



THE OHIO STATE UNIVERSITY

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# Office of Student Life Health & Well-being

## ACADAOS General Body Meeting

**Dr. Shawnte Elbert, EdD, MCHES, CWHC**

**Associate Vice President of Well-being & Health | The Ohio State University**

Adjunct Assistant Professor | Behavioral & Population Sciences, School of Public Health & Tropical Medicine | Tulane University



## STRATEGIC DIRECTION TO STRENGTHEN THE BUCKEYE EXPERIENCE

### Health and Well-being

- Advance our commitment to student and staff well-being and health.

### Health and Well-being Team Responsibilities

- Lead and coordinate all aspects of student health, wellness and safety.
- Address SL staff well-being.

# Strategic Realignment

**Wellbeing can only exist at the intersection of health, equity, and sustainability.**

**Wellbeing is also an outcome that can be measured.**



# Health & Well-being Team

## Associate VP of Health & Well-being

- Advance our commitment to student and staff well-being and health.
- Lead and coordinate all aspects of student health, wellness and safety.
- Wellbeing can only exist at the intersection of health, equity, and sustainability.

Dr. Shawnté Elbert, EdD,  
MCHES, CWHC



## Counseling & Consultation Service

- CCS promotes the well-being and academic success of students through providing access to diverse mental health services and outreach through short-term therapy.

Micky Sharma, Psy.D.



## Student Health Services

- The Wilce Student Health Center is a Joint Commission accredited outpatient facility that provides a variety of health care services to Ohio State students.

Gladys Gibbs, MD



## Recreational Sports

- Recreational Sports is enhanced by its award-winning indoor and outdoor facilities, including 6 state-of-the-art facilities - the Recreation and Physical Activity Center, North Recreation Center, Adventure Recreation Center, Jesse Owens North and South Recreation Centers and outdoor parks located conveniently on campus.

Andre' Love, MS



## Student Wellness Center

- The SWC embraces the 10 Dimensions of Wellness and incorporates these dimensions into all services and outreach (digital, creative, career, emotional, environmental, financial, intellectual, physical, social and spiritual).

Brendan Greisberger, MA



## Student Life Employee Wellness

- Employees are directly affected by the culture of their organization or department. For employees to be motivated to become healthier and prioritize their wellness, we need to develop a workplace culture that supports, and rewards healthy behavior change and habits.

Morgan Hammonds,  
MPH, CHES



# **Our Approach at Ohio State University**



# Comprehensive Approach to Health & Well-being

- Health and well-being must derive from a comprehensive approach from multiple departments and across the campus community.
- Each Prevention method focuses on:
  - **Primary Prevention:** stopping health and wellness problems before they start
  - **Secondary Prevention:** supporting students at higher risk of experiencing health and wellness problems
  - **Tertiary Prevention:** helping students living with health and wellness problems to stay well
- A blend of service delivery options (e.g., virtual, in-person, group) allows for more students to engage with services and programs that support their overall well-being.



# Tools We Use to Monitor



## Cycled health and well-being benchmark surveys

- National College Health Assessment
- Healthy Minds Study
- College Prescription Drug Study
- Student Life Survey

