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ENHANCING PEER SUPPORT AT UT

mental health



awareness

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Peer support changes lives.

AGENDA

INTRODUCTION



Problem Definition & Research Question.

LITERATURE REVIEW



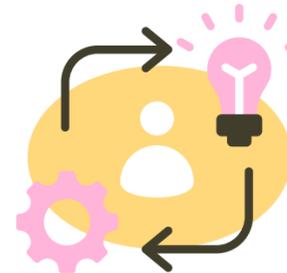
Evidence-based background for Peer Support.

EXISTING MODELS



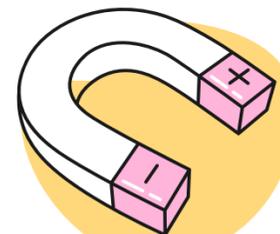
Approaches taken by other universities.

METHODOLOGY



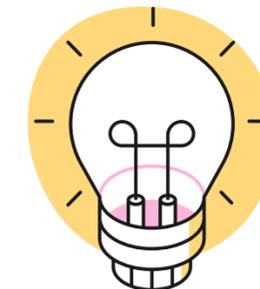
Understanding UT's Peer Support system.

BENEFITS & CONCERNS



Factors to consider in policy recommendations.

RECOMENDATIONS



Research backed policy recommendations for implementation.

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INTRODUCTION

Problem Definition

UT has various peer support resources available, but there is a gap between the programs offered & students' awareness & usage of them. Our research aims to integrate best practices for peer recovery support into mental health and wellbeing programs to promote a stronger culture of community care.

Research Question

What are the gaps between best practices for peer support service and what UT is currently offering?



PEER SUPPORT

Network of individuals who share similar experiences or backgrounds & **provide support to one another through a structured program or informal relationships.**

GOALS

Providing emotional, & practical assistance to others who share similar experiences, with the goal of **reducing stigma & empowering individuals.**

ACADEMIC RESEARCH

Research shows peer support brings in **“experientially credentialed” individuals who can provide excellent non-clinical, strengths-based support to others.**

PEER SUPPORT: ONE PART OF THE "STEPPED CARE" MODEL

- Provide the appropriate level of care to individuals based on their level of needs.
- Optimizing the use of resources.
- Decrease over-burdening on limited resources.
- Cost-efficiency.

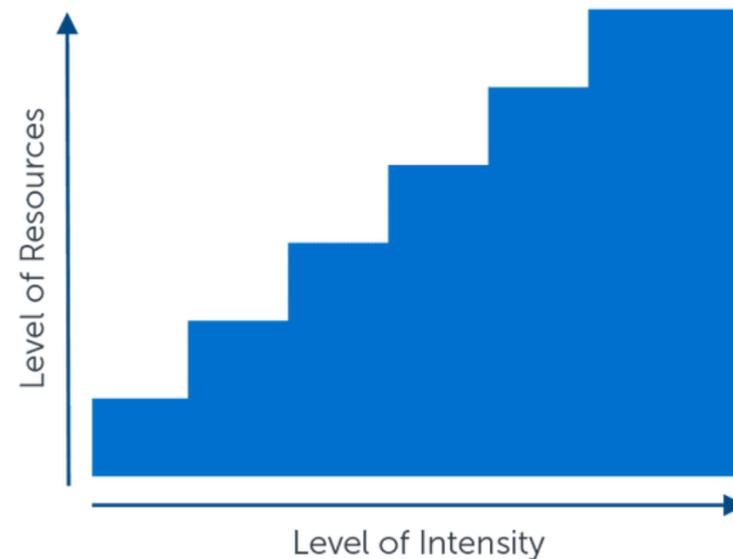
Self Care,
Community,
Wellness Centers, etc.

