Project ECHO for Campus Suicide Prevention

March 2, 2021

Enhancing Students' Sense of Belongingness
 Jane Wiggins, Ph.D.

Case presentation by:
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Project ECHO® for Campus Suicide Prevention is part of the larger ECHO educational community that was created by the
University of New Mexico's Health Sciences Center

In order to support Project ECHO®, we collect the following participation data:
Participant's name, e-mail, credentials, role, and institution

These data allow Project ECHO® to measure, analyze, and report on the movement's reach. It may be used in reports, on maps and visualizations, for research, for communications and surveys, for data quality assurance activities, and for decision-making related to new initiatives.

Data Collection

Logging on as an ECHO® participant through Zoom serves as permission to be included in the reporting and to be recorded. Each session is recorded, stored, and made available to other ECHO participants.

We will record the introduction and didactic portions of our sessions

We will NOT record case presentations

Portions of sessions will be recorded

1. Overview of ECHO® session (12:00 pm)
2. Introductions (12:05)
3. Didactic Presentation (12:15)
4. Case Presentation (12:50 pm)

    A. Case presented (5 min)

    B. Clarifying questions

        a. ECHO® participants

        b. CSPCVA hub

        c. Case summary by ECHO® discussion leader

    C. Recommendations

        a. ECHO® participants

        b. CSPCVA hub

        c. Summary of recommendations by ECHO® discussion leader

5. Closing remarks and questions (1:25 pm)

What Does an ECHO® Session Look Like?

Participation Tips

- All participants are muted during the presentation.

- If you have a question or comment during discussions, please raise your hand. We will call on you. Press your space bar to talk.

- *We encourage participation.* (Reminder: participation is recorded.)

- If you called with a phone to hear the audio, hit *6 to unmute yourself.

- For technical problems (such as echoing, audio level etc.), use the chat function to contact our IT specialist, Gabe Anderson, who will assist.

CE Credits

for Project ECHO for Campus Suicide Prevention will be available through James Madison University.

(see Project ECHO syllabus or website for more info)

Introductions

We'll consider:

- **What is "Belongingness"**

- **Why is it important?**

- **What can you do?**

- **What can your campus do?**

"In terms of college, sense of belonging refers to students' perceived social support on campus, **a feeling or sensation** of connectedness, and the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff and peers."
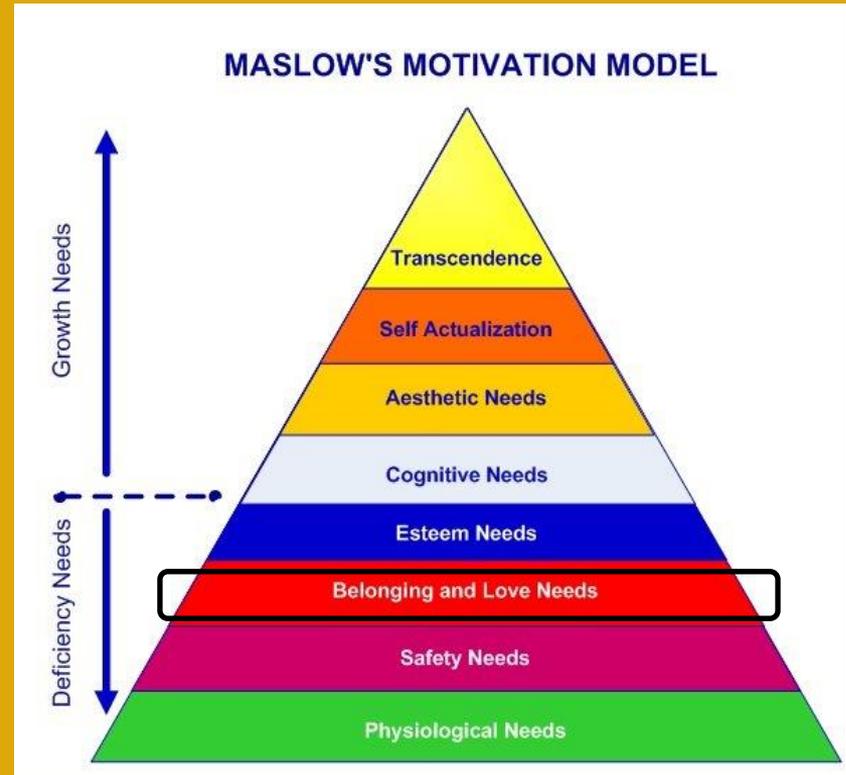
College Students' Sense of Belonging: A Key to Educational Success for All Students. 2nd Edition. Terrell L. Strayhorn, 2012

What is "Belongingness?"

