

Status on Implementation of
Recommendations from the Task Force on
**Student Mental Health
and Well-Being**

2021

Letter from the Vice Provost

for Student Health and Well-Being



Dear Community Members,

I am pleased to share the following report on the university's ongoing work to address and implement recommendations of the Task Force on Student Mental Health and Well-Being. Since the task force's 2018 assessment of student mental health services at Johns Hopkins, a universitywide effort has bolstered staffing, trainings, and programming that help respond to the varied needs of our student population. In this report, you will find an overview of work completed through summer 2021, as well as efforts currently underway, upcoming initiatives, and areas identified for growth.

As demonstrated by the creation of a dedicated Student Health and Well-Being division, streamlining and simplifying access to health and wellness support is a key university priority. With the ongoing dual pandemics of COVID-19 and institutionalized racism and inequality, this unified approach to care has proved utterly essential and will continue to guide our endeavors going forward.

I am grateful to the staff, students, and faculty who have contributed their time and expertise to this vital work, both those who participated in the task force and those who have facilitated the implementation of its recommendations. I look forward to building even further on the progress made thus far and nurturing a culture of well-being for all current and future Johns Hopkins students and our university community.

Sincerely,

Kevin Shollenberger
Vice Provost for Student Health and Well-Being

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Prologue

In March 2016, the Task Force on Student Mental Health and Well-Being (TFMH) convened to “assess the current state of mental health services and resources for students, canvass current research on effective strategies for mental health promotion, and make recommendations for effective services that could lead to an enhanced climate of health” (TFMH, 2018, p. 3). Formal recommendations were issued in February 2018 with a number of organizational, programmatic, and administrative changes to follow. This document serves to highlight the changes since the publication of the 2018 report through fall 2021. The full report from the Task Force on Student Mental Health and Well-Being can be found on the [Office of the Provost website](#).

The task force delivered a report with three major recommendations, namely:

- ♥ The university should promote a climate of awareness and support for student mental health, wellness, and stress reduction. It is essential to create a campus climate that values inclusion of all students and overall wellness and that promotes resilience in the context of stressful situations and life events common among undergraduate and graduate student experiences.
- ♥ The university should take necessary steps to improve student care at JHU mental health service providers and provide greater access to mental health services.
- ♥ The university should offer, and in some cases require, training on mental health awareness and resources for faculty, staff, and students.

This document serves to note the progress, plans, and opportunities for growth for each of the recommendations as assessed through summer 2021, as well as other university efforts to improve mental health among the students and trainees. It is organized into three sections, each based on the task force recommendations. Within those sections are three subsections:

- ♥ “Progress,” which includes detailed updates on what has been completed;
- ♥ “Upcoming Initiatives,” which are projects in the works but not yet fully implemented or assessed; and
- ♥ “Areas for Growth,” which includes programs and services that are strategically aligned with the recommendations but have not yet been implemented in a pilot or fully formed program.

If you have thoughts, ideas, or experiences to share related to the content of this report, you can contact the well-being representative for your respective school. Please see the contact page for Health and Well-Being Leadership for affiliations and email addresses. General inquiries can be emailed to wellbeing@jhu.edu.

Note: In this document, the term “students” refers to undergraduates and those enrolled in master’s degree and doctoral programs. The term “trainees” refers to postdocs and medical residents; the latter are sometimes colloquially called house staff. The term “learners” collectively refers to all students and trainees.

Health and Well-Being Leadership

| Name | Title | Schools/ Programs Served | Email |
|------------------------|---|--|--------------------|
| Catherine Axe, MEd | Executive Director, Student Disability Services | Universitywide | caxe1@jhu.edu |
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| Roanna Kessler, MD | Chief Medical Director | Universitywide | rkessle5@jhu.edu |
| Jacki Stone, PhD | Executive Director of Student Well-Being | Universitywide | jackistone@jhu.edu |
| Mary Vincitore, MS | Director of Student Health and Well-Being Operations | Universitywide | mvincit1@jhu.edu |
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Recommendation One

The university should promote a climate of awareness and support for student mental health, wellness, and stress reduction. It is essential to create a campus climate that values inclusion of all students and overall wellness and that promotes resilience in the context of stressful situations and life events common among undergraduate and graduate student experiences.

This multipart recommendation included specific directions to create a standing committee for mental health programming across the university that would serve as an advisory body to the president, provost, and vice provost for student affairs. Additionally, recommendations included a robust communications strategy featuring a new website, increased frequency of communications, a more intersectional approach to well-being work, and dissemination of protocols and best practices for crises and critical incidents. Expanded details on this recommendation can be found on pages 37-43 of the [full task force report](#).

Progress

Organizational Structures

Kevin Shollenberger, previously serving as the vice provost for student affairs, was named the university's inaugural vice provost for student health and well-being in fall 2019. Shollenberger focuses on student health priorities and provides oversight of Student Disability Services. He is responsible for coordinating the university's current wellness, mental health, and primary care resources, moving them toward a more seamless, universitywide model that removes barriers for students to access services and resources. This organizational change was a direct result of the recommendation of the Task Force on Student Mental Health and Well-Being to ensure that Johns Hopkins is aligned with national best practices to support the mental health and wellness needs of all students. Accordingly, programs and services that previously reported to different university divisions and departments are now under one umbrella to foster greater collaboration. To read the full announcement of Shollenberger's appointment and of other associated organizational changes, visit the [Hub article](#) published on August 6, 2019.

As part of this organizational change, the initiatives of health and well-being represent a universitywide commitment to collaboration and a drive toward expanded access to services. Health and well-being providers are working together to align practices strategically and enhance services through evidence-based practices while prioritizing the unique populations that each campus serves.



In January 2019, the university announced the hiring of the first executive director for Student Disability Services, deepening its commitment to serving people with disabilities on its campuses. The role was designed to support students with disabilities inside and outside the classroom, including accessibility of coursework, housing, dining, and information technology. The executive director will work closely with the Office of Institutional Equity to ensure necessary compliance and training.

