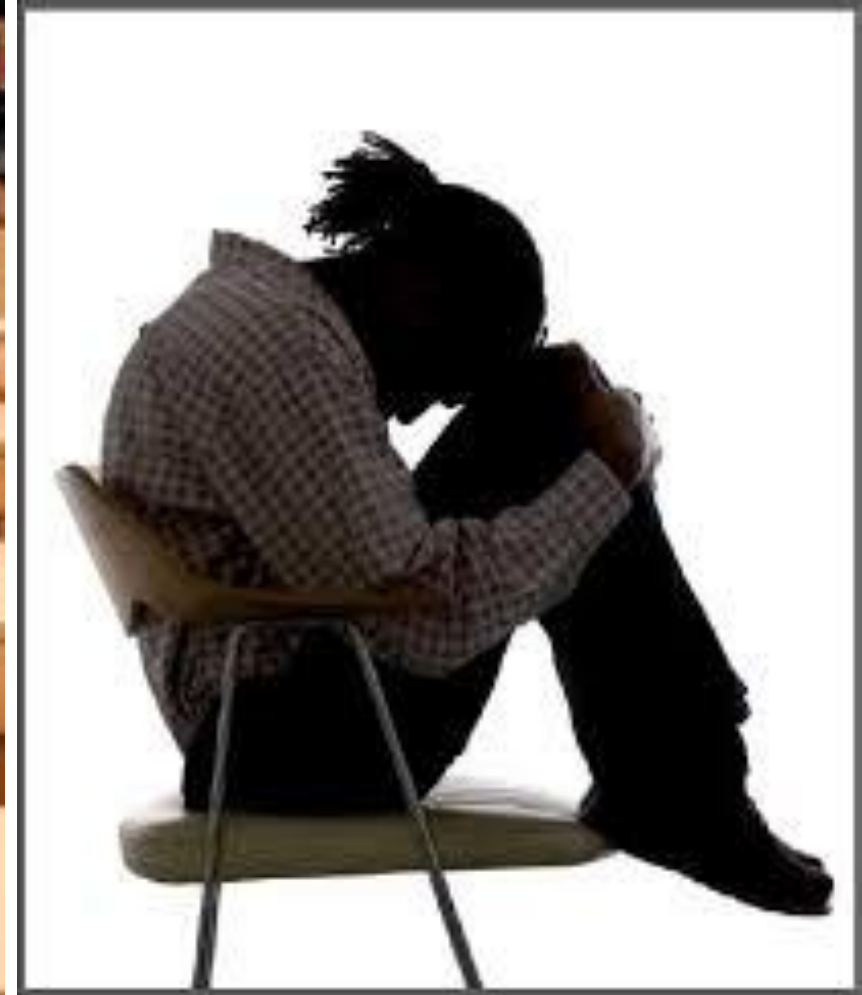


Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app



ENGAGED OR ENCAGED:
CURRICULUM INFUSION TO RECOGNIZE THE SIGNS

AT THE END OF THIS SESSION, PARTICIPANTS WILL BE ABLE TO:

- Define curriculum infusion (CI)
- Explain how curriculum infusion can be used to address student mental health and wellbeing
- Brainstorm possible ways to collaborate to utilize curriculum infusion.

What is your primary role on your campus?

Faculty

Student Affairs Administration

Academic Affairs
Administration

Student Health/Counseling
Services Staff

Student

Other

CURRICULUM INFUSION

- Curriculum infusion integrates important social issues such as substance abuse prevention, discrimination, and mental health and well-being into the academic content of courses that are regularly offered to enhance the learning environment for students (Lederman et al., 2007).
- Strengthens the safety-net by taking a campus-wide approach to prevention.