"Growth needs" emerge when basic needs are satisfied **enough.**

"Deficiency needs" become **stronger** when they are not met.

MASLOW'S MOTIVATION MODEL

Growth Needs
- Transcendence
- Self Actualization
- Aesthetic Needs
- Cognitive Needs

Deficiency Needs
- Esteem Needs
- Belonging and Love Needs
- Safety Needs
- Physiological Needs

Why is it important?

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Belongingness is a basic human need
that drives behavior.

To achieve belonging, people will join clubs/churches/ gangs, buy particular cars, use illegal drugs, dress alike, adopt beliefs... etc.

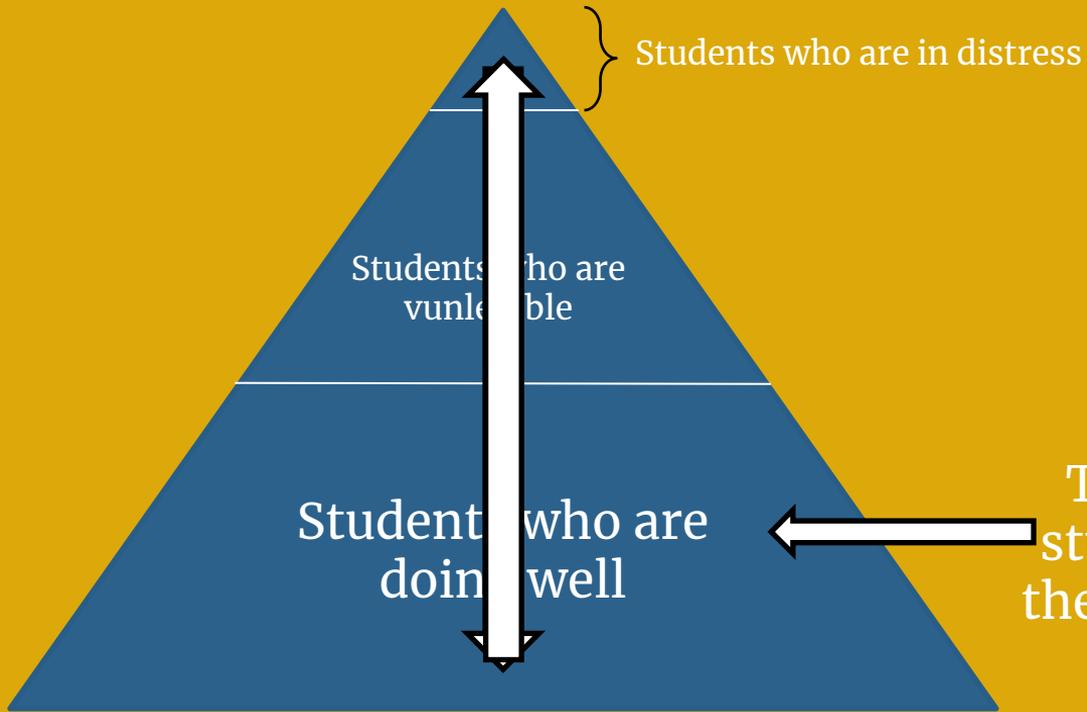Like water running downhill––– it will find a way

Students will choose a college or choose to leave a college...

Why is it important?

Think of the times, places, settings that come to mind for you....

When you felt a sense of "Belonging."

Why is it important?

Students who are in distress

Students who are vunlerable

Students who are doing well

The better we promote student well-being **here**, the less often we will work in crisis mode

Why is it important?

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"Belongingness" among college students has been studied for several decades.

Having a sense of belonging is associated with:
- Academic success
- Persistence and resilience
- Mental Health
- Willingness to use resources
- Graduation rates

Why is it important?

Finding a sense of belonging can be more difficult for some groups of students

- Black, Brown and Native students

- First generation students

- International students

- LGBTQ+ students

- Who else?

Why is it important?

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BUT...
It seems to depend on the setting!

