

Making Mental Health Connections

Navigating College Mental Health Services



A Partnership of Schools and Community Agencies Addressing
the Needs of Transitioning Young Adults

Opening Remarks



Jennifer Pearson, Director of Special Education
Glenbrook High Schools District 225

Renee Erickson, Director of Special Education
Township High School District 211

Transition Action Network for Mental Health

A partnership of school and community agencies addressing the needs of transition young adults with mental health needs.

Mission

Education: Educators, Parents & Families, Community

Advocacy: To Address the Gap in Services

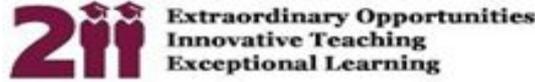
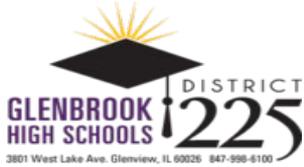
Networking: Connecting Families to Future Resources, Supporting Professionals

Leadership: Further Defining the Role of Mental Health in Schools

For more information, visit our website:

<http://www.transformmh.org/home.html>

Thank you to our school and community mental health partners for your support of this evening's event.



MUNDELEIN HIGH SCHOOL



Thank you to our professional event partners for your commitment to this evening's event.



Northern Illinois University
Your Future. Our Focus.



Extraordinary Opportunities
Innovative Teaching
Exceptional Learning



**Thank you to our community business partners for your support
of this evening's event.**



Format of the Evening

Goal

To help students with mental health needs and their families plan for and navigate college

Agenda

- | | |
|------------|--|
| 6:15- 7:30 | Panel Presentation - auditorium |
| 7:30-8:00 | Panel Q&A - auditorium |
| 8:00-8:30 | Networking & Consultation - breakout rooms |

Our Panel: Offering a Diverse Perspective

- High School Perspective: Paula Hill, Township High School D211 Guidance Counselor/College & Career Counseling
- College Perspective: Brooke Ruxton, Executive Director of Northern Illinois University Counseling and Consultation Services
- Independent Living/Supported Living: Jason Wynkoop, Executive Director of Edge Learning
- Medical Perspective: David Schreiber, M.D., Executive Director and Founder of Compass Health Center
- Legal Perspective: Mary “Micki” Moran, J.D., Founding Partner of The Child & Family Law Center of the North Shore, LTD

Paula Hill

Guidance Department Chair, Conant High School

D211 Department Chair for Student Services

Paula is in her 20th year in Township High School District 211. She began her career as a special education teacher at Conant High School and is currently the District Department Chair for Student Services.

Paula is an alumni of Schaumburg High School and was provided the opportunity to work within the Guidance Office during her senior year. This experience solidified Paula's professional interest to help students identify their own future goals and be supported both academically and emotionally. Paula received her undergraduate degree in special education from Northeastern Illinois University, master's degree in school counseling from Roosevelt University, and master's degree in school leadership from Concordia University.



College Selection

Considerations

- Location
- Size
- Living on campus or commuting
- Necessary services and accommodations

504, IEP or written proof of mental illness

Discuss options

- Gap year
- 2 year college
- 4 year college

Balancing the Application Process

Plan

Plan ahead for important deadlines and put them on your calendar (e.g., FAFSA, application deadlines, ACT/SAT testing dates, AP testing)

Spread the application process out over time, working backwards from the deadlines and balancing current obligations (academics, work, sports) to set realistic deadlines

Determine if you are going to retake your ACT/SAT and check dates for next tests

Double check your transcript prior to senior year to ensure alignment with prospective school's requirements (may differ from high school graduation requirements)

Organize

Use a calendar to organize dates

Use a binder to organize materials (e.g., organize by school with a checklist for each)

Create "to-do" lists and check items off once something is complete

Celebrate every time you check something off of your "to-do" list

Communicate

Discuss the process with your parents or other trusted adults

Discuss the process with your guidance counselor

Develop a list of questions and ask them!

Communicate deadlines to others so they can help you achieve them

Schedule an appointment to share your essays with the writing/English lab tutors at your high school to receive feedback

Respect that other students have different communication styles and may over or under discuss their application process. It's okay to choose the right level of communication with other peers. This is about you.

How can I use my high school guidance counselor?

