

The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** "TTC Technology Transfer Centers" logo, "Funded by Substance Abuse and Mental Health Services Administration", and a large "Thank you for joining us today!" message. Below it, a note states "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes buttons for "All questions (1)" and "My questions (1)". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with others and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings" (with a callout "Click Here to adjust your audio settings"), "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a "Leave" button.
- Other UI Elements:** "Click here to maximize your session view" and "Enter Full Screen" buttons are visible in the top right.

All attendees are muted. Today's session will be recorded.

Supporting Students to Thrive in Higher Education

Amy Banko

Rutgers, SHP, Department of Psychiatric Rehabilitation & Counseling Professions

June 14, 2023



Mental Health Technology Transfer Center
Funded by SAMHSA

**Northeast and Caribbean
Region 2**

**General Mental
Health Workforce**

**Provider
Wellness**

**Youth & Young
Adult Services**

**School Mental
Health Workforce**



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

EPBs for serious mental health conditions

Wellness & Recovery for Providers and people with mental health conditions

School Mental Health
Comprehensive, multi-tiered services & supports

Hispanic and Latiné mental health education

Online Education Courses
Wellness Matters, IMR, Functional Thinking & more

Services Available

No-cost training, technical assistance, and resources





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We Want Your Feedback

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Video Recording Information

Please Note:

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

Disclaimer

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At the time of this presentation, Miriam Delphin-Rittmon served as Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question may be visible to other participants.

Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

A woman with dark, curly hair and a nose ring is looking out a window. The window shows a view of a blue sky with clouds and green foliage. The woman is in the foreground, and the window is in the background.

988

SUICIDE
& CRISIS
LIFELINE

For people experiencing:

- Suicide, mental health, substance use crisis
- Emotional distress
- People concerned about someone in crisis

Meet Today's Presenter



**Amy Banko, MS, LAC,
NCC, CPRP**

*Rutgers, SHP, Department of Psychiatric
Rehabilitation & Counseling Professions
Lecturer*



AGENDA

- 90-minute webinar
- Last session of a 3 part SEd series
- The goal is to develop knowledge to assist students in maintaining their student status and get to cap and gown.

OBJECTIVES

01

Introduce the “Keep” phase of SEd services.

02

Develop knowledge of the critical tasks associated with the “Keep” phase of service.

03

Explore campus and community resources for supporting student matriculation and graduation.



Choose-Get-Keep-Leave Model of Psychiatric Rehabilitation

The Phases of SEd Service



Choose- the person evaluates what school/major/course of study is the right for them



Get- the person fills the requirements for entrance into the program of choice



Keep- the student identifies what they need to do or get to be satisfied and successful in their education



Leave- the person intentionally chooses and takes steps to pause, terminate, or complete their education.

REVIEW: Steps in the Choose Phase

Clarify

Clarify Values:

- Design (or use) activities for values clarification
- Infer underlying themes of responses to activities
- Parlay values into vocational goals

Analyze

Analyze Interests & Skills:

Infer

Infer Personal Criteria

- Describe the person's future preferences
- Translate future preferences into specific, personal criteria

REVIEW: Steps in the Get Phase

Assist

Assist the student in completing the admission process:

- Personal statement (essay)
- Letters of recommendation
- Transcripts
- Application fee
- Admission interview

Link

Support with crucial resource linkages:

- Funding
- Transportation
- Housing
- Community/ Campus supports

Support

Assess academic and wellness skills:

- Evaluate study skills/ executive functioning skills
- Assess wellness skills
- Explore relationship and communication skills



Congrats, your job is done!