Vice Provost Shollenberger, recognizing the complex tasks to be addressed to align services in the areas of primary care and mental health, recruited for two new positions, the inaugural chief medical director and chief mental health director. These positions, working closely together, will champion efforts to create one integrated and comprehensive service model each to address the needs of the whole student. They will work across programs to ensure an optimal organizational structure, processes, and policies, as well as staff levels, to keep pace with the changing needs and increasing requests for mental health services. It is important to emphasize that this is not a “one size fits all” model and will take into account the diverse needs of our students and trainees. Earlier this year, Dr. Roanna Kessler, who previously served as the medical director of the Homewood Student Health and Wellness Center, was selected for this inaugural role. Student Health and Well-Being (SHWB) is in the midst of a national search effort for the inaugural chief mental health director with the hope that this position is filled during the early spring 2022 semester.



As part of the alignment of mental health services across the university and to augment the existing services, in spring 2021 JHU announced plans to embark on a first-of-its-kind pilot program pairing mental health clinicians with its Public Safety officers to enhance our response to behavioral health crises. The Behavioral Health Crisis Support Team (BHCST) falls within SHWB and will operate in conjunction with JH Public Safety. Scheduled to launch in fall 2021, this innovative and exciting program serves to support Hopkins students, faculty, and staff, and anyone experiencing a behavioral health crisis on or around the Homewood campus. Modeled after best practices among municipal public safety teams, the BHCST will offer a range of services, including 24/7 mobile response, for people experiencing a mental health crisis on the Homewood campus.

BHCST clinicians will also provide near-term mental health support and resources as part of their comprehensive offerings. They will give referrals to, and partner with, resources within Johns Hopkins and in Baltimore City. Internal resources include Mental Health and Primary Care, Health Education and Wellness, Student Disability Services, and Student Life; community resources are through a formal relationship with Baltimore Crisis Response Inc., the leader in crisis response and community-based mental health service delivery in Baltimore City.

An executive director of student well-being position, focusing on prevention, wellness promotions, and education, was also developed to streamline well-being education efforts across the schools and campuses; the position was filled by Jacki Stone in early September 2021. Well-being promotions include programs and services that focus on general education across all well-being domains, such as alcohol and drugs, sexual assault prevention and response, sleep, stress management, and so much more. As part of the Provost's Sexual Violence Advisory Committee (SVAC), new positions were recommended and approved to expand the support and resources for students across the university who have experienced sex- or gender-based violence. The first position, an associate director reporting to the executive director of Student Well-Being, will serve as the lead for violence prevention and response. The second, a coordinator-level role, will expand the bystander intervention training (BIT) offerings and provide education and support for graduate students. Each of these positions focused on sex- and gender-based violence will serve students confidentially.

A communications associate was hired in spring 2019 to develop new strategies for creating and disseminating well-being content for universitywide initiatives, a position that will be discussed further in the communications updates of this report.

New positions in the Johns Hopkins Student Assistance Program (JHSAP), the Homewood Counseling Center, and UHS Wellness are addressed further in Recommendation Two in the context of expanding access to services for students and trainees.

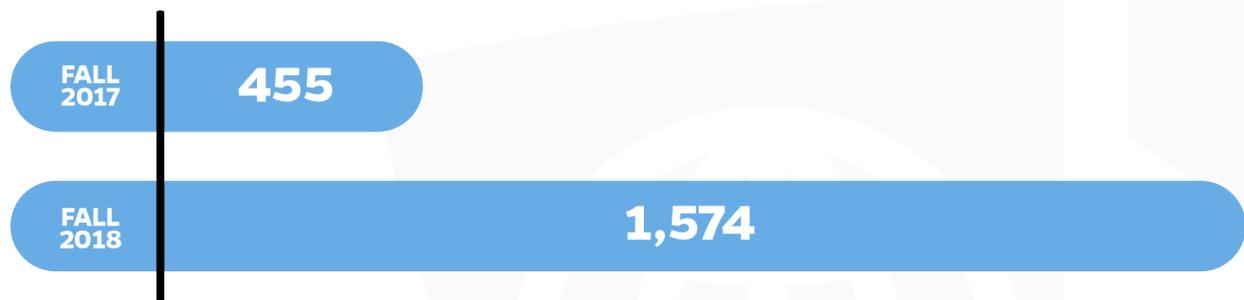
In addition to staffing in Student Health and Well-Being, Homewood Student Affairs made some changes to better serve students. The function formerly known as Case Management was rebranded as Student Outreach and Support (SOS) in fall 2019 and moved into new offices in Charles Commons. SOS named a senior director and also hired two new case managers, one with a focus on FLI students and another with a focus on students who take and return from medical leave. SOS also launched a Welcome Back, Blue Jays event at the start of each semester targeted toward students returning from medical leave and other leaves of absence.

Program Offerings

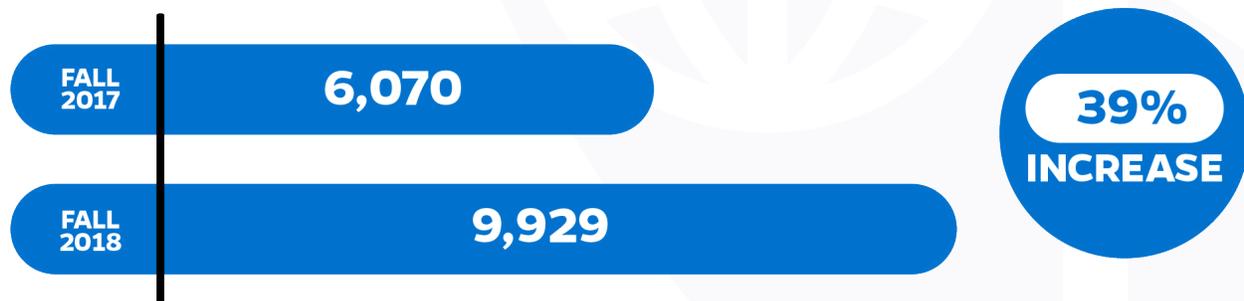
Program offerings have continued to grow and are rooted in evidence-based practices that respond to the needs of students and trainees. Highlights include but are not limited to:

