

Augmentative Mental Health Services for Former Foster Youth: A Collaborative Effort Between SDSU C&PS and Guardian Scholars

Presenters:

Michael Juan, Ph.D.

Koko Nishi, Ph.D.

Guests:

Simone Hidds-Narcisse, M.A.

Bryan Spencer, M.A.

San Diego State University





Who are we?

- SDSU Counseling and Psychological Services
 - Michael Juan, Ph.D.
 - Koko Nishi, Ph.D.
- Guests - SDSU Guardian Scholars Program
 - Simone Hidds-Narcisse, M.A.
 - Bryan Spencer, M.A.



Learning Objectives

- Participants will...

- Explore strategies to engage former foster youth students in mental health topics aimed at increasing wellness and attaining educational goals.
- Learn about effective approaches for supporting staff in such collaborative efforts.
- Increase their understanding of possible obstacles and lessons learned in implementing collaborative programming between a former foster youth academic support program and a university counseling center.
- Participate in a discussion regarding implications of implementing similar collaborative programming in their own academic settings.



Who are you?

- Name
- School
- What does your institution currently do to meet the needs of the former foster youth student population?
- What you want to take from today's presentation?

Today's Agenda

- Introductions
- SDSU
- Guardian Scholars Program
- C&PS
- The Collaboration
 - Data and Lessons Learned
- Future Directions
- Wrap Up

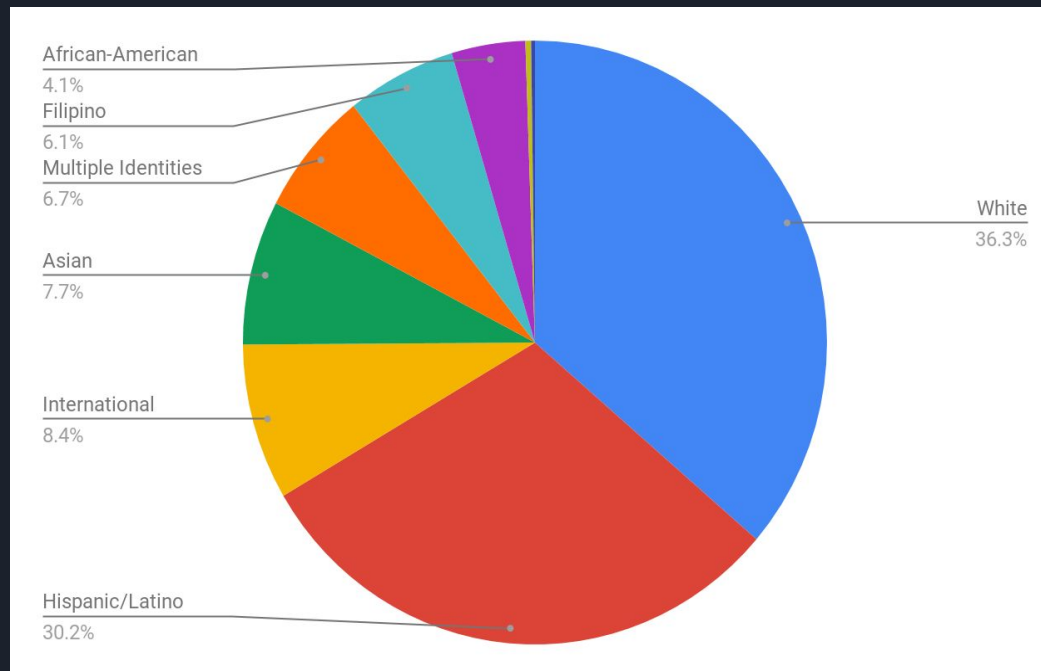




San Diego State University

SDSU and EOP Background

- SDSU is a public, research university founded in 1897
- Designated as a Hispanic-serving Institution (HSI) by the US Department of Education in 2012.
- Largest and oldest higher education institution in the San Diego county.
- Current enrollment: 35,000 students (Fall 2018) (Nearly 94,000 applicants)
- Student demographics: Fall 2018 enrollment



SDSU and EOP Background

- Established in 1969
- The mission of the Office of Educational Opportunity Programs and Ethnic Affairs is to serve students from low income backgrounds and historically underserved communities by providing innovative and transitional services that facilitate the successful recruitment, retention and development of scholars and leaders as they persist toward a university degree.
 - EOP Current Enrollment: Approx. 2,500 students
 - Offer a variety of Support Services and Resources
 - Summer Transitional Programs
 - EOP Grant
 - SOAR Mentor Program
 - Academic, Personal, and Career Counseling
 - Learning Support Center (Tutoring)
 - AP/DQ/Financial Aid Workshops
 - EOP Graduation Ceremony





SDSU Guardian Scholars Program

History of SDSU GS

Alex Smith - The formation of SDSU Guardian Scholars (3:50, 2.5 min))



