

Contents:

- Summary
- Link to slides
- Innovation Network
- Link to innovation tournament notes
- Agenda
- Session notes
- Attendee bios

The Healthy Minds Network



for Research on Adolescent and Young Adult Mental Health



UNIVERSITY OF
MICHIGAN

Summary and Minutes

2019 College Mental Health Research Symposium

*University of Michigan –
Ann Arbor, Michigan*



Summary:

The 9th annual College Mental Health Research Symposium was held on March 12 and 13, 2019 at the University of Michigan in Ann Arbor, Michigan. The symposium brought together approximately 40 researchers, clinicians, practitioners, advocates, undergraduate and graduate students, organization partners, and others to network and collaborate over two days of discussion to improve college student mental health.

This year, we addressed three overarching questions:

- What new research and data are most needed?
- How can we share research and data more effectively with practitioners?
- What are new opportunities for collaboration?

Over the course of two days, attendees discussed the state of mental health and current work being done in the field, presented about national initiatives being done by key organizations, collaborated and networked, and participated in an innovation tournament aimed at creating a strategy to address system-wide mental health challenges through a unique combination of perspectives present at the symposium.

This document includes follow-up materials from the 2019 College Mental Health Research Symposium, specifically:

- 2019 Symposium Agenda
- Minutes from each session
- Attendee bios

To view the slides of the Symposium, [click here](#).

Healthy Minds Innovation Network:

Healthy Minds proposes to establish a premier center for the incubation, development, and testing of innovative solutions for mental health among college students. To have a more direct impact on student mental health, we will transform from a research and data network to an innovation network. The Innovation Network will leverage the data and knowledge our team has collected over the years, and combine it with the eagerness and interest from young people to develop innovative solutions to improve mental health on their college campuses.

To reference the collaborative notes taken during the Innovation Tournament, please visit the [HMN Innovation Tournament 2019](#) spreadsheet.

If you are interested in learning more about or getting involved with the Innovation Network, please email us at healthyminds@umich.edu!

Agenda



DAY 1 Tuesday, March 12

Welcome and Overview	12:30-1:15pm
“Lightning” Prepared Intros and Discussion	1:15-2:30pm
National Initiatives (JED Campus, Active Minds, Healthy Minds, EVERFI, YOU at College)	2:30-4:00pm
Break	4:00-4:15pm
Collaborations	4:15-5:15pm
Reception	5:15-7:00pm

DAY 2 Wednesday, March 13

Breakfast and Day 2 Overview	8:00-8:20am
Innovation Session (connecting data and practice)	8:20-10:10am
Wrap-Up and Next Steps	10:10-10:30am

Session Minutes



Welcome & Overview

Minutes:

- A. Key feature of HMN: disseminating research - CMHRS is a key part of this goal
- B. Overarching Questions for Research Symposium:
 - 1. What new research and data are most needed?
 - 2. How can we share research and data more effectively with practitioners?
 - 3. What are new opportunities for collaboration?

“Lightning” Prepared Intros and Discussion

Minutes:

- A. Goal of the lightning intros is to introduce you to the group and think about who you want to network with and/or collaborate with after the symposium
- B. What are people's reactions/questions to things that people shared during their introductions?
 - 1. People who have mental health issues oftentimes can become stronger and healthier through helping other people, and I think that people should have the opportunity to not only receive support but also give support
 - 2. As an undergraduate student, many of them consider using the resources, they know they're there, but they can't bring themselves to go. They may not think their struggles are serious enough to go and see someone or utilize the resources, and they think about the resources as episodic (i.e. you have a breakdown, you use the service) versus using the resources as preventative to make sure that you don't have the breakdown. To change the narrative on mental health services and counseling would benefit from advertising it as preventative, rather than putting a Band-Aid on an issue.
 - 3. Messaging and branding about mental health should emphasize that we all have mental health, rather than saying that you're mentally health or you're not
 - 4. Interesting that many attendees at this symposium are going to return to their countries, states, organizations so we should learn from each other and bring this knowledge and collaboration back to our local regions. How can we be more thoughtful and organized to do this successfully back in our communities? Lots of horsepower and research we use in Ohio are found at this symposium.
 - 5. Variety of different types of students we need to reach is brought up time and time again, and we need to think about how to support these populations and reach all of these students and have the students know that they can receive help
 - 6. Cross-cultural comparisons in mental health is very valuable. Data collected in Ecuador has been valuable and they learned that family/social support is essential for mental health. Many students stay and live at home until they get married - very different compared to the US - so they don't have the stress that US students experience when they transition from elementary school > middle school > high school > college, etc. We are just starting to conduct data and we have found lots of mental health issues among our students so there must be something being social/family support that is needed. What exactly is the reasoning behind the mental health issues among their students? University students are much more vulnerable than we think. They experience heartbreak, their parents divorce when they're at university, many parents experience health issues (especially cancer) when the students are at university, and grandparents pass away. Many vulnerabilities among college students that younger children may not experience.
 - 7. A lot of the issues seem to stem from the culture around resource utilization. Many differences between what's advertised and what's reality (i.e. work-life balance, get your work done and then figure out your life). Many students want to receive the information so they jump to Google, but the immediate results may not give them the accurate information they need. They also struggle with the layers that come with a diagnosis (i.e. how to deal with school, how to tell your parents, etc.)
 - 8. We asked the question to grad students: how long have you been having issues and how long did it take you to ask for help? Sometimes students are too young to recognize the symptoms, sometimes they don't immediately reach out for help. The average answer was four semesters and that's too long for graduate students
 - 9. I think it's time for faculty & administrators to come out and say that they use resources to address their issues. It's brave to share your experiences with mental health resource utilization with the public, but it's

important for a student to know that their professor may have experienced a particular issue and asked for help and ended up having a healthy, successful life. Hearing the stories of success can be inspirational for students

- a) It's important to think about how students are in a new place, experiencing new things, new emotions, new problems - it's important to hear the stories from their mentors (i.e. professors) about how they had the same experiences and found help
 - b) University of Calgary (in Canada) - on their homepage for mental health has a story about their provost sharing their story about their mental health - video clip of them sharing their story
 - (1) University of British Columbia, as well
10. Many students feel angry towards the university for their lack of addressing student mental health - we should use that anger in a positive way to make changes, help the students learn about the resources, and shape the narrative in a positive way
 11. Interesting that we have companies here who are interested in connecting students with mental health services with a platform within the health services system. Being able to open an app and connect with someone through there will help students be more open to accessing resources. But sometimes an app is too desensitizing - also a good idea to decentralize the systems that provide mental health services. i.e. CAPS at Michigan - need to be open to receiving the service, leave their residency/make time to go there, and by the time you get to the bus you've changed your mind. It's easier to go down the hallway and talk to someone, rather than traveling far distances for another resource
 - a) Embedded CAPS counselor model at Michigan - provides a counselor within your specific college/program to make counselors more accessible for the student's schedule
 12. Heard a lot of talk about data and how to get it into the hands of students - we should continue to explore all of the areas that data is being collected on campuses and how we can connect students to this data, how to understand it, how to use it, etc. Also, thinking about health equity within specific student populations is a good lens to look at how to use the data we collect and share
 13. Concern that things are moving so fast in the macro environment that we're not necessarily serving well enough or understanding well enough the issues on our campuses. We need to figure out how to better understand this and use our data to understand it and how to put it into action
 - a) Something that would help - publicizing how useful it is when you use the resources. Disconnect between feeling like you need mental health services and knowing that it will help. Thinking your situation is helpless is a barrier to you receiving this help. Being able to publish how many people have received services and how it has helped them will change the environment and dialogue
 14. From our survey research [HMN]: it's not just about shame, stigma, discrimination - main issue is simply the lack of urgency and lack of salience of mental health services compared to all of the things that young people are doing. Seeking mental health should be parallel with diet, exercise, getting enough sleep - we don't realize that we need to attend to it on a regular basis. It's a lifelong process - it's not just something we can do a few times and be done. How can we ingrain mental health into the culture to be addressed on a day-to-day basis? Training academic advisors to promote mental health support within academic advising is something that can be used for a student to realize the importance of addressing their mental health (preventative method)
 15. Mental health combined with self-care reduces the seriousness of mental health issues. Important to know it's serious, they can't deal with it on their own, and it needs to speak to the seriousness of the issue and the need to receive help to address them
 - a) Self-care approach is relevant for a large portion of people, and there's a portion of the continuum that experience more serious issues that need more help. It's important to identify more significant symptoms and the services needed, but it's also important to address people at all levels