- ▼ The Department of Athletics and Recreation began offering group fitness and well-being classes to all full-time undergraduates and graduates on the Homewood and Peabody campuses at no cost. Previously, students paid for access to classes such as yoga, Spinning, Pilates, Zumba, and kickboxing. Between fall 2017 and fall 2018, the number of class pass holders more than tripled, rising from 455 to 1,574. During this same time frame, attendance at fitness classes increased from 6,070 in fall 2017 to 9,929 in fall 2018, a 39% increase. Nearly 11,000 students participated in classes in fall 2019. In response to COVID-19, fitness classes offered by the Ralph S. O'Connor Center for Recreation and Well-Being (formerly the Ralph S. O'Connor Recreation Center) moved to an online platform to remain available to Hopkins affiliates.

CLASS PASS HOLDERS



ATTENDANCE AT FITNESS CLASSES



- In February 2020, the Center for Recreation and Well-Being began a large-scale renovation project to improve the quality and quantity of fitness options available to Homewood students. The renovation, which was completed in fall 2021, doubled the center's space for strength and cardio training, increased opportunities for student group activities, added a café and socialization space, and offered a variety of programs focused on student well-being. The completed center will include integrated office space for Well-Being staff to make physical and mental health support more accessible and foster an integrated approach to student health, wellness, and well-being.
- The Denton A. Cooley Center in East Baltimore has seen steady increases in active memberships and usage of the facility, along with an increase in group fitness attendance, with an average of more than 8,600 monthly visits in 2019. In response to the COVID-19 closures and adaptations, the Cooley Center offered free virtual classes through Portal to all community members, regardless of membership status; more than 1,600 people joined the classes. When weather permitted, outdoor classes such as yoga and spin were also offered. Between March 22 and June 30, 2021, there were more than 10,000 facility check-ins, averaging approximately 168 per day.
- The Peabody Institute formed and sustained Peabuddies, a student organization providing a weekly space for students to relieve stress, promote dialogue, and reduce stigma surrounding mental health and well-being.



- Both UHS Wellness and the Homewood Counseling Center have established small grant programs to fund learner-led projects to promote wellness on campus.
- UHS Wellness established both a weekly wellness newsletter with 900+ subscribers and a monthly wellness event featuring service providers, giveaways, and chances to connect students with available resources.
- UHS Wellness sponsors a mindfulness meditation series, fitness classes in partnership with the Cooley Fitness Center, healthy cooking classes, monthly acupuncture sessions, and other programming developed in response to student and trainee needs.

- ▼ A signature event for the East Baltimore campus, the annual Stay Ahead of the Stress Fest, gathers students for food, fun activities, and engaging ways to learn about wellness and Hopkins resources. Over 750 students from multiple campuses attended in fall 2019. The event's continued success inspired SHWB leaders at Homewood and East Baltimore to replicate the program in a COVID-safe manner in spring and fall 2021, rebranded as Refresh Fest, where students and trainees could engage with staff, pick up a succulent, and get resources and giveaways consistent with well-being promotion.

The Center for Health Education and Well-Being (CHEW) provides programming such as the required BIT and orientation programming on alcohol use and policies, and general well-being promotion, focusing specifically on mental well-being. Additionally, CHEW offers programming on the domains of wellness, such as safer sex, sleep hygiene, mental health, and mindfulness.

- ▼ CHEW trains student staff and peer leaders (first year mentors [FYMs], peer-led team learning leaders [PILOT], Learning Den tutors, and resident advisers [RAs]) and supports student organizations such as Preventive Education and Empowerment for Peers [PEEPS], whose members are peer health educators; the Sexual Assault Resources Unit [SARU]; Stressbusters, and Advocates for Reproductive and Sexual Health [ARSH].
- ▼ The Homewood Counseling Center has offered a wide range of workshops both virtually and in-person to include topics such as:
 - mindfulness
 - anxiety and stress management skills
 - breaking free from depression
 - distress tolerance
 - emotion regulation
 - interpersonal effectiveness
 - living with loss

The Counseling Center expanded its Chat with a Counselor program, which serves to reduce barriers to care by providing students the opportunity to have an individual casual conversation with a counselor. The new offerings include opportunities to connect with a counselor based on racial, ethnic, and cultural identities; sexual orientation; and whether they are first-generation, low-income students. General Chat with a Counselor sessions are open to all students in both virtual and in-person options.

In addition to continuing a Peabody Black Student Discussion Group, in 2020 the Counseling Center added a Racial Trauma drop-in discussion group and FLI Discussion Group. These programs provide students with opportunities to learn from each other, and they help reduce the stigma and feeling of isolation that some students may associate with mental health struggles.

The Counseling Center facilitates a robust range of groups, details of which are available on the Counseling Center website. Treatment groups for Homewood and Peabody students have included:

- ♥ Asian and Asian American Students Process Group
- ♥ Dissertation Group
- ♥ FLI Discussion Group
- ♥ Graduate Student Therapy Group
- ♥ Graduate Student Understanding Self and Others Group
- ♥ Men's Group: Voices Beneath the Mask
- ♥ Substance Change Group
- ♥ Undergrad/Non-TA Grad Student Understanding Self and Others Group
- ♥ Virtual Eating and Body Image Group
- ♥ Yoga as Healing
- ♥ Women at JHU
- ♥ (Social) Skills Quest: A Dungeons and Dragons Therapy Group

Drop-in groups, conducted virtually and available to all Hopkins students and trainees (except the Peabody group), have included:

- ♥ Critical Coping Group
- ♥ Pandemic Support/Discussion Space
- ♥ Parenting Support Group
- ♥ Peabody Black Student Discussion Group
- ♥ Racial Trauma Group
- ♥ Support Group for Loved Ones of Individuals with Eating and Body Image Issues



The Counseling Center began using social messaging platforms in 2016. Its growing presence on Instagram, Twitter, and Facebook provides information and messaging regarding mental health and well-being as well as updates on services and programs.