History of SDSU Guardian Scholars Program (GS)

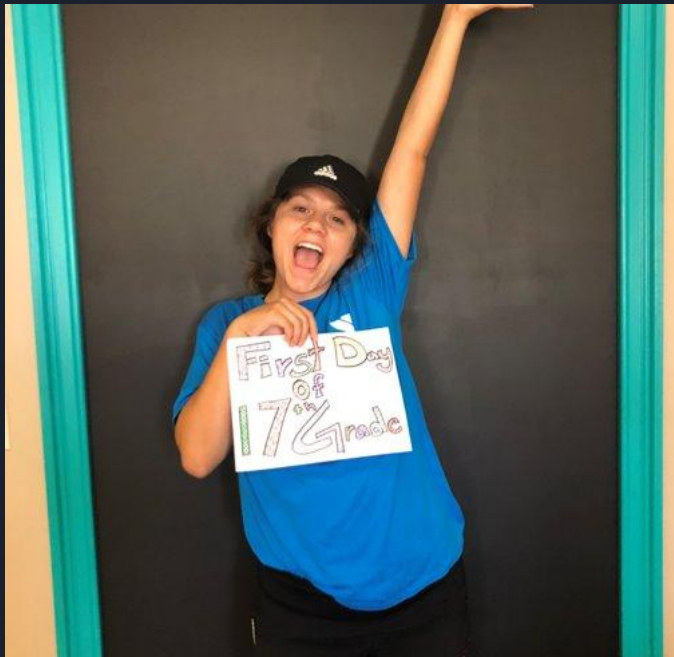
- Established 2007 with 14 EOP students
 - Collaboration between SDSU, EOP, and the Alex Smith Foundation
 - Began as a sub-program of EOP integrating specific long-time successful EOP services with additional scholarship
- GS has served 268 students since 2007
- 2007: 1 FT staff
- 2019: 2 FT staff, GA &
 - GS Squad (8 staff)
 - GSHA Team (10 staff)
- Evolution of GS
 - 8 Pillars
 - Centralizing Services
 - GS Resource Area
 - HUD Partnership



Program Highlights

- GS Orientation
- University Seminar
- GS Gatherings
- Thanksgiving and Graduation
- SOAR Mentor Program
- GSSAB
- GS Housing Award (GSHA)






Who Do We Serve?

Demographic Data
[Guardian Scholars Fall 2018](#)

Who Do We Serve? Success Data

Age 18-24 - 83.7%	FTF 66.3% Tran 33.7%	Local 42.3% Non-Local 57.7%
6 Year Grad Rate FTF 65.5% Campus 68.5% Tran 88.9% Campus 83.7% Over 3.0 Overall GPA 51% Over 2.0 Overall GPA 95.2%	Current or FFY 47.1% Legal Guardian 28.8% WOC/DOC 15.4% Unaccompanied Homeless 8.7%	GSHA Participation 2016-2017: 63 2017-2018: 74 2018-2019: 87
Continuation Rate FTF 83.2% Campus 89.8% Tran 90% Campus 92.6%		

The need for augmented MH services

- How did we know there was a need for additional MH services for our students?
 - Seeing the need as a staff member in EOP and in Summer Bridge
 - Student Voice
 - Observations/Experiences





SDSU Counseling and Psychological Services

Calpulli Center



- Student Health Services
- Counseling & Psychological Services
- Wellness and Health Promotion
- Student Abilities Success Center

C&PS General Information

- Clinical Services

- Individual, couples, group counseling, workshops (COPE)

- Crisis Intervention

- Immediate response to emergency situations

- Consultation

- With students, parents, faculty and staff concerned about students

- Outreach

- Tabling, campus presentations, collaborations

Prior collaborative efforts

- History

- GS student access to care issues
 - Referral out
 - Waitlist
- Some GS students did not follow through
 - 10 minute walk across campus
- Meet and greet with C&PS therapists and new EOP students
 - Visits to C&PS Center for Wellbeing
- Guest lectures in University Seminar and with Mentoring program



Current GS and C&PS Collaboration

Program Design

- 16 hours of onsite therapist time
 - Private office close to the GS Squad and GS Resource Area
 - Students can schedule themselves
- Array of non-clinical services:
 - ***Student Consultation*** (including face-to-face meetings at EOP) for GS students – wellness coaching, connecting to resources/referrals, warm hand-off to C&PS, face-to-face screenings, and crisis intervention
 - ***Consultation to staff*** – discussing student situations and referrals/resources; attending meetings to discuss program and students of concern
 - ***Collaborative Programming*** - attendance and participation in GS University Seminar and providing training/workshop opportunities

The 1:1 consultation meetings

- “Not therapy”
- Screening and referral
- Wellness coaching and check in
- Support
- Crisis intervention as needed
- Connect to therapy on and off campus as needed
 - Other resources: psychiatry, shelters, inpatient services, food resources, insurance assistance
- 15-30 minute meetings
- Documentation