In one study, Black, Hispanic and Native students reported a **lower** sense of belonging on 4-year campuses....

but a HIGHER sense of belonging on 2-year campuses.
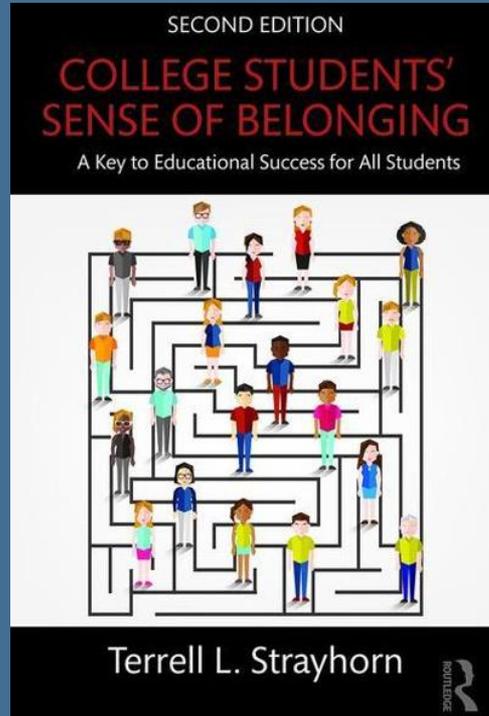
Why is it important?

1. Belongingness influences enrollment, retention and graduation

2. Limited generalization across campuses

3. Connectedness $\neq$ Belongingness

Important to consider

Things you can do

Learn more about belongingness

SECOND EDITION

COLLEGE STUDENTS' SENSE OF BELONGING

A Key to Educational Success for All Students

Terrell L. Strayhorn

Talk to students and colleagues on your campus.

"How do you fit in here?"

"Where do you feel most at home here?"

"What about this campus helps you feel good about being here?"

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Things your campus can do

Collect data:

USC used an survey of 5 items
(The Healthy Minds Network, 2018)

1. 'I feel valued as an individual at this school',

2. 'I feel I belong at this school',

3. 'I have considered leaving this school because I felt isolated or unwelcomed (reversed coding)'

4. 'This school is a place where I am able to perform up to my full potential,'

5. 'I have found one or more communities or groups where I feel I belong at this school'.

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Things your campus can do

Learn from our own data:

The 2021 Healthy Minds Study (9 VA schools)

1. 'I feel valued as an individual at this school',

2. 'This school is a place where I am able to perform up to my full potential,'

3. 'I have found one or more communities or groups where I feel I belong at this school'.

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Things your campus can do

Require training for students, faculty and staff

EVERFI

→ Request a Demo

HIGHER EDUCATION

Diversity and Inclusion Training for College Students

Build a campus culture of inclusive excellence.

THIS COURSE COVERS

Allyship   Identity   Imposter Syndrome   Identity Power and Privilege   Oppression Bias

Unconscious Bias   Bystander Intervention   Self-Care

DIVERSITY EQUITY & INCLUSION COURSE OVERVIEW

73% of students believe that their institution's diversity and inclusion programming is either weak or non-existent. While diversity, equity, and inclusion are frequently included as an institutional priority, EVERFI's training courses reinforce that commitment on a

Request a Demo Today

Fill out the form below for your free demo of our DE&I offerings.

* WORK EMAIL:

* PHONE NUMBER:

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Things your campus can do

Provide tips for faculty

"Tips for Supporting Your Students' Sense of Belonging in Your Classroom

The following tips have been created for instructors who wish to support their students' sense of belonging in the classroom. For more information about the research behind these tips, check out the references and additional resources pages below".

From the University Center for the Advancement of Teaching
Ohio State University (OSU.EDU)