The Homewood Counseling Center has created and disseminated virtual Resources for Empowerment information sheets on topics such as depression, anxiety and stress, trauma and PTSD, and feeling isolated and alone. Counseling Center staff have collaborated with the wellness communications associate to produce numerous blogs on the well-being website as well.

The Johns Hopkins Student Assistance Program (JHSAP) developed and offered a series of programs and workshops to support students at various stages of their academic pursuits and personal development.

- ▼ The Identity and Resiliency Workshop encourages students to reflect on their visible and invisible identities and how they impact them in both academic and personal settings. Special focus is given to resiliency factors in the face of identity-related challenges.
- ▼ Stress in Uncertain Times provides discussion spaces for programs in response to the increased and unique stresses caused directly and indirectly by the COVID-19 pandemic. The purpose is to facilitate connections, give space for students to talk about current stressors, process how they impact students in both academic and personal settings, and share self-care and coping strategies.
- ▼ Additional workshops were Managing Stress, Mindfulness, Managing Competing Demands, and Peer Support Training.

JHSAP continues to provide crisis response services and support to individuals and groups following traumatic events.

The working group for the School of Advanced International Studies (SAIS) and Carey Business School offers a variety of self-care options during finals week at each. Yoga, Zumba, free massages, and cookies and milk are available to help SAIS students decompress, while Carey's Five Days of Finals program offers an assigned relaxation room for free massages, yoga, healthy snacks, or simply a place to relax.

Health Coverage

- ▼ President Daniels and Provost Kumar established a working group—the Provost’s Advisory Team on Healthcare (PATH)—to support the health needs of graduate student and postdoctoral trainees. PATH is working to collate and coordinate responses to input received on surveys regarding graduate students’ and postdoctoral trainees’ health care experiences at Johns Hopkins. PATH, which is chaired by the vice provost for student health and well-being, will advise the provost and the president and make recommendations on the highest-priority matters. The group is building on the foundation of the success and connections established through the rollout of an eight-week parental leave plan. PATH has met several times over the past years, working in partnership with Human Resources on options for Homewood and East Baltimore insurance plans.
- ▼ For the plan year starting in August 2017, two critical changes were made to the Wellfleet student health plan in response to student feedback. First, the urgent care deductible was reduced, moving from 80% coverage to a \$75 copayment with 100% coverage after copayment. The copay applies to every visit and accumulates toward the out-of-pocket maximum. Second, the ambulance benefit was enhanced from 80% to 100% coverage.

New Student and Learner Orientations

- ▼ Well-being has been featured at orientation through sessions with the Homewood Counseling Center, the Student Health and Wellness Center, and CHEW. Topics have included education on sexual assault, alcohol and drug issues, and positive psychology. Sessions facilitated by First Year Mentors highlighted the range of wellness and campus resources, and students identified personal levels of distress and learned how, when, and where to get assistance. Additionally, the Homewood Counseling Center and CHEW continue to provide orientation programming for specific student groups, including JUMP, Hop-In, and First Year Mentors, as well as training for student resident advisers at the beginning of each year.
- ▼ The Johns Hopkins Student Assistance Program (JHSAP), University Health Services (UHS and UHS Wellness), and CHEW, the Center for Health Education and Well-Being, have been working together on orientation presentations for the East Baltimore schools, with a focus on well-being in recent years.
- ▼ The interactive opioid webinar developed by JHSAP in partnership with other Hopkins resources provides information about the opioid epidemic, how to recognize the signs and symptoms of opioid misuse and overdose, and resources for getting help. The training continues through the alcohol and other drug education specialist in the Center for Health Education and Well-Being.

Communications

In April 2019, the inaugural student wellness communications associate was hired. Priority projects included the launch of wellbeing.jhu.edu, a single digital destination for student health and well-being resources, news, and events available across JHU. This hire and the resulting activities answer direct recommendations of the task force.

The website, developed with feedback from universitywide stakeholders, includes filters to determine services available based on school of enrollment, campus location, and searchable keywords. Additionally, website users are able to scroll through university resources based on the eight dimensions of well-being; professional, spiritual, sexual, social, environmental, financial, physical, and emotional and mental well-being.

- ♥ Between July 1, 2020, and June 30, 2021, wellbeing.jhu.edu generated 78.4K page views. The site has been used as an important university resource to help students cope, manage, and consider a variety of social issues that intersect with their well-being while also addressing everyday choices and behaviors.
- ♥ The @jhuwellbeing Instagram account earned more than 2K followers as of June 2021 and published over 400 posts.
- ♥ Meatless Madness—a tournament-style contest held in conjunction with the BSPH-affiliated Meatless Monday campaign—encouraged students to vote on a new vegetarian dish to be added to the Hopkins Dining menu. The 2020 contest drew 600+ visits to the wellbeing.jhu.edu website and received more than 10K votes on Instagram. This exciting engagement campaign continued into 2020–21 and had more than 13K votes on Instagram, a 34% increase over the previous year.



- ▼ In summer 2020, the website launched a successful blog featuring communications from key campus staff and a space to archive all university well-being communications for reference. The blog enabled nimble communication on topics and resources that were responsive to the many challenges faced by the JHU community. The most frequently viewed topics on the blog include:
 1. 12 Elements of Healthy Relationships
 2. Influenza Vaccination Policy Info and FAQ
 3. Flu Vaccine Program and Requirements
 4. Things to Do for Fun During COVID
 5. Emotional Self-Care During the COVID Pandemic

Universitywide wellness outreach included a unified visual approach:

- ▼ Wellness Wings, a portable photo backdrop that's free for student groups to borrow for events, was created to promote awareness of the site and account.
- ▼ The November 2019 Yawns Hopkins campaign, connected to daylight saving time, distributed 500 JHU-branded sleep kits with sleep hygiene tips and information about accessing the Calm app's Sleep Stories feature.