Reviewing transcript

Discussing colleges and universities

Requesting letters of recommendation

Brainstorming essay topics

Calling campuses or university counseling centers to ask questions together

Looking into scheduling campus tours

Attending college representative visits

What can I do as a Parent?

- Gradually increase responsibilities now, including the dreaded laundry
- Keep the lines of communication open
- Understand the circumstances under which the college will notify you regarding you child's mental health
- Be direct
- Listen
- Be non-judgmental
- Get involved
- Offer hope
- Be a coach rather than a problem solver
 - “How are you going to go about solving this?”
 - Allowing students to problem solve builds their confidence

I was just accepted into college... now what?

Before I get to campus:

- Actively engage in school/grade level wide presentations outlining strategies in managing mental illness
- Meet with your current high school counselor or local therapist and create a success plan
- Call the university with your counselor and inquire in greater depth about services that they provide and how to access them
- Visit the campus and locate where counseling services are located

What if I didn't get into the school that I wanted...now what?

DO

Allow yourself to feel disappointed

Get excited about what you can be

Know what's important to you

What you DO in college is what matters

DON'T

Try to figure out why

Dwell on what could have been

Blame yourself

Once on Campus

Ask for Help

Many students fail to ask for help until their academics and/or emotional well-being have been compromised

Demonstrate your independence

Create a Balance

Academic

Social

Extra-curricular

Maintain Wellness

Get plenty of sleep

Exercise

Eat nutritional meals

Develop Relationships

School counselor

Local therapist

Teachers

Resident Assistant

Peers/Roommate

Extra-curricular involvement

Note: It is the student's responsibility to disclose information!

Resources

- "Transition Year": The Jed Foundation and the American Psychiatric Foundation teamed up to produce this guide to help students and parents prepare for college. jedfoundation.org/students/programs/transition-year
- Active Minds: This nonprofit was founded by Alison Malmon after her brother, who had been experiencing depression and psychosis for several years, committed suicide. Active Minds now supports about 400 student-led, campus-based chapters that provide students with programming to educate others about mental health, connect students to resources and reduce stigma toward mental illness. activeminds.org
- NAMI on Campus: There are about 90 NAMI on Campus clubs so far. These student-led organizations support fellow students, raise mental health awareness and promote mental health services. nami.org/Get-Involved/NAMI-on-Campus
- Civil Rights of Students with Hidden Disabilities: The U.S. Department of Education explains the accommodations to which college students are legally entitled. ed.gov/about/offices/list/ocr/docs/hq5269.html
- Gap Year: Get information about various programs for students who wish to take a gap year between high school and college. americangap.org
- The American Association of People with Disabilities: The AAPD offers resources for students with disabilities who are planning their college search. aapd.com/what-we-do/education/higher-education/getting-there.html

Brooke Ruxton, Ph.D.

**Executive Director of Counseling & Consultation
Services**

**Licensed Clinical Psychologist
Northern Illinois University**

Brooke joined the staff of CCS as a staff psychologist in 2008 and has been in her current role since 2012. Prior to this position, she has experience working in university counseling centers at Northwestern University, Arizona State University, and Iowa State University. Dr. Ruxton is the Chief Mental Health Officer and chair of the Mental Health Action Planning Committee, bringing her expertise to consultation and advocacy work with faculty, staff, parents and students. Dr. Ruxton's first passion is as a helping professional and in her role as an administrator, she continues to provide training to graduate student interns and works with students in individual counseling. Brooke's professional expertise and interests include a focus on crisis response, grief and loss, healing from trauma, providing training, and developmental concerns of college students. Brooke is also the mother of 7 year-old twins and she enjoys spending her weekends and free time with her husband, children and extended family.



