Summary and Minutes

2018 College Mental Health Research Symposium
University of Michigan, Ann Arbor, Michigan

Contents:

The Healthy Minds Network
for Research on Adolescent and Young Adult Mental Health

UNIVERSITY OF MICHIGAN

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Summary:

The 8th annual College Mental Health Research Symposium was held on March 12 and 13, 2018 at the University of Michigan School of Public Health in Ann Arbor, Michigan.

The symposium brought together approximately 40 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:

- 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? What new research and data are most needed?
- What are new opportunities for collaboration?

The first day of the symposium focused on specific topics and issues facing the field of college student mental health and the role of research in understanding and addressing each of these. The second day focused on using research and translation research into practice. The first day included introductory presentations to provide the state of campus mental health, innovation panels based on the three white papers that emerged from the 2017 symposium, and a panel discussion around sense of belonging and climate. The second day included three research-to-practice panels. Minutes from each of these sessions are included in this document.

This document includes the following information:

- 2018 College Mental Health Research Symposium agenda
- Minutes 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: http://healthymindsnetwork.org/events/research-symposium/

The 8th Annual College Mental Health Research Symposium

March 12 & 13, 2018
University of Michigan, Ann Arbor, Michigan
School of Public Health (1415 Washington Heights, SPH I)

DAY 1 Monday, March 12

Arrival & Registration (SPH 1 lobby)	1:00-1:30pm
Welcome & Overview (room 1680)	1:30-2:20pm

Symposium Overview
The State of College Student Mental Health

Innovation Panels & Discussion (room 1680)	2:20-3:35pm

Data Dashboards: Leveraging Data to Promote Student Health and Success
Panelists: Adam Partes, Megan Phillips

Resource Warehouse: Mobile Apps for Health and Wellness
Panelists: Emily Lattie, Martha Neary

Wellness Paradigms on College and University Campuses
Panelists: Laura Horne, Dorothy Kent

Break	3:35-3:45pm
Panel Question & Answer (room 1680)	3:45-5:30pm

Sense of Belonging, Campus Climate, Marginalized Students, and Mental Health
Panelists: Sara Abelson, Tabbye Chavous, Daphne Watkins, Sasha Zhou
Moderator: Peter Ceglarek

Happy Hour (room 1680)	5:30pm

DAY 2 Tuesday, March 13

Breakfast & Day 2 Overview (room 1680)	8:00-8:30am
Research-to-Practice Sessions (room 1680)	8:30-11:30am

Strategies for Monitoring and Evaluating System Change
Introductory presenters: Sarah Ketchen Lipson, Allison Smith

Collaborations: Cross-Campus and National
Introductory presenters: Allison Smith, Lee Swain

Data and Research Resources on College Student Mental Health
Introductory presenters: Peter Ceglarek, Sarah Ketchen Lipson

Wrap-Up (room 1680)	11:30am-12:00pm

Data Dashboards: Leveraging Data to Promote Student Health and Success
Panelists: Adam Partes, Megan Phillips

Minutes:

- University of Michigan's Office of Academic Innovation
  - Benefits of using data to allow student to see where they fall in terms of the rest of the student population
- How does this relate to mental health innovations in relation to confidentiality?
- How do we determine the threshold? Where are they directed?
- How do we incorporate these thresholds but also continue to engage student interest?
  - Healthy Minds Study response rates reflect how we can structure questions
- Integrating the use of mobile apps and the use of push notifications

White Paper: http://healthymindsnetwork.org/research/whitepapers-briefs

Resource Warehouse: Mobile Apps for Health and Wellness
Panelists: Emily Lattie, Martha Neary

Minutes:

- More students are accessing services, and systems are being challenged
- Where will students go and what will they use?
  - Important to include student input when creating warehouses
  - Different stakeholders are interested in different information (students, counselors, administrators)
- What would a student look for in a resource warehouse?
  - What peers are looking at
  - Accessibility
  - Common platforms
  - Convenient
  - User-friendly
  - Safe and secure
  - Stratification and proper categorization
  - Students screen positive, but are not quite interested in traditional services. What is this "something else" they are looking for exactly?
- What other resources are people seeking?
  - Space for schools to share effective case studies, programs, or policies
- Disseminating a "guide to guides"?
  - New student orientation
  - Data dashboards
  - Counseling center waitlists
  - Engaging student government organizations
  - Customized to campus
  - Guide for campus staff/administrators; products for different stakeholders

- o Gaps? Students we are not reaching? Community Colleges?
- App for getting connected to psychological services
    - o Association for Cognitive Behavioral Therapies website
    - o Psychology today clinician finder
    - o Students are currently developing apps (Harvard's Bliss app, Penn State mapped community resources, Brown's ZenCare)
- Discussion of relevant existing resources
    - o Everfi Campus Prevention Network
    - o Lean on Me (Michigan State)
        - ▪ Connects to peer support
    - o Mindtools
        - ▪ Non-profit evaluating apps/intervention
- Opportunity to convene efforts (PsyberGuide and Mindtools)

