

“WHAT I MEANT TO SAY WAS...”

USING TECHNOLOGY TO CREATE VIRTUAL PRACTICE ENVIRONMENTS
TO PREPARE FOR TOUGH CONVERSATIONS WITH STUDENTS IN CRISIS

Beth West, Director, CIEE Guanajuato, Mexico bwest@cieee.org

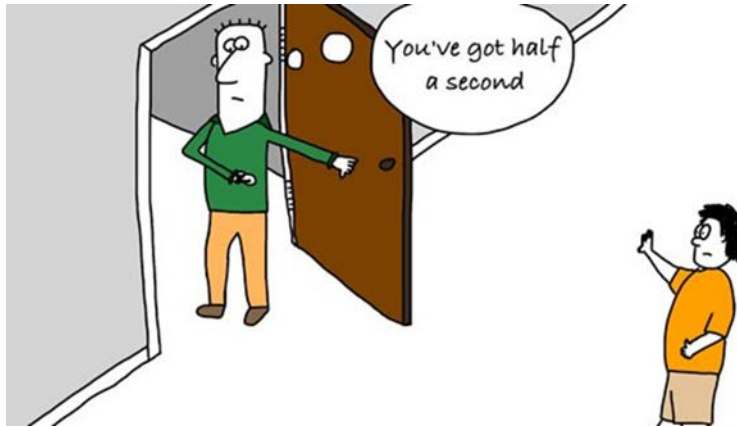
Dr. Glenn Albright, Co-founder and Director of Research, Kognito glenn@kognito.com

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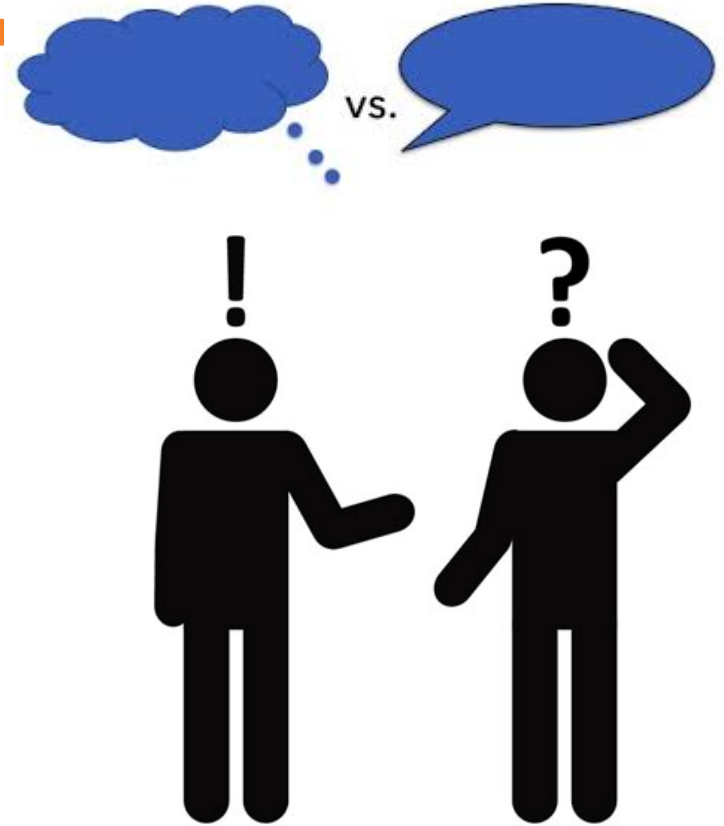
Challenges resident staff face in having difficult conversations with study abroad students while on site

- Little or no background in counseling
- Professional plate spinner
- Time to develop trusting relationships?

