a B.S. in Animal Science and Secondary Biology Education from the University of Delaware and an M.A. in Higher Education Administration from New York University.

Current projects: As Assistant Director at JED, he supports the work of JED Campus schools in assessing and enhancing their mental health programming and other efforts to reduce risks of substance abuse and suicide.

Karin Teske, MPH

*Healthcare Analyst, Center for
Healthcare Research and
Transformation (CHRT)*



Bio: Karin is a healthcare analyst at the Center for Healthcare Research and Transformation (CHRT) in Ann Arbor, MI. Her research interests are in mental health care services and policy, suicide prevention, clinical outcomes, and particularly mental health status, care, and outcomes among college students.

Current projects: Two projects she is currently working on with Healthy Minds Survey data are 1) the relationship between alcohol use, social support, and mental health status among Greek-life participating students, and 2) sense of belonging and mental health status among diverse student populations.

Carly Thanouser, MPH

*Behavioral Scientist, Digital
Innovation Greenhouse,
University of Michigan*

Bio: Carly has her Master's of Public Health in Health Behavior and Health Education from the University of Michigan, a Graduate Certificate in Quantitative Methods from University of Chicago, and her Bachelors in Psychology from the University of Wisconsin- Madison. She has a research background, having worked on both academic and corporate research. Carly works at the Digital Innovation Greenhouse, housed in the Office of Academic Innovation at the University of Michigan. She is a behavioral scientist on a tool called ECoach, a personalized education tool that provides students with highly tailored messages to drive their engagement in courses and in campus life.

Current projects: Carly incorporates behavior change principles into health and



education innovations. She is currently working at the Digital Innovation Greenhouse (DIG) as a Behavioral Scientist, where she applies theory, research, communication techniques, and innovation strategy to improve the habits of students who use the digital pedagogical tools and platforms developed within DIG. Prior to DIG, Carly worked at the Innovation Studio at the University of Michigan School of Public Health, working to develop innovative solutions to bridge the gap between research and practice in the field. While there, she worked with the Healthy Minds Network.

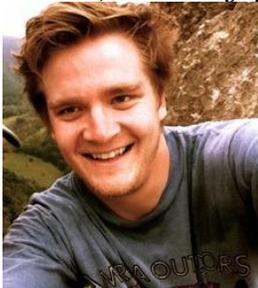
Mai Nhia Vang, BA
MPH Candidate, University of Michigan; Research Assistant, University of Michigan Injury Center



Bio: Mai Nhia Vang is a Master of Public Health candidate at the University of Michigan School of Public Health, studying Health Behavior and Health Education with a specialization in Research Methods. Prior to graduate school, she served as a Research Assistant at the American Institutes for Research in Washington, DC, providing technical assistance to grantees of two Substance Abuse and Mental Health Services Administration initiatives. Mai Nhia has a strong interest in utilizing research and policy to advance population health and wellbeing as well as our nation's mental health care system.

Current projects: Mai Nhia is a graduate student researcher in the Healthy Minds Network Writing Lab where she studies mental health of graduate students of color in the context of college campus climates/cultures. In her study, she examines bivariate and multivariate relationships between a set of campus climate/culture measures and mental health to analyze mental health needs and service utilization among graduate students of color. She intends to share findings of this study with colleges and universities to better support the mental health needs of diverse student populations and develop tailored and appropriate campus treatment and services.

Blake Wagner III, BA
Creative Director, Tinyshifts & Inkblots, University of Michigan



Bio: Blake Wagner III is a recent graduate of The Ohio State University with a BA in Psychology. He has been active in designing student outreach programs and motivational speaking. The inkblots (“Tiny shifts can lead to big changes”) short film series grew out of his passion to merge often esoteric yet helpful evidence-based coping skills with a hip and digestible 2-to-4 minute film format. “It’s like turning a pair of bellbottoms into skinny jeans -- same material, just re-crafted in a chic and student-friendly fashion.” The overarching goal is to promote a culture of positive coping, resiliency and appropriate help-seeking.

Stephanie Walker, MBA
Director, International Student Support, Morneau Shepell, Inc.