Staff Consultation Log

GSxC&PS Consultation Log

Date: _____ Consultee: _____ Therapist Initials: _____
Student/Topic: _____
Comments: _____

Date: _____ Consultee: _____ Therapist Initials: _____
Student/Topic: _____
Comments: _____

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Student/Topic: _____
Comments: _____

Date: _____ Consultee: _____ Therapist Initials: _____
Student/Topic: _____
Comments: _____

Student Consultation Form ("½ Sheet")

GSxC&PS Student Consultation

Student Name: _____ Red ID#: _____

Comments: _____

Referring person's name(if applicable): _____

Staff use only

Date and Time: _____ with (Circle one) Mike / Koko

Check one: ☐ Initial ☐ F/U Check one: ☐ GS ☐ EOP ☐ Other _____

Check one: ☐ Scheduled ☐ Drop-In Check one: ☐ Show ☐ NS ☐ Cx

Keys in Implementation

- Following the need voiced by students
- Formation of “GS Squad”
- Therapists present at events, meetings, and in the milieu
- Consulting with *all* EOP staff
- Trust building and consistency



GUARDIAN SCHOLARS

Before (Fall 2016)



GUARDIAN SCHOLARS

Currently



Wellness Coaching & Check-Ins



Koko Nishi, Psy.D.

TU 10 a.m. to Noon **and** 1-4 p.m.

W 1-4 p.m.



Michael Juan, Ph.D.

TU 9 a.m. to Noon

W 1-4 p.m.

TH 1-3 p.m.

For more information about scheduling please stop by the EOP front desk or call EOP at 619-594-6298

Marketing:

- Flyers posted
- EOP staff informed
- Announcements at meetings and events
 - Monthly Meetings
 - USEM
- Newsletter and other student communications
- Consistent presence