## Wellness Assessment: Research, Referrals and Resources

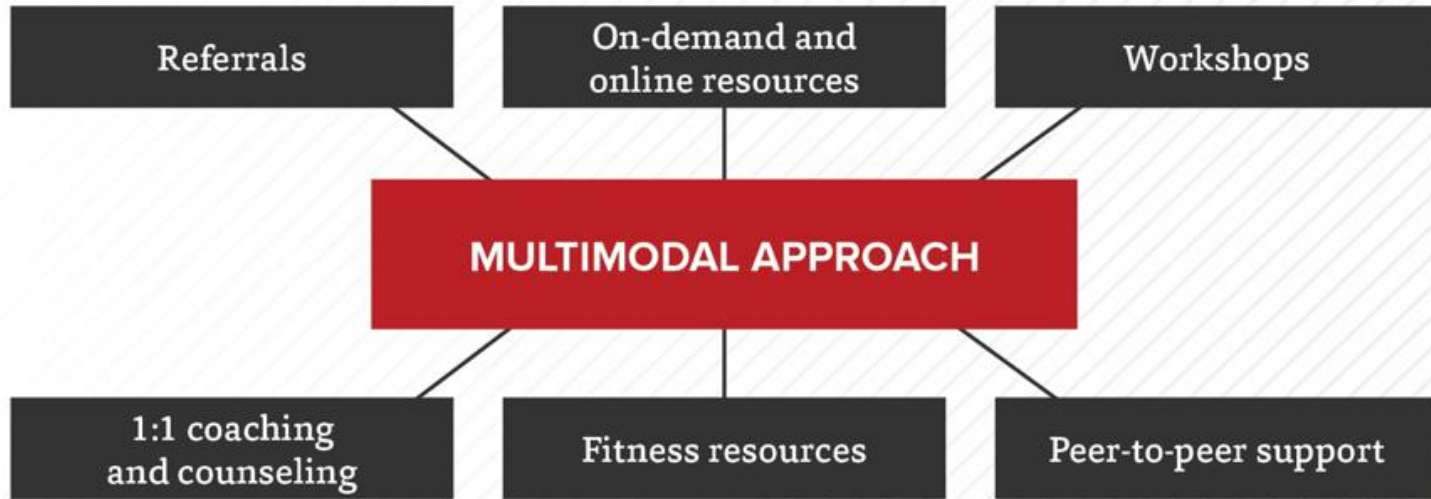
- Annual snapshot
- Ongoing, automated student referrals to Student Wellness Center staff based on dimension scores
- Student completers receive resource list based on 10 Dimensions of Wellness



**ACCESS**  
**EDUCATION**  
**OUTREACH**  
**TREATMENT**



# OUR MULTIMODAL APPROACH



**Multimodal resources for mental health-related concerns are provided to meet a student's need with a service that matches.**





# OUR MULTIMODAL APPROACH



## MILD

### If Students Are Experiencing...

- Difficulty getting work done
- Showing up late for class/missing class at times
- Mild changes in mood
- Not turning in assignments on time
- Feelings of being overwhelmed
- Procrastination
- Test Anxiety
- Adjustment to a new environment
- Problems making friends

### Resources

- Student Wellness Center Wellness Coaching
- SilverCloud
- CCS Workshops
- SMART Lab
- Dennis Learning Center
- Career Counseling and Support Services
- Let's Talk
- OSU Wellness App
- Peer Assistance Line (Buckeye PAL)
- Single Session Appointment at CCS

## MODERATE

### If Students Are Experiencing...

- Excessive absences
- Significant increase or decrease in sleep/appetite
- Increase in use of drugs and/or alcohol
- Panic attacks
- Not taking care of self/neglecting personal hygiene
- Withdrawing from friends and family
- Frequent crying spells
- Anxiety or mood changes significantly interfering with life

### Resources

- CCS (phone consultation)
- Psychological Services Center
- Couple and Family Therapy Clinic
- Wilce Student Health
- Student Life Student Advocacy
- Disability Services
- Harding Hospital outpatient clinic
- Community Provider Database
- MINDSTRONG

**\* Use multiple resources while getting connected!**

## SEVERE

### If Students Are Experiencing...

- Violence
- Unpredictable angry outbursts
- Inability to communicate clearly
- Threats to harm self or others
- Loss of contact with reality
- Extensive and dangerous substance use
- Unable to take care of basic needs

### Resources

- NetCare Access – 24-hours, 365 days a year
- OSU Wexner Medical Center  
Specialized mental health services
- OSU Police Department (614-292-2121)
- Counseling and Consultation Service provides crisis consultation for students by calling 614-292-5766  
Urgent screening at CCS by appointment  
If calling outside regular office hours, press "2" to be connected to a counselor.

*If you or someone you know is in an imminent danger to themselves or someone else, go to the nearest ER or call 911.*

**Multimodal resources for mental health-related concerns are provided to meet a student's need with a service that matches.**

# **Alcohol, Tobacco & Other Drugs Updates & Offerings**



# Initiating Educational Efforts



TYPE	PURPOSE
ORIENTING	Individual or cohort “way-finding”
CHANGING	Evolving need that requires new approach
EMERGING	New need
INSTRUCTIONAL	Career/Professional need (i.e. internship)
REQUIREMENT	Legislative or other (i.e. OCR)



# **Office of Student Life:** **Alcohol, Tobacco & Other Drugs Updates & Offerings**





# Need, Purpose and Outcomes



Substance use education is extremely challenging in the university setting. First-year students are particularly vulnerable to misuse during their early days of coming to campus.