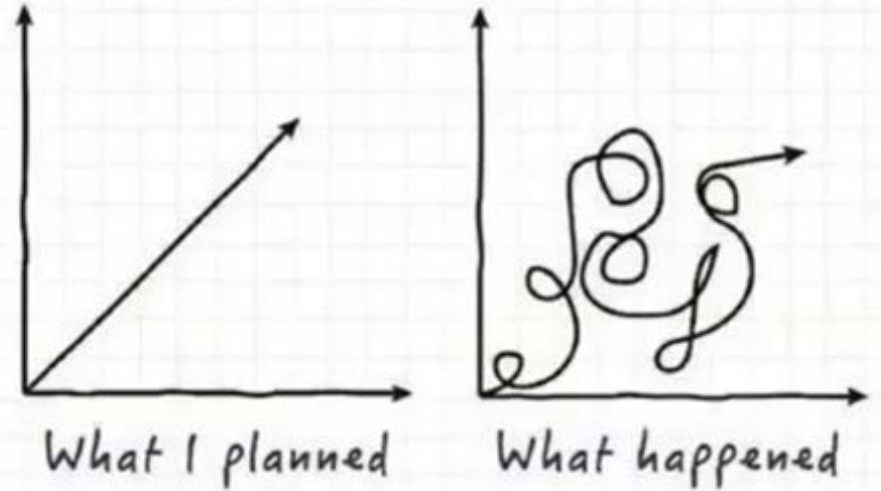


Challenges continued...

- Pulling the info out of students despite resistance
- Comfort level in discussing “taboo” subjects, directly
- English language proficiency and linguistic subtext



What I planned to say... and what happened.



No magic “take-back” button (except for 30 seconds in Gmail)



Experience is
a hard teacher.
She gives the
test first and
the lessons
afterwards.

- UNKNOWN

shots HEALTH NEWS FROM NPR

YOUR HEALTH

Can An Online Game Help You Learn To Help Struggling Friends?

January 21, 2017 - 5:00 AM ET

ALYDUS CHELI

In the video game "At-Risk For College Students", the purpose is to teach students empathetic conversation skills through role-playing.

Kognito/Screenshot by NPR

It can be difficult to know what to say when a friend is struggling. The conversation is hard to even start. Maya Cohen, a first-year student at Tulane University, says she knows better how to intervene after playing a video game created to help people learn how to recognize signs of psychological distress like depression, anxiety and substance abuse, and get them professional help.

Like all incoming students at Tulane, Cohen had to participate in an online conversation simulation game titled "At-Risk For College Students." The purpose is to teach empathetic conversation skills. In the game, you play Jesse, a friend of Travis, a depressed young man who's been failing his classes. Jesse notices that Travis hasn't been the same lately, and goes to his apartment to see how he's doing.

“Albright thought that the right conversational training program could help people help those around them. ‘You're talking about 40 percent of college students reporting systems of depression where they say it's interfering with their functioning,’ Albright says.”



<https://www.npr.org/sections/health-shots/2017/01/21/510285728/can-an-online-game-help-you-learn-to-help-struggling-friends>



Conversations that change lives.

Using Technology to Create Virtual Practice
Environments to Prepare for Tough
Conversations with Students in Crisis

Dr. Glenn Albright, Co-Founder and Director of Research

Agenda

- Adolescent Mental Health
- Gatekeepers
- Kognito's Role
- Learning Model Driving Simulations
- Demo
- CIEE Pilot Study
- Results
- Conclusion