Professional
Counseling

Peer
Support

Building Options for Students

A Conceptual Model of Stepped Care



Key Principles of Stepped Care

- ✓ Care is stepped up or down as needed, based on students' changing concerns
- ✓ Prioritizes the least intensive and most effective treatment option
- ✓ Saves the most limited and intensive clinical resources for students who need them most
- ✓ Depends on a wide range of services, including self-help resources, peer support, online tools, and on- and off-campus therapy

REACTIVE

PROACTIVE

1 PRACTICE SELF-CARE

- Learn about the connections between physical and mental health and ways to nourish your body, to include the benefits of nature
- Engage in prayer, meditation, and mindfulness
- Get 30 minutes of moderate to vigorous physical activity each day
- Sleep uninterrupted for 7 - 8 hours each night
- Eat a balanced diet including an appropriate amount of water based on individual characteristics such as sex and body weight
- Gather information and develop a sense of self-awareness via YOU@Dayton (wellbeing.udayton.edu)

2 BUILD YOUR COMMUNITY

- Build a network of support by joining a University-sponsored organization
- Participate in Intramural Sports, Sport Clubs, Group Fitness, and Outdoor Recreation (activeflyers.udayton.edu)
- Establish a connection to the city of Dayton through volunteerism and service
- Attend UD Late Night events
- Foster supportive relationships through retreats, mentorship opportunities, research with faculty, and campus employment

3 DEVELOP YOUR SKILLS

- Mental Health education and training opportunities at go.udayton.edu/mentalhealth
- Additional training opportunities including Ally+ Workshop, Green Dot, and Recovery is Spoken Here (RISH)
- Anxiety & Depression Toolbox Seminar with the Counseling Center
- Explore strategies to set wellbeing goals so that you can succeed, thrive, and matter at YOU@Dayton (wellbeing.udayton.edu)
- Educational workshops, tutoring, supplemental instruction (SI), Academic Coaching, and Library Services

4 TALK ABOUT YOUR CONCERNS

- Talk to a friend, family member, mentor, or trusted individual
- Engage with peer mentor programs such as R.A., Neighborhood Fellow. PAVE, Q*mmunity Leaders, Diversity Peer Educators, Co-Pilots, and Flyer IMPACT
- Participate in "Let's Talk" sessions at the Counseling Center
- Reach out to Academic Advisors
- Utilize support resources such as Campus Ministry, Global and Intercultural Affairs Center, Multi-Ethnic Education and Engagement Center, Military and Veteran Programs and Services, Office of Diversity and Inclusion, and Women's Center

5 UTILIZE CAMPUS RESOURCES

- Counseling Center
- Campus Ministry
- Center for Alcohol and Other Drug Resources and Education (CADRE) individual or group appointments
- Student Health Center
- Brook Center
- Office of Learning Resources
- Housing & Residence Life
- Equity Compliance Office
- Food4Flyers Food Pantry

6 ACCEPT ASSISTANCE & SUPPORT

- Counseling Center Crisis Appointments
- Dean of Students Office
- Community Standards and Civility
- Academic Deans
- Global and Intercultural Affairs Center

7 SEEK IMMEDIATE HELP

- Call Public Safety: 937-229-2121
- Call 911 (UD campus phones)
- Crisis Text Line: Text HOME to 741741
- Call 988 (Suicide and Crisis Lifeline)
- YWCA Local Crisis Line: 937-222-SAFE
- Seek care at the hospital

AUTONOMY

Revised June 2022

INTERVENTION

Source: University of Dayton, 2022.



LITERATURE REVIEW

EVIDENCE BASED FRAMEWORK FOR PEER SUPPORT AND OUTCOMES

Research suggests that peer support can be particularly beneficial for individuals with mental health conditions, as it can help to reduce feelings of isolation and increase feelings of connectedness and belonging.