Well-Being Working Groups

Across Johns Hopkins University, the campuses have assembled well-being working groups composed of students, trainees, faculty, and staff charged with using interdisciplinary and multifunctional approaches to address mental health and well-being. Groups across the university were led by Student Health and Well-Being staff and focused on the development of the wellness website, the destigmatization of mental health challenges, needs assessment, and the delivery of feedback to key administrators. There are groups for Homewood/Peabody, East Baltimore (SOM, SON, SPH), and Washington.

Upcoming Initiatives

- ▼ The vice provost for student health and well-being will disseminate information via emails or JHU Wellness blog posts about well-being topics, new initiatives, and staffing updates aligned with strategic university and divisional goals.
- ▼ Ongoing integration of postdoc resources on the website.
- ▼ Assessment of a need for an alcohol strategies work group.
- ▼ Redefining the well-being working groups to evaluate effectiveness and take action toward the division's missions, while also fulfilling the goals of the task force recommendations.
- ▼ Improving relationships with key student/trainee governance groups (e.g., Student Government Association (SGA), Graduate Representative Organization (GRO), Johns Hopkins Postdoctoral Association (JHPDA)).

Areas for Growth

- ▼ Identify and increase communication channels to correspond swiftly and effectively with students and trainees and drive readership.
- ▼ Increase attention to wellness culture (Recommendation 1.b.2): Defining and assessing a wellness culture as key.
- ▼ Explore greater collaborative opportunities with Integrated Learning and Life Design (ILLD) to optimize integration with key campus functions (student leadership, diversity and inclusion) and populations (student athletes, FLI).



Recommendation Two

The university should take necessary steps to improve student care at JHU mental health service providers and provide greater access to mental health services.

Access to mental health services as addressed in Recommendation Two focused on not just the quality of care but also the timeliness, responsiveness, and options for care. Implications for this recommendation impact staffing in the centers with the most urgent needs in Johns Hopkins Student Assistance Program (JHSAP) and coordination of care across the centers, especially among University Health Services and JHSAP, as they serve the same population in different ways. Expanded details on this recommendation can be found on pages 43-47 of the full task force report.

Progress

Staffing

University Health Services (UHS) in East Baltimore, the Homewood Counseling Center, and Johns Hopkins Student Assistance Program (JHSAP) increased their staff to meet the clinical needs of students.

University Health Services (UHS)

- ♥ Since 2019, UHS-Mental Health has hired several clinicians in psychiatry and therapy.
- ♥ Starting in December 2021, an additional psychologist clinician will join UHS-Mental Health to focus on clinical services for under-represented populations.

Homewood Counseling Center

The Homewood Counseling Center augmented its staff of psychologists, social workers, clinical case managers/referral specialists, and consulting psychiatrists. Since the recommendations were issued, the Homewood Counseling Center has established a number of new positions including:

- ♥ Staff social worker, FLI network student coordinator
- ♥ Coordinator of ADHD services
- ♥ Staff social worker and coordinator of trauma-focused services (redefined position)
- ♥ Coordinator of services for Black students
- ♥ Assistant director for student-athlete mental health and performance, in partnership with Athletics,

Johns Hopkins Student Assistance Program (JHSAP)

In January 2020, JHSAP formally moved from Human Resources to Student Health and Well-Being. The office, which had previously shared staff with mySupport, a resource for faculty and staff, now has dedicated staff that serve graduate students in all the schools except those schools served by the Counseling Center. JHSAP has four full-time clinicians with staff specialists serving Black students and underrepresented minority students, and LGBTQIA+ students, and is currently searching for a full-time clinician to coordinate services for international students. An asset to this new structure is the addition of a clinical manager who liaises with Student Affairs staff and leads the cross-divisional care team.

In addition to staffing mental health services across the university, staff changes in other areas of student health and well-being directly impact mental health resources and education.

▼ Well-Being Promotions

- Executive director of student well-being and upcoming restructure and expansion to serve universitywide to focus on health and well-being promotions.
- Alcohol and drug education specialist to lead compliance and education.
- Program manager for health education in UHS Wellness.
- Gender violence prevention and education coordinator position reclassified as a confidential resource and other positions added, including an associate director to lead the initiatives, consistent with recommendations of the Provost's Sexual Violence Advisory Committee (SVAC).
- Well-being communications associate.

▼ Student Disability Services

- Staffing additions and modifications as well as changes to physical spaces have been made in Student Disability Services and are discussed further in the next section on service expansion.



Service Expansion

To supplement in-person counseling and reach students who could benefit from support but may not use the campus-based mental health services, several web-based programs were launched and made available to all students. Many programs were available to trainees as well. All web-based services, with the exception of TimelyMD, predated COVID-19 as part of a continuum of options for students and learners to engage with independently or as part of their work with a mental health provider.

