

2020 Annual Program Review

Program Name: Center for Wellness and Wellbeing

Program Review Author: Susan Fila

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx> Click or tap here to enter text; the box will expand when you enter text.

See appendix attached.

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Students will be better able to articulate their presenting problem and identify ways to address their symptoms.	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	<p>Target population: Students who request services from CWW who are either self-referred or referred by a faculty /staff/peer.</p> <p>Means of Assessment: Clinical staff will pass out a survey one time per semester for one week or until 25 surveys are collected.</p> <p>Criteria for Success: 90% of students will report feeling better able to identify their presenting problem; 90% of students will report better ways to address their symptoms.</p> <p>Program Review update: The CWW team has implemented the survey for students looking at this question. We aim to administer the survey two times per year to a sample of students. We successfully implemented the survey in fall of 2019 and our hope is to be able to administer it properly spring 2021 in person to obtain a reasonable sample size.</p>
Students, faculty, and staff have an awareness of the services provided by the CWW.	<input checked="" type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	<p>Target population: Students, faculty, staff</p> <p>Means of Assessment: Surveys will be administered to students, faculty and staff, assessing for their knowledge of the resources available by the CWW.</p> <p>Criteria for Success: 90% of students will have an awareness of the services provided by the CWW; 90% of faculty and staff will have an awareness of the services provided by the CWW.</p> <p>Program Review update: The CWW team has surveys students on their awareness of services and we have found that only 50% of students have awareness of CWW services on campus. The CWW team would like to administer surveys to faculty and staff to ensure they (especially new staff) are aware of all the services provided by</p>

		the center. Our hope is to tag these questions on to an existing survey coming up fall 2020.
The CWW will work with special programs and satellite campus sites to address the needs of their students.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	<p>Target population: Special programs; satellite campus sites; students in special programs and satellite campus sites.</p> <p>Means of Assessment: Surveys will be administered to special program staff, assessing for how well the CWW meets their student’s needs.</p> <p>Criteria for Success: Special program and satellite campus staff will report that the CWW staff work with them effectively to meet their student’s needs.</p> <p>Program Review update: The CWW team has assessed the mental health needs of each of the satellite campus sites and all special programs, though not through surveys but rather through dialogue. This has resulted in the addition of one part time therapist for the satellite sites, one part time therapist for Black Collegians, one part time therapists for Dream and STEM, and the use of community partnerships for areas such as the Veterans Resource Center and Guardian Scholars.</p>
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Completed	Click or tap here to enter text.

III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

<p>Student Mental Health continues to be a concern nationally as surveys show up to 50% of students attending college experience some form of distress. In the area of mental health, SMC has been successful in the following:</p> <ul style="list-style-type: none"> • Securing a new Chancellors office proposition 63 mental health grant • Providing increased mental health services to the three satellite campus sites (CMD, PAC, Bundy), DREAM and STEM • Expanding anonymous mental health screening to now be available online • Expanding our social work intern program to other departments which now include the Care and Prevention Team, Center for Wellness and Wellbeing, Basic Needs, Student Equity Center, and the Veterans Resource Center. Additionally, new graduate social work schools have been added to include Columbia University, USC, UCLA, and Cal State Dominguez Hills • SMC’s 24/7 hotline continues to be highly utilized, with record usage during the pandemic • Expanded mindfulness workshops to students, faculty and staff • Hiring a new grant funded clinician in Black Collegians, during a time when student mental health for Black and African American students must be a top priority • Successfully ended our second year of Active Minds student club and have expanded membership substantially. New areas of development spinning off from Active Minds include a knitting club, a “Stall Talk” newsletter updated monthly on the back of bathroom stalls, and many more • Winning the 2020 Active Minds Healthy Campus award and have been invited to speak at two national conferences associated with the award, a Chancellor’s Office presentation on student mental health and basic