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Things your campus can do

Involve students

- As advisors to the work

- Use focus groups of students to inform the conversation

- Embed peer mentor in academic support roles*

*Webinar on using peers supports to close equity gaps: https://eab.com/research/academic-affairs/webinar/how-to-scale-peer-to-peer-support-programs-to-close-equity-gaps/
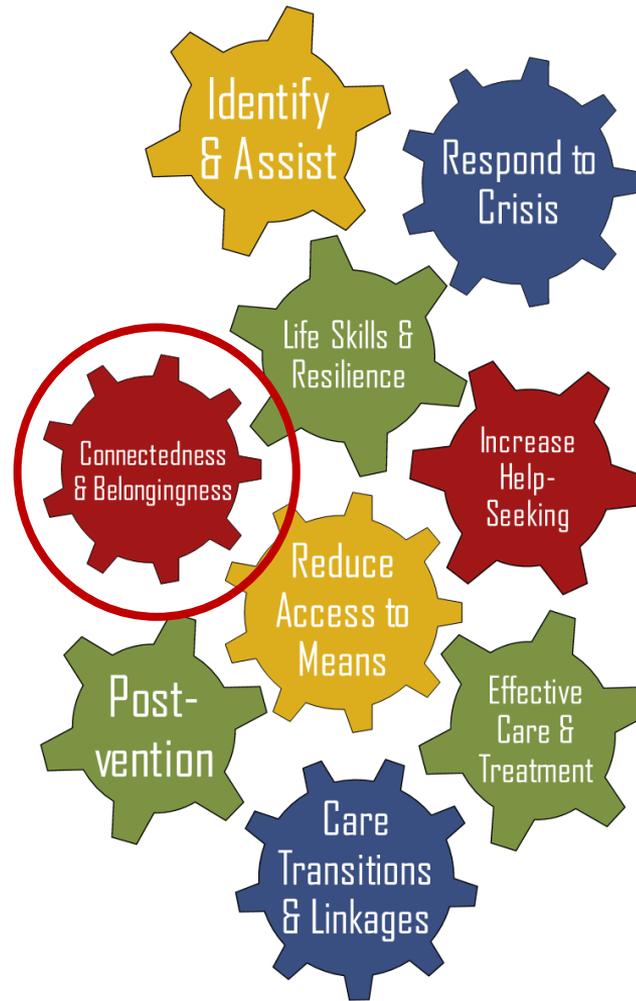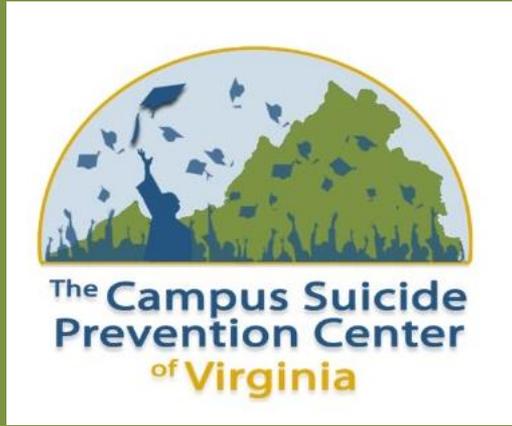
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Things your campus can do

Create Structured Environments

- Living and learning communities

- Re-configure course sections for some majors (e.g. STEM) (The Harvey Mudd College Story)

- Interest groups, e.g., "Women in STEM" (Longwood College)

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A Comprehensive Approach

Identify & Assist

Respond to Crisis

Life Skills & Resilience

Connectedness & Belongingness

Increase Help-Seeking

Reduce Access to Means

Post-vention

Effective Care & Treatment

Care Transitions & Linkages

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Questions?

www.CampusSuicidePreventionVA.org/

Case Presentation

Omari Miller, MSW
Mary Baldwin University

Case Discussion

Interested in CAMS Training?

3 hour online course for counseling professionals in a suicide-specific treatment model

Contact Jane - wigginjr@jmu.edu

NSPL Wallet Cards Available

Contact Jane Wiggins
wigginjr@jmu.edu

Let her know how many packs of 100 you would like

The Lifeline is **FREE**, confidential, and always available.

HELP a loved one, a friend, or yourself.

Community crisis centers answer Lifeline calls.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Printed 2005 • Reprinted 2011
CMHS-SVP-0126

NATIONAL SUICIDE PREVENTION LIFELINE™
1-800-273-TALK (8255)
suicidepreventionlifeline.org

Learn the Warning Signs.

Suicide Warning Signs

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has increased and if it seems related to a painful event, loss, or change.

- Talking about wanting to die or to kill oneself.
- Looking for a way to kill oneself, such as searching online or buying a gun.
- Talking about feeling hopeless or having no reason to live.
- Talking about feeling trapped or in unbearable pain.
- Talking about being a burden to others.
- Increasing the use of alcohol or drugs.
- Acting anxious or agitated; behaving recklessly.
- Sleeping too little or too much.
- Withdrawing or feeling isolated.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.

Suicide Is Preventable.
Call the Lifeline at 1-800-273-TALK (8255).

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Check your Inbox:

- Evaluation form link

- Link to video of today's didactic and PowerPoint

- Additional Resources

- Case presentation form link

Thanks for your participation!

We hope to see you next time!

Evaluating Your Website's
Student Mental Health Resources

Tuesday, March. 16, 2021 (12-1:30 PM)

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