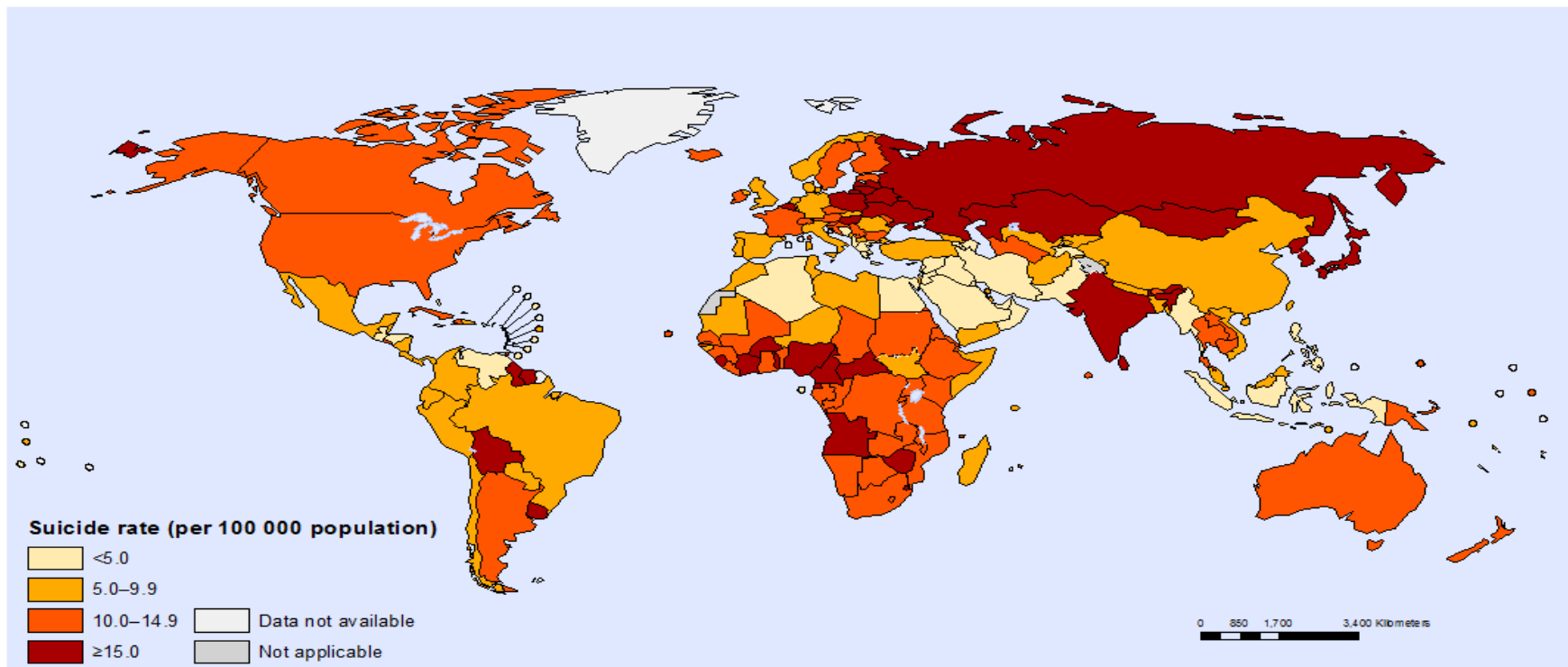


Global Adolescent Mental Health (World Health Organization, 2014)

- Depression - number 1 cause of illness and disability
- Suicide - ranks number 3 among causes of death
- 50% who develop mental disorders have first symptoms by the age of 14
- Receiving mental health care can prevent deaths and suffering throughout life.



Age-standardized suicide rates (per 100 000 population), both sexes, 2015



The boundaries and names shown and the designations used on this map do not imply the expression of any opinion whatsoever on the part of the World Health Organization concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted and dashed lines on maps represent approximate border lines for which there may not yet be full agreement.

Data Source: World Health Organization
Map Production: Information Evidence and Research (IER)
World Health Organization



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US University/College Statistics – Healthy Minds Study (2017)

32% - Diagnosable mental illness

- 9% major depression
- 6% anxiety disorder
- 5% panic disorder
- 15% self injuring without thoughts of suicide

21% of students between 18-21 have substance use disorder

1,110 student suicides per year (3 per day)

60% of students do not seek help



Consequences of Poor Student Mental Health

Increases in:

- Absenteeism
- Dropout rate
- Procrastination
- Social Withdrawal
- Despair

Decreases in:

- Studying/Social Functions
- GPA
- Campus Safety
- Speaking positively about institution
- Graduation



Gatekeeper

An individual who can:

- Identify person manifesting signs of psychological distress (including depression and suicidal ideation)
- Approach and talk with that person about concerns
- Make effective referrals to mental health support services



How Prepared are we. We surveyed 65,177 Faculty, Staff, and Students in 100+ Colleges and Universities (same for K12)

Results from September 2017 Are Campuses Ready to Support Students in Distress? Co-authored by Kognito and JED



50%+

50%+ not adequately prepared to recognize when a student is exhibiting signs of psychological distress including depression, anxiety, and thoughts of Suicide



60%+

60%+ not adequately prepared to approach at-risk students to discuss their concern



~50%

At least half don't feel adequately prepared to recommend mental health support services to students



87%+

95% identify role as faculty, staff, or student to connect students experiencing psychological distress with mental health support services (95% of faculty/staff and 87% of undergraduate students)

Gatekeeper Training Modalities

- Handouts (flyers, brochures, etc)
- Lecture/Didactic Content/PowerPoints
- Story-Based Approach
- Modeling
- Role-Play Conversations

Role-play is most effective – This is where new and innovative simulation technology holds great promise

Kognito is a health and behavioral health simulation company that creates role-play simulations that **prepare people to effectively manage real-life conversations**

In the simulations, users build conversation skills by practicing evidenced-based communication strategies

The approach integrates the **science of learning**, the **art of conversation**, and the power of **gaming technology**.