CURRICULUM INFUSION BENEFICIAL

STUDENT BENEFIT

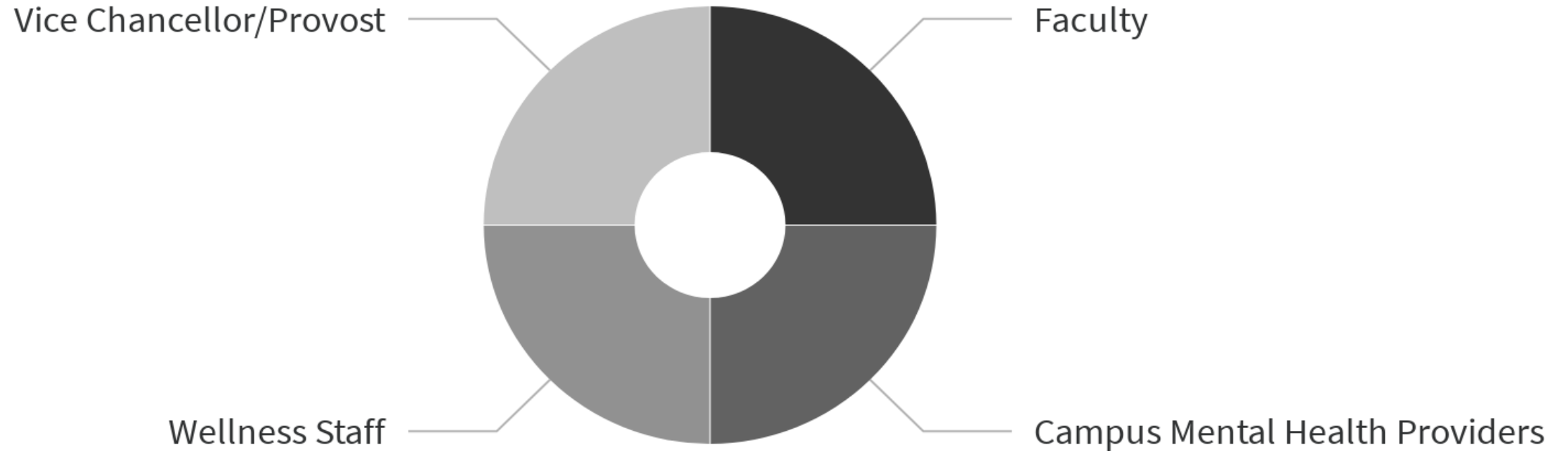
- Promote healthy social, emotional, and behavioral development of students
- Understanding mental disorders and their treatments
- Decreasing Stigma
- Enhancing help-seeking efficacy

FACULTY/STAFF BENEFIT

- Deeper understanding of mental health issues
- Knowledgeable about mental health resources on campus
- Appreciation for the opportunity to collaborate in novel ways

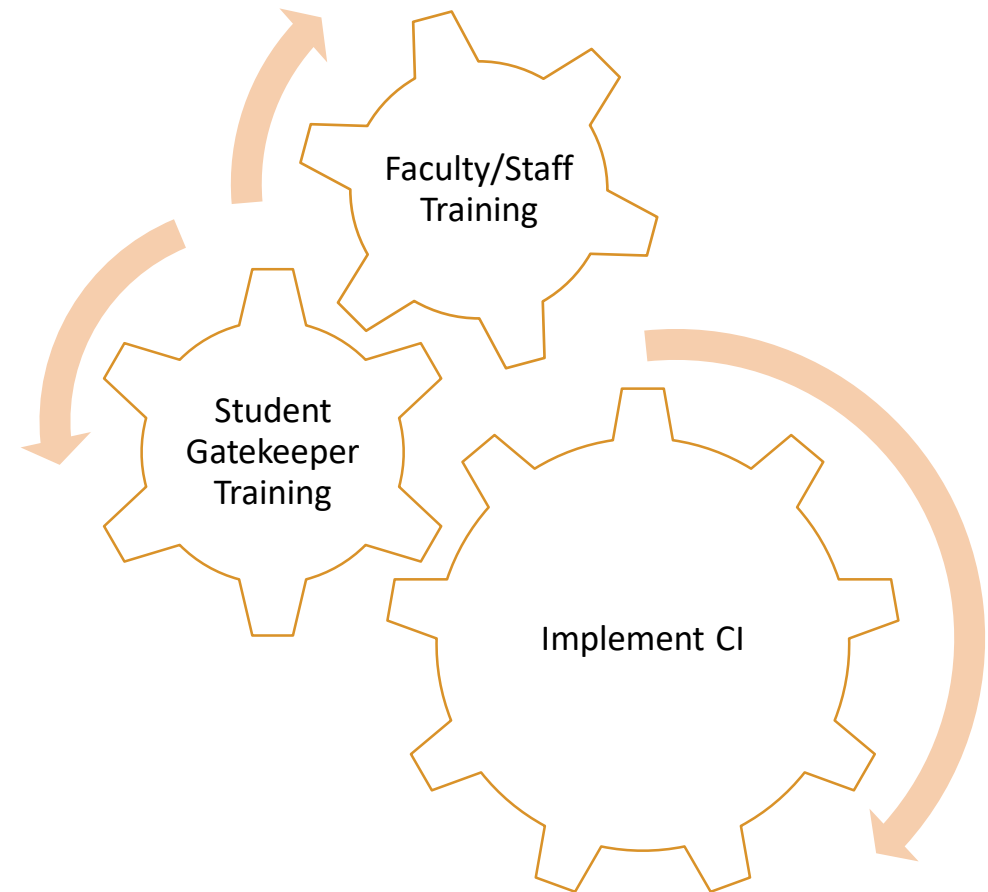
Who is responsible for curriculum infusion?