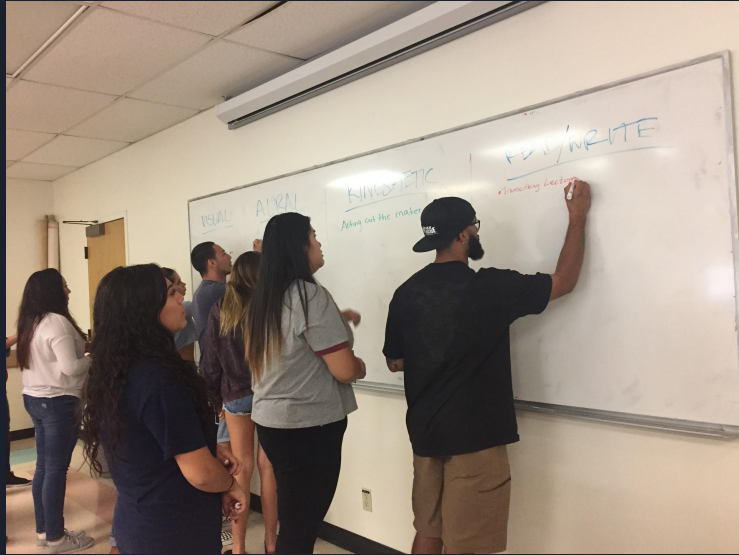


Thanksgiving

Kick-Off



University Seminar

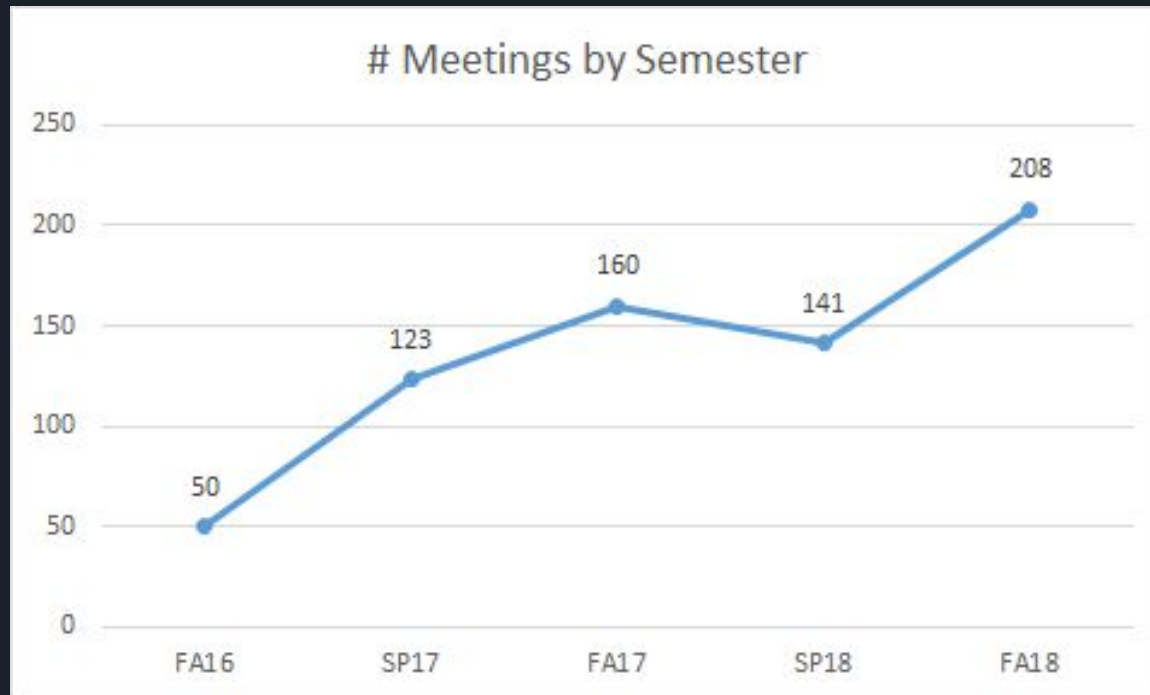




Outcomes: The Numbers

- Collected every semester since FA16
- Excludes summer and winter breaks due to negligible numbers
- Data:
 - *# Meetings* = number of 1:1 consultative meetings with students
 - *Staff Consultations* = number of formal consultations completed between C&PS rep and EOP or GS staff member
 - *Unique Students* = number of unique students served