White Paper: http://healthymindsnetwork.org/research/whitepapers-briefs

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Wellness Paradigms on College and University Campuses
Panelists: Laura Horne, Dorothy Kent

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Minutes:

- Paradigm shift from "mental illness" to "mental wellness"
- Important to share examples and best practices of this paradigm shift
- What's missing from the strategies/approaches in the paper?
    - o Use data to evaluate and support efforts
    - o Research is significant to higher administration and faculty; JED using HMS as an initial needs assessment
    - o Some schools are resistant to combine mental and physical health (item #7)
    - o Many university wide strategic plans now include "wellness", and data helps them prove this
    - o Need accreditors to help push wellness as university wide strategic plans
    - o Human resource time to actually review and utilize mental health data; easy way to train other staff in data analysis
    - o Expand on item #5; increase interdepartmental and inter-organizational collaborations
    - o (Item #4) How to increase population-level resiliency, especially on larger campuses?
        - ▪ Not only resilience programming in classes but combine item #3 and #4 (wellbeing vision and mission with resilience programming)
        - ▪ Normalizing failure; embedding this in existing academic opportunities
    - o Create a step by step toolkit for schools lacking resources to implement these strategies

The Wellness Paradigms white paper will be disseminated shortly via the HMN listserv and posted on the website.

Minutes:

- What do we mean by sense of belonging, campus climate, etc.? What does it mean to be a marginalized group?
    - Forced to operate on the fringes of society and don't have a voice
    - Advantages and disadvantages of the term of "marginalization"
        - Better than the term "vulnerable populations", but hesitant to apply a cookie cutter model
        - Be careful we are not labeling in a way that creates more stigma
- How are you specifically defining your populations and measuring these constructs?
    - Do not force language or predetermined ideas. Encourage the community to lead the discussion.
    - How do you feel about the experience? Where do you belong? Where do you feel the least belonging and why?
- What are the trends you are seeing in your work?
    - Outside trends influence our college students just as much as what happens on campus
    - Experiences on campus can exacerbate the trends happening in larger society
    - Some issues around race and exclusion may look the same, but the day to day norms (micro-aggressions) differ amongst different groups
    - Campus climate exists and can be measured but institutions vary
    - Perception/context matters; What is considered normative?
- Important to integrate sense of belonging not only on campus but at home in the community
    - Important with SES, race, first gen
- What is important in belonging with certain groups and what isn't?
    - May have stressors to lack of belonging or may not "care"
    - Students who are first gen welcomed by university, but not made aware of resources
    - Important for student to care about institution but also for institution to care about them
    - Students may feel need to choose home environment or campus environment
        - Bicultural students feel more successful
- Intersection of sense of belonging and academic achievement?
    - Students of color feel more sense of belonging in terms of academic achievement
    - Grades can serve as a bridge in gap sense of belonging
- Gap between institution's implementation and student's feeling of belonging
    - What is the difference/similarity between student sense of belonging and faculty sense of belonging?
        - What role does resistance play in impact of institutional implementations?
- Opportunities/challenges among faculty in meeting needs of students
- What types of campuses take on this climate module
- What resources exist based on gender identity (ex. Women's, Men's, LGBT)?
    - How do you implement these groups?
        - Students more likely to attend groups than individual (food helps)
- What else do we need to fix gaps?

Minutes:

- How do we know if policies and programs are effective?
- JED Campus enacting systems-level change on campus to improve student mental health, HMS trying to evaluate the impact of these changes on the individual level
- Quality improvement methods
    - Research often used to generate new methods or test new interventions/programs; quality improvement is a more continuous process of evaluating the implementation of interventions/programs that we already know work
    - Only want to make changes that actually matter to the system. Therefore, it is important to be continuously collecting data over time, to understand trends before and after making a change to programming.
- How do we think about establishing control groups, even in quality improvement or evaluation methods?
- How do we assess strategies and change with respect to variation between campuses, in campus characteristics, in modes of implementation, and in modes of research?

Minutes:

- Who are the other influencers of student mental health?
    - Health, Counseling, Health Promotion, Student Affairs, Residence Life, Disability Services, Spiritual Services, Facilities (means-restrictions and space design), Academic Advising, Faculty, Students, Parents, Career Services, Community partnerships
    - How to eliminate silos/competition between departments as well as between campuses and outside organizations
- How to influence those whose primary mission is not necessarily mental health that they should play a role in system change?
    - Collective impact
    - Articulate a strategic plan that is general enough that all partners can identify
    - Plan action steps for collaboration
    - Tapping into personal experiences
    - Training administrative assistants as a "first line of defense"
    - Mandatory active shooter training brings all departments and resources together
    - Targeting Teaching Assistants? Adjunct Faculty?
    - Gatekeeper training; tools for everyday situations
    - Approach department chairs or even human resource departments to communicate with/train transient employees (TAs and adjunct faculty)
- Successful moments or struggles with recruiting task force members?
    - Confidentiality issues; must be extremely concrete about roles and expectations in partnerships
    - Figuring what the "buy-in" will be for senior leadership
    - Approach recruitment from the grassroots level
    - How to prioritize diversity, equity, and inclusion?
        - Recruiting more staff and faculty of color
- Potential national collaborators?
    - American Psychiatric Association Mental Health Caucus
    - Associations focused on recovery