The reasons for this are many:

- First-year students are away from home and parental supervision for the first time.
- They may feel a need to fit in and be accepted by their peers.
- They may lack knowledge concerning the potential harmful effects of Alcohol, Tobacco and Other Drugs (ATODs).
- They may exhibit greater anxiety associated with unfamiliar social and academic environments.
- Have a misinformed perception of peer use and misuse of ATODs.

Universal digital education can be effective at providing students with a foundation of knowledge and awareness.

Among our 13 Big 10 peer institutions, all assign alcohol and other drug education to incoming students.

As a leader in this field, we are re-framing safety, well-being and inclusion as investments rather than obligations.

# Required Community Wellness Education



## 3 Modules: 205-minutes Total

- Modules will be available on 10/3
- They will be on BuckeyeLearn and assigned to the students as a Curriculum.
- Most complete all three parts to be considered complete.



## Who Will be Assigned

- Year 1: Incoming Freshman and Undergraduate transfer students.
- Year 2 and beyond: All incoming students, including Grad/Prof
- Grad/Prof students will have Grad/Prof focused trainings.



## Deadline to complete

- First year, all three modules must be completed by 3/10
- Failure to complete may lead to a hold placed on their ability to register for Fall 23
- In future years, students must complete before initially registering for classes (pre-matriculation)



# Choices & ScreenU





# Choices



## Group Based Educational Sanction

- 8-12 students
- Lasts 60 Minutes
- Facilitated by SWC staff and Graduate Interns



## Who will be a Participants

- Available to any Ohio State student who may self select to participate
- Students who indicate moderately risky alcohol use or are involved in a policy violation related to substance use
- Hybrid format will allow for participation from regional campuses, with potential to host completely virtual sessions if need is there



## Content

- Reflections on Drinking: Myth vs Reality
- Facts about Alcohol
- Drinking Risks & Harm
- Strategies for Reducing Risk



# ScreenU



## ScreenU Modules Available

- Alcohol
- Cannabis
- Prescription Drugs



## Screening, Brief Intervention, Referral to Treatment

- High impact, evidence-based practice
- Recommended by SAMHSA, WHO, APA (pediatrics),AMA
- Part of recommendations from Surgeon General and White House to combat opioid epidemic



## Benefits

- Can be taken on any mobile device or personal laptop
- Is entirely self-implemented, not needing a clinician or professional staff to administer
- Is free due to our relationship with HECAOD



# Health Inequity and Historical Trauma



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## What are you watering?

- Wrong Diagnosis & Tx
- Type of Interventions
- Lack of Treatment
- Labelling

Above the surface you see the  
**Symptoms**  
of the problem

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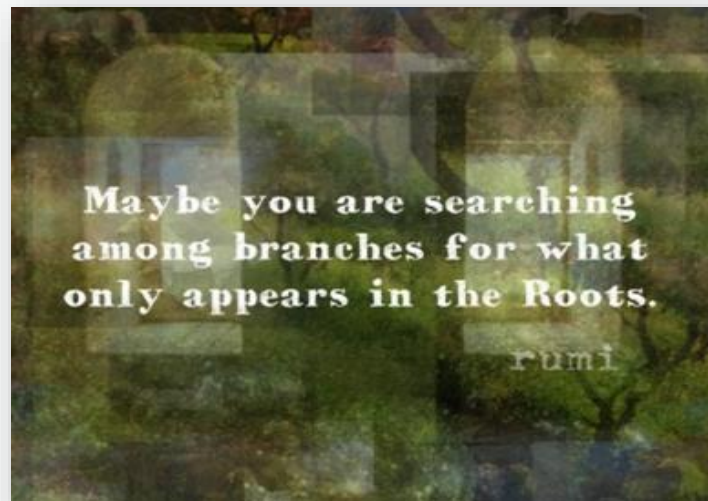
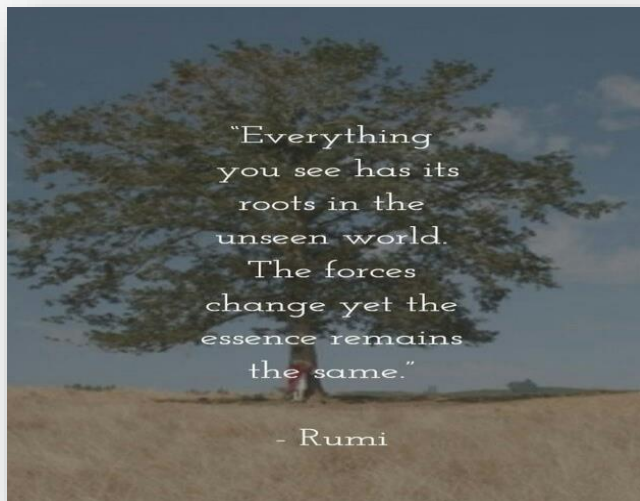
Dig deeper to find the  
**Root Cause**  
of the problem