National Initiatives

Healthy Minds

Minutes:

- A. Thinking about moving from data (will always collect data) to think about how we can connect our data and facilitate implementation of solutions
- B. Long-term Agenda:
 1. Ultimate question: how do we invest most effectively in mental health (and success and wellbeing) in student populations?
 2. Collect data, design and evaluate programs, and then disseminate data
 3. We have limited time, limited resources - how do we best spend our time improving mental health?
- C. Multidisciplinary public health approach
- D. Background: started in 2005 with grant from BCBSM, started at U-M and grown into national study and growing into international studies (i.e. Healthy Minds Ecuador for Spanish populations)
- E. Address a diversity of topics in the survey. Spend a lot of effort to make our data easy to digest - data reports provided to school, as well as data interface available on our website to share their data
 1. Survey has found a rise in depressive symptoms since 2007
 2. Some schools have high suicidal ideation prevalence, others have low prevalence
- F. Sampling of solutions developed by Healthy Minds and partners
 1. Mental Health First Aid (MHFA) training for Resident Advisors (RAs)
 - a) Results were disappointing
 - b) Program increased skills and knowledge, but did not change their behaviors
 - c) But we shouldn't stop doing gatekeeper program. Rather, it was a clue that we need to do better
 2. Brief Videos for Coping Skills and Help-seeking
 - a) Some are through Athletes Connected at Michigan
 3. New study (started last fall, going to go for five years): Online Cognitive-Behavioral Therapy (CBT)
 - a) Look at how online services can complement traditional services on campuses
 - b) Partnering with online program called Silver Cloud (developed in the UK)
 4. Through Healthy Minds Study, trying to provide a more useful list of resources at the end of the survey
 - a) "Sage": Personalized Resources through Healthy Minds Study
 - b) Now that we know so much about these students after a long survey, we're working with Academic Innovation to create customized pages for students who complete the survey
 - c) A page that the students can come back to after completion
 - (1) Starting to test it with University of Michigan students
- G. College setting is a population very comfortable with technology use
 1. Innovation Center provides a catalyst of innovative solutions - how can we learn more about integration of technology and in-person community
 2. This is our dream - provide grants and competitions to partners to complete their projects as entrepreneurs, students, companies, etc.
 - a) Students should be involved with the projects - Healthy Minds utilizes students on campus to help with their operations
- H. Ideas/questions/comments:
 1. General idea of integration of technology and in-person community: some apps are helpful, others are not - hard to make sense of them all. With all of the online resources out there, what can be used by students to improve their mental health?
 2. Attendee launched a website in October - how I recovered from Bipolar
 - a) Katherine Ponte - ForLikeMinds.com
 - b) People want to see people they can identify with and learn from their struggles
 - c) [Video of her recovery journey](#)
 - d) What are some ways that powerful videos can connect students with resources? Athletes Connected has compiled series of videos that are then shared with the sports teams and they're shared alongside a presentation about the resources available on campus for them to use
 3. FAQ developed by Healthy Minds provided to partners has been really helpful and could be a continuously developed project within the network. Good spark for Healthy Minds to start this up again!
- I. Loyola University Chicago is using Headspace in groups of depressed college students (as a study) and post usage stats in private Facebook group to provide an online community. Didn't see the benefits they would have expected - the students didn't feel like they connected very much in the group. They wanted to meet face-to-face, as well. Integration with technology for some people is a good model, but meeting face-to-face is important, as well.
 1. Deciding which tool and efforts to bring to campus - if the technology doesn't bring people together in real life, they're not very interested. Connecting people on campus is very important.

National Initiatives
National College Health Assessment (NCHA)

Minutes:

- A. Mary from Great Lakes Colleges Association - working on National College Health Assessment (NCHA)
- B. Getting ready to survey on more than 250 campuses
- C. Excited to share that we are pilot testing NCHA 3
 1. Added some new measures on resilience, flourishing, scales on general psychological distress (testing how they do against the other variables on the survey), loneliness, anger, etc. Don't know which ones will end up on the actual survey, versus the beta
 2. Incorporated the Assist Screening tool
 3. Advisory Committee is meeting in June to plow through final decisions and have NCHA3 ready for the Fall 2019 semester
- D. Introduced a new survey this year related to Faculty & Staff
 1. Slow rollout - surveying on five campuses this semester
 2. Instrument has been translated into Spanish
 3. NCHA for students is available in English and French Canadian
- E. NCHA is surveying roughly 50-60 Canadian universities
- F. How often are students being routinely screened for depression? Plenty of zero responses, some 97% responses
 1. Asked four things, one about tobacco use: the use has really crept up over the years (vaping challenges)
 2. Important lessons within that data
- G. This year's clinical benchmark study: for students who have been diagnosed with depression, are they being followed up with?
- H. Connected College Health Network - data warehouse pulled from institutions (resources, services, policies, health promoting practices on campus), NCHA, and clinical data to try and look at the data we've been collecting *together* to see what we can find
 1. Started collecting institutional data
 2. Another tool coming out of the data: dashboard for institutions to play around with their NCHA data
- I. Question for Mary: what are the techniques/best practices for survey distribution and collection?
 1. Participation has been declining steadily and the survey hasn't gotten any shorter
 2. Advantages and disadvantages of every method of survey implementation - has to be something that works for *your* campus
 3. Many schools are using a hybrid approach - randomly selected classrooms and secured student list in classes and are going in person during class and provide a survey link for them to participate during class.
 4. Are there institutions that have had consistently high response rates?
 - a) 25% survey response is doing well
 - b) We have data on how they're implementing it, the incentives offered, etc.
 - c) Something about the culture of the school - maybe it's survey fatigue - that each institution is different and unique
 5. Peter shared that, during his coordination of the HM Study - working closely with schools, it does seem to be the schools where there's a culture around well-being that the response rate is very high (40% and up). Peter can tell as soon as a school starts talking to HMN whether their response rate is going to be high or low. How can we understand the qualities of the campus culture that increases student engagement with surveys?