Minutes:

- Frequently Asked Questions document review
- Best ways to disseminate and present data?
- Other data sources (item page 4)
    o College life study (longitudinal survey based out of University of Maryland)
    o Well-being survey (Wake Forest)
    o UCLA
    o UM Academic Innovation beginning and end of term surveys
    o YOU at College data dashboard (will need to communicate with each of their schools)
- New questions to add to FAQ document?
    ▪ AUCCCD Director Survey key points
    ▪ Resources for student stories (organizations connected to students on campuses)
        ▪ What are the impacts of mental health on the overall holistic college experience
        ▪ Wellness paradigm examples
    o Impact of mental health prevalence in grade school and high school? What are the differences between students matriculating in college now versus the past
    o What are the common trends related to all of these questions
    o What types of support and services are students seeking/wanting?
    o Why is anxiety now the number one mental health issue college students are facing (NY Times article)?
    o Influence of outside perspectives, trends, and continuum of issues
    o Stress of applying to college; age of onset of those stressors?
    o Evaluating environments that will set up students for success

Sara Abelson
(sabelson@umich.edu)
University of Michigan SPH

Bio: Sara Abelson, MPH has dedicated her career to transforming schools to support student mental health. As Vice President at the national nonprofit Active Minds from 2008-2016, Abelson created a powerful network of student leaders and programs that are improving mental health on hundreds of college campuses across the country. This work has been showcased on NBC Nightly News, NPR, in The New York Times & The Chronicle of Higher Ed. She completed her MPH, with a focus on health equity, at UM and her BA at Cornell University. She is currently pursuing her PhD in public health at UM, focusing on how diversity, equity and inclusion efforts at institutions of higher education can help improve mental health outcomes for students of color, LGBTQ students and other marginalized populations.

Current projects: Sara is serving as co-investigator of a new component of the Healthy Minds Study. She developed a new study module, which examines campus climate & policies as well as student identity & experiences on campus (including discrimination, sense of belonging, safety, and identity-affirmation/connectedness). She and the team are examining factors shaping the mental health of marginalized and historically underserved student populations on campus and variation in mental health outcomes over time and across institutions, ultimately working to identify avenues for improving outcomes. In addition to her research, Sara is actively involved in supporting UM's 5-year campus-wide diversity, equity and inclusion strategic plan through service on several boards and committees.

Suraiya Baluch
(baluch@mit.edu)
Massachusetts Institute of Technology

Bio: Suraiya is an assistant dean in the MIT Office of Graduate Education. She formerly served as the interim director of the Columbia University Sexual Violence Response department during the 2015-16 academic year. She was a clinical team leader heading the trauma team at New York University's (NYU) Counseling and Wellness Services between 2011-15. From 2006-11, she served as director of Princeton's Sexual Harassment/Assault Advising, Resources and Education office. Suraiya was formerly the associate director of the Rosemary Furman Counseling Center at Barnard College. She is a licensed psychologist.

Current projects: Suraiya provides to MIT graduate students advice and counsel on issues including faculty/student relationships, conflict negotiation, funding, academic progress, interpersonal concerns, and students' rights and responsibilities.

Kaitlyn Casulli
(casullik@msu.edu)
Michigan State University

Bio: Kaitlyn Casulli is a Ph.D. student at Michigan State University in biosystems engineering working with mathematical modeling of pathogen inactivation. Kaitlyn has been involved in graduate student mental health advocacy at the university level. She has been applying her modeling and statistical skills to quantify mental health trends at MSU.

Current projects: Kaitlyn's current projects related to mental health include: (1) managing a student-led grant to implement peer-based support systems on MSU's campus, (2) working with return on investment calculations for MSU's counseling center, (3) increasing accessibility to mental health services and reducing stigma for MSU graduate and professional students.

Peter Ceglarek
(peterceg@umich.edu)
The Healthy Minds Network

Bio: Peter is a graduate of UM'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 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 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 *tinyshifts* 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.

Tabbye Chavous
(tchavous@umich.edu)
National Center for Institutional Diversity, University of Michigan

Bio: Dr. Tabbye Chavous is the director of the National Center for Institutional Diversity (NCID) and a professor of education and professor of psychology at the University of Michigan. Dr. Chavous' expertise and research activities center around (1) social identity development among Black adolescents and young adults; (2) achievement motivation processes among ethnic minority students, including relations among individuals' racial/ethnic, gender, and academic identities; (3) educational transitions in secondary schooling and higher education; and (4) diversity and multicultural climates in secondary and higher education settings and implications for students' academic, social, and psychological adjustment.
Current projects: COLLEGE AND SOCIAL IDENTITIES STUDY: Funded by the National Science Foundation, this project examines the experiences of ethnic minority students (Black, Latino/a, Asian/Asian American) at five predominantly White universities. DISTRICT RACIAL SOCIALIZATION STUDY: This project is the inaugural project of the Center for the Study of Black Youth in Context. Funded by NSF, the project focuses on racial socialization processes in family, school, and community contexts among Black adolescents in three demographically diverse school districts.