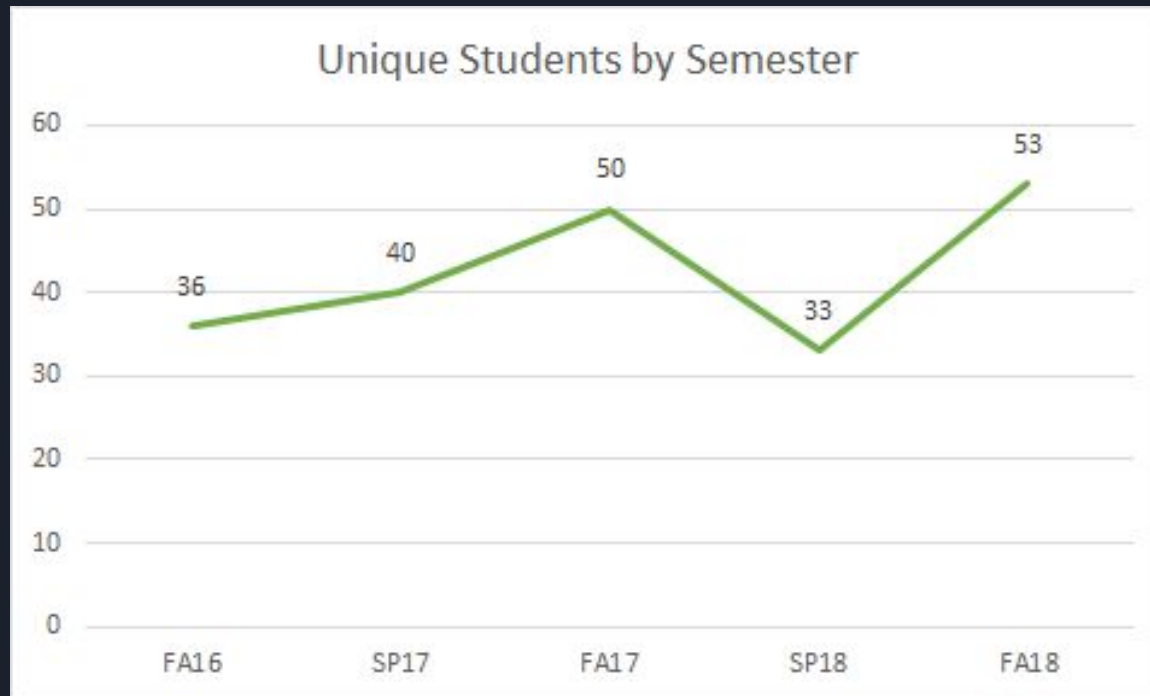
Outcomes: # Meetings



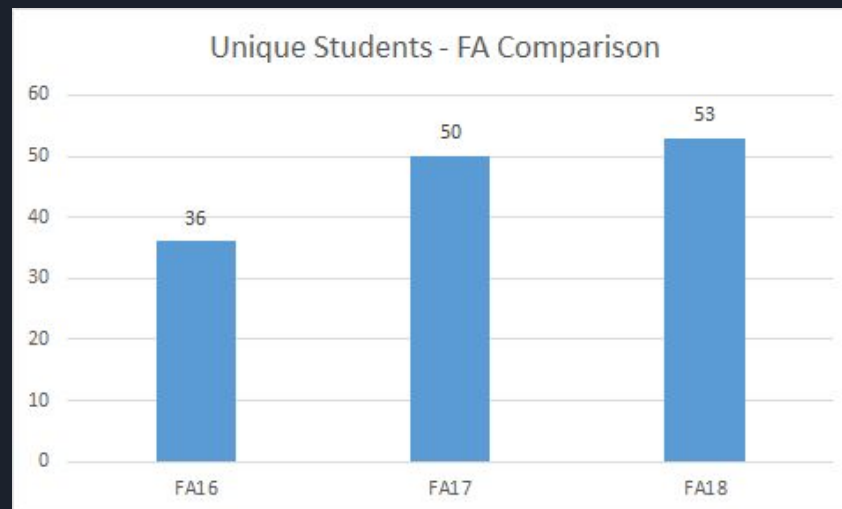
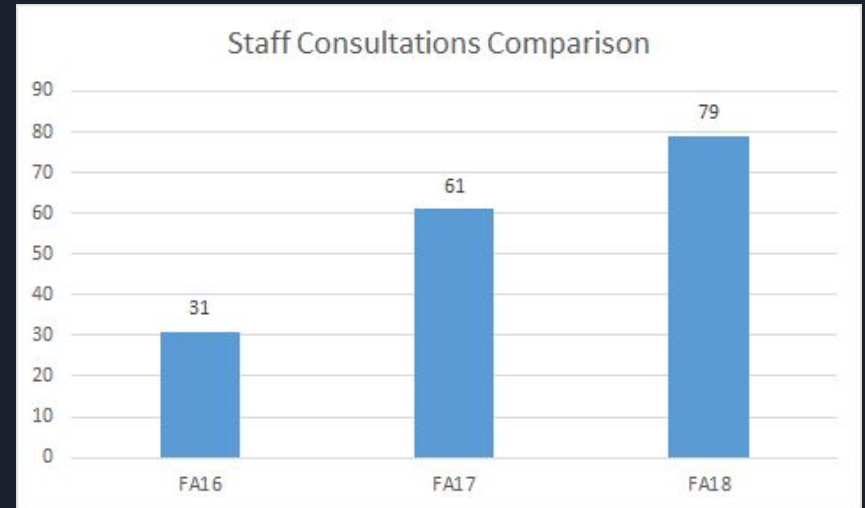
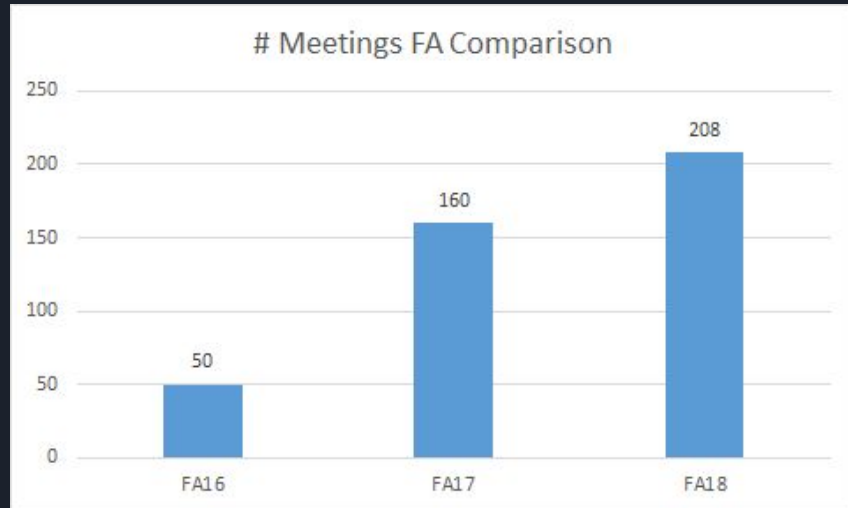
Outcomes: # of Staff Consultations



Outcomes: # of Unique Students



Outcomes: FA Semester Comparisons





Outcomes: Student Survey

- Provided at beginning and end of AY (early Fall and late Spring)
- 4 questions (5-point likert scale) and 2 open text questions
- Goal is to assess student's self perceptions
 - *I practice self-care strategies regularly.*
 - *I feel competent in managing my stress.*
 - *I am aware of referrals and/or other resources available to me.*
 - *I would feel comfortable reaching out to talk to Koko or Mike in Guardian Scholars if I needed to talk about a personal problem.*



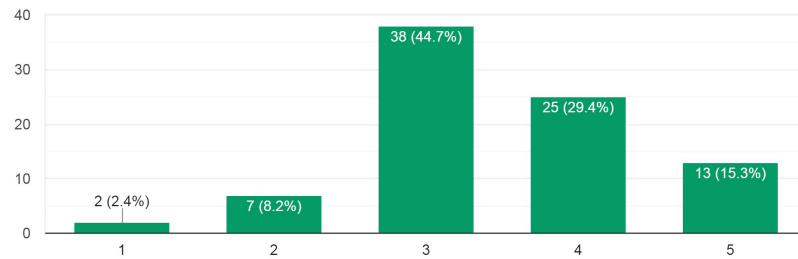
Outcomes: Student Survey

- Goal is also to obtain qualitative data on services
 - *What would help increase your interest in working with Mike or Koko?*
 - *What other feedback and/or input do you have for the Guardian Scholar/C&PS collaboration?*
- Survey