National Initiatives

JED Campus

Minutes:

- A. John MacPhee, Executive Director of Jed Foundation
- B. JED Campus
 - 1. Program through which we help schools develop a strategic plan that's sustainable over time
 - 2. Four year program - puts a leadership team in place
 - a) School deploys the Healthy Minds Survey - data being collected informs the programs being planned
 - b) Several modules included in that (i.e. diversity & inclusion module has been added)
 - 3. Once the team is in place, look at all of the programs in place and map them to the comprehensive plan
 - a) Situation analysis from which a plan is created
 - b) Meet with the school, meet with the team, and go through our findings - figure out priorities to be included within the plan
 - c) JED provides support throughout the plan
 - 4. Healthy Minds Survey distributed at the end of the program (in order to provide pre- and post-program data)
- C. JED's Comprehensive Approach - developed with their partner, SPRCC
 - 1. School should have comprehensive, strategic plan for how a school supports student's emotional well-being and help to prevent suicide and serious substance abuse
- D. Theory of Change
 - 1. School has strategic plan and starts to make changes in the culture
 - 2. Positive changes in student's behavior and attitude towards help-seeking
 - 3. Look at the results in outcomes related to Mental Health, Substance Abuse, and Likelihood of Dying by Suicide (3 Key JED Campus Student Outcomes)
- E. By the end of 2020, we'll have enough data that we can comment in a comprehensive and definitive way when a college/university makes these systematic changes and how do the student's attitudes respond to this
 - 1. Question is: if a school does this work, what is the outcome?
- F. Any questions/comments?
 - 1. Curious how you see the schools using the data along the way? Do you give the data to students, how do they share this baseline assessment?
 - a) Wide range of how they're using the data: videos encouraging help seeking, poster campaigns around campus/on TVs around campus, communication with faculty/staff re: importance of gatekeeper training, using economic case memo towards mental health initiatives on campus, buy-in for higher up administration on campus who need convincing to invest in mental health initiatives, etc. etc.
 - 2. How does JED Campus bring key stakeholders into the conversation?
 - a) Interdisciplinary team at each university is pretty large. Sometimes the first time that all members are in the same room talking about their campus mental health and how their programs are aiding mental health and wellbeing
 - 3. Schools that have very limited resources - working with every type of institution - what do you say to schools with very limited resources?
 - a) Meet schools where they are - make suggestions that don't cost money, for example. Work hard on that. Also think about other ways to help them to get the university to participate in the program
 - 4. Do you see one area that's the greatest need across institutions, or does it depend? Is it categorical?
 - a) Wide range of challenges among colleges. One is strategic communication from top down - mental health is everyone's issue. Challenge for a lot of people. Getting everyone trained to identify student's risks. Resources outside of counseling. There are so many ways to receive help.
 - b) Strategic communication is beyond top down - also about how we share information about resources on campus (i.e. student orgs like Active Minds sharing with students). Many campuses already have support networks on campus, so JED Campus looks at how they can fit into the network and improve upon the networks within the community
- G. Looking to the future: We have data on 260 schools with strategic plans that we will share in the future

National Initiatives

Active Minds

Minutes:

- A. Becky, Associate Director of Programs at Active Minds
- B. Student-powered national nonprofit on more than 500 campuses with chapters
 1. Send Silence Packing: Suicide awareness campaign that travels around to campuses across the country
 2. Speakers Bureau that includes students and faculty and community members sharing stories about their mental health
- C. 2015 partnered with Rand Corporation, results were released this past July
 1. Study came with four major findings:
 - a) As students become more involved with Active Minds, they're more likely to reach out to their friend struggling with mental health issues (due to familiarity with issues)
 - b) Familiarity with Active Minds (regardless of level of involvement) led to reduction of stigma on campus and increase in students utilizing mental health services
 - c) Presence of Active Minds on campus led to knowledge, positive influence on attitude, as well as changes to their behavior (increase in help seeking)
 - d) Active Minds impact is swift. Positive results can happen within one year on campus
- D. How can we support campuses to see this impact themselves?
 1. Framework for Staff, Faculty & Administration - Offering Students SEATS at the Table
 - a) Student-informed
 - b) Equitable
 - c) Actionable
 - d) Transparent
 - e) Sustainable
 2. Framework for Students - STEP up to Lead the Conversation on Campus
- E. National Initiatives
 1. Healthy Campus Award - awarded to campuses doing great work with mental health on their campus
 2. Transform Your Campus - A to Z kit for students to work to change policies on their campus
 - a) Leave of Absence policy
 - b) Mental Health Crisis Line added to student ID cards
 - c) Etc. etc.
 3. Validate, Appreciate, Refer (VAR) - tool that came from one of our student groups - how to prevent crises before they happen
 4. Active Minds for Every Minds Equity Initiative - workbook used by students in cohorts (with student ambassadors) to learn about demographics of their campus, learn about the resources, and respond to underserved populations
- F. Questions/ideas/areas you'd like more information about:
 1. Can you say more about how you decided to engage the Rand Corporation?
 - a) Initially engaged with California Mental Health Services Authority (CalMHSA) - prevention and early intervention - they were partners with the Rand Corporation
 - b) Model for statewide approach for mental health - look to California - millions of dollars for mental health promotion and intervention
- G. Level of professional engagement with the chapters we're serving - it was about affirming their work and witnessing them and acknowledging them. By engaging students, we're seeing really profound results and there's a lot of excitement and enthusiasm when we show up on campus or have phone calls with them.

National Initiatives
EVERFI

Minutes:

- A. Organization that is an online provider of educational technology
 - 1. Formed about a decade ago - reached 25 million unique learners (college, K-12, and corporations)
 - 2. In over 1,500 higher-ed institutions
 - 3. How can we move the conversation as early as kindergarten, second grade, third grade, etc.?
- B. How can we use this data to share with the field to make changes? Use our courses in addition to what schools already have in place
- C. K-12 space: orient students to the concept of mental wellness
 - 1. How you can benefit from seeking support
 - 2. How you can help others
- D. We're thinking about how to do a better job of looking at the data we get from these courses. If you have this kind of data, how can you best support the field?
- E. Higher Education offerings:
 - 1. Sexual Assault Prevention
 - 2. AlcoholEdu for College
 - 3. Diversity, Equity, and Inclusion for Students
 - 4. Mental Well-being for Students
 - a) Launching in June 2019
 - b) Goal is to highlight many of the things we talked about today at the symposium
 - c) Reduce stigma, increase help-seeking for students who need it
 - (1) Some students wait so long to come in, others come in for counseling before they even "need" it
 - (2) We all have mental health
 - 5. All of our courses have a pre- and post-survey about their behaviors, attitudes, beliefs, and experiences
 - a) Go through the course and then complete the survey
 - b) See how their responses change after going through the survey. How has their perception changed?
- F. Data Inputs in the Course Development Process
 - 1. Three ways:
 - a) Pre-Development: What are we doing?
 - b) During Development: How do we do it?
 - c) Post-Development: What did we do?
 - 2. Conduct literature reviews to get a sense of the needs on campus and how online education can help
- G. The Power of Networks
 - 1. Creating these networks to come together regardless of where they sit at the table
 - a) College wellbeing is important. We have practitioners. Who else can we invite to the table?
- H. Questions/comments/discussion:
 - 1. Are your educational courses provided in high schools? How do you engage with schools with few resources?
 - a) In higher-ed, courses are provided to students when the university buys the course
 - b) In K-12, we run under a sponsorship model - large corporation are passionate about a concept and sponsor the course in a particular district
 - 2. What do you mean by digital wellness? What is your definition?
 - a) We care about wellness, and we care about making an impact in the digital space. Goal is going to be:
 - (1) Bringing together people who are experts, passionate about digital wellness, and put them in a room and build a network from there
 - (2) Mental Wellness Network is a place for your voice to be heard. We want to hear your voice in that conversation. We create the space, you bring yourself.
 - 3. With the new mental wellbeing course in higher ed, how will it be employed? With AlcoholEdu incoming students are required to take the course. Will it be similar with mental wellness?
 - a) EVERFI will definitely recommend the same model, but recognize that students may not be required to take the course
 - b) Designed it with the intention that every student can benefit, regardless of their year in school (senior can benefit as much as a freshman)
 - 4. Is there a way to preview the new course from EVERFI?
 - a) EVERFI has started filming and hoping to share edits publicly. When the time comes, EVERFI would be happy to provide what it's going to look like before it launches