Chelsea Cobb
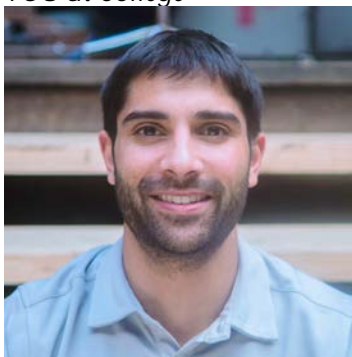(clcobb@bu.edu)
Boston University

Bio: Chelsea received her BS from Union College and her MA in Mental Health Counseling and Behavioral Medicine at Boston University. Chelsea currently works as a training associate for 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.
Current projects: Chelsea is an instructor and coach in the Niteo program. She and her colleagues are working towards manualization of the Niteo curriculum. In addition she supervises peer mentor interns and co-leads LEAD BU, for a credit academic and wellness, course at Boston University.

Diana Cusumano
(diana@jedfoundation.org)
The JED Foundation

Bio: Diana Cusumano, LMHC, NCC, RYT200hr, is a clinical mental health therapist and JED Campus Advisor for the JED Foundation. Her background is in college counseling and mindfulness studies. Diana has her masters in mental health counseling from Pace University and is a registered yoga teacher. As a JED Campus Advisor, Diana has a caseload of 60 colleges and universities she works with on systematic change for emotional wellness for their students on campus. Current projects include facilitating campus visits with interdisciplinary mental health task forces on campuses and providing mental health resources and supports to colleges and universities as needed.
Current projects: JED Campus

Nathaan Demers
(nathaan@gritdigitalhealth.com)
YOU at College

Bio: Nathaan is a clinical psychologist with experience working in therapeutic boarding schools, medical ICU, integrated care, and college counseling. Prior to joining his current role, Nathaan served as a Behavioral Health Research and Technical Assistance Associate at the WICHE-Mental Health Program. He completed his dissertation on the construct of maturity. He has unique expertise in advancing student success, behavioral health promotion and suicide prevention on campus. Nathaan is currently the Vice President & Director of Clinical Programs with YOU at College and is a member of the Colorado Psychological Association.
Current projects: Dr. Nathaan Demers' current work is focused on research, development, implementation and evaluation of a scalable and personalized digital platform designed to increase mental health literacy, help seeking behaviors, and connection to campus resources called YOU at College. As a second iteration of ManTherapy.org, a mental health campaign that has received national and international success, YOU at College harnesses this successes but was completely rebuild for college populations who are digital natives. Demers serves as the VP & Director of Clinical Programs.

Jimmy Doan
(jdoan@mit.edu)
Massachusetts Institute of Technology

Bio: Jimmy Doan is an Assistant Dean in Student Support & Wellbeing at the Massachusetts Institute of Technology. He has previously worked in residence life, student activities, and multicultural student programs. Jimmy graduated from the College of the Holy Cross with a B.A. in Economics and the University of Vermont with a M.Ed. in Higher Education & Student Affairs Administration.
Current projects: As a member of the CARE Team at the Massachusetts Institute of Technology, Jimmy serves as a non-clinical case manager for students in crisis. He works primarily with students who are hospitalized for psychiatric evaluation and treatment.

Valerie Donovan
(vmdonovan@uhs.wisc.edu)
University of Wisconsin-Madison

Bio: Valerie is the Suicide Prevention & Mental Health Promotion Coordinator for the University of Wisconsin-Madison. She coordinates the strategic prevention activities for campus and chairs/convenes the Suicide Prevention Council, following the conditions of collective impact. In this role, she leads campus partners through the Jed Campus Program, manages implementation of gatekeeper training, advises student organizations, supports data collection, and cultivates strategic partnerships. Much of her work focuses around improving campus climate related to mental health and enhancing policies, systems, and the environment to prevent suicide.
Current projects: Valerie began working in Campus Health Initiatives and Prevention at University Health Services in January 2013. She addresses suicide and mental health issues on the UW-Madison campus as a part of a multi-faceted, population-level strategy for engaging with partners. She is the chair of UW-Madison's Suicide Prevention Council, serving as the backbone support to campus suicide prevention and mental health promotion efforts. Her previous work experience includes community health outreach, education, case management, and crisis counseling for non-profit organizations.

Mattie Ellis
(ellismat@umich.edu)
Active Minds, University of Michigan

Bio: Mattie is currently in her fourth and final year at the University of Michigan, where she is studying Communications in the School of Literature, Science, and the Arts as well as Sales/Marketing in the Ross School of Business. A passionate mental health advocate, Mattie has worked with numerous mental health organizations across campus and seeks to continue this involvement after graduating in April.
Current projects: As the Executive Director of Active Minds at UM, Mattie plays a key role in the development of mental health advocacy and awareness among students and the surrounding community. In addition to her work with Active Minds, Mattie is involved with the UM Depression Center as a member of the Depression on College Campuses Conference Committee. She is also involved in Innovation in Action with SPH, where she is working with a team on developing youth and adolescent mental health education. Finally, she has independently developed a project to alleviate communication gaps among Michigan mental health organizations.

