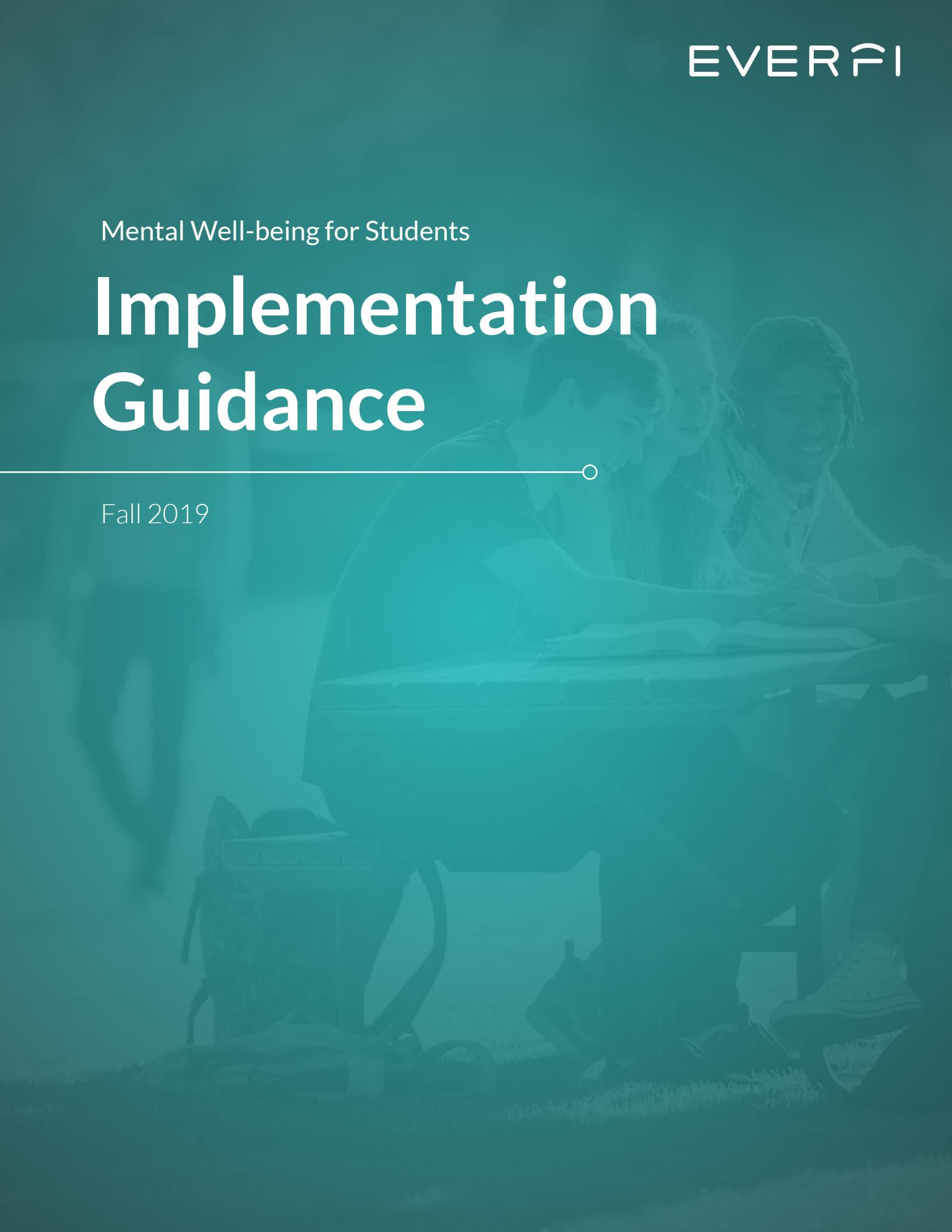


Mental Well-being for Students

# Implementation Guidance

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Fall 2019



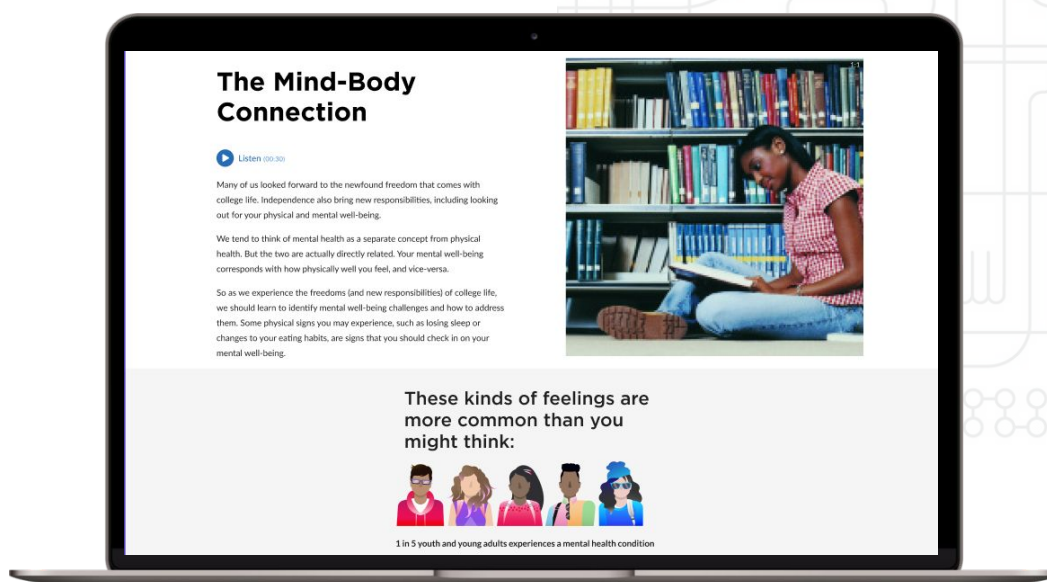
# Mental Well-being for Students

## Fall 2019 Implementation Guidance

**Mental Well-being for Students** is a population-level resource that prepares students to navigate the stressors and emotional challenges associated with college life. The course helps students proactively monitor and care for their own well-being, and to identify and support peers in distress.

To maximize the benefit of this course, we recommend deploying the course before or during a students' first term on campus. This ensures that students are able to develop positive habits to maintain their personal well-being, identify when additional support may be needed, recognize signs of distress in peers, and proactively seek help.

This implementation guide includes a number of approaches for colleges and universities to consider in deploying Mental Well-being for Students across the fall 2019 term.



# Fall 2019 Course Deployment

For Fall 2019, we recommend implementing Mental Well-being for Students post-matriculation, 4-6 weeks into a student's time on campus. This timing gives you the opportunity to address common misperceptions about the college experience and share critical information about mental well-being at a time in which students can begin immediately applying the skills learned during the course.

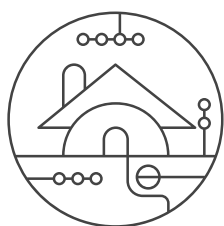
We recommend selecting a date after early assignments have been handed in, but before midterms are issued. EVERFI partners using AlcoholEdu can also use Foundry to automatically assign the course 15-30 days after when students finish AlcEdu Survey II.

## Three Approaches to Promote Adoption



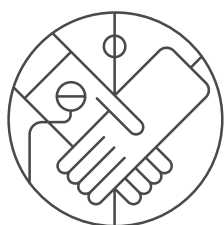
### APPROACH 1: INTEGRATED INTO A FIRST-YEAR-EXPERIENCE CURRICULUM

Many institutions curate a series of events and programs to support a student's transition to college. These programs can include first-year seminars or for-credit student success courses. Assign this 40-minute course as homework and pair it with an in-class discussion on the connection between mental well-being and student success.



