



Identifying & Referring Students in Mental Distress

Implementation Manual

Table of Contents

- **Introduction**
 - Program Amenities
 - Online Survey
 - “My Counseling Center” page
 - Tracking System
 - Facilitators Manual
 - Administrator Account
 - Learner Account
- **Technical Setup**
 - Submitting the Online Registration Form
 - Login to your Administrator Account
 - Explore the Administrator Toolkit
- **Announcing At-Risk**
 - Enrollment Key
 - Resources
 - Emails and Flyers:
 - Presentations Materials
- **User Tracking**
 - Exporting completion report
 - Report key
- **Assessment**
 - Requesting Survey Results
- **Appendixes**
 - Appendix A—Email Template
 - Appendix B—Flyer Template
 - Appendix C—Survey Questions



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Implementation Manual

1.0 Introduction

This implementation manual was created to help you successfully implement and roll-out *At-Risk* within your institution. Some of the included details are technical in nature, and some are simply advice you may find helpful. However, it is important you read through this manual to gain an understanding of how to best utilize this program.

In addition to this implementation manual, *At-Risk* includes a number of unique features to assist you in customizing the program to your school and in assessing its impact. They include:

- An anonymous **online survey**, which collects self-reported feedback from your users about their learning experience. This survey is optional for users. Appendix C includes a list of questions included in this survey.
- A customizable “**My Counseling Center**” HTML page. You can choose which information to include in this page. This information can include the counseling center’s contact information/ location, campus-specific policies, and information about your behavioral intervention team. Users will be able to view/print this page for their records.
- Access to **tracking system** to view the names of those in your institution who have launched and completed the training.
- A **facilitator’s manual** for those interested in conducting follow-up group discussions.

1.1 The Administrator

The administrator will be the point-person between the end users and *At-Risk*, as well as between the institution and Kognito. After initial set-up, Administrators can anticipate dedicating about two hours per month toward *At-Risk* related issues. Many institutions have chosen their *Faculty Outreach Coordinator*, *Suicide Prevention Outreach Coordinator*, *Associate Director of Counseling*, or *Director of Counseling* as the administrator.

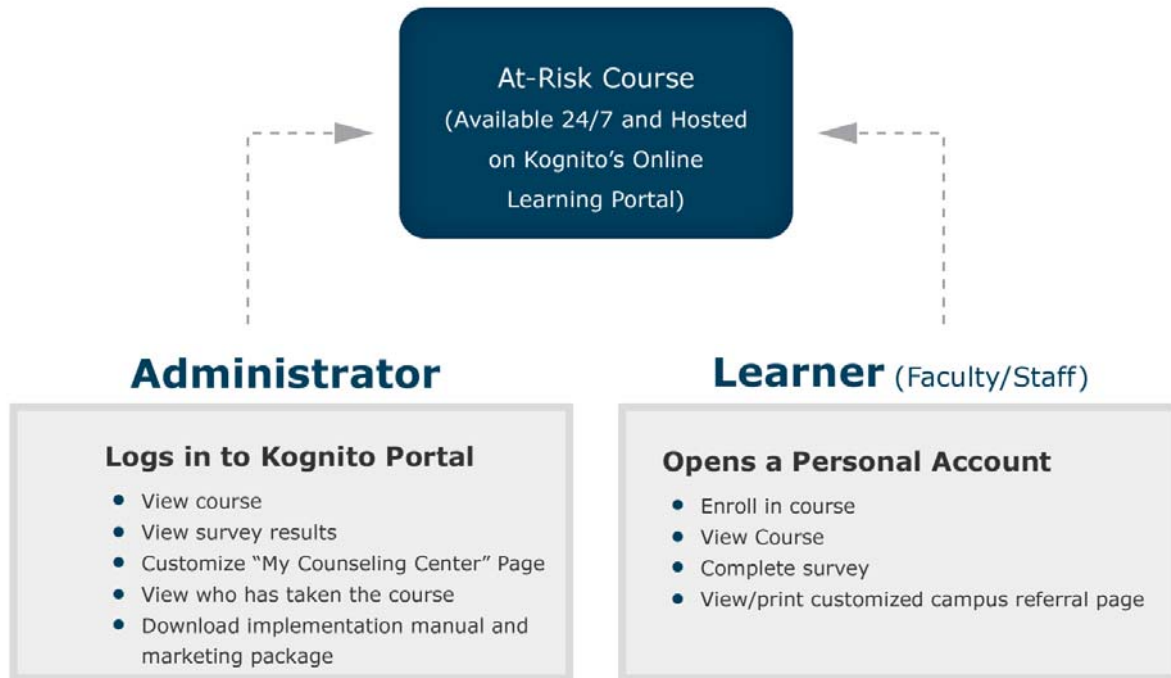
The administrator will provide access to the course, survey results, customized counseling center page, tracking system to view those who launch and complete the course, and access to the implementation manual and marketing package.