Mental Health
Conditions &
College
Students



Barriers Frequently Cited by Students with Mental Health Conditions

Over **70%** of respondents:

- Concentration (85%),
- Time management (77%)
- Stamina (75%)
- Organization (71%)
- Prioritizing tasks (70%)

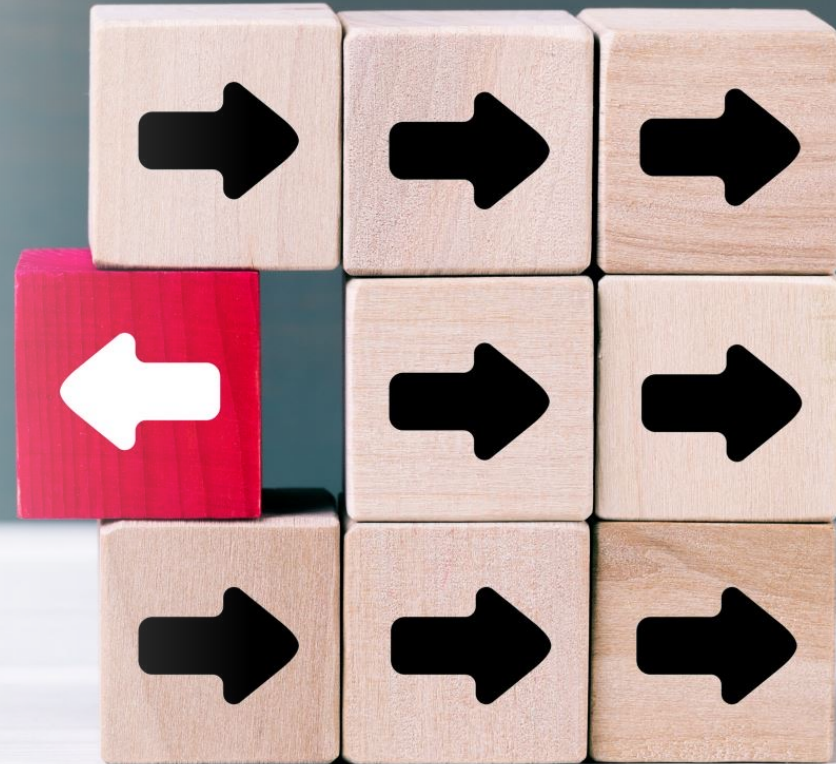
Barriers Frequently Cited by Students with Mental Health Conditions

Over **50%** of respondents:

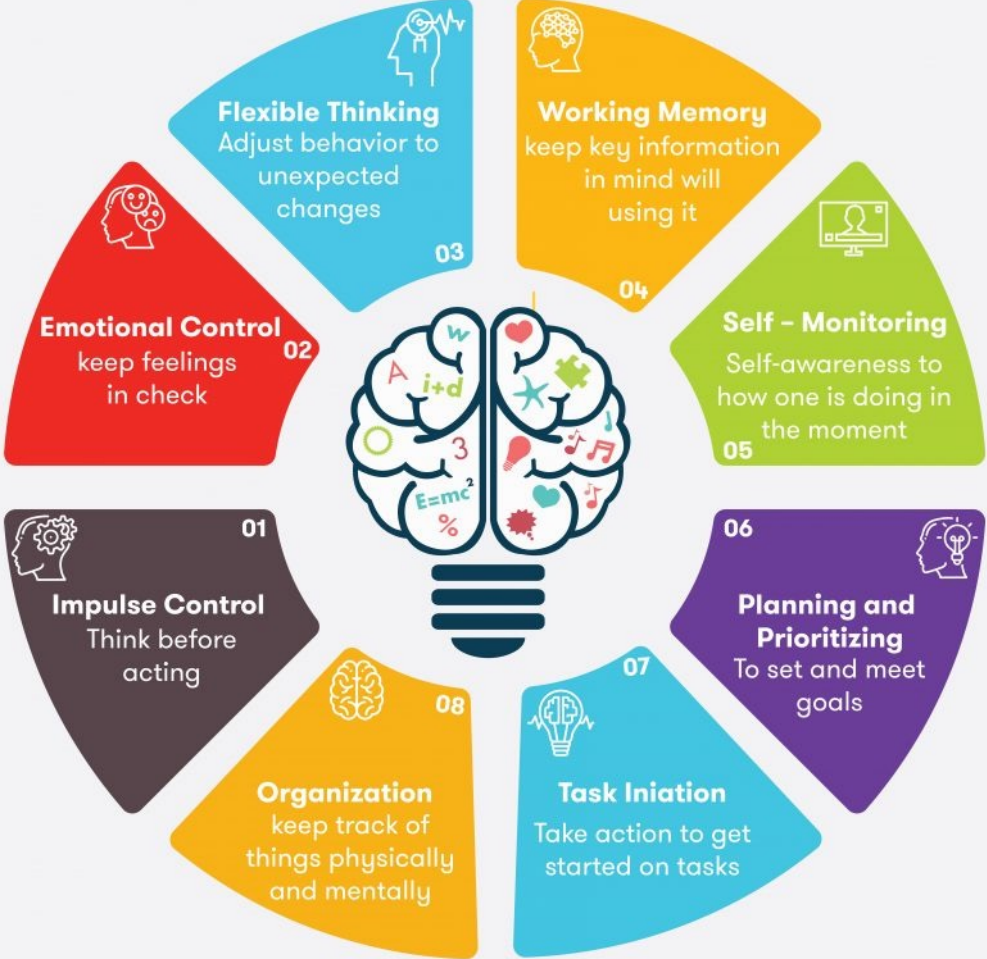
- Difficulty memorizing information
- Managing psychiatric symptoms
- Studying for exams
- Taking exams
- Preparing for class
- Writing papers
- Taking notes
- Researching information
- Meeting deadlines
- Speaking with professors/
classmates