Faculty **A** Campus Mental Health Providers **B** Wellness Staff **C** Vice Chancellor/Provost **D**



MAKING CI WORK

- Faculty/Staff Training: QPR, Mental Health First Aid
- Gatekeeper Training: QPR, Mental Health First Aid
- Implement Curriculum Infusions (CI)



HOW TO USE CURRICULUM INFUSION

- Integrating mental health services and support throughout the curriculum:
 - Analyzing survey data
 - Researching the history of mental illness
 - Learning mindfulness
 - Service learning projects
 - Box breathing
- Assessing mental health needs through active learning strategies to include:
 - Reflective writings
 - Discussions
 - Debates
 - (breakroom talk)

APPENDIX D: FACULTY CURRICULUM INFUSION IDEAS

Faculty specific curriculum infusion ideas

Specific Curriculum Infusion Ideas:

Special Note: With all types of curriculum: active learning strategies to include brainstorming, behavior modeling, case studies, coaching, critiques, debates, demonstrations, discussions, drills, field trips, games, instruments, interviews, panel discussions, reading, reflection, role plays, simulations, skits, study guides, and visualizations may be integrated as relevant to prevention

English/Language Arts:

- Reading about and discussing depression may be integrated into language arts classes
- In language arts classes students may read, discuss, write about and role play prevention strategies for prevention.
- Engage students in "The Skin I'm in Writing Contest" (http://writingfix.com/Chapter_Book_Prompts/SkinImIn3.htm)
- Engage students in "What a Difference a Friend Makes" essay project and/or writing contest (<http://mhaac.org/uploads/documents/What%20A%20Difference-ENG.pdf>)

Math:

- Computing, analyzing, or graphing survey data relevant to depression/suicide/suicide prevention may be infused into the curriculum of math courses.

History:

- Students may participate in class presentations, group or individual research projects related to the history of mental health in the state or country. This could be expanded to include suicide awareness/prevention

Social Sciences:

- Incorporate learning about protective factors, risk factors and warning signs into class discussion and presentations
- Learning about the risk factors of bullying, and substance abuse may be integrated into social science classes.
- In social science classes students may read, discuss, write about and role play prevention strategies for prevention
- In social science classes, students could engage in class with role playing exercises related to engaging another student/person who may be thinking about suicide
- Incorporate class presentations, research and group projects related to de-stigmatizing mental health
- Examine in class discussion, presentations, and group projects the impact of mental health issues and diversity

HOW TO USE CURRICULUM INFUSION

- Providing access to behavioral and mental health services and programs:
 - Syllabus statement
 - “Don’t cancel that class,”
 - Class panels,
 - Guest speakers
 - (P.E.E.R. Advocate training)

APPENDIX F: FACULTY SYLLABUS STATEMENTS

Faculty Syllabus Statements

Brief Syllabus Statement: 53 words

The ABC community is committed to and cares about all students. If you or someone you know at ABC college feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For immediate help contact the **State Carline: 877-XXX-XXXX**. More information and local resources are located at www.abcuniversity.edu.

