Healthy Campus Summit 2015: Cultivating a Culture of Mental Health

Clemson University’s Aspire to Be Well Program

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Introductions

Hannah Allison, M.A.
Assistant Director of Healthy Campus
Coordinator of the Aspire to Be Well Program
Program Content & Assessment

Chloe Greene, M.Ed.
Associate Director of Healthy Campus
Coordinator of the Aspire to Be Well Program
Program Logistics & Facilitators
Student Health Services

- Medical Services
- Counseling and Psychological Services (CAPS)
- Healthy Campus
NASPA: *Leadership for a Healthy Campus: An Ecological Approach for Student Success*

ACPA’s Sustainability Taskforce’s student learning outcomes

ACHA’s Healthy Campus 2020

Socio-Ecological Model
Our Theoretical Foundation: The Ecological Model

- Public Policy
- Community (cultural values, norms)
- Organizational (environment, ethos)
- Interpersonal (social network)
- Individual (knowledge, attitude, skills)
Academic Collaborations

• Aspire to Be Well
• Tigers Together Suicide Prevention Training
• Faculty Advisory Team
  • Martie Thompson, Ph.D. – Institute on Neighborhood and Family Life
  • Heidi Zinzow, Ph.D. – Psychology
  • Sarah Winslow, Ph.D. – Sociology
• First-year undergraduate student requirement

• Focused on increasing bystander intervention in the following areas:
  • Mental health & wellness
  • Alcohol & other drug misuse
  • Interpersonal violence prevention

• Dialogue based, 70 minute session
<table>
<thead>
<tr>
<th>ASPIRE for UNDERGRADUATE STUDENTS</th>
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<tr>
<td>4,911 students participated</td>
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<tr>
<td>153 program sessions offered</td>
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<td>2766 (56%) completed the pre-course survey</td>
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<tr>
<td>2746 (56%) completed the post-course survey</td>
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<tr>
<td>999 (20%) completed the 4-month post-course survey</td>
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Aspire to Be Well

- Aspire improved students’...
  - Willingness and confidence to intervene
  - Attitudes about sexual violence
  - Knowledge about sexual violence
  - Knowledge about mental health & resources
  - Risk reduction behaviors regarding alcohol
- At post–survey and 4-months post-survey
How likely would you be to do the following if you or a friend were experiencing mental health problems?

**Contact Counseling and Psychological Services (CAPS)**

- **Undergraduates**
  - Pre-course: 51%
  - Post-course: 82%*
  - 4-months post-course: 70%*

- **Graduates**
  - Pre-course: 48%
  - Post-course: 83%*
  - 4-months post-course: 80%*

*Significant difference, $p < .05$
How likely would you be to do the following if you or a friend were experiencing mental health problems?

**Submit a CARE report**

- **Undergraduates**
  - Pre-course: 52%
  - Post-course: 64%
  - 4-months post: 88%

- **Graduates**
  - Pre-course: 85%
  - Post-course: 36%
  - 4-months post: 80%

*Significant difference, $p < .05$*
Please indicate your level of agreement to the following statement:

**I know where to go if I or someone else is experiencing a mental health problem.**

![Bar chart showing agreement levels](chart.png)

*Significant difference, p < .05*
Clemson University received a three year SAMHSA grant focusing on suicide prevention.

Healthy Campus serves as the Tigers Together Advocacy Training coordinators.
  - will sustain the program when the grant is complete

Tigers Together website housed in Healthy Campus’ website.

Tigers Together Advocacy Board.

Tigers Together Suicide Prevention Coalition.
• Syracuse University’s Campus Connect Training

• Trained 40 key faculty and staff stakeholders on Clemson University campus

• Faculty & Staff to train staff in representative departments

• Created a Clemson specific Suicide Prevention Advocacy Training from Campus Connect Program
Remaining Outreach Targets

• Clemson University Student Government
• Diversity Office
• Student Athletes
• Orientation Ambassadors
• Fraternity & Sorority Life
• Gay Straight Alliance
tigers together to stop suicide
HC Program Requests

- Aspire for Graduate Students
- Various mental health topic presentations based on request
- Table at other departments ‘outreach events regarding mental health
Healthy Campus Website
Questions?

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