Collaborations

Minutes:

A. Mind-body connection for mental health

1. Student wellness – student health and wellness unit, rec services, student counseling, etc. in the infancy of trying to figure out how to do things like “trauma informed yoga”, how do we incorporate movement into mindfulness?
2. Looking at continuum of mental health – UC Berkeley started something
 - a) “Wellness Fee” – fee added on student fee for wellness activities – finding partnerships, finding people to advocate for programs
3. Peggy Swarbeck (researcher) – 8 dimensions of wellness, used by SAMHSA

B. Sarah Ketchen Lipson – for people who don’t consider themselves a s researcher- what are the barriers to using data from research? How can researchers help facilitate that connection?

1. Summary of info, Soundbite
2. Quality research takes a long time – timely small doses (more palatable dose)
3. Making direct application in summary “based on this, this is what we determined is best practice”
4. HMS interface – pull out and isolates pieces that non-researchers are interested in

C. Here’s the things you can think about in interpreting this research:

1. Joe Behen – collaborate across all the initiatives presented at HMS, so many schools are invested into everything, story matters
 - a) Moving upstream for cultural competency – inclusive and specific lens for populations we’re working with...helps in application of recommendations
 - b) Research shows us who needs most help – looking at equity lens, improve engagement of minorities
2. Sara – gave an overview of *climate for diversity and inclusion* – data collection efforts
3. *Steve Fund* gave overview for mental health initiatives for students of color
4. *Wellness advising project* overview – at Loyola Chicago collaborating with campus partners to improve access to mental health services
 - a) Trying to identify students with mental health risk; improve motivation to seek out mental health services
 - b) Expanding to service low-income, SOC...goal is that 100% of students will have some contact/knowledge of how to seek mental health services
5. *Morneau Shapell overview* – used to be EAP, and now more focused on student support, 24/7 counseling/support to students by chat or phone, in 6 diff languages
 - a) Univ of Toronto in the beginnings of their partnership with Morn Shap – 30% of students at UT are international students
6. *Great Digital Health* – Nathaan, *You at College* – high level, upstream mental health awareness (awareness but also financial literacy, making friends, etc.) partnering with 20 campuses so far, partnership with HOPE lab
7. New initiative to focus on loneliness on college campuses – tied to retention
 - a) 2 insights (1) loneliness is not associated with social isolation, more in the perception (gaps in depth of relationships)- correlated with a number of mental and physical health factors
 - b) (2) 5 key insights that campuses can help to intervene (a) destroy myth of magical friendships (b) leveraging the environment for change (c) addressing setbacks with compassion (d) build the muscle over time – just bc you’re in college doesn’t mean that your social skills are different
 - c) Mission was two-fold – do research and build scalable technologies
 - d) Impact pathway – understanding a problem and all the different challenges that go into that, and their app will interview at each of those levels

D. Shrinkspace – What do you think is happening that is preventing students from using off campus treatment?

1. Capturing numbers on how ineffective is the off-campus referral process – how many students are connecting? What are the essential breaking points?
2. There is a lot of resistance to change – both in providers and university counseling centers. Meanwhile, students have certain expectations to engage with everything online
3. They are caught in needs in several of their users – how do we create more flexibility and openness in part of universities to move into the direction with them
4. Some of it is cultural inertia to change, but also the high cadence of work in a counseling centers make it hard to metabolize and adopt changes to workflows
5. Implementation science piece
6. Joe Behen – Making an effective referral is a fairly high-level skill for a clinician

- a) Balancing right level of connection to match student to provider so that students feel connected to school, provider that help them internally, and engaging elsewhere
- 7. UT – because they're paying incidental fees towards practice at University, students feel like they should be seen here.
 - a) Upfront payment is hard for students
 - b) Direct billing would be helpful
 - c) Universities can't really endorse anyone
 - d) Partnership connection
 - e) Tech only goes so far, so if there is a way to connect, but therapy online is not necessarily the place to go
 - f) Selling private practitioners to students- biases...if you don't have means, please use community services
- 8. Active Minds – Recognizing differences in referring out, from campus to campus
 - a) Clinicians flexibility needs to match students schedule limitations
 - b) Making sure diversity of clinicians in campus center and outside matches the diversity of the student body
- 9. Sarah Brock – Using technology to triage rather than provide counseling
- 10. MSU – Looking at the training and school of thought of different clinicians
 - a) Generational differences between counselors

E. DE – How do you get campuses to do something new? How do you get implementation at a higher level?

- 1. What's the tipping point that allows something new to happen on campuses (whether it's clinical practice or other types of initiatives)
- 2. Student-led initiatives; GEO (student gov) initiatives,
- 3. Sara A – reflection from a meeting of higher-ed administrators:
 - a) Combination of data (to show what works), a big incident (response) and large donor (personal connection)
 - b) influx of resources from alumni
- 4. Joe – meet their needs for security and money (things that make them look good)
 - a) The more we understand this dynamic at senior admin levels, it'll help us navigate
 - b) A lot of fear that goes along with college mental health
- 5. JED – decision making cycle is long...what is the value proposition?
 - a) Shrinkspace
 - (1) Value proposition—meeting people where they are at; students find help that meets their logistical and therapeutic needs
- 6. What do senior administrators care about?
 - a) Data
 - (1) Mental health's link to persistence and retention
 - (2) Making economic case
 - b) Seeing their campus in the context of national trends
 - c) Implications for academic mission and bottom line
- 7. Daniel – In higher-ed, there's a lot of "looking to what other people are doing"
 - a) Growth pattern starts slow, hit a critical mass of peer institutions with good experience, then you blow up
- 8. Nathaan – Counsel of Independent Colleges
 - a) They want to hear the conversation of mental health from "us" the professionals, rather than their own staff and people, to confirm that there's an issue
 - b) There is a growing need for addressing mental health



Jamie Abelson
(jabel@umich.edu)

University of Michigan



Bio: Jamie Abelson, MSW, is currently a Senior Research Associate with the Program for Research on Black Americans, at U of M's Institute for Social Research, and Program Manager for the School of Social Work Curtis Center. She is a clinical social worker who has been involved in mental health and health disparities research for many years.

Current projects: Current projects include helping to "reboot" the School of Social Work's Curtis Center, to promote innovative and aspirational approaches to achieve social, emotional, and behavioral health equity of underserved populations, through research, education/training, and community outreach. At ISR, I'm involved in multiple research projects examining the health and mental health of blacks, in the US and around the world.

Sara Abelson
(sabelson@umich.edu)

University of Michigan



Bio: Sara Abelson, MPH has dedicated her career to transforming schools to support student mental health. She is a Co-Investigator & Lead for Diversity, Equity and Inclusion Projects with the Healthy Minds Network and PhD candidate in public health at the University of Michigan. 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. Abelson completed her MPH, with a focus on health equity, at University of Michigan and her BA at Cornell University.