- ♥ The development of a cross-divisional Crisis Assessment Risk Evaluation (CARE) team for graduate, professional, and medical students to respond to behaviors of concern. The team strives to preserve respect and privacy for the students while securing the integrity of the learning environment.
- ♥ Until the shift to remote operations, the Homewood Counseling Center bolstered its operations to include drop-in hours every weekday at Homewood, Mondays at the Peabody Institute, and online registration for workshops. The Counseling Center has since shifted to a system that emphasizes same-day first appointments, and all workshops are now offered online.
- ♥ Students and trainees were invited to use an American Foundation for Suicide Prevention screening program, known as the Interactive Screening Program (ISP). Between November 2018 and July 2021, 3,507 students and learners submitted stress and depression questionnaires. Of that group, 742 participants exchanged messages with a JHU counselor to reflect on how their mental health may be affecting them and to address their barriers to seeking help. As a result of their interactions with ISP, 215 students and learners who were not already receiving mental health treatment requested an appointment with a counselor. As of fall 2021, all students in all schools will be served by the ISP program.
- ♥ SilverCloud, an online resource that teaches skills based in cognitive behavioral therapy, was made available in February 2020 at no cost to all full-time Hopkins students and trainees over the age of 18. Through interactive learning modules, SilverCloud provides 24/7 access to practical techniques for managing mild-to-moderate symptoms of anxiety, depression, and other mental health concerns. Data through April 2021 included:
 - 708 clients—both students and trainees.
 - 8 average sessions per user, primarily focused on depression and anxiety.
 - Feedback (“agree” or “strongly agree”) demonstrates that users find the modules interesting, relevant, helpful, and supportive. One example is the use of GAD7 to assess severity of symptoms. Before using SilverCloud, 58% of a sample of 160 users reported moderate-to-severe symptoms for general anxiety disorder. After using SilverCloud, 39% of the same users reported moderate-to-severe symptoms for GAD7.

- ▼ TimelyMD—a web-based mental telehealth resource built upon the university’s counseling and mental health offerings from the Homewood Counseling Center, University Health Services Mental Health, and the Johns Hopkins Student Assistance Program—was launched in response to COVID-19 and the limitations presented by state licensure in remote learning environments. Initially implemented in April 2020, the service remains available to all students enrolled part time or more and to all trainees. TimelyMD consists of two primary modules:
 - TalkNow, a 24/7, on-demand telehealth support line staffed by mental health professionals, including counselors, psychologists, and family therapists. Users can contact TalkNow about any topic, including issues with relationship challenges, anxiety related to COVID-19, transition issues, or personal problems.
 - Scheduled counseling, where users can set up ongoing telehealth counseling appointments with a provider licensed in their state.
- ▼ Starting in September 2020, students and trainees were able to access psychiatry through a campus-based referral when determined appropriate.

In partnership with ThrivingCampus, the Homewood Counseling Center offers the JHU community an online database of local mental health providers throughout the country. ThrivingCampus partners with colleges and universities across the nation to provide a comprehensive list of available and appropriate providers. Any student interested in referrals can either talk to their current care provider or request to speak with a mental health case manager. • Premium access to the Calm app continues to be a popular tool for JHU students and trainees with more than 14,000 users. As of April 2021, JHU app users (includes employees) have subscribed to nearly 2 million sessions, with over 200,000 listens daily. Music is the most used function of Calm, followed by meditation and sleep tools.

Additional programs include:

- ▼ Chat with a Counselor, in B-Level of Brody Learning Commons, is designed to reduce barriers to mental health services by providing students with the chance to have a casual conversation with a counselor. This program now includes specific identities and expertise of the counselor to expand students’ choices to connect with a provider in this unique format.
- ▼ The Homewood Counseling Center’s coordinator of services for international students held coffee breaks at the Daily Grind to connect to students less likely to seek help in a clinical setting. This program has been moved to a virtual format and is available to all students and trainees.
- ▼ A Place to Talk (APTT), a student-run peer listening service, moved its services online during the height of the pandemic but has now returned to hosting events in the Brody Learning Commons and AMR I Residence Hall

In 2018, an insurance and referral specialist position was created to serve both the Student Health and Wellness Center and the Homewood Counseling Center. The position assists graduate and undergraduate students with navigating insurance and referral issues and educates them on the current student health benefit plan. The staff member collaborates and consults with referral coordinators in the Student Health and Wellness Center and the Homewood Counseling Center to develop a seamless plan for students.



In order to help students who need psychiatric medication but do not want or need counseling, Homewood Counseling Center psychiatrists, for the first time, may treat these students without concomitant counseling if deemed appropriate. Additionally, a collaborative effort between the Homewood Counseling Center and Student Health and Wellness provides more students with access to prescriptions for psychiatric medications through Student Health and Wellness.

Developed in fall 2019 and launched in fall 2020, the Student Health and Wellness Center (SHWC), in collaboration with the Homewood Counseling Center and CHEW, developed a Screening Brief Intervention and Referral to Treatment (SBIRT) program. All Johns Hopkins University students 17 or older who visit the SHWC for annual physicals and annual well-woman visits will receive a SBIRT questionnaire. All students identified through the questionnaire as needing help will receive a brief intervention by a provider and referral to treatment as necessary. Referral points include the coordinator of substance abuse services in the Homewood Counseling Center and the alcohol and other drugs education specialist in CHEW.

As of late March 2020, all JHU mental health services now use ProtoCall Services Inc. for after-hours crisis assessment, intervention, and stabilization service. The company also provides after-hours designated sexual assault help lines. Among the hundreds of colleges and universities across the country that subscribe to this service are Columbia University, Case Western University, Northwestern University, Rice University, New York University, University of Michigan, and Loyola University Maryland. Hundreds of behavioral health organizations also use ProtoCall. Calls are answered by master's- and doctoral-level clinicians. Mental health providers in UHS, the Counseling Center, and JHSAP receive detailed call documentation for all calls through a secure HIPAA-compliant web platform, which is accessible to the respective center at any time.

Accessibility and Disability Resources

As noted in Recommendation 2.f.3, the task force recognized the need for easier access to disability services in each division, better transparency about what is available from Student Disability Services (SDS), and available assessment opportunities to help disabled students qualify for services. In March 2019, the inaugural executive director of Student Disability Services was hired to provide guidance and support for disability coordinators across the university, oversee accommodation needs for students, and build awareness, knowledge, and skills among the school's faculty, staff, and graduate teaching assistants. The addition of a new executive director of SDS as part of the Student Health and Well-Being leadership team uniquely positioned the seamless integration of SDS with health, counseling, and health promotions.