KEEP Stage

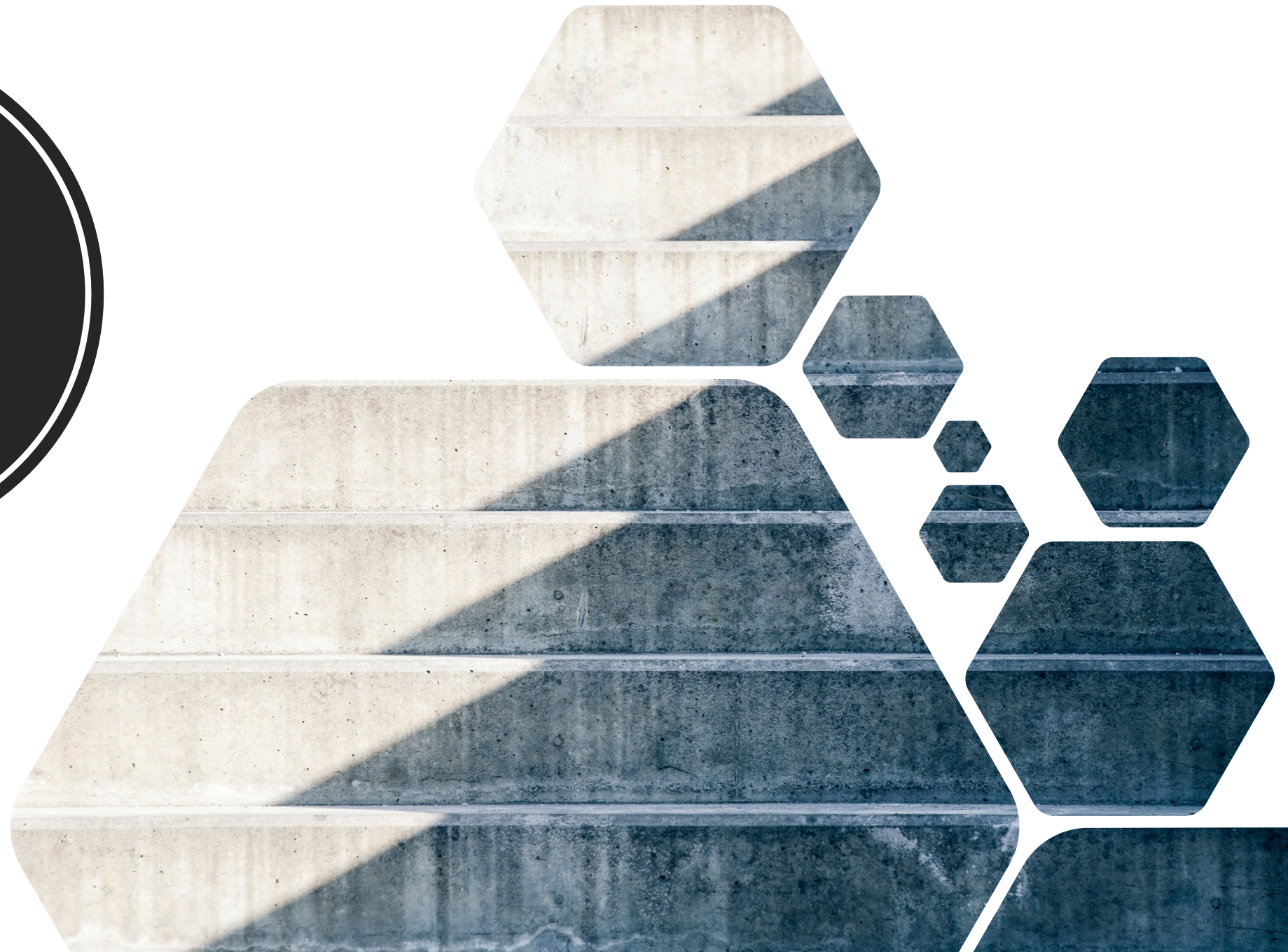
- Skill Development for Academic Success
 - Learning/ executive functioning skills
 - Wellness skills
 - Relationship and communication skills
- Accommodation Education & Development
 - Provide information
 - Assess needs
 - Develop intentional accommodations
- Resource Linkage
 - Campus Supports
 - Community Supports