Current projects: Sara uses causal methods to investigate the impact of higher education policy on student mental health, with a goal of identifying opportunities for improving health equity. She designed the Healthy Minds Climate for Diversity & Inclusion module. Work in progress includes a manuscript on gender minority mental health, a paper on sense of belonging among college students, and an investigation of the impact of the 2016 election on Muslim student mental health. In addition to her research, Sara has ongoing collaborations with the American Council on Education, the National Center for Institutional Diversity, and the Steve Fund. She supports Michigan's 5-year campus-wide diversity, equity & inclusion strategic plan through service on several boards and committees.

Kristelle Aisaka
(kristelle@jedfoundation.org)

The Jed Foundation



Bio: Kristelle is a certified health education specialist and a JED Campus Advisor at the JED Foundation. She received her BA from Washington University in St. Louis, where she also completed a dual MPH/MSW program with specializations in Sexual Health/Education and Social Entrepreneurship. She has a background in dissemination and implementation research and worked in higher education on health promotion initiatives before joining the JED Campus team. As a Campus Advisor at JED, she supports and provides assistance to campuses who are working to enhance mental health and emotional well-being and reduce high-risk substance use and suicide.

Current projects: As a Campus Advisor, Kristelle works with colleges and universities through a four-year assessment and strategic planning process and provides support for schools to start, strengthen, and scale student mental health, substance use/misuse and suicide prevention efforts. This is done by effectively collecting and utilizing data, sharing knowledge and best practices among JED Campuses, and providing ongoing technical assistance to interdisciplinary campus teams.

Michael Baker
(michael@thrivingcampus.com)
ThrivingCampus



Bio: Michael Baker's background is in software and social enterprise. I have worked in several startups and co-founded a national non-profit called MBAs Across America that connected community-focused social entrepreneurs with free support for their businesses.

Current projects: Michael is the CEO of ThrivingCampus, a company that builds software to help students in higher-ed connect more easily and effectively with off-campus mental health referrals.

Joseph Behen
(jbehen@saic.edu)
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.

Current projects: Advisory Board/Governance Team for the National College Depression Partnership. Oversee \$500,000 private gift to SAIC to address disability awareness.

Katie Bobra
(katie.bobra@utoronto.ca)
University of Toronto



Bio: Katie Bobra is a public health practitioner with 7 years of experience in student and workplace health promotion within post-secondary institutions and municipalities. She also worked on a provincial research pilot-project between Alberta Health Services and the Canadian Cancer Society to help organizations from various sectors and sizes across Southern Alberta implement and evaluate a comprehensive workplace health strategy. As an Assistant Director in Health and Wellness at the University of Toronto, Katie oversees the health promotion team and supports strategic projects. Katie has extensive experience leading campus-wide mental health and health promotion programs and strategies. Katie earned her MPH-HP in 2012 from the University of Alberta.

Current projects: The University of Toronto Student Mental Health Strategy and Framework launched in November 2014 and contains 22 recommendations grouped into five categories. Staff, faculty and staff have been working together to implement the recommendations with the goal of developing a systems approach as the overarching institutional strategy to student mental health. Through collaboration with campus partners and consulting with key stakeholders, Katie will be supporting the evaluation of the Framework to assess progress, determine outcomes and identify emerging priorities. Katie has invaluable experience developing, implementing and evaluating the Campus Mental Health Strategy at the University of Calgary.

Danielle Busby, PhD
(drbusby@med.umich.edu)
University of Michigan



Bio: Danielle R. Busby is postdoctoral fellow in the Department of Psychiatry at Michigan Medicine and a member of the Youth and Young Adult Depression and Suicide Prevention Program. She is an awarded recipient of the NIMH Research Supplement to Promote Diversity in Health-Related Research. Her research focuses on examining barriers to mental health service use (MHSU), specifically among Black college students who are at an elevated risk for suicide. She has contributed to scholarly work specific to youth suicide prevention, racial discrimination among Black youth, and the psychological effects of community violence exposure. She is passionate about decreasing barriers to MHSU for underserved patient populations and continuously bridging the gap between research and clinical practice.

Current projects: Dr. Busby is a NIMH Diversity Supplement postdoctoral fellow for the Electronic Bridge to Mental Health for College Students (eBridge) project, an innovative online intervention to increase linkage to treatment among college students with elevated suicide risk. Additionally, Dr. Busby actively contributes to two NIMH-funded multi-site studies, 24-Hour Warning Signs for Adolescents and Emergency Department Screen for Teens at Risk for Suicide (ED-STARS).

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 and leading support groups for graduate students in her department. She has been applying her modeling and statistical skills to quantify mental health trends among graduate students.

Current projects: Kaitlyn's current projects related to mental health include: (1) organizing a peer-to-peer non-crisis text support hotline for MSU students, (2) applying Bayesian inference to mediational analysis to analyze factors affecting student sense of belonging, and (3) increasing accessibility to mental health support and reducing stigma for MSU graduate and professional students.

Peter Ceglarek
(peterceg@umich.edu)
University of Michigan, Projects
Coordinator – Healthy Minds Network



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 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 *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.

Colleen Conley
(cconley@luc.edu)
Loyola University Chicago



Bio: Colleen Conley, Ph.D., is Associate Professor of Clinical Psychology and Director of the IMPACT Lab at Loyola University Chicago. Her research examines developmental trajectories of psychological well- and ill-being, and interventions that promote positive adjustment, in adolescence and emerging adulthood. Her recent research has focused on college student mental health, including a multi-cohort study of trajectories of psychosocial adjustment across the transition into and through the four years of college, and various investigations of mental health prevention and promotion programs for college students. Other research interests include the role of gender and sexual orientation in well-being, technology-based interventions, mindfulness, depression, and the transition to parenthood.

Current projects: With collaborators at college across the country, and partnering campus staff and administrators, the IMPACT Lab is conducting RCTs of: (1) Honest, Open, Proud - College (HOP-C), a peer-led group intervention to reduce the stigma of mental illness; (2) Supported Mindful Learning (SMiLe), self-guided use of Headspace, a mindfulness app, after a single orientation session, with or without a peer support group, to reduce depression and improve other psychological and social outcomes; (3) Wellness Advising, promoting psychological wellness in routine academic advising, to improve well-being and academics; (4) Seniors Transitioning Effectively Project (STEP), a classroom-based intervention developing social and emotional competencies to promote adjustment as students transition out of college.

Thom Craig
(tcraig@pegfoundation.org)

Peg's Foundation



Bio: Thom Craig, MPA, is the Director of Mental Health Program. In his role, Thom collaborates with non-profits, community leaders, families and persons with lived experience of mental illness seeking ways to improve access to care and recovery. He evaluates the outcomes of grants, program investments and develops program ideas. Thom consults with grant seekers to ensure alignment with the foundation's strategic areas of focus. He pursues methods to increase cross-system collaboration to activate community solutions. Thom has a background in social services, public health, intellectual disabilities, public education and mental illness. Mr. Craig received his Bachelor's Degree from Borromeo College Seminary in Cleveland and holds a Master's in Public Administration from the University of Akron.

Current projects: Peg's Foundation, the largest mental health funder in Ohio. Peg's Foundation promotes the implementation of a stronger, more effective, compassionate and inclusive health care system for all. Since 1991, Peg's Foundation has granted over \$45million to mental health, education, and the arts.