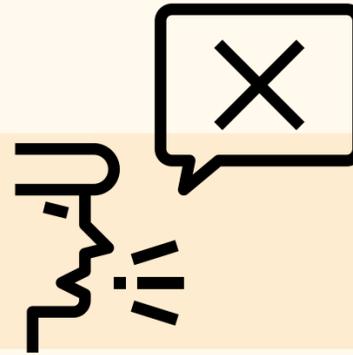


EVIDENCE-BASED FRAMEWORK OF PEER SUPPORT



INSPIRE HOPE AND RESILIENCY

(Davidson et al., 2012)



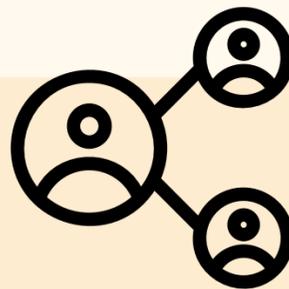
DISPEL MYTHS ABOUT MENTAL HEALTH & SUBSTANCE ABUSE

(Corrigan et al., 2013)



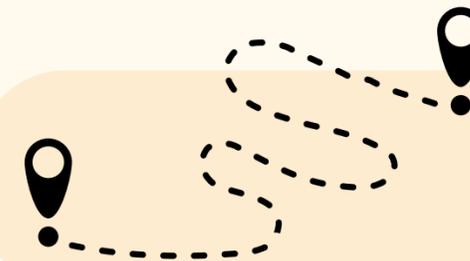
WALK WITH PEOPLE ON THEIR JOURNEY

(Corrigan et al., 2013)



EXPERIENCE-SHARING OFFERS HOPE AND SENSE OF MUTUALITY

(Davidson et al., 1999)



HELP MENTEES CREATE ROADMAP FOR GOALS

(Davidson et al., 2012)

EVIDENCE-BASED OUTCOMES OF PEER SUPPORT

EFFECTIVE IN MENTAL HEALTH RECOVERY JOURNEY

(Davidson, et al., 2012)

DECREASED COSTS TO MENTAL HEALTH SYSTEMS

(Trachtenberg, et al., 2013)

INCREASE IN EMPOWERMENT SCORES

(Resnick & Rosenheck, 2008)

REDUCTION OF IN-PATIENT SERVICES

(Chinman, et al., 2014)

RISE IN SELF-ESTEEM & CONFIDENCE

(Davidson, et al. 1999; Salzer, 2002)

LOWER RATES OF DEPRESSION

Source: Davidson et al., 2012

ENGAGEMENT IN SELF-CARE & WELLNESS

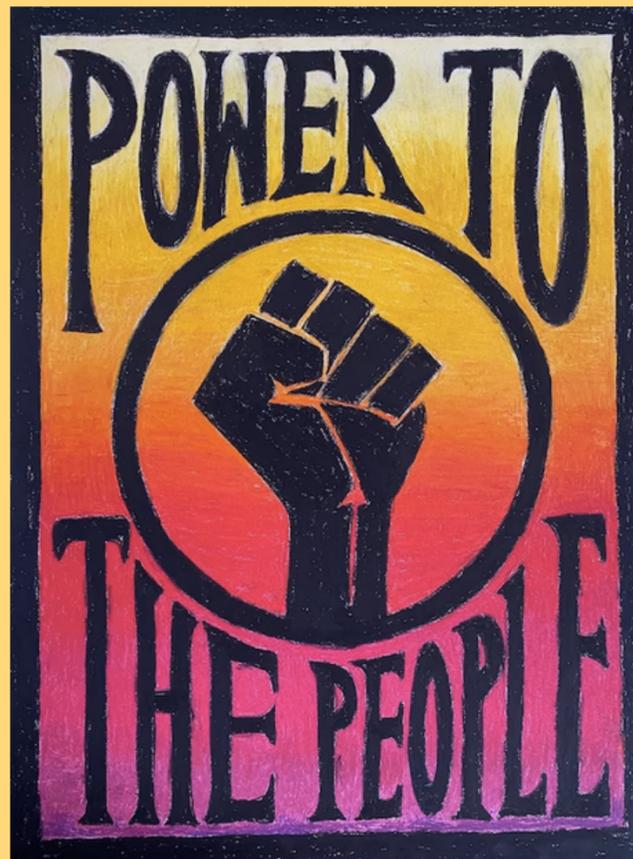
(Davidson et al., 2012)

REDUCTION IN HOSPITAL ADMISSION RATES

(Davidson, et al., 2012)

WHEN DID UNIVERSITY PEER SUPPORT BEGIN?