1.1 The Learner

Each learner (faculty member) taking *At-Risk* will create an individual account by logging into Kognito’s online learning portal and then enroll in the course using an enrollment key provided by Kognito to your institution. The enrollment key allows the Kognito’s tracking system to know to which school a certain user belongs.

Within their password-protected account, learners will be able to access the course from any computer with an internet connection. The Kognito online learning portal saves the progress of each

learner after the completion of each conversation, thereby allowing learners to complete the training in multiple sittings.



2.0 Technical Set-Up

Step 1: Submitting the Online Registration Form

Once the licensing contract between your school and Kognito is signed, we will provide you with a link to an online registration form. In this form, you will indicate the name of the designated administrator, choose a username and password, and provide the information you would like to include in the customizable "My Counseling Center" HTML page. The information on the "My Counseling Center" page can be changed and updated at anytime.

Step 2: Login to your Administrator Account

Once you submit the registration form, we will confirm those details via email. The subject of the email will be "Kognito Account Setup Complete." In some cases this email may end up in your junk mail folder, so please make sure to also check that folder for the email. Once you receive the email, you can log into your administrator account by going to <http://lms.kognito.com> and entering your username and password.

Step 3: Explore the Administrator Toolkit

Once you login to your administrator account, and select the *At-Risk* course, you will notice on the right side of the screen a box called "Administrator Toolkit." **Within that toolkit, you will find all the digital versions of resources and best practices detailed in this implementation manual.**

At-Risk is hosted on the Kognito online learning portal. Kognito will provide the administrator and all end users in your school with technical support via phone at 212-675-9234 or email support@kognito.com.

3.0 Announcing At-Risk

An effective roll-out is contingent on using a variety of marketing vehicles to inform your faculty and staff about the availability and importance of *At-Risk*. We have created a marketing package to help you spread the word within your school. This package includes best practices used by other institutions to announce the product as well as a number of marketing elements such as a customizable flyer, online trailer, and suggested language for the email.

Note: When informing faculty and staff that the course is available, you must include a link to this website, which gives all the vital information for accessing the course.

<http://www.kognito.com/atrisk/faculty>

This site will be your faculty's main source of login information, and should be placed strategically around your university's website (contact your IT department for help placing this link on your website). It should also be included in emails and flyers sent to faculty-learners.

Enrollment Key

This site also features an Enrollment Key Generator. The enrollment key allows us to track how many users from your school are logging into the program. The key has been sent you via email with the subject header "Kognito Account Setup Complete." However, this generator allows learners to enter their email address and receive his or her institution's enrollment key via email immediately.

3.1 Resources

1. Emails and Flyers:

Emails and flyers are the most effective tools to quickly spread the news about *At-Risk*. We have created templates for both these vehicles which you can download and customize to your specific needs. Please see Appendix A and B for hard copies of these templates, and your "Administrator Toolkit" for digital versions.

The email informing your faculty and staff of *At-Risk* should come from an administrator such as a chair, VP or Dean. Consider the audience before choosing a source. If the general faculty are used to receiving important information from a certain person and take that information seriously, (s)he might be an effective source. Choosing the right source will further communicate to the faculty the importance of their participation in the training.

To increase the number of participants, it will be best to make the announcement to the largest possible number of faculty and staff and to make it more than once during a semester. Ideally, the course can be announced three times:

- 1. Two weeks before the beginning of the semester.** This announcement can discuss that the university has decided to provide this important training to its faculty and staff and that now is a good time to take it as a way to prepare for the semester. This can be especially attractive to adjunct faculty members, who have little experience working with students.

2. **After 5-6 weeks as students begin to approach mid-terms.** This announcement can discuss the increasing pressure on students as they approach mid-terms and the need of faculty and staff to refer at-risk students to counseling. It can also include preliminary results from the survey or the number of faculty who have already taken the course as motivating factors.
3. **3-4 weeks before finals.** This announcement can again discuss the increasing pressure on students as they approach finals and the importance of faculty and staff to take an active role as gatekeepers.