Bio: Stephanie received a Bachelor of Science in Biology/Psychology from Dalhousie University (Canada) in 2001, and a Master of Business Administration (MBA) from Saint Mary’s University (2006). Currently, Stephanie holds the role of Director, International Student Support for Morneau Shepell, an international counseling organization that provides coaching and support for International Students in their own language with professionals from their own culture, using technology.

Current projects: As Director, International Student Support, Stephanie consults with educational institutions around the US on the International Student Support Program (ISSP), which provides counseling and support for International Students through the use of technology. Tools such as a mobile phone application (mySSP), video technology, text-based communication, a web platform, and other modalities are used to connect with students in new ways. Collaborating with existing on-campus supports, the ISSP allows students to seek help 24/7, in their

own language, meaning students who often would otherwise go without support due to language barriers, cultural differences or stigma are connected to the resources they need.

Leigh White, MD

Director of Psychiatry, Student Health Services, Michigan State University



Bio: Leigh White directs psychiatry at Michigan State University's Student Health Services. She received her MD at the College of Human Medicine at MSU and completed internship and residency in General Psychiatry at the University of Colorado's Health Science Center. She has worked in college health for about 20 years, first at the University of Colorado, and for the last fifteen years at Michigan State University.

Current projects: She currently serves as co-chair of the American Psychiatric Association's College Mental Health Caucus, on the Advisory Board of the National College Depression Partnership and as the American Psychiatric Association's representative to the Higher Education Mental Health Alliance (HEMHA). Interests include finding ways to meet the myriad of mental health needs that arise in the university community through optimizing collaboration of campus partners and innovative use of technology.

Rylie Woods

JED Campus Program Task Force member, Kent State University



Bio: Rylie Woods is a senior at Kent State University at Stark in North Canton, Ohio. She is majoring in psychology with a minor in interpersonal communication. On campus, Rylie is involved with the Honors Program, BrainStorm (psychology club), the Campus Ambassadors, and the Peer Advocates.

Current projects: As a member of BrainStorm, Rylie helps organize events, such as the Mental Health Resource Fair, to promote mental wellness and lessen stigma on campus. Rylie is also a member of the JED Campus Program Task Force at her university, and she has been able to help implement the program and provide her input as a student. She is currently working on an honors thesis on the subject of college student mental health and her experience with the JED Campus Program.

Sasha Zhou, MPH

Doctoral Candidate, Department of Health Management and Policy, University of Michigan



Bio: Sasha Zhou received her MPH and MHS at the University of Michigan in 2013. She is currently a doctoral candidate in the department of Health Management and Policy.

Current projects: Sasha is collaborating on a project that examines how different experiences of discrimination among LGBT and non-LGBT identifying persons living in Macedonia influences mental health outcomes in this population. In addition, she is also using the Healthy Minds survey data to examine differences in mental health and service utilization among Asian international students. She is also working with Ningxia University to pilot the Healthy Minds Study in China.

Note: If your information is not included in this directory and you would like it to be added for the electronic version being sent following the symposium, please contact peterceg@umich.edu or adamkern@umich.edu and we will add it.