ANTI-ESTABLISHMENT MOVEMENT
ALTERNATIVES TO CLINICAL
PRACTICES

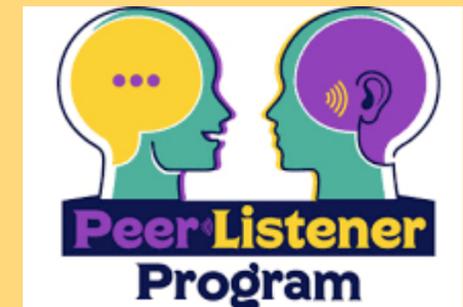


HOW HAS PEER SUPPORT EXPANDED?

TYPES OF PEER SUPPORT
PROGRAMS



Peer education
programs



Peer Short term mental
health coaching

Peer mental health
support groups



METHODOLOGY

Purpose

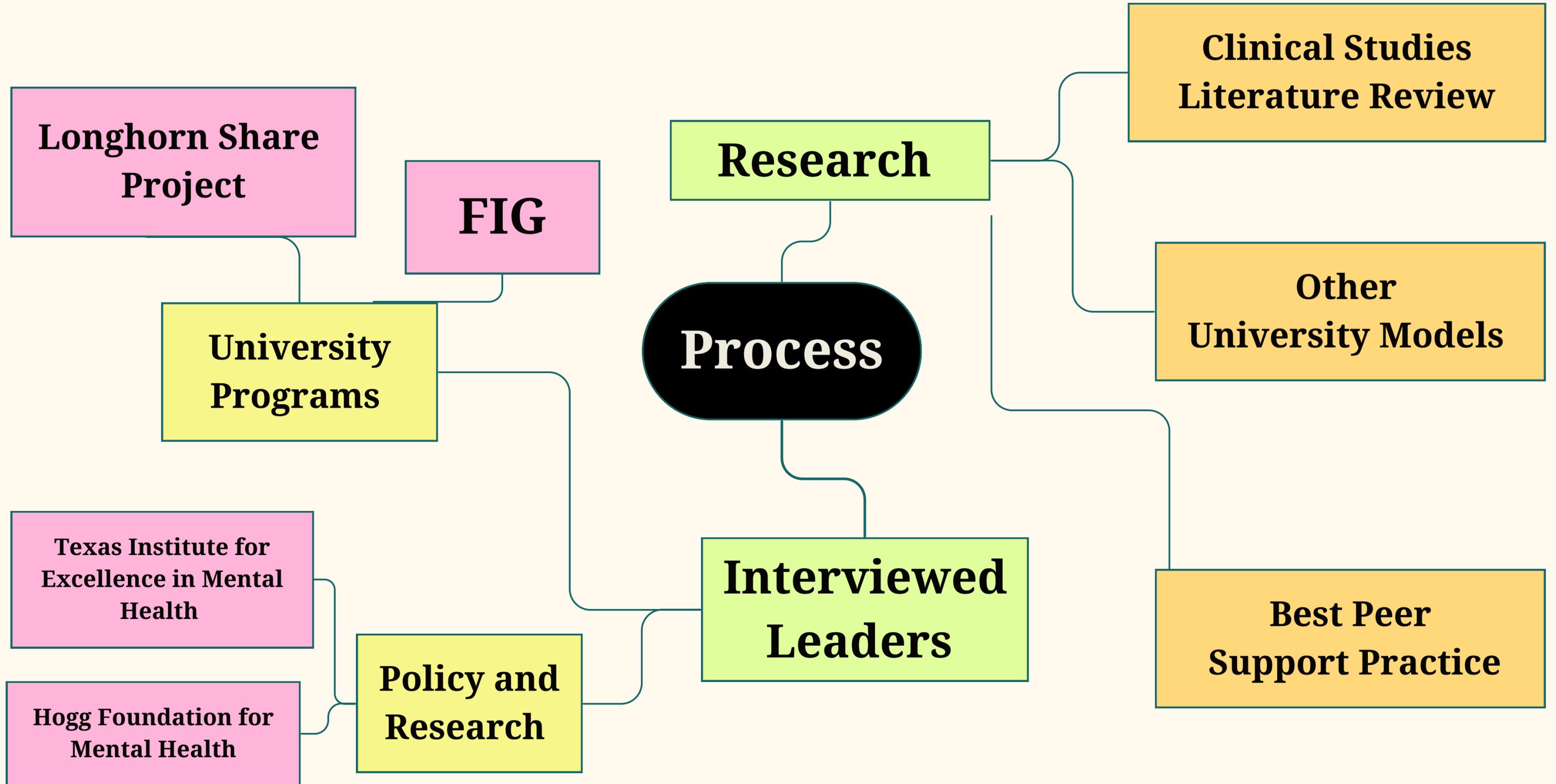
To better understand what peer support looks like at UT & best practices for peer support overall.