## Root Causes

- Historical Trauma
- ACES
- Core Beliefs/Values
- Social Determinants of Health

# Health Inequity and Historical Trauma

- The inequities in health, avoidable health inequalities, arise because of the circumstances in which people grow, live, work, and age, and the systems put in place to deal with illness. The conditions in which people live and die are, in turn, shaped by the political, social, and economic forces.



# Historical Context

**Historical Trauma** is an example of intergenerational or multigenerational trauma. It's caused by events that target a group of people. It is related to major events that oppressed a particular group of people because of their status as oppressed, such as slavery, the Holocaust, forced migration, and the violent colonization of Native Americans.

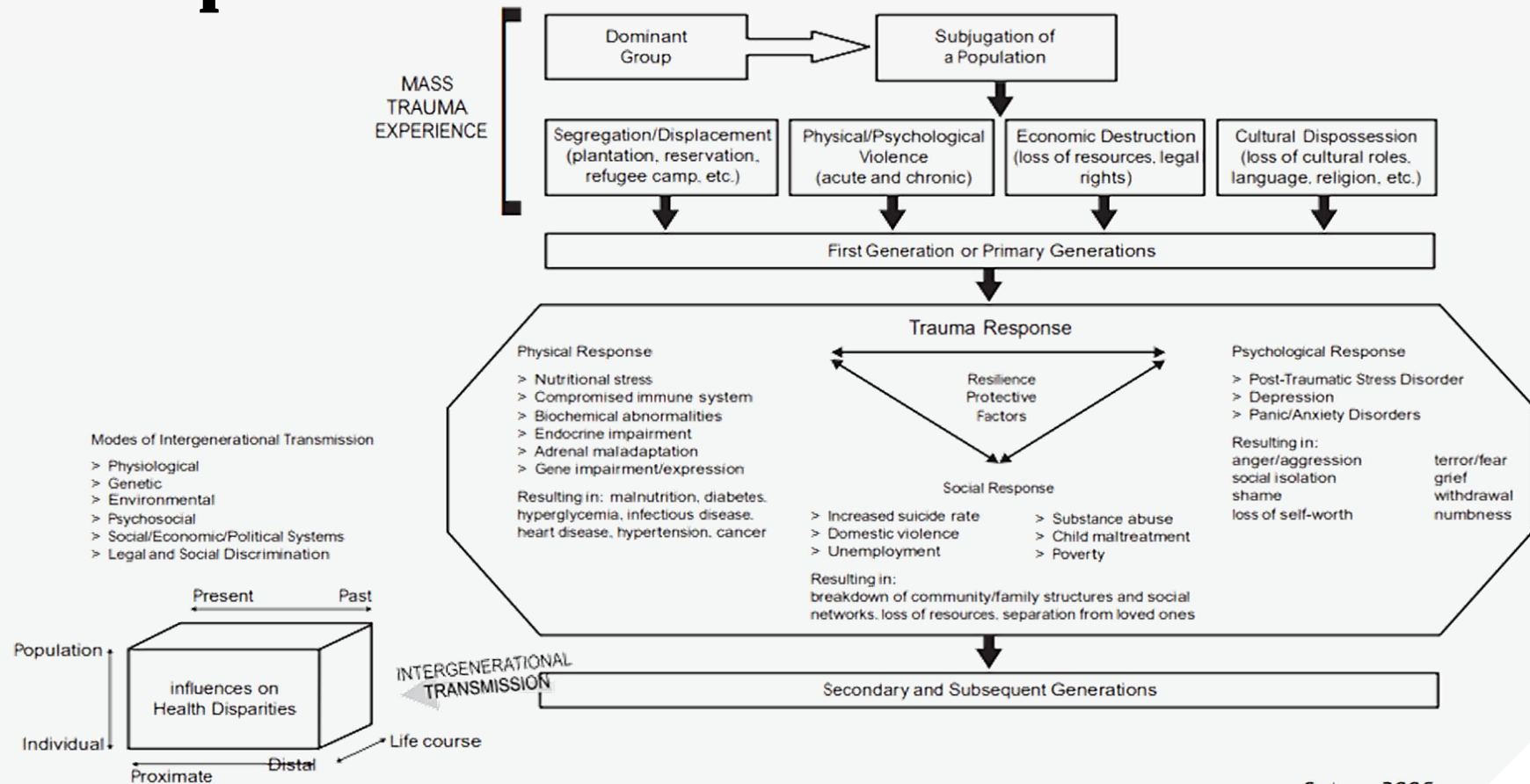
- Historical trauma is cumulative and reverberates across generations. Descendants who have not directly experienced a traumatic event can exhibit the signs and symptoms of trauma.
- Compounding this intergenerational trauma, historical trauma often involves the additional challenge of a damaged cultural identity.