Attendee Contact Information

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Email address</u>
Sara	Abelson	Active Minds, Inc. & University of Michigan	sabelson@umich.edu
Joe	Behen	School of the Art Institute of Chicago	jbehen@saic.edu
Alfiee	Breland-Noble	The Steve Fund	alfiee.brelandnoble@stevefund.org
Elizabeth	Cawley-Fiset	McGill University	elizabeth.fiset@mail.mcgill.ca
Peter	Ceglarek	University of Michigan	peterceg@umich.edu
Jan	Collins-Eaglin	Pomona College	jan.collins-eaglin@pomona.edu
Jeff	Cox	University of Southern California	jeffcox@usc.edu
Thom	Craig	Margaret Clark Morgan Foundation	tcraig@mcmfdn.org
Sandra	Davis	COMTREA	sdavis1@jeffco.edu
Wisteria	Deng	University of Michigan	wiswis@umich.edu
Victoria	DeSensi	Wilmington College	vicky_desensi@wilmington.edu
Daniel	Eisenberg	University of Michigan	daneis@umich.edu
Sarah	Flanigan	University of Michigan	sarahrae@umich.edu
Elisa	Geiss	Olivet College	egeiss@olivetcollege.edu
Dominique	Giroux	Olivet College	DGiroux@olivetcollege.edu
Helen	Hagos	University of Michigan	hahagos@umich.edu
Mary	Hoban	American College Health Association	mhoban@acha.org
Victor	Hong	University of Michigan	vhong@med.umich.edu
Laura	Horne	Active Minds, Inc.	laura@activeminds.org
Valerie	Houseknecht	Wright State University	valerie.houseknecht@wright.edu
Dori	Hutchinson	Boston University	dorih@bu.edu
Courtney	Joy-Lowdermilk	Boston University	cjoly@bu.edu
Ruth	Kalenniecki	Community Foundation for Southeast Michigan	rkalenniecki@cfsem.org
Dorothy	Kent	University of Wisconsin-Milwaukee	dckent@uwm.edu
Adam	Kern	University of Michigan	adamkern@umich.edu
Jaehee	Kim	University of Michigan	kimjahe@umich.edu
Maryanne	Kirkbride	Massachusetts Institute of Technology	kirk@med.mit.edu
Ryan	Kruis	Massachusetts Institute of Technology	kruis@med.mit.edu
Emily	Lattie	Northwestern University	emily.lattie@northwestern.edu
Sarah	Lipson	University of Michigan	sklipson@umich.edu
Amy	Lukes	Northeast Ohio Medical University	alukes@neomed.edu
Nora	Maloy	Blue Cross Blue Shield of Michigan Foundation	nmaloy@bcbsm.com
Tiffany	Marra	University of Michigan	tmarra@umich.edu

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Email address</u>
Larry	McCloskey	Carleton University	larry.mccloskey@carleton.ca
Matthew	McEvoy	Morneau Shepell	mmcevoy@shepell.com
John	Meissner	Carleton University	john.meissner@carleton.ca
Trish	Meyer	University of Michigan	meyerpa@med.umich.edu
John	Miner	College Health & Counseling Services Consultant	john.miner50@gmail.com
Greg	Nicholls	Saint Joseph's University	gnicholl@sju.edu
Veronica	Perez-Rosas	University of Michigan	vrncapr@umich.edu
Michelle	Riba	University of Michigan	mriba@umich.edu
Erica	Riba	The Jed Foundation	eriba@jedfoundation.org
Holly	Rider-Milkovich	EverFi	hrmilkovich@everfi.com
Nance	Roy	The Jed Foundation	nroy@jedfoundation.org
Lorena	Ruci	Carleton University	lorenaruci@gmail.com
Bruce	Skoletsky	Kognito	bruce.skoletsky@kognito.com
Sarah	Skurla	University of Michigan	sskurla@umich.edu
Allison	Smith	New York University	allison.smith@nyu.edu
Lee	Swain	The Jed Foundation	lswain@jedfoundation.org
Karin	Teske	University of Michigan	teskekm@gmail.com
Carly	Thanhouser	University of Michigan	ethan@umich.edu
Mai Nhia	Vang	University of Michigan	mnvang@umich.edu
Blake	Wagner	University of Michigan	inkblots@umich.edu
Stephanie	Walker	Morneau Shepell	swalker@morneaushepell.com
Leigh	White	Michigan State University	leigh.white@hc.msu.edu
Rylie	Woods	Kent State University	rwoods24@kent.edu
Sasha	Zhou	University of Michigan	sashaz@umich.edu

Additional Resources and References

1. [Albright, Glenn \(*In-press*\). Outcomes of mental health simulations for higher education students and faculty across racial and ethnic groups. *National Registry of Evidenced Based Programs and Practices*.](#)
2. Healthy Minds Network 2015-2016 national data report:
http://healthymindsnetwork.org/system/resources/W1siZiIsIjIwMTYvMTEvMjEvMDhfMThfMzJfMTI5XohNU19uYXRpb25hbC5wZGYiXVo/HMS_national.pdf
3. LiveWellNYU: <http://www.nyu.edu/life/safety-health-wellness/live-well-nyu.html>

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