HOW TO USE CURRICULUM INFUSION

- Building collaborative relationships between the faculty and student and communities:
 - Partnering to develop evening co-curricular activities
 - (Wellness Wednesday)

APPENDIX G: FRESHMAN ORIENTATION PRESENTATION SLIDES

College Students and Suicide Recognize, Respond, Refer														
<p>College Students and Suicide</p> <ul style="list-style-type: none"> ➤ There are approximately 18 million college students ➤ 1 out of 10 college students have considered suicide ➤ Suicide is the 2nd leading cause of death in college students ➤ 90% of those who die by suicide at any age have a diagnosable mental illness predominantly depression 														
<p>Myths About Suicide</p> <ul style="list-style-type: none"> ➤ Talking about suicide puts the thought in a person's head ➤ Only older white males die by suicide ➤ Young people talk about suicidal thoughts and intentions for attention ➤ Only a professional can help someone who is considering suicide ➤ Suicides happen with no warning 														
<p>RECOGNIZE Warning Signs</p>														
<p>➤ IS PATH WARM? The more signs the person shows the greater the risk <small>* http://www.suicidology.org/resources/warning-signs</small></p> <table border="0" style="width: 100%; font-size: small;"> <tr> <td style="width: 33%;">I Ideation</td> <td style="width: 33%;">P Purposellessness</td> <td style="width: 33%;">W Withdrawal</td> </tr> <tr> <td>S Substance Abuse</td> <td>A Anxiety</td> <td>A Anger</td> </tr> <tr> <td></td> <td>T Trapped</td> <td>R Recklessness</td> </tr> <tr> <td></td> <td>H Hopelessness</td> <td>M Mood Changes</td> </tr> </table>		I Ideation	P Purposellessness	W Withdrawal	S Substance Abuse	A Anxiety	A Anger		T Trapped	R Recklessness		H Hopelessness	M Mood Changes	
I Ideation	P Purposellessness	W Withdrawal												
S Substance Abuse	A Anxiety	A Anger												
	T Trapped	R Recklessness												
	H Hopelessness	M Mood Changes												
<p>RESPOND</p>														
<ul style="list-style-type: none"> ➤ I have noticed you seem (behaviors recognized) are you thinking about killing yourself? ➤ With everything going on do you feel like going to sleep and never waking up? ➤ Do you feel so overwhelmed with life that you wish you were dead? ➤ Do you have thoughts of suicide? Do you have a plan? Do you have the means to carry out this plan? 														
<p>REFER</p>		<p>RESOURCES</p> <ul style="list-style-type: none"> ➤ Campus Resource Numbers ➤ Community mental health resource numbers ➤ Mental Health Screening info ➤ National Suicide Prevention Lifeline 1-800-273-8255 ➤ Txpn.org 												
<ul style="list-style-type: none"> ➤ If the person has a plan and means call (local crisis line) do not leave the ill person alone. ➤ Let me walk you over to (campus mental health resource) to a mental health professional can help you work through your thoughts. ➤ Have you told your family or a professional that you were having these thoughts? We should call them together. ➤ If you don't want to talk to someone in person you can call 1-800-273-8255 (TALK) We can call them together 														

Engaged students are ...

Engaged students are ...

AFTER YOU KNOW THE DIFFERENCE

ENGAGED

- Identified signs of eustress
- Encourage self-care
- Empower

ENCAGED

- Identified signs of distress
- Approach student(s) – Privately and in-person
 - C – Communicate Concern
 - A – Ask questions
 - R – Refer to resources
 - E – Encourage help seeking
 - S – Show support
- Encourage self-care
- Advocate
- Empower

HOW TO USE CURRICULUM INFUSION

- Integrating mental health services and support throughout the curriculum
- Assessing mental health needs through active learning strategies to include:
- Providing access to behavioral and mental health services and programs
- Building collaborative relationships between the faculty and student and communities

How likely are you to implement curriculum infusion?

Very Likely

Likely

Not Likely

Undecided

WORKS CITED

- Lederman, Linda & Stewart, Lea & Russ, Travis. (2007). Addressing College Drinking through Curriculum Infusion: A Study of the Use of Experience-Based Learning in the Communication Classroom. *Communication Education - COMMUN EDUC.* 56. 476-494. 10.1080/03634520701531464.
- Seemiller, Cory & Grace, Meghan (2016). *Generation Z Goes to College*. San Francisco: Jossey-Bass