**Historical unresolved grief** is the grief that accompanies this trauma.

## A Conceptual Model

- ...attempts to synthesize the literature and delineate physical, psychological and social pathways linking historical trauma to disease prevalence and health disparities.
- Historical trauma originates with the subjugation of a population by a dominant group. Successful subjugation requires at least four elements:
  1. Overwhelming physical and psychological violence
  2. Segregation and/or displacement
  3. Economic deprivation
  4. Cultural dispossession

# Conceptual Model of Historical Trauma



Sotero 2006



# Social Determinants of Health



Social determinants have complex impacts on health and mental health. People experience better outcomes when providers—and community leaders—use social determinant interventions.

The spectrum of social determinants of mental health isn't limited to risk factors, which are more likely to lead to *negative* outcomes (e.g. poverty, community violence, substance use). Protective factors, which are more likely to lead to *positive* outcomes (e.g. supportive relationships, community safety, high self-esteem), are just as important to understand.

To be effective, prevention tactics must tackle both sides of the coin and address risk and protective factors in multiple contexts, including relationships, communities, and society at large.



# **Dismantling Stigma: Students of Color and Their Health and Wellness**



# The Facts: Black College Students

- About 50% of Black students report they have never received any mental health education prior to college.
- Students of color report higher rates of emotional distress during their first year of college.
- 34% Black students report feeling so depressed in the past year it was difficult to function.
- Compared to 61% of white students, 75% of Black college students report they tend to keep their feelings about how hard college is to themselves.
- 40% of Black college students experience mental health issues.
- Students of color are half as likely to seek treatment for mental health issues as other students.
- Black students are more likely to seek help from religious figures during their first year of college.
- 21% of Black students with mental health issues receive a diagnosis compared to 48% of white students.



# Resources for Students of Color

Affinity Groups: [Affinity Groups : Counseling and Consultation Service \(osu.edu\)](#)

## **BIPOC Grad Group Mondays, 2:30 – 4:00 p.m.**

BIPOC Grad Group is a supportive space for graduate students who hold minoritized racial identities to gather together to offer each other support, perspective, and occasionally challenge in an effort to help each other navigate life's stressors. The group is a general process group, meaning that group members are welcome to discuss any topic or experience that they would like, as long as they do so in a genuine and respectful way. Group facilitators honor that connection is a meaningful source of encouragement and healing, and we hope that this group will be a place where members can vulnerably create these meaningful connections. *For more information, please schedule a [Phone Screening](#) or reach out to [Stephanie Grissett](#) or [Mariah Willis](#).*

## **Understanding Self and Others BIPOC Fridays, 2:00 -3:30p.m.**

This is an undergraduate student group specifically for Black, Indigenous, and People of Color who seek a safe space to explore their own identities and shared experiences as it relates to their own culturally diverse backgrounds as well as gain a better understanding [of how to relate to others in new and healthy ways](#). *For more information please schedule a [Phone Screening](#) or reach out to [Amber Jackson](#) or [Zaneta Street](#).*