Staff support for disability services has evolved and expanded since the publication of the recommendations. SDS at Homewood welcomed a new senior director, assistant director, and disability services specialist serving both Homewood and Peabody. During the summer of 2020, a senior instructional technologist joined the team to serve in a universitywide capacity. A current search is underway for a universitywide accessibility and assistive technology coordinator as well as an assistant director to service Carey and SAIS. All roles have a full-time focus on disability services and a direct reporting line to Student Disability Services.

The university has also demonstrated its commitment to student well-being by enhancing several on-campus facilities that house important services. In October 2019, Student Disability Services moved into a more accessible space in Shaffer Hall. The new office features additional study spaces, dedicated workstations for graduate students, two dedicated testing rooms with individual cubicles and height-adjustable desks, and a private testing space designed to minimize distraction.

SDS also implemented a centralized registration system, thereby preventing students who are taking classes in more than one school from having to apply multiple times for accommodations. In partnership with staff in the Office of Institutional Equity (OIE), SDS staff have presented faculty webinars on working with students with disabilities and trainings for all personnel on event accessibility. Listening sessions were conducted at most schools and a universitywide survey was done to get feedback about SDS from students, staff, and faculty. This feedback is currently being used to identify priorities to improve services and foster an inclusive climate.



Upcoming Initiatives

- ▼ JHSAP, the Homewood Counseling Center, and UHS Mental Health continue to navigate the challenges of COVID-19, the trauma of racism, and other social and cultural challenges faced by learners. In partnership, the mental health providers are developing and assessing programmatic interventions to continue to address challenges related to isolation, economic impact, and overall distress.
- ▼ Student Health and Well-Being is currently searching for a universitywide chief mental health director to align best practices in student and trainee mental health.
- ▼ While recruitment and selection for some staff positions are in progress, some vacancies have proved more challenging. Departments continue efforts to recruit and retain staff.

Areas of Growth

- ▼ Continued efforts for the broadening of well-being services to all students and trainees.
- ▼ Increased measurement of the impact of outreach about available services, ensuring reach to targeted audiences.
- ▼ Intersectional approaches to mental health care that further develops core competencies and associated training to address issues of identity such as race, sexual orientation, and gender identity.



Recommendation Three

The university should offer, and in some cases require, training on mental health awareness and resources for faculty, staff, and students.

Mental health trainings increase the probability that a suicidal or distressed student would be identified by a member of the JHU community and referred to appropriate professionals for an assessment. Trainings also raise awareness about mental health, reduce stigma, and can help encourage suicidal or distressed individuals to seek professional mental health services for themselves. Expanded details on this recommendation can be found on pages 47–49 of the full task force report.

Progress

Student Health and Well-Being staff acknowledge the environmental and individual dimensions of student and trainee well-being. One aspect of promoting well-being can be found in the classroom. Several initiatives have been developed and enhanced to bring well-being into multiple campus spaces.

A student-in-distress resource guide, developed by the Johns Hopkins Student Assistance Program (JHSAP) and University Health Services (UHS) is available on the JHU well-being website. The resource serves as a one-stop resource guide for important contact information and scenario-based advice on how best to support students in distress.

Since 2020, JHSAP has assigned clinicians to specialize in particular JHU divisions and programs as liaisons, consultants, and specialists. This initiative has allowed clinicians to become experts on the school to which they’re assigned and to share that knowledge with the JHSAP team and has fostered close collaboration and consultation between Student Affairs professionals and JHSAP clinicians.



WHAT TYPE OF RESOURCE ARE YOU LOOKING FOR?

Well-being groups embedded in the various schools and campuses have developed recommended language for faculty and instructors to use on their course syllabuses. While requirements for faculty to include syllabus language differ across divisions, the resources and infrastructure are established. Two examples are listed below and can be found in their respective Students in Distress: Faculty Resource Guides.

Homewood

If you are struggling with anxiety, stress, depression, or other well-being-related concerns, please consider visiting the JHU Counseling Center. If you are concerned about a friend, encourage that person to seek out counseling. The Counseling Center is located at 3003 North Charles Street in Suite S-200 and can be reached at 410-516-8278 and online at studentaffairs.jhu.edu/counselingcenter.

AAP, Carey, EP, SAIS, SOE, SOM, SON, SPH

If you are struggling with anxiety, stress, depression, or other well-being-related concerns, please consider contacting the Johns Hopkins Student Assistance Program (JHSAP). If you are concerned about a friend, encourage that person to seek out counseling. JHSAP can be reached at 443-287-7000 or jhsap.org. JHSAP has counselors available via HIPAA-compliant televideo and at Johns Hopkins campuses in Baltimore and Washington.

Expanding mental health and well-being training options for faculty and staff as well as students was another essential recommendation of the 2018 report. Student Disability Services provides faculty training and consultation for individual departments upon request. The Homewood Counseling Center currently offers courses in Mental Health First Aid (MHFA)—a system for identifying, understanding, and responding to signs of mental illness and substance use disorders—and courses in Question, Persuade, Refer (QPR), which is an emergency mental health intervention system that teaches participants the warning signs of suicidal ideation and how to question, persuade, and refer someone to help. JHSAP provides faculty, staff, and peer trainings on identifying and responding to distressed students. These trainings help participants understand the signs of distress and possible interventions. The sessions review both internal and external resources, focusing on JHSAP consultations as well as referral options. Since 2018, the Homewood Counseling Center has administered MHFA trainings for faculty and staff.



MHFA is an eight-hour program that addresses the destigmatization of mental health while focusing on depression, anxiety, psychosis, and substance use. The program has been adapted by the National Council on Behavioral Health to be presented virtually or in a new hybrid version. As of fall 2020, four staff members are licensed to train in the program, and more trainers, will be added to the team in 2021 to expand the offerings.

Since 2018, the Homewood Counseling Center has administered MHFA trainings for faculty and staff. MHFA is an eight-hour program that addresses the destigmatization of mental health while focusing on depression, anxiety, psychosis, and substance use. The program has been adapted by the National Council on Behavioral Health to be presented virtually or in a new hybrid version. As of fall 2020, four staff members are licensed to train in the program, and more trainers will be added to the team in 2021 to expand the offerings.