2. Presentations in Faculty Orientation and Meetings:

Faculty orientations and department meetings are ideal forums to inform faculty of *At-Risk*. We have created a **PowerPoint presentation** that includes information about the course, the problem it addresses, and its benefits to the organization. You or your colleagues can customize this PowerPoint for use in these settings. Additionally, you will be provided a link to a short, two-minute trailer that gives a good synopsis of the program and clearly communicates how it is different from any previous online courses taken by your potential participants. These resources can be found digitally in your "Administrator Toolkit."

Tips for Presentations:

- Reserve a few minutes in your next faculty meeting's agenda to introduce *At-Risk*.
- For shorter meetings, the **two-minute trailer** might be more appropriate.
- Customize the **PowerPoint** to fit your allotted time slot during a presentation. Include information and facts relevant to your specific school.
- Provide administrators in each department with a copy of the presentation that they can use when meeting with faculty.
- If using *At-Risk* as part of a face-to-face workshop training program, you can use our **Facilitator's Manual** as an aid to incorporating the program into group sessions.

4.0 User Tracking

As the administrator of the course, you have the ability to see which of your faculty have started and completed the training. Since the course can be taken in multiple sittings, there are likely to be some faculty who start the training but do not complete it in the same day. Our system will automatically send an email reminder to all faculty and staff who have started the course but who have not completed it within two weeks.

You can also choose to follow up with those faculty members who have not completed the course or provide their Dean or Chair with this information. To do this please, follow the instructions below.

1. Login to your Administrator Account, and click on the **At-Risk** course link.
2. In the Topic Outline, under Topic 1, click on **View Completion Report**
3. Click the text box in the upper left corner, labeled **Choose an Action**, and choose "Export to Excel spreadsheet".
4. Click **Submit**, and then on the next page, **Download**.

This will deliver you the results of your school's participants. The key below will give you an indication of how to read the results:

- – next to their name: Opened an account but not enrolled in the course.
- **Name** appears on the list: Enrolled in the course.
- **0** next to their name: Started but not completed the course.
- **100** next to their name: Completed the course.

You can focus your marketing tactics on those who do not appear on the list to get them enrolled, or target those who have a – or **0** to encourage them to log back in and take the course.

5.0 Assessment

Upon completing the training, faculty and staff will be asked to complete a short online survey. This survey is anonymous and the identity of the person filling out the survey cannot be traced. The questions deal with demographics, changes in perception, knowledge and motivation, and usability. You can view the complete survey questions in Appendix C.

As the administrator, you have the privilege of viewing the results of the feedback survey at any time. In order to view the feedback left by your school's users, click on the link entitled **Request Survey Results** in topic two of the topic outline (just below the survey link).

In addition, if you feel your school would make a good site for an enhanced empirical study of *At-Risk*, we can organize the study at your university. Using a control-experiment with a post survey, the study will compare the simulation-based training treatment to a text-based approach (control). If you are interested in offering your school as a site for such a study, please contact us.

Appendix A: Email Template

Dear XX,

According to recent data, almost 50% of college students report feeling so depressed it is difficult for them to function, and 10% say they have seriously considered suicide in the past year*. As faculty members, we can play an important and vital role in detecting these at-risk students so they can get the help and support they need.

To address this issue, we have decided to adopt an interactive, online training simulation aimed at helping faculty and staff become better prepared to identify and approach students in mental distress, and if necessary, refer them to the counseling center. Participation takes less than 45 minutes, can be completed over multiple sittings. At the end, we will ask you to complete a short survey. Your feedback will be anonymous.

The training simulation is rather unique in that you will engage in conversations with virtual students showing symptoms of depression, thoughts of suicide, and anxiety. A short trailer of the training can be viewed at: www.kognito.com/atrisk/trailer.html.

To access the course, please click on the following link, where you will find further instructions:
<http://www.kognito.com/atrisk/faculty>

If you have any questions please don't hesitate to contact me.

Sincerely,

[Signature]

*Source: 2006 National College Health Assessment by the American College Health Association

[Your institution] is excited to introduce

at-risk



A new online simulation designed to help you identify and approach students in mental distress and, if necessary, refer them to our counseling center

Almost 50% of college students report feeling so depressed it is difficult for them to function, and 10% say they have seriously considered suicide in the past year*. By taking this simulation, you will be more comfortable and better prepared to help these at-risk students get the help they need.

