

Campus Life Council Meeting #3

Date: Monday, December 4th, 2023 | Time: 5:00pm | Location: Duncan W246

- I. Introductions + Guest Introductions
- II. Approval of Minutes
- III. Health & Wellness Presentation, Q&A, and Open Discussion
 - A. Daniel Driscoll: How does ND compare with other universities?
 - B. Chris Conley: The Center for Collegiate Mental Health collects data on students seeking mental health at other institutions nationally. ND is lower on mental health compared to other universities, but we are higher on eating disorders. In terms of utilization, it depends on resources. Small private liberal arts schools have more resources, but ND has more resources than large public schools. Our data shows that 17% of the student body utilized services during the year. Also, about 30% of the graduating class has used services at some point.
 - C. Margaret Morgan: For disabilities, we are pretty much on par with other universities.
 - D. Isabella Tardio: How do you decide on how to address requests for mental health accommodations?
 - E. Margaret Morgan: We treat mental health the same as other disabilities. The student meets with us and talks about the barrier they are dealing with. They have to submit medical documentation that verifies their diagnosis and they have to have an ongoing relationship with a provider; they need to be in treatment. We pair what we learn from the doctor and the personal narrative and then sit down to talk about what accommodations can be in place for. Do they need a note taker? Extended time? Housing accommodation? Extended absences? We

see what can be available to accommodate the student. It is not like a menu, but we discern what they need through a conversation and help navigate that barrier. What have you experienced with the interactive wellness tool?

- F. Collette Doyle: From a student perspective, during a mental health crisis, they are told to go to UCC. I think this is opening students to the possibility that there are other resources tailored towards the resources available. In Student Government, I have an enhanced knowledge of all of the available resources, so I may not be the best person. I think people are becoming more aware and are less inclined to go straight to the UCC.
- G. Margaret Morgan: That is helpful. But, I want to affirm that, during a health crisis, you should go to the UCC. It is important for us to tailor our recommendations to what the student is experiencing.
- H. Collette Doyle: It seems that students wait too long and then go to the UCC. This is a good in-between.
- I. Chris Conley: One thing to highlight: Daily self care; there are things we should all be paying attention to. They are frustrated when they come to the UCC and we ask if you have eaten or slept. But, that really is the first step. One nice thing about the interactive tool is that it is tied to the Step Care Model.
- J. Margaret Morgan: It is not meant to stop you from using the Counseling Center, but to affirm what is the right resource you need to use. It looks at what the concern is, but also what is the level of concern and distress and its impact on your life. How well do you think these resources are used? Do you know about these resources? Do you think they are utilized well?

- K. Daniel Jung: From a student perspective, I know about the UCC and UHS pretty well. It seems like the knowledge of McWell is becoming more mainstream and people are more in tune with the Center for Student Support and Care. In the halls, people are beginning to think more about what resources are available. Many students do not know about the interactive wellness tool, so it comes down to marketing and how we can be of assistance.
- L. Observer Representative: I didn't know about McWell, but I knew about UHS and UCC. Now that I see emails from McWell, I am getting more aware. The restorative spaces are drawing students in.
- M. Bridget Schippers: I wonder if there is a difference with grade levels. As a senior, I noticed more people learning about McWell once I was a sophomore. More time on campus improves knowledge of resources.
- N. Eric Styles: The student community is always changing; it is also always the same. There are people between the ages of 18-22. People are cycling through. People that are not students are not surprised. If you told students things all of the time, they wouldn't listen. With time, students gain knowledge. They gain the courage to seek resources.
- O. Megan Moore: Everyone in this room is involved. Other students don't know of resources or don't know the expansiveness. UCC isn't just one on one counseling, but people don't know of the different things offered. There are so many more resources. Students only know one narrative.
- P. Margaret Morgan: People hear about resources and think they don't need them. When something starts to feel off, then they will go find a resource. When we are doing presentations, we try to encourage people that someone they know may need help and they will want to know

where to take them. We want to increase the bystander feeling for people too. People reach out for lower level issues, but for those with a real mental health crisis, that can make them feel helpless. Most often at ND, people are motivated by what they can do for the person next to them.

- Q. Elizabeth Clarke: There is GreeNDot bystander training. Is there any talk about mental health?
- R. Margaret Morgan: We have a mental health module through GreeNDot. We need to talk more about that. It is in addition to the 4 hours.
- S. Bridget Schipper: The normal 4 hours may touch on it, but there are additional modules. This is one of the many struggles for GreeNDot and adding to it is that it faces its own difficulties.
- T. Elizabeth Clarke: We should look at testing this out separately. GreeNDot is important, but this seems important too. I didn't even know it was a module.
- U. Margaret Morgan: It needs to be fine tuned.
- V. Chris Conley: We have a suicide prevention training: "I Can Help", which teaches about how can you intervene. It also talks about how to have conversations about mental health. This is something we can say in residence halls.
- W. Amy Stark: A lot of faculty want to communicate resources better to classes, but don't know how to do so. Promoting the interactive wellness tool in syllabi might be helpful. They can refer people through the syllabus or different ways could help get it on people's radars.
- X. Margaret Morgan: This could be a proactive piece.
- Y. Amy Stark: Faculty gets frustrated because they don't know how they could or would help. This might be an easy way for faculty to help.

- Z. Margaret Morgan: One of the other resources we have that has been advertised to faculty is our “Red Folder.” Resource created for faculty last spring, laminated piece of paper that says how do we help faculty and staff in those moments when they need to know how to help a student. Decision tree, step care model. Been doing a lot of presentations, but this is about when there is distress, but we should definitely address distress by being proactive. Committed to physical copies being in people’s hands. Given out a couple thousand of them since last spring. We keep sending them out.
- AA. Hunter Brooke: How is this information integrated or shared with the Moreau First Year Program?
- BB. Margaret Morgan: We work closely with the Undergraduate Office. We have incorporated some of this within Welcome Weekend. I also know Moreau is undergoing a big review. Professor Mattison is interested in how to incorporate this and other ways to focus on flourishing. Historically, we have focused on training faculty, but we will see what happens in the change.
- CC. Collette Doyle: This year we held St. Liam’s Welcome Weekend tours by our Health and Wellness department. We saw good feedback by students that got to see those in person. Hopefully that can continue.
- DD. Chris Conley: Yes, when you walk into a space like that when you are feeling fine, it is easier to walk into that space when you are distressed. If you have ideas about how to publicize or anything else, please reach out.
- EE. Hunter Brooke: Is all of the information that you presented something that we can share with our peers, or something that we should keep more confidential?

FF. Margaret Morgan: It is not confidential, but the context is very important. Use your good wisdom and thoughtfulness as you talk about this. If any of your peers have questions, send them to us and we can talk about it.

IV. Looking Ahead to Next Semester

A. Meeting Time/Location

1. We will stay in Duncan, but maybe not this room.
2. Daniel Jung will send out a poll to find out what time works best for everyone.

B. Discussion Topics for Next Semester

1. Daniel Jung will send out a Google Form or pill about topics that we might discuss. If there is anything you are passionate about, please let me know.

V. Announcements

A. Amy Stark: The Student Affairs Committee of Faculty Senate is planning to meet with Heather Ryan and is looking at transparency concerns about the Office of Community Standard about that process, but we are looking at the big picture evaluation. If you have specific concerns about the process, the Faculty Senate would love to hear them.

B. Laura Connelly: Next semester, I will be leaving for a new role. I am looking for who is going to take over my role, but I am very thankful for being part of this council for 6 years. Whoever takes my place will be in great hands.

VI. Adjournment

A. The meeting is adjourned.



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