Becky Fein
(becky@activeminds.org)
Active Minds

Bio: Becky is the California Statewide Program Manager at Active Minds. She oversees Active Minds' contract with the California Mental Health Services Authority (CalMHSA) expanding and enhancing the Active Minds mental health movement on campuses throughout the state. Prior to Active Minds, Becky worked to build innovative peer mental health programs at Santa Rosa Junior College and Sonoma State University. Becky holds a Bachelors of Sociology from the University of California Davis and a Masters of Public Health from Columbia University.
Current projects: In partnership with CalMHSA, Active Minds is working to bring creative peer to peer programming to campuses around the state that targets diverse audiences. With training and technical assistance from Becky, student ambassadors are engaging with key stakeholders to ensure culturally responsive programming. Active Minds is partnered with the RAND Corporation on a longitudinal study conducted at 12 California campuses with over 1,000 student participants. The study explores the impact of student-powered advocacy work on their peers' knowledge, attitudes, and behaviors around mental health.

Elizabeth Gong-Guy
(egongguy@saonet.ucla.edu)
UCLA

Bio: Dr. Gong-Guy is a clinical psychologist overseeing the integration of evidence-based resilience and mental health promotion programs for the campus including the Resilience Peer Network within the UCLA Depression Grand Challenge. She was formerly executive director of UCLA's Counseling and Psychological Services, and president of the Association for University and College Counseling Center Directors. She has served on the University of California Student Mental Health Oversight Committee and numerous working groups across UCLA, the University of California, the California Psychological Association and APA.

Current projects: Dr. Gong-Guy is principal investigator of the UCLA Depression Grand Challenge's Resilience Peer Supported Internet Cognitive Behavioral Therapy Study. Operating within the DGC's Innovative Treatment Network, the study provides UCLA students with online mental health screening and immediate referral to an appropriate tier of free evidence based treatment.

Mary Hoban
(mhoban@acha.org)
American College Health Association

Bio: Mary holds a PhD in Public and Community Health from the University of Maryland, College Park 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 have 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 National Faculty and Staff Health Assessment (ACHA-NFSHA) in 2017, 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, the Connected College Health Network (CCHN) with the aim of connecting numerous internal and external data points across institutions.
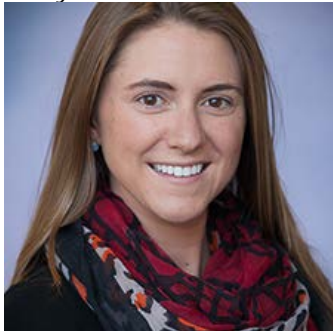
Laura Horne
(laura@activeminds.org)
Active Minds

Bio: As Active Minds' Director of Programs, Laura develops innovative strategies and unique partnerships to empower students to help colleges and society embrace a comprehensive, public health approach to mental health. Prior to Active Minds, Laura led public health initiatives at the National Association of County and City Health Officials and at Tulane University. Laura earned her Master of Public Health degree in community health sciences from Tulane University and her Bachelor of Arts degree in communications from Loyola University New Orleans.

Current projects: Active Minds' signature programs include the Send Silence Packing® exhibit, the Active Minds Speakers Bureau, the Healthy Campus Award, and the Active Minds National Conference. Powering the Active Minds movement is a network of campus chapters located at more than 400 colleges, universities, and high schools nationwide. Other projects include the Emerging Scholars Fellowship, campus policy and advocacy resources and staff assistance, mental health and suicide awareness campaigns, and student training for reaching diverse audiences through our partnership with CalMHSA and the Each Mind Matters movement.

Dana Humphrey
(dbaarsvik@gmail.com)
Mary Christie Foundation

Bio: Dana Humphrey is Program Manager of the Mary Christie Foundation. Mrs. Humphrey is a public health professional with a strong background in research and programming. Prior to joining the Mary Christie Foundation, Mrs. Humphrey was the Marketing Manager at Christie Student Health. She has worked on various public health research projects at Northeastern University's Bouvé College of Health Sciences, John Snow Inc, and Boston Medical Center. Mrs. Humphrey received a Master's in Public Health from Boston University School of Public Health, and a Bachelor of Arts in Sociology from The Colorado College.

Current projects: Dana Humphrey manages several programs at the Mary Christie Foundation including the survey program and the forums and symposiums. Most recently, the Mary Christie Foundation held a forum at the University of Maryland that brought together national leaders in higher education, policymaking and substance use prevention and treatment to discuss the latest trends, challenges and innovations in preventing and addressing substance use on college campuses. The event featured a panel of university presidents, several notable speakers and new survey results regarding marijuana, other substance use and the adverse impact on academic engagement and student health and safety.