- needs, as well as a presentation for the Milken Institute on community college student mental health needs
- Representing mental health at the State level with the Director of Health and Wellbeing sitting as current President for 2020/2021 of the Mental Health and Wellness Association for California Community Colleges
- Getting involved in Statewide initiatives including Chairing several committees for UCLA’s Behavioral Research Team for the Screening and Treatment for Anxiety and Depression (STAND), whose goal is provide evidence based short term mental health treatment to California’s Community Colleges

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

Mental health needs on college campuses, particularly community college campuses continue to rise and the Center for Wellness and Wellbeing are challenged each year to find creative ways to meet the ever growing needs. Recommended ratios of clinicians providing counseling services to students is 1 to 1,000-1,500 according to the international accreditation of counseling services. SMC’s mental health services (including all special program therapists) total 4.95 clinicians, giving a ratio of 1 clinician to 6,060 students. This number is also likely much higher because special program clinicians only see students in that special program, which leaves the main Center for Wellness and Wellbeing at a much higher ratio. Clinicians with ratios this high are challenged with legal and ethical concerns on a regular basis. Additionally, providing quality evidence based care is not possible. As a result, our center, and most others in the California Community College system, have had to pivot our services to drop-in crisis response, short term (1-3 sessions) to avoid long wait lists.

True program effectiveness measured by positive mental health outcomes would require additional therapeutic support. We are very thankful for the various grants received by the state Chancellors office, which have allowed us to hire temporary support (3 of our part time special program clinicians are 100% grant funded), and are working with the Mental Health and Wellness Association to advocate for ongoing mental health funding from the State to sustain our current level of programming. It is important that the district have awareness of these needs as we continue to advocate for adequate funding to support an appropriate level of care for our students.

Additionally, we hope to have discussions with the master planning group to ensure that student health and wellness are prioritized as one comprehensive full-service location. This is an international best practice for providing equitable access to physical and mental health service, reducing stigma and improving quality of care.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	Click or tap here to enter text.	Click or tap here to enter text.
Facilities (info inputted here will be given to DPAC Facilitates Comm.)	We would like Health and Wellness services to be included in the facilities master plan in an intentional way.	As the college begins to develop its master plan, we do not want health and wellness services to be forgotten. Student Health and

		Mental Health is key to academic success and we would like to ensure these services are included in intentional ways.
Equipment, Technology, Supplies <i>(tech inputted here will be given to Technology Planning Committee)</i>	Click or tap here to enter text.	Click or tap here to enter text.
Professional Development	Click or tap here to enter text.	Click or tap here to enter text.

V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

Challenges for the Center for Wellness and Wellbeing have included the move to remote services providing tele mental health for students. While this was challenging at first, our clinical team has successfully adapted and is learning new skills we intend to make part of our department once we return to on-ground services. For example, we do plan to continue tele mental health options for students in the future as well as students in some form or fashion.

VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> • Advisory attendance • Internship site • Donations • Job placement • Other 	Optional: Additional information about partnership or collaboration
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.

The following section will be completed by your program's area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program's annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_eric@smc.edu). If you have any questions, please contact us!

Thank you for your input!

Program Review 2019/2020 Center for Wellness and Wellbeing Appendix to Program Description

The Center for Wellness and Wellbeing (CWW) provides a wide range of direct and indirect mental health services to the Santa Monica College community. The primary focus is to provide services to enhance the personal well-being, psycho-social development, and academic advancement of a diverse student population. Direct services provided include short-term, solution-focused, individual therapy, crisis intervention, training and psycho-educational workshops, drug and alcohol prevention, outreach and faculty/staff training and consultation. The Center for Wellness and Wellbeing is funded 100% through student health fees and shared with the Health Services Center.

According to a recent Active Minds survey, 80% of college students reported their mental health was negatively impacted due to COVID-19. It is more important now than ever to ensure our student know where to access quality affordable mental health care to ensure overall academic success. Below are some of the ways the Center for Wellness and Wellbeing addresses student mental health.

