

Higher Education Workgroup Meeting

June 14 2019

Participants:

Mark Bergeson, Maryann Brathwaite, Devon Crouch, Cody Eccles, Sarah Hohl, Reese Holford, Joe Holliday, Rep. Tina Orwall, Carter Osborne, John Phillip, David Shulman, Rosemary Simmons, Jessica Gallup, Marny Lombard

ACTION: Members, please forward survey comments to Sarah by June 30.

Discussion of Legislative Session

- Representative Tina Orwall provides high-level review of a productive legislative session
 - Discussion of funding for higher education and mental health in schools
 - New task force (Representative Orwall w/ Dr. Jenn Stuber) focus on evidence-based practices (i.e., DBT)
- Rosemary – Illinois model on DBT: Can we do this here, ie fund & train DBT all over Washington?
 - See saturation of DBT across Illinois: <https://www.psychologytoday.com/us/treatment-rehab/dialectical-dbt/illinois>
 - vs DBT in WA: <https://www.psychologytoday.com/us/treatment-rehab/dialectical-dbt/washington>
 - DBT therapy (not just DBT skills as stand-alone) requires team, but often insufficient staff (at least 3 counselors)
 - More expensive upfront, but overall savings are greater than paying for inpatient care
- Crisis text data (Washington password: HEAL)
 - Recommend campuses use Crisis Text Line & National Suicide Prevention Lifeline

Review 2019 Conference, First-Ever Student Track, Training Day

- Carter Osborne reviews Student Track
 - Strong participation (15 students, 40 staff/professionals)
 - Student perspectives on mental health, suicide prevention, challenges, blind spots
 - Who to continue the work? Carter to ask new group: UW Student Mental Health Task Force

First Look at 2019 Data Collection:

- 49% institutions report protocol for connecting students with community resources; low-hanging fruit?
 - Rosemary – new question: Do you have a behavioral health intervention team?
- Among campuses with behavioral health, substance use screening (most common) & mental health screening (no definition)
- Qualitative data highlights need for more behavioral health providers – which we know are limited resources

- Protocols re communicating with families on emergencies
 - Strong need to increase awareness on FERPA and limitations/exceptions
 - Joe Holliday – CTCs need greater awareness
 - If students list emergency contact, allow friend or family
- Survey 2019-2020
 - Unique aspects of 2-year institutions
 - Students not necessarily expecting behavioral health resources
 - Need to better understand how CTC students engage the system
 - David Shulman: student-centric policy v. sector-centric, e.g., allow access to nearby campus resource
 - Leverage limited resources –bringing public sector services to campus v. having students travel to services
 - Rosemary Simmons – transportation is huge issue; encourage BH agencies to locate satellite on campus, also treat community residents. Nine CTCs are Benefit Hubs, via King County United Way: <https://www.uwkc.org/benefitshub/>
 - Systems perspective:
 - Build capacity in behavioral health (how are we growing behavioral health providers?)
 - Integrated approach? – maximize resources on added challenges (i.e., substance use, suicide, sex assault, etc.)
 - Specific survey questions:
 - Who should receive 2019-2020 survey? Caution on asking very small schools to respond
 - Recommend revising survey to:
 - Core set of metrics (i.e., what we want every year – suicides, suicide attempts)
 - Launch a comprehensive survey every 4 years – higher ed culture change is slow
 - Interim years: add items to cover policy, training, or more qualitative data?

2019 Grant Status Updates

- Review of mid-point accomplishments by sector – varying levels of progress
- Divers Institute of Technology (\$43k) – outreach with limited resources → trained 952 participants from 23 career colleges

Name for S.B. 6514 Initiative – ACTION NEEDED: please let Marny know if you are interested in polishing a few of these

- WA HELPSS – Washington Higher Education & Learning for Prevention of Student Suicide
- PEPS - Post Secondary Education Prevention of Suicide
- WWSSL - Washington Workgroup on Saving Student Lives
- HEASP - Higher Education Alliance for Suicide Prevention

- PEAPS - Post-Secondary Education Alliance for Prevention of Suicide
- ASPIRE – Advancing Suicide Prevention Resources and Education (in post-secondary institutions)
- INSPIRE – Innovation in Suicide Prevention Resource and Education (in post-secondary institutions)

Culturally Responsive

- How to meet the needs of student veterans without increasing stigma they may already experience?
- Vet Corps – CWU training (prep for year of service) – Ellensburg, Aug. 23-25, plan focus groups?
- How much suicide loss are student veterans carrying? How to collaborate on this issue without banging folks over the head?
- How to gather info on all resources from all sources?
- New CTC group: Veteran & Military Services Council – Forefront should liaise with, see what we can leverage
- John Philips – 34 + 6 (Council of Presidents group)
- CTC veteran resource – Ruben Flores
- Caution re legislation – mental health counselors for veterans – difficult if campuses lack the case load to support
- How to take action – focus groups, individual interviews?
 - Ensure populations of interest are in the room
 - Maybe our role is figuring out what exists & how to take meaningful action
- Virtually all 4-year colleges and CTCs have specific resources for veterans
- How do different campuses serve different populations? (Who is attending public 4-years v. private v. tech. colleges v. career colleges?)
- Re Native students, other populations: maybe our resource is a training on how to conduct a needs assessment, relevant across all cultural groups. Use Carter’s blind spots format?
- Common needs for first gen, veterans, etc:
 - Need social belonging; want to be seen for lived experience
 - More faculty who are trauma informed
 - More clarity in higher ed (less ‘discover yourself; instead ‘take these 5 steps,‘)
 - Sub in a strengths-based model, instead of deficit model – major culture change
- Major need for postvention and re-entry materials; Forefront curate & post best of toolkits

Closing Comments

- Include information about resources and survey results to different sectors for Dec. report
- Sarah’s conceptual model provides larger buckets of areas of focus
 - How do we measure success in these areas?
- Do we need a group charter? Why did we start, where did we start?
- Review conceptual documents and identify way forward
 - Next meeting – review big picture