EXECUTIVE FUNCTIONING



Teaching
Executive
Functioning
Skills



Spectrum of Wellness

Stages of Mental Health Conditions

Stage 1:
Mild Symptoms
and Warning
Signs

At Stage 1, a person begins to show symptoms of a mental health condition, but is still able to maintain the ability to function at home, work or school—although perhaps not as easily as before they started to show symptoms. Often there is a sense that something is “not right.”

Stage 2:
Symptoms Increase
in Frequency and
Severity and Interfere
with Life Activities and
Roles

At Stage 2, it usually becomes obvious that something is wrong. A person’s symptoms may become stronger and last longer or new symptoms may start appearing on top of existing ones, creating something of a snowball effect. Performance at work or school will become more difficult, and a person may have trouble keeping up with family duties, social obligations or personal responsibilities.

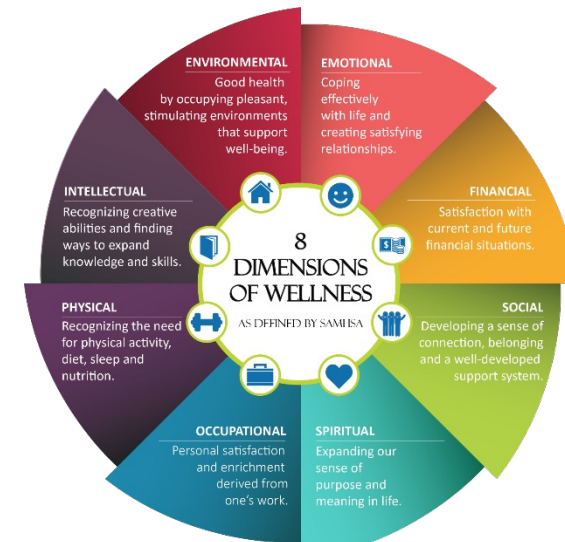
Stage 3:
Symptoms Worsen with
Relapsing and Recurring
Episodes Accompanied
by Serious Disruption in
Life Activities and Roles

At Stage 3, symptoms have continued to increase in severity, and many symptoms are often taking place at the same time. A person may feel as though they are losing control of their life and the ability to fill their roles at home, work or school.

Stage 4:
Symptoms are
Persistent and Severe
and Have Jeopardized
One’s Life

By Stage 4, the combination of extreme, prolonged and persistent symptoms and impairment often results in development of other health conditions and has the potential to turn into a crisis event like unemployment, hospitalization, homelessness or even incarceration. In the worst cases, untreated mental illnesses can lead to loss of life an average of 25 years early.