Outcomes: Fall 2018

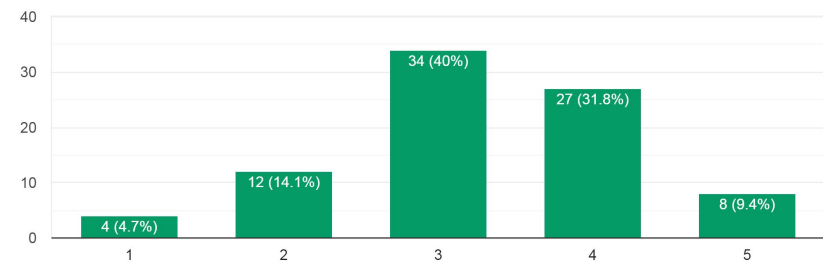
I practice self-care strategies regularly.

85 responses



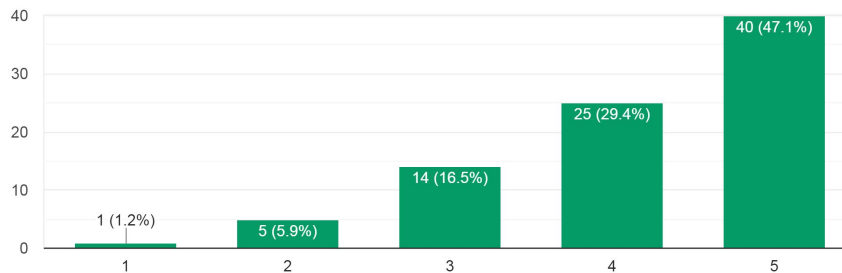
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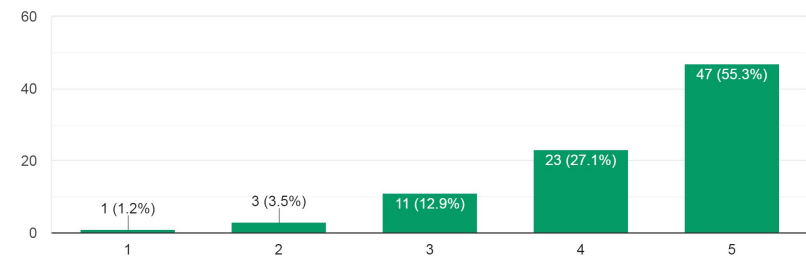