Sarah Keene
(skeene@umn.edu)
University of Minnesota SPH

Bio: Sarah earned her BA in psychology from Binghamton University and attained master's degrees in psychological services and professional counseling from the University of Pennsylvania's Graduate School of Education. She is the instructor of two online, academic courses for undergraduate students: Success Over Stress (SOS) and Sleep, Eat & Exercise (SEE). These courses are delivered through the Rothenberger Institute in the University of Minnesota's School of Public Health.
Current projects: Sarah is consistently tracking changes in research to update course content in and assignments for Rothenberger Institute courses to ensure they are relevant, approachable, inclusive, and applicable. She is currently modifying the structure of SOS and SEE to use CogBooks, an adaptive online learning platform intended to match course content to students' individual needs. As part of her community service, Sarah is co-chair of the University of Minnesota's Lactation Advocacy Committee. The LAC was recently awarded a Campus Climate micro-grant to conduct focus groups with student parents to learn more about their experiences with lactation and lactation support on campus.

Dorothy Kent
(dckent@uwm.edu)
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 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.

Chris Kenyon
(chris.kenyon@kognito.com)
Kognito

Bio: I have a M.A. Education in community counseling and have worked in Higher Education for twenty years. In my career, I have managed a counseling department at a large state institution, presented financial literacy at conferences, worked with senior level administrators to provide service to students and supported marginalized groups throughout my career. I have a passion for working with diversity and have published an article on how to better support Asian populations (Queener & Kenyon, 2001).
Current projects: Working with schools to deploy Gatekeeper training as part of a larger campus community that supports mental health needs of students. In addition, I have been working with several athletic conferences to better support student athletes as well.

Maryanne Kirkbride
(KIRK@med.mit.edu)
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.

Emily Lattie
(emily.lattie@northwestern.edu)
Northwestern University

Bio: Emily Lattie is currently an Assistant Professor in the Department of Medical Social Science and faculty member within the Center for Behavioral Intervention Technologies at Northwestern University. She received her PhD in clinical psychology with a specialization in health psychology from the University of Miami in 2015. Emily is particularly interested in the development and dissemination of technology-enabled mental health services aimed at broadening accessibility to mental healthcare, and recently received a Career Development Award from NIMH to develop and test an app-based program to support student mental health.

Current projects: Her current work ranges from the application of mobile sensing of mental health to the design and delivery of technology-enabled programs for the treatment of depression and anxiety. 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.

Sarah Ketchen Lipson
(sklipson@umich.edu)
University of Michigan SPH; Healthy Minds Network

Bio: Sarah Ketchen Lipson is a faculty member at the University of Michigan School of Public Health, Department of Health Management. 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.

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.

Erin McClintock
(emcclintock@everfi.com)
Everfi

Bio: Erin McClintock is a strength-based mental health counselor with a diverse array of experience in collegiate psychology, prevention, and wellbeing. As EverFi and the Campus Prevention Network's mental health subject matter expert, Erin critically explores the issues of mental health and wellness and their intersectionality with other critical issues including sexual assault, diversity, and substance use. Erin holds a Master's Degree in Mental Health Counseling and completed her post-Master's education in trauma and addiction studies.

Current projects: Currently, Erin is conducting research into the practicality of the Campus Prevention Network framework as it applies to collegiate mental health and wellness. She is also working to curate research to share with the field at the 2018 Campus Prevention Network Summit, to be held June 6-8 in New Orleans. Outside of her work with EVERFI, Erin enjoys supporting students through her private practice: Deciding on Happy (www.decidingonhappy.com).

Trish Meyer
(meyerpa@umich.edu)
IHPI, University of Michigan

Bio: Trish Meyer has a BA in Political Science from UM, 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. Before joining IHPI, she served as Manager of Outreach & Education for the UM 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.

Jasmine Morigney
Healthy Minds Network

Bio: Jasmine is a Junior at UM majoring in Biopsychology, Cognition and Neuroscience. Her previous research experience includes analyzing Australian Light Warlpiri Language data and registering participants for the University of Michigan Health System's Adolescent Brain Cognitive Development study. Jasmine plans to pursue a PhD in Sports Psychology.
Current projects: Healthy Minds Network

Marcia Morris
(mmorris@ufl.edu)
Blue Cross Blue Shield of Michigan Foundation

Bio: Marcia Morris, MD, is an Associate Professor in the Department of Psychiatry at the University of Florida College of Medicine and Associate Program Director for Student Health Psychiatry. She has provided clinical care to college students for over two decades; given local and national talks about college mental health; and is a member of the American Psychiatric Association college mental health caucus. She received her AB at Harvard, her MD at Yale, and her psychiatry residency training at New York Hospital Cornell Medical Center Westchester Division.
Current projects: As Associate Program Director for Student Health Psychiatry at the University of Florida, my goals it to improve access to care and the quality of care in our clinic. As part of this effort, my university is applying to join the Healthy Minds Study and is planning on launching the survey on our campus this spring. I am also part of a group of psychiatrists forming a national organization to promote quality mental health care for university students. In an effort to educate parents about ways they can help college students experiencing mental health problems and pressures, I recently published a book, "The Campus Cure: A Parent's Guide to Mental Health and Wellness for College Students."

