

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
DRUGS, ALCOHOL AND MENTAL HEALTH TASK FORCE
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI, FLORIDA
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and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Fernando Valverde convened the meeting on January 30, 2019, at 1:11 p.m. with the following members present: Governors Valverde, Kitson, Jordan (by phone), Tripp (by phone), White, and Zachariah; Florida Atlantic University Trustee Barbar; Florida Gulf Coast University Trustee Gable (by phone); Florida International University Trustee Lowell, New College of Florida Trustee Schulaner (by phone); University of Central Florida Trustee Marchena, University of North Florida Trustee Hyde, University of South Florida Trustee Watkins (arrived 1:16 p.m.), and University of West Florida Trustee O'Sullivan (by phone). A quorum was established.

2. Minutes of Task Force Meeting

Chair Valverde asked for a motion to approve the minutes from the November 7, 2018 Task Force meeting. Governor Zachariah moved to approve the minutes, Governor Tripp seconded the motion, and the motion carried unanimously.

3. Dashboard Project Update

Chair Valverde recognized Dr. Corey King, Vice President for Student Affairs and Enrollment Management at Florida Atlantic University and the Chair of the Council for Student Affairs (CSA), to give an update on the Dashboard Project.

Dr. King began by giving a high level overview of the different initiatives and goals of the project. In the first area of Student Wellness, Dr. King reported that all of the SUS institutions will adopt the use of the American College Health Association's National College Health Assessment by Spring 2020, and this assessment will be administered on a bi-annual basis. Dr. King also said all campuses are in the process or currently have a Healthy Campus 2020 Initiative Task Force or Committee in place. In the second area of Alcohol and Drugs, Dr. King reported that all institutions currently have programs in place to support Goal 4, which is to support students with non-drinking/ non-drug using lifestyle. In the third area of Mental Health, Dr. King reported that in regards to

Goal 4, all campuses have comprehensive needs assessments for incoming students. Dr. King reported that the SUS CSA has been exploring two tools to use to establish system-wide student wellness metrics. Dr. King added that the Council has also agreed to implement a system-wide mental health literacy program called Kognito. Dr. King said the Council is working with Kognito on an implementation date and working with the Council of Academic Vice Presidents (CAVP) on how to make it available to faculty.

Chair Valverde requested that Dr. King provide more information on what is occurring behind the scenes and what the Council of Student Affairs is doing to keep the Dashboard Project on schedule.

Dr. King recognized Dr. Kirk Dougher, the Assistant Vice President of Health and Wellness at Florida Atlantic University. Dr. King said Dr. Dougher has been leading the state counseling group, which has been meeting and making recommendations to the Council of Student Affairs about the College Health Association Assessment and other mental health initiatives. Dr. King also reported that Dr. Michael Deichen, from the University of Central Florida, is the leader and facilitator for the student health directors who has also been working with his colleagues to provide recommendations regarding student health and mental health. Dr. King also mentioned that the CSA is in conversations with the CAVP and Florida Student Association.

Chair Valverde thanked Dr. King and the members of his team for the all of their work on the Dashboard Project.

4. Mental Health: Best Practices in Education, Prevention, and Treatment

Chair Valverde said the next item on the agenda was an overview of best practices in education, prevention, and treatment relative to student mental health. Chair Valverde then recognized Dr. Eric Wagner, Professor in the Stempel College of Public Health and Social Work and Co-Director of Bridge at Florida International University, to provide an overview of promising approaches and programs for promoting student mental health.

Dr. Wagner gave an overview of the state of the science in promoting mental health among college students. Dr. Wagner noted that the college years are the peak onset for most mental health disorders such as mood, anxiety, and substance abuse disorders. He said there is also a high rate of mental health disorders and that approximately one-third of college students experience a mental health disorder each year. Lastly, he noted that most college mental health disorders go untreated and they tend to be long-lasting and recurrent. Dr. Wagner identified early screening, access to cognitive behavior treatment intervention, increased mental health literacy, more accessible systems of care for students, trained gatekeepers, and assertive mobile detection strategies for hard-to-reach cases as best practices to address mental health problems in college students. He noted the overarching goals of all strategies is to reduce stigma

about mental health, to increase awareness among all involved with college students, to increase help-seeking and treatment acceptability, and to promote mental health among students. In discussing mental health literacy and stigma, Dr. Wagner noted that college students struggle to define mental and emotional health, believe mental health is less important than other interests or activities they are engaged in, rely on unreliable information, and use extremes to talk about mental illness versus wellness. Dr. Wagner also said that some populations are high-risk for going untreated, such as male college students, Asian college students, and STEM students. Dr. Wagner also noted ways to increase access to care including health insurance, telehealth services, and multiple access points.