Teaching Wellness Skills

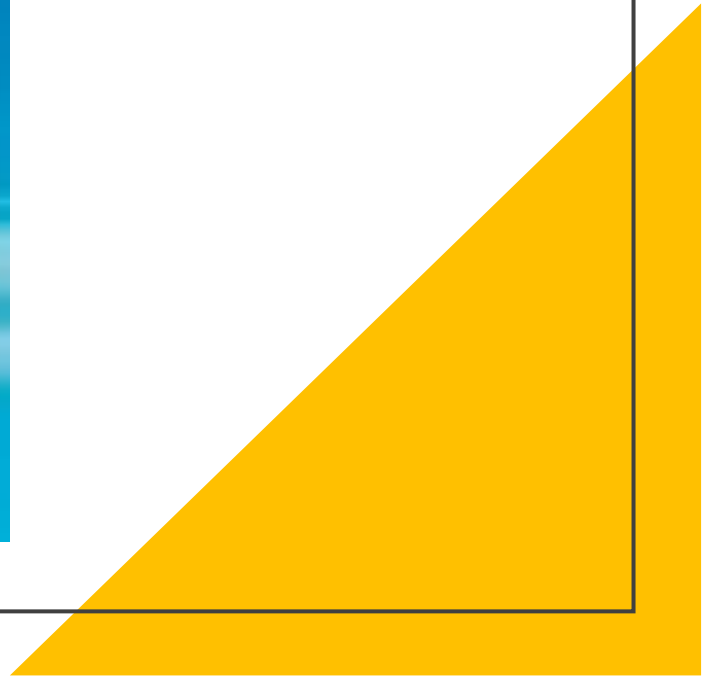




Communication Skills

Teaching Communication Skills





What Are Accommodations?

Legal rights afforded by the Americans with Disabilities Act

Modifications or adjustments to the how of tasks &/or environment

Enable people with disabilities to have an equal opportunity to participate in an academic program or a job

Include changes to the application process to ensure equal opportunity to apply

Changes that enable a worker with a disability to perform the essential functions of a job

Changes that enable a worker with a disability to enjoy equal benefits and privileges

Should be determined by looking at how symptoms interfere with student's performance

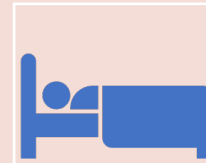
Knowledge Check:



Who decides accommodations for college students?



How well prepared are postsecondary schools to provide accommodations for students with mental health conditions?



What are typical accommodations granted to students with mental health conditions?



Formula for Developing Intentional Accommodations

Curriculum standards for each class

Functional Implications of the MHC

Variances in Symptoms

How to Assess the Functional Implications of MH Symptoms

How is the student's daily functioning affected by the presence of the mental health condition?

What barrier(s) does it cause?

Does the medication/treatment for the condition have side effects?

How do these limitations affect the student's ability to perform in the educational environment?

Linkage to Community & Campus Resources



Summary: Key Steps in the Keep Phase

Explore and evaluate

Explore and evaluate skills to identify strengths and needs for academic success

- Learning/ executive functioning skills
- Wellness skills
- Communication skills

Develop

Develop relevant services to support skill acquisition and mastery

- Include plans for skills teaching
- Incorporate these services into each meeting
- Revise and edit as needed for intentional support services

Support

Support linkage to resources for academic success and optimal wellness

- Disability Services & development of intentional accommodations
- Community services
- Campus services



SHARE

- What is one thing you'll try in your services?
- What barriers might you encounter when supporting college students with mental health conditions?



Resources

- [Active Minds](#)
- [Association on Higher Education and Disability](#)
- [Boston University Article, What Accommodations Support School Performance?](#)
- [Boston University, Higher Education Toolkit](#)
- [JED, College Student Mental Health Action Toolkit](#)
- [Job Accommodations Network](#)
- [National Self- Help Clearinghouse](#)
- [SAMHSA Supported Education Toolkit](#)

Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



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**Please allow 14 business days for all recordings to be made available.*

Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants within 7 days of webinar broadcast.

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Services Administration



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The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals. Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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