College Perspective

- Mental health needs on campus
- Common challenges
- Available resources
- Limitations to resources
- Managing transition
- Shift in advocacy and responsibility
- Sharing information and who to contact for support

Mental Health Needs on Campus

- Growing need for mental health services due to changes in college populations
 - Students are growing up with greater access to resources, greater awareness, and increased opportunities
 - ½ of university counseling center clients have previous experience with therapy
- Most common concerns are related to anxiety and depression followed by academic and family stress, and relationship concerns
- Mental health services are available on most college campuses but may look slightly different
- Faculty and staff are typically trained to respond to mental health needs or at least provide referrals

Common Challenges for Students

- New freedom and responsibility
 - Exciting
 - Overwhelming and scary
- New and more demanding academic requirements
- Changing relationships with peers, family, and self
- Financial stress
- Residential living and navigating new relationships
- Diversity- greater exposure to new beliefs and values

Resources: Counseling Services

- Usually Counseling and Psychological Services, Counseling Center, Student Counseling, Counseling and Consultation
- Staffed with licensed mental health professionals and trainees
- Provide a variety of therapy services including consultation, referral, crisis response, individual therapy, and therapy groups
- Likely provide on-call services
- May provide medication management
- Contact early to find out about services, treatment models, how to access services, location, hours, etc.

Limitations to Counseling Resources

- May not provide comprehensive services for all presenting concerns
 - Session Limits
 - Scope of Care Limits
 - Areas of Expertise
 - Impacted by size and needs of the campus
- Growing demand and utilization may lead to high waiting times- seek services and information early
- Medication management may be challenging
 - 64% of universities report some type of psychiatric services are available
 - Only 29% of Counseling Center Directors report the services are sufficient

Additional Resources

- Disability Resource Services
 - Contact early to find out how disability resources will interact with your student and what documentation and information they will need
 - Responsibility falls on the student to disclose or to choose not to disclose their disability
 - Eligibility in high school does not automatically translate to eligibility in college. Need to work with university to determine appropriate steps
- Academic Advisors
- Tutoring Services

Additional Resources

- Student Conduct and Security/Police/Public Safety
- Health Services
- Residence Hall Staff
- Student Activities
 - Opportunities for involvement may include student government, intramural clubs, volunteer opportunities, Active Minds
- Community Resources

Managing Transition

Parent as
Advocate

Empowering
Transition

Student as
Self-Advocate

Managing Transition- The Role of FERPA

- Family Educational Rights and Privacy Act of 1974
- Protected your student when he or she was young from the disclosure of sensitive information about them to others by the educational system
- FERPA still protects your students in college, but as your student becomes an adult, your relationship to the law changes.
- Students become the holders of their educational records and need to grant access to you
- As your student makes their choices about pursuing college, you will want to determine with them how you will communicate about grades and other educational records

Managing Transition

You are still the expert on your student

- You can provide information and assist in connecting to resources
- Express concerns as they come up but also work with your student to empower them to navigate the system
- Need to communicate with your student about how they will share information and about how you will be involved in their academic and personal life
- Also think about how you will communicate with them

Jason Wynkoop, LCSW

Executive Director

Licensed Clinical Social Worker

EDGE Learning & Wellness Collegiate Community

Jason is particularly adept at working with college students who struggle with anxiety, depression, substance abuse, and relationship skills. He has extensive knowledge and experience in wilderness therapy, clinical supervision, and work with adolescents, young adults and their families

Jason is a graduate of Valparaiso University (BA) and the University of Chicago (MA) and is a Licensed Clinical Social Worker in the State of Illinois.



MENTAL HEALTH 201



MANAGING YOUR MENTAL HEALTH FOR A SUCCESSFUL FIRST YEAR

KNOW THYSELF

- Consider school “fit” for *you*
 - Social life
 - Groups/clubs
 - Values
- Identify and mitigate risks
- Build resilience in advance
 - Skills
 - Growth Orientation
 - Hope
 - Resources
- Have high hopes and **realistic expectations**

MYTHS

None of my classmates have the problems that I have (“no one will understand, school can’t help,” etc.)

Accommodations are only for students with physical or learning disabilities

I am cheating or taking short-cuts if I take prescription medication or ask for extensions for work. (“I shouldn’t need help to do this...I never needed help before”)

FACTS

25-40% of students meet the criteria for a diagnosis of a mental health issue during their college years. Leading issues are *depression, anxiety, suicidal thoughts, eating disorders, addiction*

Many mental health diagnoses qualify you for academic accommodations

College can be challenging and fun **and** it is more rewarding when everything isn’t a battle. Using available resources supports success in college and leveling the playing field is smart!

TRANSITION PLAN

If it isn't broken...