Process

- Academic Research
- Examples from other universities
- Interviewed leaders involved with
 - FIG Program
 - Longhorn Share Project
 - Hogg Foundation for Mental Health
 - Texas Institute for Excellence in Mental Health



METHODOLOGY





BENEFITS & CONCERNS

To develop good policy recommendations for peer support programs, it is important to consider both the benefits and concerns associated with these programs.



Benefits of Peer Support

- Creates social connectedness through shared experience
 - Protective and Preventative
- Assist in referring to higher levels of care
 - Strong knowledge and relationship
 - Ease burden of care
- Interdisciplinary foundation that helps a variety of students
 - Builds lifelong skills

Concerns of Peer Support

- Possibility of harm for those involved
- Limited by purpose and acuity level
- Sustainability issues
 - Funding, human resources, physical space, promotion/outreach, training, and design



RECOMMENDATIONS

By taking a comprehensive approach that considers all of the aforementioned factors regarding Peer Support programs, we have made some recommendations.

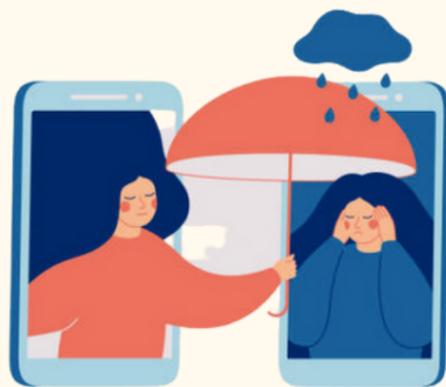
RECOMMENDATIONS

FIG Expansion



- Provides 'built in' community for students
- Includes mental wellbeing curriculum
- Challenge: Not enough physical space
- Solution: rotate in-person and virtual FIG meetings

1-to-1 Peer Pilot Program



- Pilot program that pairs peers with each other
- Symbiotic hear and be heard relationship
- Challenge: empowering students with the appropriate training to support one another
- In-person, virtual, or via texting

RECOMMENDATIONS



Share Support Specialists

- Increase outreach efforts to students
- Remove barriers to becoming Share Support Specialists
- Aim to increase the number of communities centered around specific issues



Hire LSP Staff

- LSP serves as an important component of UT's Mental Health Response
- Provide additional LSP programming
- Increase mental health prevention services

RECOMMENDATIONS

Track Peer Programs Impact



- Does the use of peer programs impact the use of Counseling resources?
- Increase vs decrease

Austin Resource Database



- Resources within greater Austin community
- Provides a link to communities that exist after graduation
- Alleviates the stress on UT's resources
- Austin resources offer a way to seek help away from a student's university community
- Increased anonymity & privacy



**THANK
YOU**



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