Dr. Wagner then presented on the developmental specificity of college students as they present with needs that are different from younger and older individuals. Dr. Wagner noted that there are some unique sets of experiences that impact college students such as expanding education, searching for career options, engaging in romantic relationships, and instability brought on by frequent moves or changes in intimate partners. He explained that this population has limited lifetime experiences with mental illness and substance abuse problems, and their willingness to address these issues will be different than someone who has had a long history of dealing with these issues. In order for college health services to be successful, Dr. Wagner said they require a genuine integration of multi-disciplinary and age-appropriate care, strong stigma free systems of care, have a novel approach of mental health care, and give attention to sub-threshold cases, which are people who experience impairments from drug or alcohol concerns or mental health concerns but do not meet diagnostic criteria. He noted that addressing these subthreshold cases would reduce the number of individuals that get diagnosed or that meet the threshold for mental health or substance abuse.

Dr. Wagner then gave an overview of counseling service models. The first model he discussed was the Comprehensive Counseling Center Model, which a number of the SUS institutions implement. He explained that this model has four pillars, which are clinical services, consultation and collaborative services; outreach and prevention programming, training, and education. Dr. Wagner said the second model used by some SUS institutions is the Behavior Health Continuum of Care Model. Dr. Wagner explained that this model focuses on the continuum from health promotion to the prevention of substance use or mental health problems to treatment or recovery. Lastly, Dr. Wagner gave an overview of the reach of services provided on campus along with topics that reach all students and targeted populations.

Governor Cerio asked about changes to the university environment and its potential influence on the increase of mental health, drug, and alcohol issues. Dr. Wagner said although the world has become a more complicated and stressful place, he believed that

the universities were doing a better job at diagnosing those individuals with mental health and substance abuse problems.

Governor White added that a lot of students are facing more challenges such as providing for their families, putting themselves through school, and that some do not have financial aid. Governor White asked Dr. Wagner to comment on mental health resources for people of color with mental health issues. Dr. Wagner responded that different cultures do have different thresholds for seeking help and support. Dr. Wagner said one of the institutes that he directed is concerned with promoting health equity and one of the biggest issues they deal with is providing more access and encouraging more Hispanic-Latinos, African-Americans, and Haitian-Americans to utilize services when they need them.

Governor Felton inquired about the effectiveness of training gatekeepers on those that need the services. Dr. Wagner answered that the relationship between training gatekeepers and reductions in mental health problems needs to be studied more.

Governor Patel asked about app-based early detection and how to identify which apps are the better ones. Dr. Wagner mentioned that the apps that have data available have been available the longest. Dr. Wagner suggested looking for apps that have research articles supporting their effectiveness and those that have been supported by NIH funding. However, he did add that there are several apps out there that are designed to make money rather than help people.

Dr. Kitson asked about data regarding the effectiveness of telehealth services. Dr. Wagner stated that he did not have any data but he is aware that data are available.

Chair Valverde thanked Dr. Wagner for his presentation. Chair Valverde then introduced Karen Oehme, Director of the Institute for Family Violence Studies at Florida State University (FSU), to present on Florida State University's Resiliency Project.

Ms. Oehme gave an overview of the Resiliency Project, which is a universal online training tool and portal that helps integrate all the information and services on the FSU campus. Ms. Oehme noted that the tool is something that every student can use and find something to help them. Ms. Oehme explained that the concept of resilience was chosen because adaptation to adversity is critical. Ms. Oehme then explained some of the design and services of the application including audio trainings from college experts, self-awareness exercises, cognitive exercises, frustration tolerance exercises, writings for mental health, and exercises designed to build coping skills. Ms. Oehme described the use of restorative narratives, which are peer-to-peer testimonials to destigmatize and normalize struggles that some students go through. Ms. Oehme explained that the goal was not to just tell the story but to provide action steps so that

students who are experiencing a problem understand that others have experienced it in the past, and that the university has specific programs and resources for those issues. Ms. Oehme noted that one common misconception is that if a university puts all of its resources on a website, the students know where to find the resources, which is not true, especially for special populations like transfer students or graduate students that did not attend the university as an undergraduate. Ms. Oehme said that one of the core pieces of the project is that it is not a standalone project but a campus campaign with participation from the President, Provost, and faculty. Ms. Oehme mentioned that the application also provides information for specific populations like students of color and discusses things like systematic racism and crimes against women and how joining identity groups on campus can improve a sense of belonging.