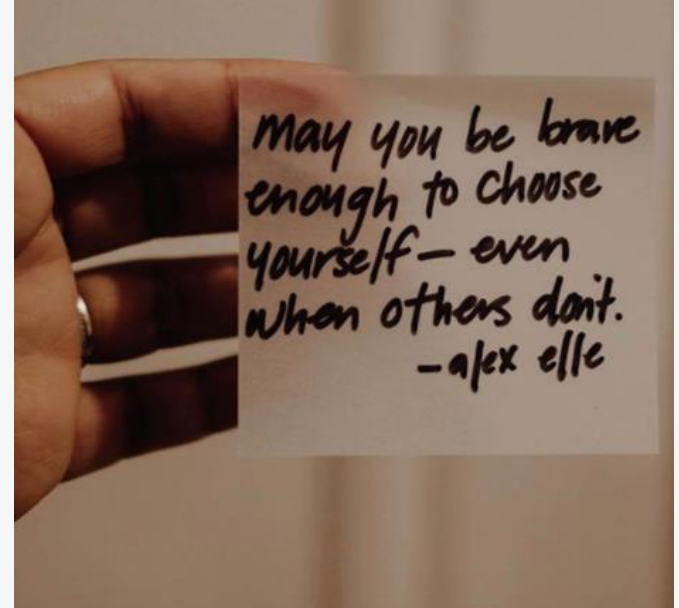
## **You Good Man? – Undergraduate Thursdays, 3:30 - 5:00pm**

*You Good Man?*, named after a popular 2016 Twitter hashtag centering the mental health of Black men, is a support/process group for Black people (inclusive of the African diaspora) who are male identified to discuss topics and issues of masculinity and how assumptions and expectations impact Black lived experiences. Topics will include, but are not limited to racism/discrimination/bias, assumptions of Black male anger and aggression by society, generational trauma, survivor's guilt, toxic masculinity, intimacy and [healthy attachment, self-advocacy and more](#). *For more information, please schedule a [Phone Screening](#) or reach out to [Peter Oduwole](#).*



# **“I am not okay. But I know I have to be. And I will be. But I’m not okay.”**

- In minoritized communities, they are still unlearning a lot of the ways they haven’t been taking care of themselves based on the way they’ve been taught to live in ‘survival mode’ all the time.
- Creating spaces where minority and marginalized people feel comfortable healing, and where they can also have people who look like them and viscerally understand them is important for their community and their individual growth.”



# How Do Students Schedule An Appointment To See A Counselor?

To make an appointment:

- ✓ Fill out the online form

[Schedule an Appointment : Counseling and Consultation Service \(osu.edu\)](#)  
[or call 614-292-5766 for a phone screening](#) appointment.

The counselor will review your needs. They will help you explore a variety of support options. If CCS is a good fit for your needs, they will ask me or another available counselor to reach out to you to schedule our first appointment.

# What Can Students Expect During Their First Session?

## Diagnostic Evaluation (DE)

- Get to know each other
- Discuss the expectations of counseling
- Appointments last about 50 minutes and can be held in person or via video (as clinically appropriate)
- Set your own counseling goals
- You will meet with your counselor once every 3-4 weeks until you have made steady progress.



# What if I need additional support?

- **Want Skills and Strategies?** Discover new ways to manage emotions and sharpen your inherent ability- to thrive as a Buckeye. These services are self-guided or classroom style and designed to integrate with your busy schedule.
- [Mental Health Strategies Series](#) – A series of short videos focused on skills and strategies for improving mental health.
- [Drop-In Workshops](#) - These workshops are facilitated classroom style and require no sign- up or registration. Maximize your potential to thrive by learning how to manage stress, emotions and thoughts.
- [SilverCloud](#) - This online, interactive mental health resource provides students with cognitive behavioral skills and strategies, accessible 24/7. SilverCloud can be either self- guided or used with the support of a coach. SilverCloud does not require a referral and you can start right now.
- [The Ohio State: Wellness app](#) supports your mental health and well-being on campus. Whether you're looking to find resources for yourself or someone you care about, the Wellness app is a great place to start.





# Is Individual Counseling The Only Option?

- **Need to Talk?** While your concern may not be urgent, you still do not need to wait long to speak one on one with a counselor or coach who can help.
- [“Let’s Talk”](#) offers 15 to 20-minute informal consultations with staff from Counseling and Consultation Service (CCS).
- [Wellness Coaching](#) takes a positive approach to personal development, focusing on your strengths and using dimensions of Wellness model as a framework for generating goals that are meaningful for you.



# The Emotional Cup

- Every person has a cup that needs to be filled – affection, love, security, rest, respect, etc.
- Some of us have a full cup most of the time or have ways to get a refill. But all of us experience a variety of emotions when our cup gets near empty.

## Questions:

- What signs or symptoms make you aware that you're near empty?
- Do these signs and symptoms differ for POC?
- How do you deal with having an empty cup?
- Are you “stealing” to refill your cup?
- Are you aware of the ways that fill and empties your cup?
- "What would you do differently if you knew the solution would appear with ease and grace?"





# Questions