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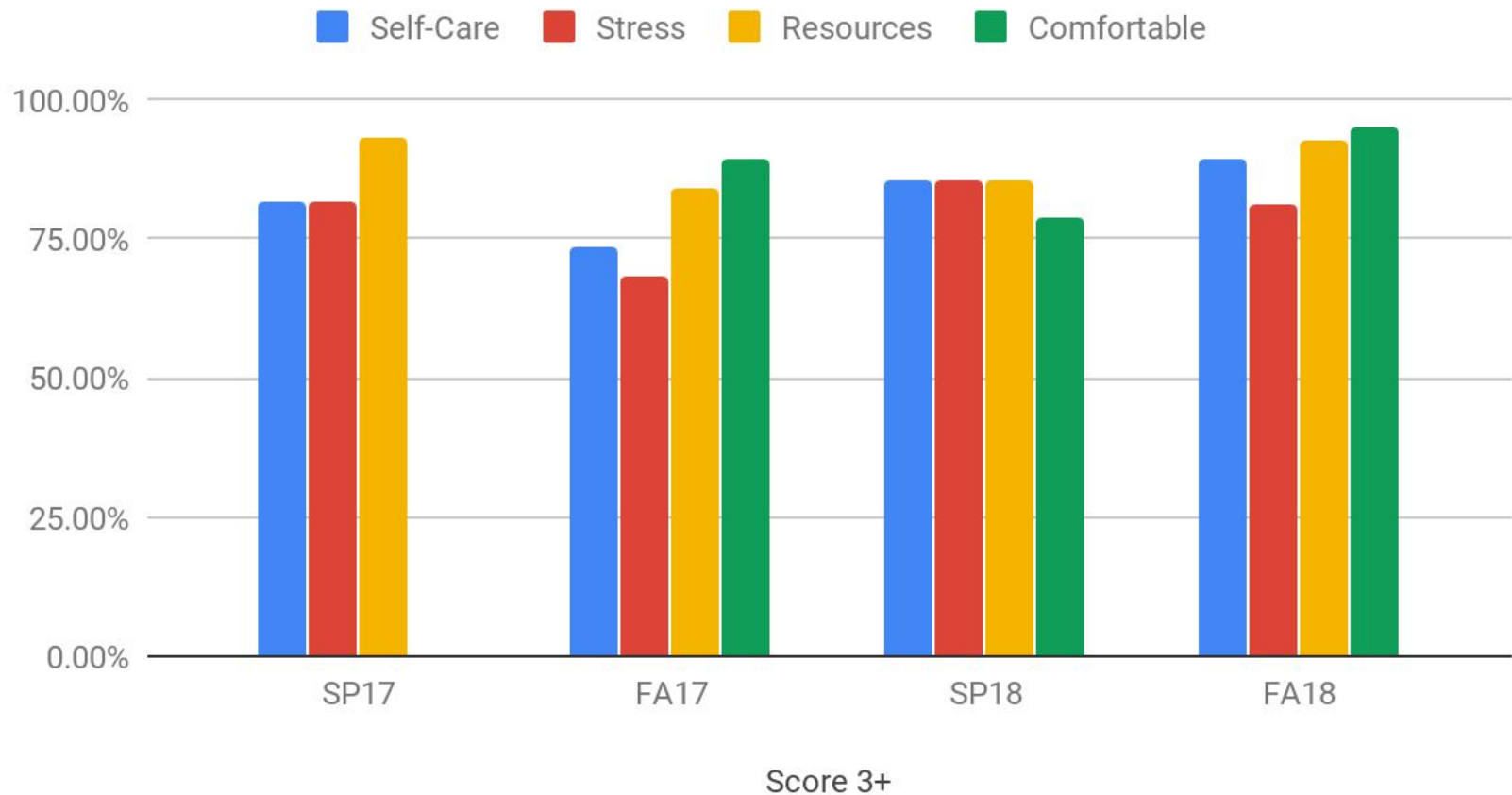
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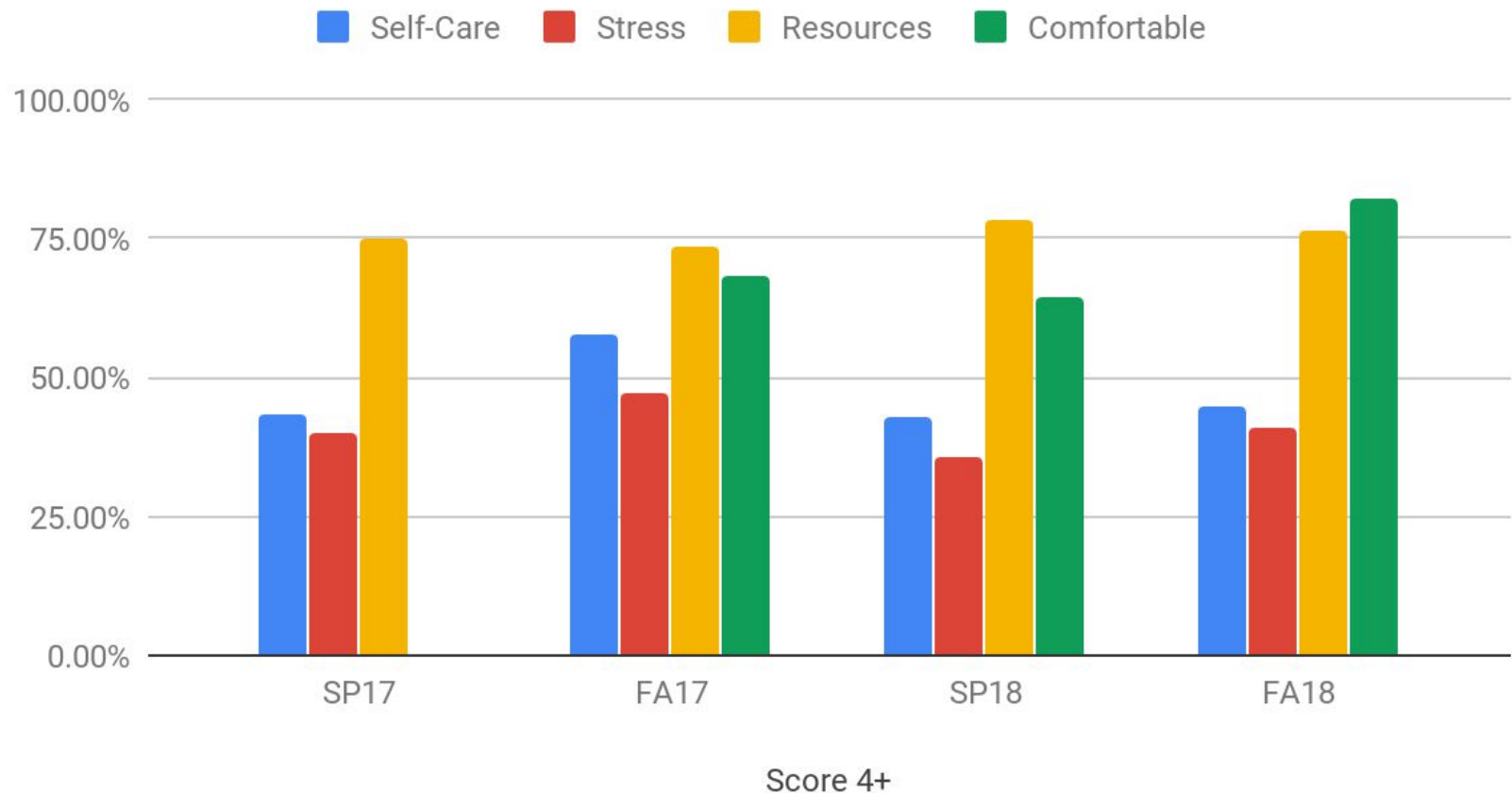
Outcomes: Across Semesters (Score 3+)