Ms. Oehme said the utilization data shows the project is working and that students find the toolkit believable and the information accurate and trustworthy. Ms. Oehme gave an overview of some of the different pages on the application including the skills pages and resource pages. Ms. Oehme noted that since the website launched in fall of 2018, several universities have contacted the organization requesting information and FSU has recently given the project funding to create a customizable toolkit.

Governor Kitson asked if first-year students had the most struggle with adjusting to college life. Ms. Oehme answered that first-year students are just at the beginning and so they have a special set of adjustment issues, but as students get older there are different issues for graduate students such as raising families, imposter syndrome, and starting jobs. Dr. James Clark, Dean of Florida State University's College of Social Work, mentioned that having a strong start is crucial, which is why the project encourages freshmen to add this application to their to-do list. Governor Kitson asked about using elements of the website throughout the SUS. Dr. Clark responded that they are currently in the process of developing a customizable toolkit so that could be a possibility. Dr. Clark noted that because there has been so much interest across the United States and in Florida that the focus is on how to build the customizable toolkit effectively and make the project sustainable.

Chancellor Criser inquired if college students were reflective of people in the same age group and stage in their life and if the same tool can be used for the population group in general or if there was something unique about colleges that was creating the additional stress. Dr. Clark answered that college students fall in the category of late adolescence and young adults, which is a particularly vulnerable period of human development. He explained that the project had its origins in a consultation project that was being done with one of the branches of the U.S. military, which was also experiencing similar issues with recruits who were not able to endure boot camp and having other issues during their first deployment that were similar to issues experienced on college campuses. Dr. Clark added that since this was an applied science project using studies on adverse childhood experiences and young adulthood

experiences, they were drawing on population studies broadly, so the project could have applications outside of the university. Ms. Oehme added that they have been receiving phone calls outside of the universities and will be giving a presentation to a local high school dealing with grief. Ms. Oehme said the project will be receiving the American Association of University Administrators 2019 Blackburn Award for solutions to common student problems.

Chair Valverde asked how much work has been done on conditioning students' minds on a certain sense of reality and how this could affect the ultimate emotional response to reality. Dr. Clark said that this project is not based in psychopathology but in human development and universal human experience. He explained that the focus is on how human beings make sense of experiences in the world and part of this is to not be conditioned by previous experiences but to teach students how to use language and create meaning so they can understand and exercise personal agency, even in a world that seems to be forbidden, driven, or all-powerful. The focus is to use language around experience and create meaning, purpose, and solutions.

Ms. Oehme reported that currently, the website is only available to FSU faculty, staff, and students because the Provost's Office was generous in providing the funding for two years to build the project. Ms. Oehme explained that the application was not accessible through the normal FSU website. Ms. Oehme acknowledged that there is an issue with others being able to use the website, but it is primarily an issue of funding.

Ms. Oehme was asked about the role of the ambassadors and explained that the role of the student ambassadors was to promote the project and destigmatize the use of the application. She explained the student ambassadors were not deputized to identify risky behaviors but that the ambassadors direct students to the different counseling resources that are available on campus who conduct the screenings.

Chair Valverde thanked Ms. Oehme for her presentation. Chair Valverde then introduced Dr. John Fogarty, Dean of the Florida State University College of Medicine, and Dr. Alma Littles, Senior Associate Dean for Medical Education and Academic Affairs and Professor at the Family Medicine and Rural Health at Florida State University, to provide a presentation on the education, prevention, and treatment of medical students with mental illness and burnout.