Martha Neary
(martha.neary@northwestern.edu)
PsyberGuide

Bio: Martha is a graduate of University College Dublin (BA, Psychology) and Queen's University Belfast (MS, Atypical Child Development). Martha previously worked as the Project Manager of a NIMH-funded study exploring mental health, mood and behavior in infants and toddlers. Before moving to Chicago in 2015, Martha worked as a Research Analyst with the Growing Up in Ireland Study, a longitudinal cohort study of over 20,000 children in Ireland. She also worked on a study exploring health utilization experiences of young people with ADHD, in postgraduate student support services, and in a more practical capacity with preschool children with ASD. Martha's varied research interests include healthcare disparities among minority populations and sexuality and health education.
Current projects: Martha is the Project Coordinator of PsyberGuide, a non-profit website dedicated to consumers seeking to make responsible and informed decisions about device-assisted therapies for mental illnesses. The project operates out of the Centre for Behavioral Intervention Technologies, Feinberg School of Medicine, Northwestern University. PsyberGuide (https://psyberguide.org/) provides unbiased reviews of mental health apps and aims to help consumers choose appropriate apps, often as adjuncts to therapy. PsyberGuide is also intended for professionals and researchers seeking to enhance their knowledge in this area.

Nancy Neville
(nneville@cia.edu)
Cleveland Institute of Art

Bio: Nancy has a background in social research and an MS in Service Management. During her 12 years at CIA, she has worked in enrollment management as well as with all the services encompassed within Student Affairs. With the rise in the number of students with mental health issues and their impact on the classroom and faculty, she has become much more involved with spreading the word about the need for more resources and programming/training on campus for the community.
Current projects: Over the past four years, Student Affairs has developed a CARE team, used modest grants in creative ways to increase awareness, benefitted from a stronger relationship with Case Western Reserve University's Health and Counseling Services, and secured a new position to manage programming around student wellness that is focused on mental health. Nancy is working with a small but dedicated team to launch the JED Campus Program, with the ultimate goal of using data and best practices to position its policies and programs to fully support students' good mental health, leading to personal and professional success.

Adam Pardes
(adam@neuroflowsolution.com)
NeuroFlow

Bio: Adam Pardes holds a bachelors degree in Biomedical Engineering from Tufts University and is currently on leave from the Bioengineering and Biomedical Engineering PhD program at the University of Pennsylvania. Adam is COO of NeuroFlow, a behavioral health platform that helps mental health patients feel better faster by empowering and engaging them in their treatment.
Current projects: NeuroFlow is currently being used by mental health clinicians across the country, as well as the United States Military Academy and the Olympic Training Center. The National Science Foundation awarded a grant to NeuroFlow to explore the characteristics and needs of clinicians, and the Children's Hospital of Philadelphia is using the platform for research on children with autism. Adam and his team at NeuroFlow are always looking to partner and work with like-minded organizations and universities for either research or clinical uses.

Megan Phillips
(meganvp@umich.edu)
Healthy Minds Network

Bio: Megan earned her Bachelor's degree in Business Administration from the University of New Mexico and her Master's degree in Counseling from New Mexico Highlands University. As a therapist, she has worked with adults and adolescents at the New Mexico Office of the Medical Investigator, as well as with undergraduate and graduate students at the University of New Mexico. She managed suicide prevention and veteran behavioral health programs at the New Mexico Human Services Department, Behavioral Health Services Division. During her time in this position she coordinated a statewide Substance Abuse and Mental Health Services Administration (SAMHSA) suicide prevention grant, and contributed to the creation of a veteran-specific behavioral health support training curriculum. She appreciates the public health approach the Healthy Minds Network takes to research, and is committed to bring mental health knowledge into practice.
Current projects: Healthy Minds Network

Isla Reddin
(isla@pocketConfidant.com)
PocketConfidant

Bio: Isla is a professional coach and entrepreneur, working on the potential of connecting ideas, people, opportunities and solutions. Adding a new dimension to a successful career in the areas of coaching, strategy, healthcare, education and start-ups in the US and Europe, she is now focusing on PocketConfidant AI, a technology company designed to democratize and bring coaching at scale.
Current projects: PocketConfidant is the first coaching innovation available 24/7, facilitating conversations that develop self-awareness, reflection and learning opportunities. Today with the help of technology and innovation we are contributing to developing human potential, at large scale, in the domains of learning, coaching, wellbeing, empowerment, and resilience to support individuals, organizations, communities and citizens. Current projects include implementation, system wide in an on-line university in the US, in MBA classes in the UK and France, in large corporations in the areas of learning and wellbeing, a research project with the University of the Cote D'Azur and the City of Nice, France on building resilience in students.

Erica Riba
(ericariba@gmail.com)
JED Campus

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.

Allison Smith
(allison.smith@nyu.edu)
New York University

Bio: Allison Smith, MPA, is Manager of Public Health Initiatives and Assessment at NYU. Allison's leadership to create LiveWellNYU, an innovative campus-wide public health model, has resulted in numerous national awards and SAMHSA funding. 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 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, a member of the ACHA-NCHA Advisory Committee, and co-authored revisions to the Council for the Advancement of Standards in Higher Education Health Promotion Standards.
Current projects: 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. 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.

