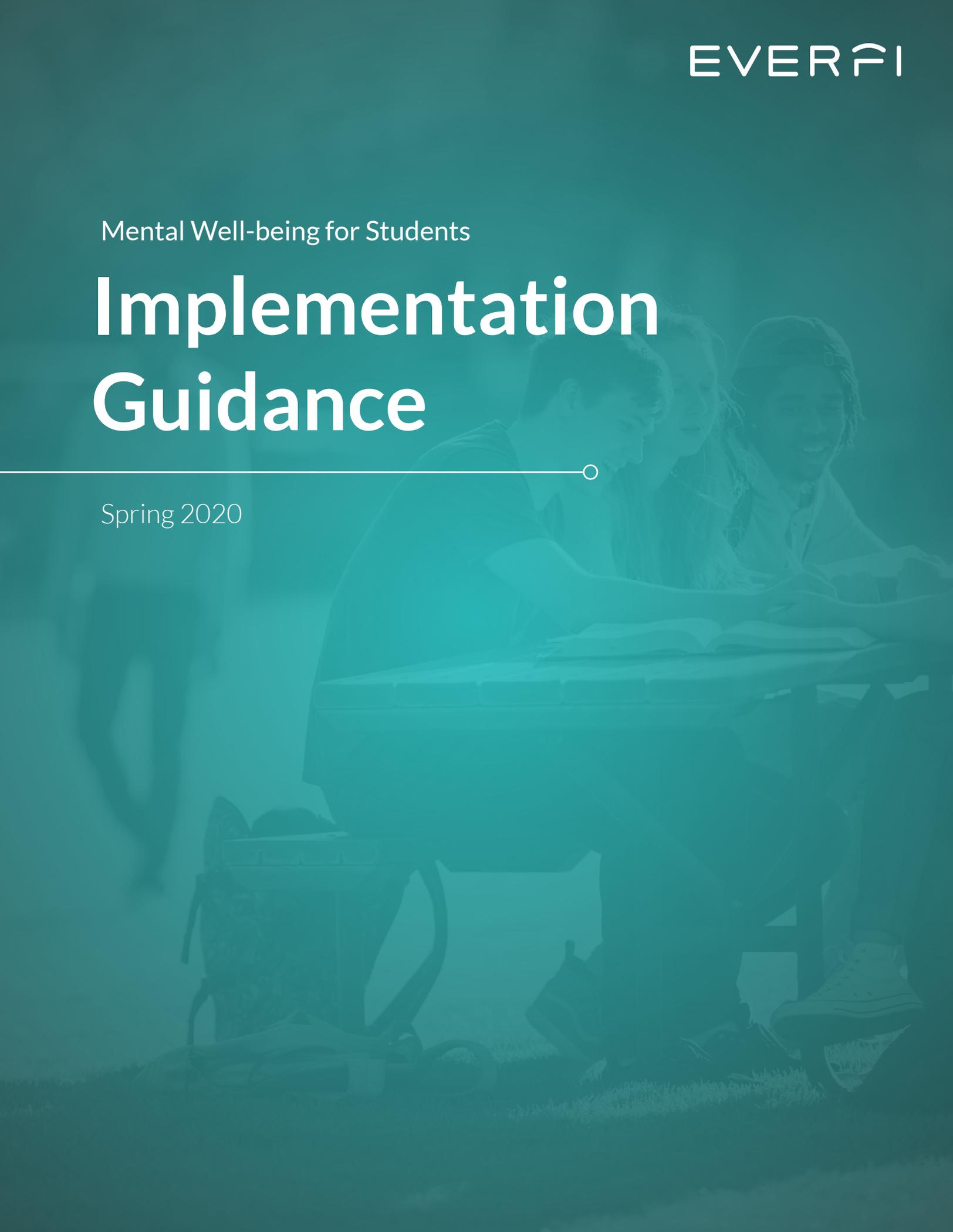


Mental Well-being for Students

# Implementation Guidance

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Spring 2020

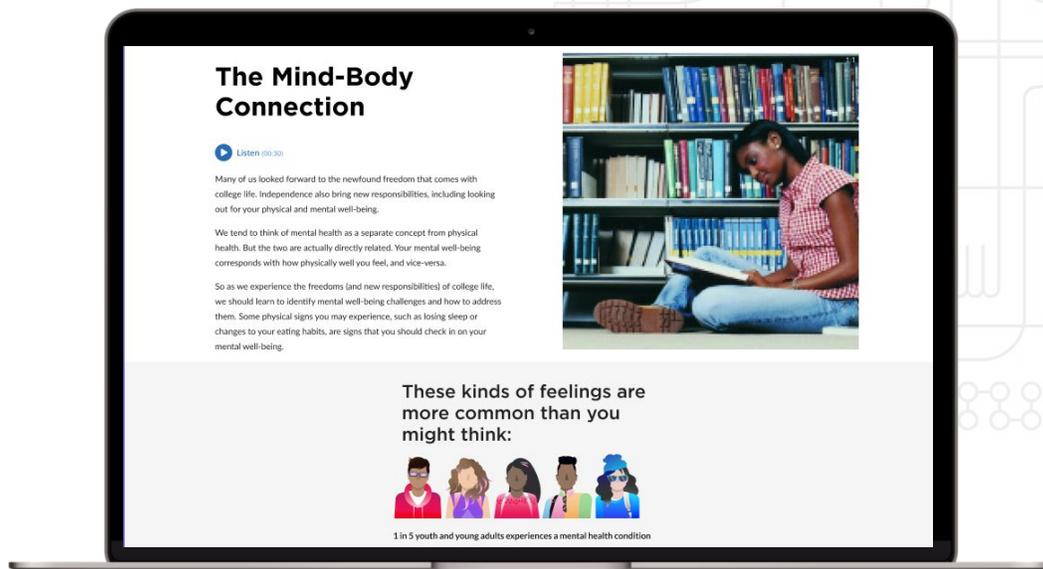


# Mental Well-being for Students

## Spring Implementation Guidance

Mental Well-being for Students is a population-level resource that prepares students to navigate the stressors and emotional challenges associated with college life. The course helps students proactively monitor and care for their own well-being, and to identify and support peers in distress.

This course can be shared with students throughout the academic year, but we recommend sharing it with students during a winter term or 3-5 weeks into the spring term. **This implementation guide includes a number of approaches for colleges and universities to consider in deploying Mental Well-being for Students across the spring term.**



# Spring Course Deployment

*Mental Well-being for Students* can be deployed year-round. While many institutions may choose to share the course with students during pre-matriculation or across the fall term, we recognize that fall adoption may not be the best option for your institution. Below are several strategies to help drive adoption during winter and spring terms.

## Three Approaches to Promote Adoption

### APPROACH 1: Pilot the Course During Transfer Student Orientation

Many institutions choose to run a pilot program prior to a population-wide roll out. Transfer students can experience additional stress as they adjust to a new campus and academic environment at a time when they perceive most students to have already 'settled in'. Integrating this course into a transfer student orientation can help equip students with the skills and resources to navigate their transition to your campus.

### APPROACH 2: Welcome Students Back to Campus and Get Ahead of the Winter Blues

One of the busiest seasons for many campus counseling centers is the beginning of spring term. Particularly for those in colder climates, seasonal change can have a profound impact on student well-being. As students return from a winter break, many are re-adjusting to being back at school, and some may be renewed with resolutions to carry forward in the new year. By presenting students with the opportunity to engage in this course prior to the beginning of the term, or 2-5 weeks into the term, you can maximize positive intentions they may have while also reminding them of helpful strategies to proactively care for their own mental well-being.