Nathan Demers
(nathan@gritdigitalhealth.com)

YOU at College



Bio: Nathan is a clinical psychologist with experience working in therapeutic boarding schools, medical ICU, integrated care, and college counseling. Prior to joining his current role, Nathan 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. Nathan 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. Nathan 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.

Daniel Eisenberg
(daneis@umich.edu)

*University of Michigan,
Director – Healthy Minds Network*



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.

Becky Fein
(becky@activeminds.org)

Active Minds



Bio: Becky is the Associate Director of Programs at Active Minds and a member of the Active Minds Speakers Bureau. She is a co-author on the recent RAND Corporation publication entitled "Strengthening College Students' Mental Health Knowledge, Awareness, and Helping Behaviors." Prior to Active Minds, Becky worked to build innovative peer mental health programs at Santa Rosa Junior College and Sonoma State University. She holds a BA in Sociology from the University of California, Davis and an MPH from Columbia University.

Current Projects: Using the Active Minds "Framework for Student Mobilization for Mental Health," Becky's work centers around supporting creative peer to peer programming throughout the nation with an emphasis on equity, inclusion, and policy change. Becky also oversees Active Minds' prevention and early intervention contract with the California Mental Health Services Authority (CalMHSA) expanding and enhancing California's Mental Health Movement among young adults.

Ethan Fields
(ethan@jedfoundation.org)

The Jed Foundation



Bio: Ethan currently serves as a Campus Advisor at the Jed Foundation in New York City. As a Campus Advisor, Ethan works with JED Campuses as they develop a strategic plan for student mental health and emotional well-being. Ethan's background is in student affairs and most recently held positions in residence life and student conduct at Drexel University and Lehigh University. His education includes a B.A. in History from King University (TN) and a M.S.Ed. in Higher Education Administration from Old Dominion University (VA).

Current projects: Advising 40-50 JED Campuses across the United States in supporting student mental health and emotional well-being.

Carrie Giese
(clgiese@iastate.edu)

Iowa State University

Bio: Carrie is currently coordinating the Garrett Lee Smith Campus Suicide Prevention Grant. Carrie also has expertise in sexual violence prevention/response and experience in Residence Life.

Current projects: Carrie Giese, M.S.E., serves as the Prevention and Health Promotion Coordinator at Iowa State University.

Janelle Goodwill
(jangood@umich.edu)

University of Michigan



Bio: Janelle R. Goodwill is a PhD candidate in the Joint Program in Social Work and Psychology at the University of Michigan. Her work focuses primarily on suicide and well-being among Black men and young adults. She has previously served as a project manager for the Young Black Men, Masculinities, and Mental Health (YBMen) Project, a social media-based intervention that addresses the unique mental health needs of young Black men. Janelle's work has been supported by Active Minds and the Ford Foundation.

Current projects: Janelle is actively working on her dissertation, which employs a multi-method approach to uncovering psychological factors related to depression and suicide among Black college students. In one study Janelle examines gender differences in coping strategies and suicide ideation. Subsequent studies focus on matters related specifically to young Black men's experiences with stigma, social support, and help-seeking behaviors. Aside from this work, Janelle also contributes to the Exploring Love and Transformative Engagement Across the Diaspora (ELATED) Lab and the YBMen Project research teams.

DeAnthony Hardison
(deantdev@umich.edu)

University of Michigan



Bio: DeAnthony graduated from the University of Michigan in 2016 with a Bachelors of Science in Biopsychology, Cognition, and Neuroscience. In 2018, he received his Masters of Hospital Administration from Columbia University, and is currently employed as an Administrative Fellow at Michigan Medicine. He holds various roles at Michigan Medicine. His fellowship is two years, where the first year is devoted to conducting administrative work across the health system in departments such as finance, strategy, clinical departments, ambulatory care, and human resources. The second year will be focused in very particular areas, such as finance and strategy.

Current projects: While DeAnthony does not currently have an official project focused on the betterment of mental health, he has engaged with multiple youth development organizations via speaking engagements. These speaking engagements centered on guiding disadvantaged youth in their search for success while experiencing many setbacks. He also works diligently in assisting young professionals in their career development.

Mary Hoban

[**\(mhoban@acha.org\)**](mailto:mhoban@acha.org)

American College Health Association



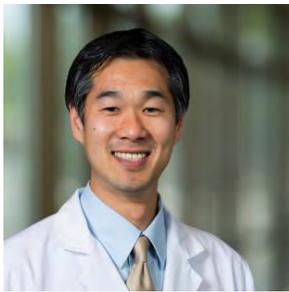
Bio: Mary holds a PhD in Public and Community Health from the University of Maryland, College Park and is a Master Certified Health Education Specialist. In 1997, she left the University of Maryland, University Health Center to manage a 10 year, \$2.5 million CDC-funded HIV prevention project at the 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.

Victor Hong

[**\(vhong@med.umich.edu\)**](mailto:vhong@med.umich.edu)

University of Michigan



Bio: Dr. Hong trained in psychiatry at the University of Michigan, and is the medical director of the hospital's Psychiatric Emergency Services. He has been dedicated to all issues related to college mental health throughout his training and career.

Current projects: Dr. Hong provides psychiatric care to university students at the University Health Services and in the Psychiatric Emergency Department. He also is the psychiatric consultant for the athletic department regarding student-athlete mental health. His research interests include college mental health, psychiatric emergencies, and personality disorders.

Brynn Huguenel

[**\(brynn.huguenel@gmail.com\)**](mailto:brynn.huguenel@gmail.com)

Loyola University Chicago



Bio: Brynn Huguenel is doctoral student in Loyola University Chicago's Clinical Psychology graduate program. She is a graduate assistant in the IMPACT Lab, which investigates the well-being of college students and the effectiveness of prevention and intervention programs in addressing the mental health needs of students. Her research interests include technology-based interventions and the effects of technology on mental health, as well as exploring ways to increase the accessibility of mental health resources on college campus. Her Master's thesis examined whether "fear of missing out" mediates the link between social media use and negative mental health outcomes, and if relations differed across levels of social connectedness and social comparison.

Current projects: Brynn helps to manage the Supported Mindful Learning (SMiLe) project, which examines the effectiveness of a mindfulness app, Headspace, in improving psychological and social outcomes for undergraduate students who screen positive for depression. She is also contributing to a project that aims to identify unique trajectories of students' mental health outcomes (i.e., self-esteem and distress) across the four years of college, and elucidate predictors of class membership.

Carol Hundert

[**\(chundert@luc.edu\)**](mailto:chundert@luc.edu)

Loyola University Chicago



Bio: Carol is a PhD student in Clinical Psychology at Loyola University Chicago. She received her BS in Psychology from Yale University and her MA in Clinical Psychology from Loyola University Chicago. Her research is focused on college student mental health, with a particular interest in the transition to college, the impact of mental health stigma, and the potential of peer-led interventions. During her clinical training, she has worked as a graduate student counselor at the Loyola University Wellness Center, providing individual and group therapy to undergraduate students.

Current projects: Through her graduate research, Carol is involved in developing and/or evaluating several mental health interventions for college students. Recently, her research has focused on (1) examining outcomes of Honest, Open, Proud - College (HOP-C), a peer-led group intervention to reduce self-stigma in college students living with mental health challenges, and (2) developing the Seniors Transitioning Effectively Project (STEP), a classroom-based intervention to build social and emotional competencies and promote healthy adjustment through the transition out of college.