Direct Face-to-face Intervention

The CWW provide students with confidential, short-term, evidenced-based counseling, psycho-education, crisis intervention, and referrals for longer-term therapeutic intervention. The Center's staff are available 5 days per week to meet students varying mental health needs. In addition, several special programs and all satellite campus sites have licensed mental health clinicians who operate under the CWW umbrella of services, including: Guardians Scholars (10 hours), DSPS (18 hours), Veterans Resource Center (through community partnerships), Latino Center (18 hours), Black Collegians (18 hours), STEM (9 hours), Dream (9 hours), Bundy (6 hours), PAC (6 hours), and CMD (6 hours). When staff are not available to meet with students or when the Center is closed after-hours or during the holidays or month of August, an after-hours crisis line, has been set up for students. The crisis line, Protocall, is a 24/7 comprehensive service where mental health professionals respond to students in need by conducting throughout psychosocial assessments and providing referrals when needed.

The Center also has a variety of community based organization (CBO) partnerships that assist in getting students in to longer-term treatment. These include low fee community counseling agencies, community psychiatrists, and county mental health providers. Community partnerships are key to ensuring that students who need long term treatment and case management, have access to it. In addition, clinicians work regularly with insurance companies to connect students who covered providers. Getting students connected to all of these services takes time and a knowledge of systems. Clinicians take a hands-on approach with students, often calling insurance providers, and CBO's on a student's behalf to ensure their mental health needs are met.

Indirect Mental Health Services

The Faculty Coordinator and/or Centers psychologist, post-doctoral intern, and Director all sit on the Crisis Prevention Team (CPT) to discuss high risk students. Many of these students are referred for services in the CWW in order to stabilize their behaviors. In addition to serving as members and consultants of the CPT, the Faculty Coordinator also sits on a weekly Core Team meeting (a sub group of the CPT) is often consulted with by faculty and staff who are struggling with disruptive and distressing students.

CWW is also a member of the Mental Health and Wellness Association (MHWA). MHWA provides up-to-date state regulations and changes, as well as best practices for community colleges. The Director recently became the President of the MHWA Board and will lead both the northern and southern annual meetings.

Psychosocial Education and Training

In addition to the direct and indirect services, CWW staff also consult regularly with faculty and staff about how to manage student behavior in and out of the class. The CWW is used as a resource for staff who need assistance in dealing with student's mental health needs. Often this leads to a student referral to CWW.

In partnership with Student Judicial Affairs, Mental Health First Aid trainings are given several times throughout the year for faculty, staff, and students who are interested. Mental Health First Aid is a national program that consists of an 8 hour certificate course where people learn the skills to help someone who is developing a mental health problem or experiencing a crisis. The program has evidence of building mental health literacy, and helps the campus to identify, understand, and respond to signs of mental illness.

Question, Persuade, Response (QPR) and Validate, Appreciate, Refer (VAR) are other ways CWW reaches the larger campus community to help identify the risks of students experiencing suicidal thoughts. QPR and VAR are both innovative, practical, and evidence-based suicide prevention models that are open to faculty, staff, and students.

The CWW also provides a variety of classroom workshops for students throughout the academic year to include topics such as the following:

- Weekly mindfulness drop in workshops
- Safe Zone for LGBTQ+ students
- Student led Alcoholics Anonymous and Narcotics Anonymous groups
- Parenting groups during VIP welcome day/week
- Stress management
- Is this love? Building healthier relationships
- Myths and facts about addiction
- Stressed about tests
- Perception, distortions and breaking free: Debunking food myths and body image
- What to do when a friend is suicidal
- Happiness is an inside job
- Wired and tired: How to improve your sleep
- Don't believe everything you think: How to change your negative thoughts
- Marijuana basics
- Introduction to meditation
- Counting blessings vs. burdens: The positive effects of gratitude
- Music and mental health: Using music for expression and healing
- Control your anger before it controls you
- Navigating alcohol and drugs in college