### APPROACH 2: PROGRAMMED INTO RESIDENCE LIFE ACTIVITIES

At institutions where first-year students are required to live on-campus, residence hall advisors or directors are a critical part of the students' support network. Deploying this course with a facilitated discussion about mental well-being creates a space for students and support staff to reflect on how the college transition can impact student well-being. It can also serve as an opportunity to discuss common challenges while reminding students of helpful campus resources.



### APPROACH 3: EMBEDDED IN FIRST-YEAR ADVISING CONVERSATIONS

Many first-year students are required to meet with their advisor during their first term on campus. Deploy this course prior to their first advising meeting so that advisors can address mental well-being during early advising conversations and establish themselves as a resource or conduit to additional resources throughout the student's time on campus.

# Mental Well-being for Students

## Course Overview and Learning Objectives

*Mental Well-being for Students* equips undergraduates with essential skills and information to navigate some of the primary stressors and emotional challenges associated with college life. The 30-minute digital course helps learners develop self-care practices, recognize when they or their peers are in distress, and take action to find or offer additional support.

### 1 - WHAT IS MENTAL WELL-BEING?

Learners are introduced to the concepts of mental well-being and personal baselines. Learners reflect on their own personal baselines and begin to explore common challenges in college that might affect their baseline.

### 2 - SELF MANAGEMENT

Learners explore the concept of mental well-being in greater detail and are introduced to 12+ strategies for self-management and self care.

### 3 - RECOGNIZING CHALLENGES

Learners will explore the unique challenges students might face in college including stress, anxiety, experiences of trauma, and depression. Learners will identify situations when additional help might be needed using real-life scenarios, enhanced through narrative from real-life counselors.

### 4 - SEEKING AND OFFERING HELP

Learners can reflect on common barriers to help-seeking, are introduced to strategies for supporting peers in distress, and explore campus and local resources.