Colleen Hunter
(colhunter@morneaushepell.com)

Morneau Shepell – MySSP



Bio: Colleen has spent the better part of the last decade working with higher education libraries on various content search and discovery solutions to enhance research, teaching and learning. Recently, Colleen provided support to Student Affairs departments during her time at EVERFI, a prominent prevention education and compliance training provider, partnering with institutions to reduce sexual assault and substance abuse instances and to promote mental health and diversity and inclusion on campus. Colleen holds a BA in Sociology from DePaul University in Chicago, and MBA in Strategic Management and a Fundraising Certificate from NYU.

Current projects: Colleen recently joined Morneau Shepell as Business Development Director for their expanding Student Support Programs, which provide remote chat, video and phone counseling sessions to students across institutions. Student Support Programs currently provide services for International Students, Study Abroad Students, and Full Campus counseling, as well as Wait-list Management Services. Each of these integrate with your existing campus programs and provide detailed reporting to enable your institution to better students achieve increased success and health, while promoting increased retention.

Elizabeth Jago
(ejago@theshrinkspace.com)

The Shrink Space



Bio: Beth Jago, PsyD is a licensed clinical psychologist in Manhattan and has worked in student mental health for the past 9 years. While on staff at the Student Counseling Center at The University of Chicago, Beth spearheaded the mindfulness meditation program under Health Promotion and Wellness. After moving to New York she was a staff psychologist at the Jewish Theological Seminary and she presently works with students and emerging adults in her private practice in Greenwich Village.

Current projects: Beth Jago, PsyD is a Co-founder of The Shrink Space - a HIPAA-compliant referral service for university counseling centers, private providers who specialize in college mental health, and university students. The Shrink Space was developed to help students access off-campus referrals by eliminating the friction points that typically prevent a student from accessing treatment. The website aggregates real-time information about a private therapist's practice, including payment and insurance preferences, location, and availability in a searchable online database that allows counseling centers and students to seamlessly search for, connect with, and schedule appointments with private therapists. We launched with several universities in New York City and are expanding across the country.

Dorothy Kent
(dkent@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 (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.

Aarti Khullar
(akhullar@theshrinkspace.com)

The Shrink Space



Bio: Aarti is a clinical psychologist and co-founder of The Shrink Space. She received her PsyD from The Chicago School of Professional Psychology and trained/worked at Johns Hopkins and Boston College's counseling center. She shifted into private practice and worked with emerging adults in long-term psychodynamic treatment. Her experiences at universities and in private practice led her to co-found The Shrink Space, a college mental health service helping students access treatment.

Current projects: The Shrink Space is a software platform that streamlines the referral process between university mental health centers, students, and private therapists. Their goal is to minimize the barriers that prevent students from accessing off-campus resources, thereby facilitating a more effective referral and reducing the clinical burden placed on counseling centers. When she's not working on The Shrink Space, Aarti's other current project is catching up on Game of Thrones before the new season. No spoilers!

Sarah Ketchen Lipson
(sklipson@bu.edu)

Associate Director – 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.

John MacPhee
(john@jedfoundation.org)

The Jed Foundation



Bio: John brings 25 years of leadership and management experience from the business and not-for-profit settings to his role as executive director and CEO of The Jed Foundation, a leading non-profit that exists to protect emotional health and prevent suicide for teens and young adults. Passionate about supporting young adults in their transition to adulthood, John advises several organizations including the S. Jay Levy Fellowship for Future Leaders at City College, Trek Medics, Crisis Text Line, the Health Policy and Management Department at the Mailman School of Public Health, and HIV Hero.

Nora Maloy
(nmaloy@bcbsm.com)

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.

Erin McClintock
(emcclintock@everfi.com)

EVERFI



Bio: Erin McClintock is a strength-based mental health counselor with a diverse array of experience in mental health, substance abuse prevention, violence prevention, and social-emotional learning. In her role as Director of Impact and Education for EVERFI, Erin looks critically at the ways in which technology can make an impact on tackling some of the most intractable issues facing young people today, and how to best use available data to cultivate a widespread impact on prevention and treatment for learners across the lifespan. Erin holds a Master's Degree in Mental Health Counseling and completed her post-Master's education in trauma and addiction studies.

Current projects: In her role as Director of Impact and Education, Erin oversees EVERFI's work in the mental health and wellness space. Most recently, Erin helped to support the development of EVERFI's newest course offering for middle and high school students- Mental Wellness Basics, designed to educate young people about mental health, reduction of stigma, developing healthy coping strategies, and ways to support a friend or loved one while maintaining self-care. Having just returned from maternity leave after welcoming her second child, Erin is excited to resume her work in exploring connections that exist as they relate to the mental well-being of learners across the lifespan, and how to most effectively utilize technology to support ongoing prevention, education, and the therapeutic process.

Jasmine Morigney
(morigney@umich.edu)

University of Michigan, Study
Coordinator – 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

Adriane Pelissoni
(adriane@sae.unicamp.br)

State University of São Paulo -
Unicamp Brazil



Bio: PhD in Educational Psychology (Faculty of Education-UNICAMP), Master in Teaching, Evaluation and Training of Teachers and Pedagogy, also by the Faculty of Education of UNICAMP-SP. Currently is supervisor of the academic and educational area of the Student Support Service (SAE) of the State University of Campinas, developing projects related to self-regulation of learning, career guidance and well-being interventions.

Current projects: Project at the university, which consists of planning and intervention to promote the well-being of the university, including multidisciplinary work with the psychological and psychiatric support service and the educational guidance service.

Megan Phillips
(meganvp@umich.edu)

University of Michigan, Projects
Coordinator – 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

Katherine Ponte
(katherine@forlikeminds.com)

ForLikeMinds



Bio: Katherine Ponte, BA, JD, MBA (Wharton), NYCPS-P, CPRP is a mental health advocate and entrepreneur based in NYC. She was diagnosed with major depressive disorder and then severe bipolar I disorder while a graduate student. She serves on the Board of NAMI-NYC.

Current projects: Current projects: She is the Founder of ForLikeMinds.com the first online peer support community dedicated to the recovery from mental illness for people living with or supporting someone with mental illness, substance use, or a stressful life event. It allows members to connect and communicate one-on-one and in groups based on condition, event and a broad range of demographic attributes. Inspired by her personal experiences, it allows students to connect based on program of study and college.

Erica Riba
(erica@jedfoundation.org)

The Jed Foundation



Bio: Erica Riba, LCSW, LMSW is a clinical social worker and senior campus advisor at The Jed Foundation (JED). She has a background in providing mental health counseling services to college and graduate students. 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. At JED, Erica visits colleges and supports staff, faculty, and students through a collaborative process focused on protecting emotional health, preventing suicides, and reducing substance use issues among college students.

Current projects: Erica coordinates, visits, and co-facilitates JED campus visits with a JED subject matter expert. She assists a caseload of 64 schools towards improving systematic changes on campus and helping schools organize and prioritize goals for their strategic plans. She provides mental health resources to colleges and universities and is interested in expanding JED's efforts around college student engagement and peer to peer support.

Nance Roy
(nance@jedfoundation.org)

The Jed Foundation



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.

Current projects: Advisor to the JED Campus program, Nance serves as a consultant in the higher ed space on a variety of issues effecting student mental health and the systems that hold them.