### APPROACH 3: Elevate the Importance of Mental Well-Being with a Message From a Senior Leader

Students are more likely to take note of resources and information shared by senior leaders. And, unlike other challenges that can negatively impact a campus community such as substance abuse and intimate partner violence, senior leaders are more open to publically and proactively communicating about mental health and well-being. Engage a senior leader such as the President, Provost, or Vice President of Student Affairs in your work by asking them to share this resource with their students. Consider encouraging adoption by entering students who complete the course into a lottery to win a gift card or tickets to an upcoming campus event.

# Mental Well-being for Students

## Course Overview and Learning Objectives

*Mental Well-being for Students* equips undergraduates with essential skills and information to navigate some of the primary stressors and emotional challenges associated with college life. The 45-minute digital course helps learners develop self-care practices, recognize when they or their peers are in distress, and take action to find or offer additional support.

### 1 - WHAT IS MENTAL WELL-BEING?

Learners are introduced to the concepts of mental well-being and personal baselines. Learners reflect on their own personal baselines and begin to explore common challenges in college that might affect their baseline.

### 2 - SELF MANAGEMENT

Learners explore the concept of mental well-being in greater detail and are introduced to 12+ strategies for self-management and self care.

### 3 - RECOGNIZING CHALLENGES

Learners will explore the unique challenges students might face in college including stress, anxiety, experiences of trauma, and depression. Learners will identify situations when additional help might be needed using real-life scenarios, enhanced through narrative from real-life counselors.

### 4 - SEEKING AND OFFERING HELP

Learners can reflect on common barriers to help-seeking, are introduced to strategies for supporting peers in distress, and explore campus and local resources.