Self-Care, Stress, Resources and Comfortable



Outcomes: Across Semesters (Score 4+)

Self-Care, Stress, Resources and Comfortable





Outcomes: Student Voice

- SP17
 - *I really like the collaboration, I know that if I ever need help, I have people I can go to.*
 - **I would like to know what they could offer in a one on one meeting because I've never met with a counselor*
 - *You guys were great.... Even the small talks in the hallway workout.*
 - **I think who ever is ready will come but if not it cannot be forced upon. In my case I benefit from it so I vouch for it.*
 - *I think this is awesome, but I do wish that there was a more formal way of making appointments because it discourages me to approach them about it personally.*



Outcomes: Student Voice

- FA17

- **I already work with koko, she is amazing and I have learned a lot from going to talk with her and I feel that she reduced the pressure and stigmas of taking care of mental health*
- **I think they and G.S. are doing the best in their power, I just need to create the time for myself to see them if need be.*
- *I really like it. It helps me pose questions to myself that I've never even considered it thought about.*

- SP18

- **If I feel that I need someone to talk to that is other than someone I am close to*
- **A time when I need support*
- *I just want to thank you for providing services to us and being so accessible to us.*
- *Keep doing it, I've learned so much about myself from this collaboration.*
- *I love it!! Thank you Mike and Koko!!!*



Outcomes: Student Voice

- FA18

- *I feel like I need emotional support and someone who cares to help me with self healing and my feelings. You guys said you don't do therapy so I am unsure of what I am allowed to talk with you about, or who to go to for this kind of thing. Thank you for all you do for GS. I have heard nothing but amazing things about you both.*
- **Knowing the ways that they have helped other students In the past. (Hearing testimonials)*
- *I like seeing them (m&k) in the GS room, because I get to know them and feel more comfortable*
- *I like the way it is set up right now. It is open + available to anyone.*
- **Being more comfortable around them. I also just don't need them right now.*
- **I have already made a visit when I felt the need. If I am interested I will check them out.*



Outcomes: Student Voice

- FA18

- *Love this service. Not only does it benefit Guardian Scholars, but also our EOP family. Thank you for bringing this to EOP/Guardian Scholars/ Undocumented center!*
- *Be more responsive & more attentive to other cohorts other than the 1st year & transfer.*
- *Maybe a psychiatrist for Guardian Scholars.*
- *Just started this program, but love it and all of the community that comes with it.*
- *Just wanted to show my gratitude for you guys in helping us. Mental Health is so important.*

Lessons Learned

- The referral process between EOP-GS staff and the C&PS therapists is complex, evolving, and needs to be revisited regularly with all involved parties. (FA16)
- The physical location of program has been crucial to creating a safe, welcoming, and comfortable environment. (FA16)
- Cross program training and workshops can be useful in providing holistic and consistent services to each student. (FA16)
- Reaching out for help from counselors can still be difficult, so privacy in doing so is crucial. (SP17)
- Staff observed a notable female preference for 1:1 meetings. (SP17)
- Being a part of shared space/community and showing up at events are major factors in developing relationships and accessing services. (SP17)

Lessons Learned

- Each incoming 1st year class (freshman and transfer) requires an individualized university seminar experience. Roles and expectations must be clarified and refined. Tangible versus process oriented topics should be balanced. (FA17)
- Continued communication regarding C&PS faculty onsite hours, services, and processes must be reinforced regularly with all EOP staff to ensure appropriate access and use. (FA17)
- *Semester Success Guides* have been helpful in getting students to connect with C&PS representatives to complete the Wellness Plan. This is especially true for students who would not have otherwise sought services. (SP18)
- GS cross involvement at C&PS (e.g. peer educators, ARA) can be effective in engaging students into other impactful experiences. (SP18)

INSPIRE

G



S

Future Directions

Ideas Looking Forward

- Larger group focus (e.g groups, other cohort seminars)
- Trauma Informed Care approach
- Additional programming
- Expansion?



Breakout:

When you return, what will you do to help serve the needs of former foster youth at your institution?

Q&A

Thank you!

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