Likewise, the Homewood Counseling Center has led seven QPR trainings for faculty and staff, including security officers, with 64 participants. For undergraduate students, the center has conducted five MHFA trainings for 60 students and 14 QPR trainings. Altogether, 365 undergraduate students participated in the trainings, including annual resident advisor (RA) training.

The QPR training was supported for a time in part by the Johns Hopkins Suicide Prevention Awareness, Response, and Coordination grant (JH-SPARC). This three-year Substance Abuse and Mental Health Services Administration (SAMHSA) grant was awarded in 2017 and grew out of the task force process. The goals of the grant were to provide a continuum of suicide prevention training, screening, and resources to advance the development of a comprehensive suicide prevention and early intervention service system for all Johns Hopkins students. The JH-SPARC grant funded the introduction of SilverCloud to the Hopkins community, orientation messaging and information for new Homewood students, the Interactive Screening Program (ISP), and the establishment of the Mental Health Working Group, an interdisciplinary and intercampus group that met monthly to promote better communication and collaboration about mental health–related activities. JH-SPARC also provided small grants. Although the pandemic prevented the recipients from conducting their programming as planned in spring 2020, they were able, thanks to help from the JH-SPARC team, to adapt their programs to a remote format. The three grant recipients were:

- ▼ The Peer Collective, a “by the students, for the students” initiative created by seven graduate students from the School of Medicine that seeks to connect students with their peers across years and programs to foster a community of support, encouragement, understanding, and inspiration through shared experiences
- ▼ Enhancing Suicide Awareness and Advocacy at Hopkins, a screening of the documentary *Suicide—The Ripple Effect* and discussion of the film. This event was organized by two School of Public Health students
- ▼ Mending the Mind: A Layered Experience Addressing and Releasing Trauma, served as an exploratory workshop series initiated by a School of Engineering graduate student that supports underrepresented minorities on the Hopkins campus by identifying and releasing trauma and stress while building self-worth and confidence in the intersections of identity.

Since 2018, JHSAP has provided 23 sessions reaching over 516 staff and faculty. The Mental Health Grad Network in the School of Public Health, in partnership with JHSAP, conducted training sessions that reached approximately 135 faculty members. Session offerings continue and are available upon request.

Campus Safety and Security officers participated in the Crisis Intervention Training (CIT) program based on a national model developed by the University of Memphis. CIT offers advanced de-escalation training that includes a focus on trauma-informed policing, mental illness, substance use, suicidal ideation, cultural and identity-based competencies, and ways to respond to people with intellectual and developmental disabilities. The university currently has more than 20 CIT-trained staff, primarily on the Homewood, Peabody, and East Baltimore campuses. JHU staff from Diversity and Inclusion and the Homewood Counseling Center are involved in the trainings. Campus Safety and Security also offers several emergency response guides to address issues such as active shooters, bomb threats, severe weather, and suspicious letters and packages.

Additional training sessions, workshops, and resources offered in partnership with Student Health and Well-Being staff included::

- ♥ January 2020: School of Education hosted a guest speaker on mental health crisis in higher education for adjunct faculty orientation.
- ♥ February 2020: QPR training with Homewood Security staff.
- ♥ April 2020: SHWB staff presented to KSAS directors of undergraduate studies to discuss how to respond to students in distress. This session was planned before the pandemic and was adapted to address teaching and engaging with students online during the period of COVID-19 restrictions.
- ♥ Communication to faculty and staff each semester about working with students in distress.
- ♥ Spring 2020: Added mental health and wellness language to syllabuses or online course websites/platforms in the schools of Medicine, Nursing, and Public Health.
- ♥ Student Disability Services provided faculty training and consultation for individual departments upon request.
- ♥ Staff from UHS Wellness, CHEW, and JHSAP served on the COVID-19 mental health task force in the Bloomberg School of Public Health.

Upcoming Initiatives

- ▼ Identify faculty champions within departments who will help facilitate partnerships between Student Health and Well-Being staff and the academic departments and can also be integral in helping develop content that is accessible and helpful to faculty.
- ▼ Adapt in-person training to online platforms.
- ▼ Enhance the training with JHU Campus Safety and Security on responding to alcohol and drug issues.
- ▼ Include certification training for mental health first aid delivery in online modalities.

Areas of Growth

- ▼ Review the emerging body of literature on best practices for faculty integration into well-being programs and referrals.
- ▼ Consult with constituency groups such as faculty, academic coordinators, teaching assistants, deans of education, security officers, and coaches to determine the feasibility of more widespread training and opportunities.
- ▼ Consider online training modules for students and trainees to enhance their well-being.
- ▼ Increase training that addresses the intersection of mental health, well-being, and identity (race, class, gender) for community members to strengthen their own cultural responsiveness.
- ▼ Revisit syllabus language to determine the frequency and utility of use.



Next Steps

This document serves as the first formal update to the task force recommendations. At a minimum, students, trainees, faculty, and staff can expect brief annual updates moving forward. As we arrive at the five-year mark of the initial forming of, and charge to, the Task Force on Student Mental Health and Well-Being, leadership will begin to evaluate the next phase of these recommendations. Over the next year, staff will examine the timeliness and applicability of the current recommendations and determine the extent to which a revised path forward is necessary.

As illustrated throughout this report, an incredible amount of progress and positive change has been made to benefit students' and learners' well-being. Despite the pandemic and financial hardships, university leadership has continued to financially invest in health and well-being by adding new staff roles and expanding service offerings. Staff are incredibly proud of the developments and also acknowledge there is more work to do. As the COVID-19 pandemic and structural racism persist in our communities, Student Health and Well-Being staff must continue to be vigilant in upstream prevention and coordinated response to well-being needs. Student Health and Well-Being staff are committed to leading with integrity, evidence-based practices, and our unique school cultures as our foundation, while continuing to question, critique, and develop skills in partnership with our Hopkins community.

