Creating a Culture of Health

Staff Recommendations Checklist

In making a strong referral, consider:

☐ Focusing on the “Person First, Problem Second”
☐ Summarizing what was said, a distressed student may not remember all the information in the moment
☐ Responding to distress as natural reactions rather than as problems
☐ Consider all the various options of mental health resources, not just CAPS
☐ Connecting someone to mental health resources with a warm handoff
  ☐ Inquire about any barriers in seeking support; decrease stigma by humanizing the situation
  ☐ Listen to the student rather than listing off resources
  ☐ Create a plan for follow-up or another check-in (if appropriate)

If referring to CAPS, consider:

☐ Asking them if they have considered suicide and have a plan if you felt concerned about their safety
☐ Educating yourself on the CAPS experience in order to debunk myths (refer to the next page)
☐ Discussing other mental health modalities other than just individual therapy
  ☐ Informing students about Coping Through The Quarter and Wellness Skills Groups
  ☐ LiveHealth, Screening and Treatment for Anxiety and Depression (STAND) Program
☐ Informing students about the option of off-campus therapy

Departmentally, consider:

☐ Establishing a location for mental health and wellness resources
  ☐ Facilitate access to important phone numbers related to support services, such as Counseling and Psychological Services (CAPS), Center for Accessible Education (CAE), Resilience In your Student Experience (RISE), 24-hour suicide prevention hotlines
  ☐ Ensure mental health information is accessible for the students in waiting rooms and offices
☐ Highlighting a different campus resource at every staff meeting
☐ Soliciting and utilizing student feedback; identifying areas where students are struggling
☐ Developing departmental protocol for situations when you do not feel safe or equipped to help a student
☐ Training student employees on resources that may be beneficial to them; check in with them about the student perspective

In supervising student employees or interns, consider:

☐ Allowing time to attend trainings on teaching skills and mental health topics
☐ Asking them about student climate and ways to address common challenges faced by students
☐ Encouraging student employees and interns to share mental health and wellness resources with students
☐ Your student employees and interns are students: check in about their mental health

For personal growth in wellness literacy, consider:

☐ Making time to take care of your own well-being
  ☐ Access resources from the Mindful Awareness Research Center (MARC) such as guided meditations
  ☐ Try UCLA Recreation’s free FitWell Program for staff & faculty including Fit Zones classes, Fit Breaks, Mind Fit, enroll in Movemail, attend workshops, etc.
  ☐ Utilize resources from the Staff & Faculty Counseling Center
☐ Bookmarking, joining listservs, attending trainings on wellness resources on campus (not just CAPS)
  ☐ CAE, LiveHealth Online, Therapy Assistance Online (TAO), RISE, Peer Assistance & Wellness Support (PAWS), WAZO Connect, Active Minds, Resilience Peer Network, GRIT Coaches, Bruin Resource Center, Campus Assault Resource & Education (CARE) etc.
  ☐ Trainings on how to best support LGBTQ students, Undocumented Students, Students of Color, Students with Dependents, Veteran Students, Transfer Students, International Students, etc.