Dr. John Fogarty began by noting physician suicide, depression, and burnout among medical students, residents, and faculty were national issues, and then gave an overview of the scope of the problem, some national responses, and then local responses. Dr. Fogarty said that data suggests new medical students have less depression and high quality of life but this declines over time. He mentioned that burnout is prevalent among residents, students, and physicians and some studies show it rises as high 90%. Dr. Fogarty said the impact of burnout and depression is impacting

the whole health system through increased number of medical errors, decreased satisfaction rates, and other things associated with poor patient care. Dr. Fogarty reviewed causes of burnout including increased clinical demands, a loss of autonomy, increased government paperwork and requirements, performance measurement, decreased time with the patients, work-life balance, and other things that lead to a sense of isolation. Dr. Fogarty mentioned that the Florida Medical Schools conducted a survey in 2012 and found that many respondents experienced burnout, 10% described having suicidal ideation, and 70% said mental health counseling would be helpful but 60% admitted they have never sought help.

Dr. Littles gave an overview of the different activities that Florida medical schools have or will implement. Dr. Littles noted that many of the schools have formed wellness committees and all have some counseling aspects for the students. Dr. Littles then gave an overview of some of the services and initiatives at each medical school including mandatory counseling, vacation prescriptions to ensure people are taking time off, therapy pets, exercise, and other wellness activities. Dr. Littles noted that many physicians, residents, and medical students were refusing to seek help because they were concerned about the stigma counseling would place on them when they applied for their medical licenses. Dr. Littles said they are working with organizations in the State of Florida to review licensure application questions in order to continue to protect the safety of the public but also reduce the stigma or fear students, residents, and physicians have regarding seeking counseling services. She added that the Florida Board of Medicine will be looking at these questions during their April Board meeting.

Governor Cerio inquired about what would happen if a respondent answered yes to questions regarding issues that could impair ability to practice. Dr. Fogarty noted that they are trying to get away from the "have you ever" questions to the "do you presently have" and if a person says "yes," there is a box to explain. Governor Zachariah added that the Board of Medicine's duty is to protect the public and not protect the doctor.

Governor Cerio then asked if there was buy-in by medical school leadership and faculty regarding letting students know they are going to experience some issues and inform the students of the resources that are available. Dr. Littles said they do have faculty buy-in and a lot of individuals expressed interest in the wellness committee. She added that some faculty have also integrated some of the information into their coursework.

Governor Zachariah explained that even though a medical applicant writes that he/she sought medical counseling, the Board does not deny the license but requests that the person come in and explain why they got counseling. Dr. Fogarty added that the culture within medical schools is that students and residents believe that if they seek mental health services it will have a negative impact on licensure in the future.

Chair Valverde said that a lot of graduate medical education programs and residency programs are now pushing medical schools to get students better prepared for residency. Dr. Littles added that many schools have incorporated a residency preparation boot camp, and a lot of those wellness activities are integrated into that boot camp.

Chair Valverde thanked Dr. Fogarty and Dr. Littles for their presentation.

5. Student Wellness Initiatives Updates

Chair Valverde then re-introduced Dr. King to give an update on student wellness initiatives.

Dr. King gave an overview of student wellness, noting that some items were already addressed in the dashboard update including the adoption of the American College Health Association's National College Health Assessment, implementation of needs assessments at all campuses, and programs that support students non-drinking and wellness. In regards to Committee questions regarding peer counseling, Dr. King mentioned that nine of the institutions currently offer peer counseling programs, which require training prior to becoming a peer counselor. He said three additional institutions plan to implement peer counseling programs during the 2018-2019 Academic Year. In regards to Board questions about the Student Life Skills (SLS) Courses, Dr. King said there are nine institutions that offer a course as optional and further noted that some specific populations are required to take the courses such as freshmen with less than a 2.0 GPA, first-time college students, student athletes, resident assistants, and high school dual enrollment students. He added that CAVP will work on furthering the SLS courses on campuses. In regards to questions on faculty and staff mental health training, Dr. King said the Council on Student Affairs agreed that Kognito will be the software that will be implemented at all SUS institutions. He stated that CAVP will talk about faculty involvement and the CSA will begin conversations with the Vice Presidents of Finance regarding staff involvement. Dr. King then reported that all institutions have implemented policies, protocols, and procedures related to amnesty. Dr. King commented that the CSA was reviewing a hard waiver insurance proposal from the health center directors.

Chair Valverde thanked Dr. King for his report.

6. Concluding Remarks and Adjournment

Chair Valverde thanked the Task Force and presenters and adjourned the meeting at 2:55 p.m.

Dr. Fernando Valverde, Chair

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