In this highly interactive simulation, you will learn to identify warning signs of mental distress and have the opportunity to engage in simulated conversations with up to six virtual students. The simulation will take you about 45 minutes to complete, but automatically saves your progress along the way. This learning experience will be unlike any other online course you have taken before, guaranteed.

For more instructions, visit:

<http://kognito.com/atrisk/faculty/index.php>

If you have any questions, please contact us at: **(212)-111-1111** or **counseling@university.edu**

Thank you for helping us create a safe and supporting learning environment for our students.

*2006 National College Health Assessment by the American College Health Association

Appendix C: Survey Questions

Part 1: Feedback Survey

1) Gender: m/f/tg

2) Age

- Under 25
- 26-35
- 36-45
- 46-55
- 56-65
- 66 or older

3) What is your employment status?

- Full Time Faculty Member
- Full Time Administrator
- Adjunct Faculty Member
- Part Time Administrator
- General Staff
- Other

4) How long have you been a faculty member or administrator?

- 0-2
- 2-5
- 5-10
- 10 and over

5) Have you received training to become a mental health practitioner? y/n

6) Have you ever received training in identifying, approaching, and referring students in psychological distress? y/n

7) Have you ever had a student who exhibited behavior that concerned you? y/n

8) Have you ever talked to a student because you were concerned about his/her psychological state? y/n

9) Have you ever referred a student to the school's counseling services? y/n

10) As a result of this simulation, how much more confident are you in the following (ranked on a likert scale of: No change/Slightly more confident/More confident/Much more confident):

- Identifying behaviors associated with student psychological distress.
- Approaching students exhibiting signs of psychological distress.
- Referring students exhibiting signs of psychological distress.
- Helping a suicidal student.

11) As a result of this simulation, how much more likely you are to do the following (ranked on a likert scale of: No change/Slightly more likely/More likely/Much more likely):

- Approach students who exhibit signs of concern.
- Refer students to the school's counseling services.

12) As a result of this simulation, how much more aware are you of the following (ranked on a likert scale of: No change/Slightly more aware/More aware/Much more aware):

- The importance of reaching out to students.
- That a faculty's role should include identifying and referring students in psychological distress.

13) Please rate how much you agree/disagree with the following statements (ranked on a likert scale of: Strongly Disagree/Disagree/Agree/Strongly Agree):

- The conversations in the simulation were realistic.
- The simulation was effective in showing me how to approach students.
- I am satisfied with the animated character graphics.
- I am satisfied with the conversation dialogue.
- I am satisfied with the overall simulation experience.
- Suggestions/Comments: [open field]

Part 2: Usability Survey

1) How easy was the At-Risk simulation to use?

Very Difficult Difficult Easy Very Easy If not easy to use, why? (open-ended text field)

2) How helpful were the introduction and directions in preparing you to take the simulation?

Very Difficult Difficult Easy Very Easy If not easy to use, why? (open-ended text field)

3) How helpful were the student profiles in determining which students to speak to?

Not helpful Helpful Very helpful If not helpful, why? (open-ended text field)

4) How helpful were the conversations in preparing you for similar conversations in real life?

Not helpful Helpful Very helpful If not helpful, why? (open-ended text field)

5) How useful was the simulation, in general, in preparing you to identify, approach, and refer at-risk students?

Useless Useful Very useful If not useful, why? (open-ended text field)

6) How did you feel about the length of the simulation? (not counting this survey)

Too short Just right Too long

7) How long did it take you? (not counting this survey) (open-ended text field)

8) Please rate how much you agree/disagree with the following statements (ranked on a likert scale of: Strongly Disagree/Disagree/Agree/Strongly Agree):

- It was easy to find time to take the simulation.
- I was easily convinced to take the simulation.

9) Would you recommend At-Risk to your colleagues? y/n

10) How were you informed about the At-Risk simulation? (please be as specific as possible) (open-ended text field)

11) Which students did you have conversations with?

- Gwen
- Fiona
- Jared
- Alberto
- Doug

12) What did you like best about the simulation? (open-ended text field)

13) What did you like least about the simulation? (open-ended text field)

14) What would you change about the simulation to make it more effective? (open-ended text field)

15) If you would be willing to discuss your experience over the phone, please provide your name and phone number. (open-ended text field)