Amanda Ruggieri
(ruggieriamanda@gmail.com)

Loyola University Chicago



Bio: Amanda is currently a Clinical Psychology doctoral student at Loyola University at Chicago. She works with Dr. Colleen Conley in the IMPACT lab, a research group dedicated to understanding the trajectories toward wellness and well-being in college students. She has previous research experience as a Research Assistant in a child psychiatric hospital studying neural mechanisms of disorders such as bipolar disorder, depression, and ADHD in children. She received her BS in psychology from Brown University in 2016.

Current projects: Amanda is involved in multiple RCTs in the IMPACT lab, primarily (1) Wellness Advising, promoting psychological wellness in routine academic advising, to improve well-being and academics; and (2) Seniors Transitioning Effectively Project (STEP), a classroom-based intervention developing social and emotional competencies to promote adjustment as students transition out of college. She hopes to pursue further research examining the effect of interpersonal relationships and social support networks on mental wellness and adjustment in early adulthood.

Kyle Sebastian
(kyle@jedfoundation.org)

The Jed Foundation



Bio: Kyle Sebastian is the JED Campus Learning Community Coordinator at The Jed Foundation (JED). Kyle joined JED in July 2018 after serving for two years as a peer mentor for undergraduate students at Columbia University with the campus ministry Reformed University Fellowship (RUF). With RUF, Kyle spent time with Columbia students in crisis management, navigating grief, and supporting spiritual, mental, and emotional well-being. Kyle graduated from Northwestern University with a B.S. in Education and Social Policy.

Current projects: JED Campus—JED Campus is an initiative of The Jed Foundation (JED) designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance abuse and suicide prevention efforts. JED Campus uses proprietary assessments to understand each school's programs, systems and challenges. After completing the initial assessment, a JED Campus receives feedback and recommendations based on their responses and informed by student data gathered on their campus by the Healthy Minds Study. Our JED Campus team then works with the school to develop a strategic plan for implementation over their four years in the program.

Shelby Steverson
(shelbyst@umich.edu)

University of Michigan,
Communications Coordinator –
Healthy Minds Network



Bio: Shelby is a senior at the University of Michigan – Ann Arbor, majoring in Psychology. Her previous research experience includes working for the Youth Depression & Suicide Prevention Center in the U-M Department of Psychiatry, as well as working as a study coordinator in the Mind & Body Group for Darwin Guevarra, a PhD candidate in the Emotion & Self-Control Lab in the U-M Department of Psychology. Her campus involvement spans multiple mental health student organization, including CAPS in Action, Active Minds at the University of Michigan, and CSG Mental Health Taskforce. Shelby plans to pursue a Master of Health Management in Public Health.

Current projects: Healthy Minds Network

Robyn Suchy
(robyn@activeminds.org)

Active Minds



Bio: Robyn is the Chapter Manager at Active Minds and works with over 450 campuses around the US and Canada to empower students and young adults to change the conversation about mental health through grassroots advocacy, training, and education. Robyn has worked with Active Minds for over 8 years as a student, an advisory committee member, a board member, and as a full-time staff member for over 4 years. Robyn earned bachelor's degrees in Philosophy and English with minors in Social Justice and Women and Gender Studies from Cabrini University.

Current projects: Robyn currently works with over 15,000 student leaders to deliver mental health programming, messaging, and advocacy efforts on more than 450 college and high school campuses.

Amber Talaski
(tamber@umich.edu)

University of Michigan, Study
Coordinator – Healthy Minds Network



Bio: Amber is currently pursuing a Master's in Public Health at the University of Michigan-Ann Arbor, concentrating on Health Behavior and Health Education. She graduated with a Bachelor's in International Studies, Communications, and History from the University of Michigan-Ann Arbor in 2017. She previously worked with a public health research and outreach team in Kasoa, Ghana that focused on expanding reproductive health access and education. Her campus involvement includes participating in Club Gymnastics.

Current projects: Healthy Minds Network

Vichi Freire de Mello Tania
(taniavfm@unicamp.br)
Universidade Estadual de Campinas



Bio: Vichi Freire de Mello has a degree in Medicine and Residency Training in Psychiatry from Universidade Estadual de Campinas. She also has a PhD in Linguistics from The Institute of Language Studies at Universidade de Campinas. Besides being the director of the service that provides mental health to the students at the university, she also works at the service as a psychiatrist. She supervises the residents at SAPPE, supervises residents at the Psychiatric Emergency Ward at the University Hospital and at the Psychiatry Ambulatory. She is very interested in college student mental health and strategies for coping with stress and promoting wellness in academic environment.

Current projects: She is the director of the service that provides psychiatric and psychological care for undergraduate and postgraduate students at Unicamp (SAPPE), the State University of Campinas, in the State of São Paulo, Brasil. They are currently working together with the division of Education and Career Advice, on a project to develop being amongst the community in the campus. Unicamp has around 20,000 undergraduate students, and 17,500 postgraduates. SAPPE has been providing mental health care for 32 years and the student affairs office has existed for around 40 years. They think it would be very useful for them to exchange experiences and be able to discuss their ideas on wellness and college student mental health, for they want to move forward from just providing care to a broader approach to campus wellness.

Sandra Yuen
(sandra.yuen@utoronto.ca)
University of Toronto

Bio: Dr. Yuen has 18 years' experience in post-secondary student mental health as an administrator, manager, program evaluator, and clinical psychologist. She oversees a team of psychologists, social workers and psychotherapists, who are part of a larger interdisciplinary team consisting of primary care and mental health professionals. Dr. Yuen is actively involved in program development of clinical services, including a mental health stepped care health model, group therapy and workshop services, embedded counselling services, and the clinical psychology internship program. Dr. Yuen oversees program evaluation of mental health, primary care, and health promotion.

Current projects: Sandra is involved with the Best Practices in Canadian Higher Ed (www.bp-net.ca), a collaborative project with McGill and Queen's Universities. The Network is a Canadian online knowledge exchange consortium that promotes and advances current and new mental health initiatives, projects, programmes, and services that promote post-secondary student mental health and wellbeing. The Ngoal is to disseminate student mental health initiatives that have an evaluation framework and that demonstrate positive outcomes to post-secondary institutions across Canada.

Jessica Zavala
(jzavala@neomed.edu)
Northeast Ohio Medical University



Bio: As Manager of the Ohio Program for Campus Safety and Mental Health, Jessica works alongside stakeholders to disseminate statewide best practices in campus suicide prevention and to expand mental health promotion. Three aspects of our programming include training, and technical assistance as well as incentivizing community-campus partnerships by providing funds for collaborative program development grants that support gatekeeper trainings, mental health awareness programs, and screenings.

Current projects: Jessica is Manager of the Ohio Program for Campus Safety and Mental Health at Northeast Ohio Medical University (NEOMED). Prior to joining NEOMED Jessica worked in community behavioral health organizations in Arizona and Ohio. Jessica has a background in community behavioral health programming and administration. In addition, she is currently licensed as a Chemical Dependency Counselor Assistant and certified as a Youth Mental Health First Aid Trainer through The National Council on Behavioral Health. Jessica has also trained at the Cross-Cultural Health Care Program (CCHCP) in Seattle, Washington, and has a bachelors in Sociology, and a Master's degree in Public Administration.

Sasha Zhou

(sashaz@umich.edu)

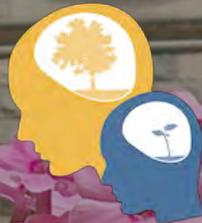
*University of Michigan, Research
Associate – Healthy Minds Network*



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.

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