- Look to replicate the current plan if it has been working
- Identify which things the student should be in charge of and which (if any) parts should be maintained by parent/guardian
- Medication
- Psychiatry
- Therapy
- Positive Lifestyle

Any changes that you'd like to make *for* college, make before college!

WHAT ARE YOU DOING REALLY WELL AND WHAT RESULTS IS IT PRODUCING?

ADAPT AS NECESSARY

(ANTICIPATE AND/OR RESPOND TO CHALLENGES)

Pressure

Novelty

Expectations

Lack of support/structure

Substance use

Trauma

TRANSITION IMPLEMENTATION

6 Months Prior: Schedule a series of psychiatry and therapy appointments to prepare for transition

3-6 Months Prior: Identify Resources at College

- Campus Resources
 - Health Center
 - Counseling Center
 - Accommodations
 - Resident Assistants/Resident Directors
- Psychiatrist, Therapist, Pharmacy, Emergency
- Complete Housing Application (honestly)
- “What If?” Plan Created

CAMPUS RESOURCES TO EXPLORE

THINGS TO KNOW BEFORE YOU GO

Health Center, Counseling Center, Student Services, Office of Disabilities/Accommodations

Services

Policies

Forms

Questions

Peer support groups?

Off-Campus Resources?

Crisis Hotline?

ESTABLISH HABITS & PATTERNS

Daily Living

Sleep

Eating

“Healthy Choices”

Study

Work

Volunteering

Communication

Who?

What?

How?

How Often?

TRANSITION IMPLEMENTATION

1 Month Prior through Enrollment: Engage New Resources

- Schedule initial appointments
- Complete FERPA & HIPPA forms
- Review academic and financial policies
- Finalize family communication plan

First week: Establish Practices & Relationships

- Introduce yourself to faculty & staff
- Have discussion with roommate about lifestyle needs
- Follow family communication plan

Third week: Review Progress & Celebrate Success

- Review previous commitments
- Explore sustainability

RESOURCES

- [NAMI.com](https://www.nami.com)
- [Dearpennfreshman.com](https://dearpennfreshman.com)
- [mentalhealthamerica.net/whats-your-plan-college-mental-health-disorder](https://www.mentalhealthamerica.net/whats-your-plan-college-mental-health-disorder)
- Search “**Freshman College Mental Health**”

Feel free to contact me directly with any individual questions:

Jason Wynkoop, LCSW

jwynkoop@edgelearningcommunity.com

David Schreiber, M.D.

Executive Director and Founder of Compass Health Center

Child, Adolescent & Adult Psychiatrist

David Schreiber, MD is Founder and Executive Director of Compass Health Center. Dr. Schreiber is a Child, Adolescent and Adult psychiatrist who attended the Albert Einstein College of Medicine. He completed his Adult Psychiatry residency at Yale University College of Medicine and his Child/Adolescent Psychiatry fellowship at New York Presbyterian Hospital. Dr. David Schreiber has received numerous distinctions including Chief Fellow at New York Presbyterian Hospital, New York Presbyterian Hospital Physician of the Year and CRC Compassion Award. Dr. Schreiber serves on the Advisory Board of FAN (Family Action Network) and Erika's Lighthouse. In a dual role as clinician and liaison to the community, Dr. Schreiber aspires to help build a stronger community mental health care system



Mary “Micki” Moran, J.D.

Founding Partner

**The Child & Family Law Center of the North
Shore, LTD**

Micki Moran is the founding partner of The Child & Family Law Center of the North Shore. She dedicated her practice to children and families who need effective and capable legal advice and representation. Her areas of experience include special education, school discipline, juvenile justice, mental health and complex child custody matters.

Micki founded her law practice on the philosophy that children and their families often require a multi-disciplinary approach to intervention. She has extensive litigation experience in a variety of forums. Micki volunteers as a board member to other agencies committed to children's legal issues and is on the adjunct faculty of Loyola Law School.



Q&A

Networking

David Schreiber: Medication Management & Young Adult Skill Development Room 163

Micki Moran: Child & Family Law Room 165

Brooke Ruxton: University Supports & Services Room 166

Jason Wynkoop: Managing Mental Health Room 167

Paula Hill: High School Supports Room 168