Shelby Steverson
(shelbyst@umich.edu)
University of Michigan

Bio: Shelby Steverson is a third-year undergraduate student at the University of Michigan interested in mental health awareness work. She is Co-Director of CAPS in Action, a student group in U-M Counseling & Psychological Services (CAPS), as well as Co-Chair of the Central Student Government Mental Health Taskforce. She plans to pursue either Law School or Business School after graduation.
Current projects: At the moment, Shelby is working as Outreach Co-Lead for the Who Can Relate? Mental Health Awareness concert featuring Grammy-nominated artist Logic on March 30, 2018. In addition, Shelby is leading her taskforce which is dedicated to completing the 13 projects proposed in their formal research report over the next 3+ years to improve mental health on campus. Lastly, she works on spreading awareness of CAPS resources to students and faculty on a regular basis.

Lee Swain
(lee@jedfoundation.org)
The JED Foundation

Bio: Lee Swain is the Director of JED Campus at The Jed Foundation (JED). Lee spent over 15 years working in higher education and student affairs before joining JED in 2016. 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: Ongoing management and program evaluation efforts for JED Campus. Peer to peer mental health support for young adults.

Carly Thanhouser
(cthan@umich.edu)
University of Michigan Office of Academic Innovation

Bio: Carly works with a team of developers, designers, and other behavioral scientists to develop educational technology tools. She applies behavior change theory and principles of positive psychology, behavioral economics, and motivational interviewing to inform software design, develop tailored content, and promote behavior change. She is particularly focused on improving awareness and understanding of mental health issues so that those who are struggling (don't we all at some point?) feel supported and equipped to get to the other side.
Current projects: Carly focuses mainly on a tool called ECoach, which provides highly personalized support to students in large introductory STEM courses at U of M by delivering tailored messages to the right people at the right time in the right way. She is also partnering with the Healthy Minds Network team to build a resource hub for college students.

Erin Unkefer
(eunkefer@risd.edu)
Rhode Island School of Design

Bio: Dr. Erin Unkefer is the Intercultural Specialist/Staff Psychologist at Rhode Island School of Design. Dr. Unkefer received her master's degree from Teachers College, Columbia University in Counseling Psychology, specializing in School Counseling. She received her doctorate in Counseling Psychology from the University of Georgia. She is also a Returned Peace Corps Volunteer (Malawi, '05-'07). Her professional interests include providing mental health access and outreach to underserved communities, social identity development, first generation and acculturation concerns.

Current projects: Erin's current research interests include the role of multicultural specialists in college counseling centers.

Daphne Watkins
(daphnew@umich.edu)
University of Michigan

Bio: Daphne C. Watkins is the Director for the YBMen Project and an Associate Professor at the University of Michigan School of Social Work. She studies gender disparities and mental health over the adult life course using mixed methods research approaches. To date, her research has focused on understanding the social determinants of health that explain within group differences among black men; developing evidence-based strategies to improve the physical and mental health of black men; and increasing knowledge about the intersection of culture, ethnicity, age, and gender.

Current projects: The Young Black Men, Masculinities, and Mental Health (YBMen) Project is a culturally-sensitive and gender-specific program that aims to address the pressures experienced by young Black men, with a specific focus on issues related to their masculinity, social support, and mental health. The YBMen Project uses the social media platform, Facebook, to provide mental health education and social support to young Black men by using information and prompts from popular culture (e.g., YouTube videos, photos, lyrics, and current headlines). The project serves as a mechanism through which we can learn about the strategies that influence and shape young black men's ideas and experiences with mental health.

Sasha Zhou
(sashaz@umich.edu)
University of Michigan SPH

Bio: Sasha Zhou is a doctoral candidate in the Department of Health Management and Policy. She received her MHSA in Health Management and Policy and her MPH in Health Behavior and Health Education in 2013, as well as her BS in 2008 from the University of Michigan. She previously worked for the State of Alaska Department of Health and Social Services, UNICEF in Beijing and the National Centre for Mental Health of China.

Current projects: Sasha's research is broadly on the mental health status, barriers to treatment, and utilization of mental health services of vulnerable populations. She is particularly interested in investigating ways to improve mental health outcomes for Asian American and international college students. Current research projects include racial and ethnic disparities in mental health status and service utilization in college students, mental health trends among college students in China, and the role of discrimination and mental health among sexual and gender minorities in Macedonia.

Active Minds: www.activeminds.org

American College Health Association: www.acha.org

Equity in Mental Health Framework (joint initiative led by the Steve Fund and Jed Foundation): www.equityinmentalhealth.org

Everfi Campus Prevention Network: www.campuspreventionnetwork.com

Healthy Minds Network: www.healthymindsnetwork.org

JED Campus Program: www.jedcampus.org

LiveWellNYU: www.nyu.edu/life/safety-health-wellness/live-well-nyu.html

NeuroFlow: www.neuroflowsolution.com

PocketConfidant: www.pocketconfidant.com/education

PsyberGuide: wwww.psyberguide.org

YBMen Project: www.ybmenproject.com

YOU at College: www.youatcollege.com

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