Healthcare

*At-Risk in Primary Care**

At-Risk in the ED

At-Risk in Primary Care: Adolescents

SBI Skills Assessment

SBI with Adolescents

K-12

At-Risk for High School Educators (NREPP)

*At-Risk for Middle School**

*At-Risk for Elementary School**

*Step in, Speak Up! supporting LGBTQ youth**

Friend-2-Friend High School

Transitions: Supporting Military Children

Higher Education

At-Risk for Faculty & Staff (NREPP)*

*At-Risk for Students**

Veterans on Campus for Faculty & Staff

Veterans on Campus: Peer Program

LGBTQ on Campus for Faculty & Staff

LGBTQ on Campus for Students

Veterans and Service Members

*Family of Heroes**

Together Strong

Veterans on Campus for Faculty & Staff

Veterans on Campus: Peer Program

Transitions: Supporting Military Children

*Listed in National Registry of Evidence Based Programs and Practices



Conversations that change lives.

LEARNING MODEL

Why Virtual Humans

Instructional Benefits:

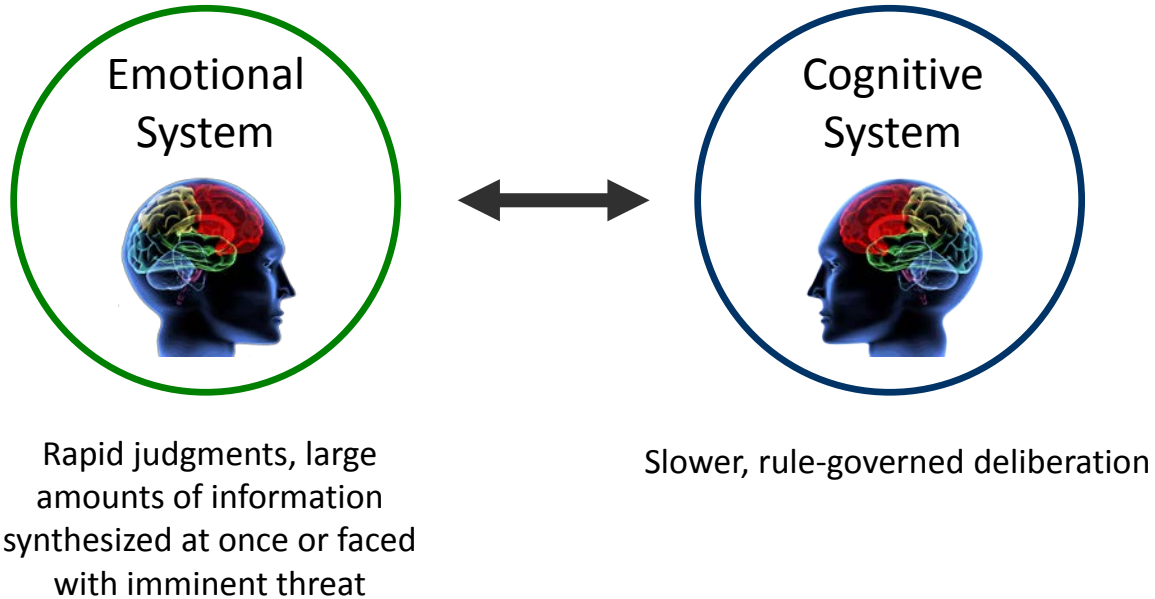
- Safe to self-disclose, experiment
- Increase in engagement, openness
- Decrease in transference reactions
- Decrease social evaluative threat

Other benefits:

- Supports multiple languages
- Personalization of experience
- Reach geographically dispersed areas
- Reduce costs of updates
- “Choose your Avatar” option
- Mobile Applications



Gatekeeper Conversations Are Hard



To manage challenging conversations the cognitive system needs to monitor & regulate emotional system....practice

Learning Model Components

Integrates several evidence-based models, tactics, game mechanics, and learning principles integral to structuring conversations that lead to measurable change

Key models and tactics

- Motivational interviewing
- Mentalization
- Shared decision-making
- Emotional self-regulation
- Empathy / empathic accuracy
- Reappraisal strategy

Key learning principles

- Hands-on-practice
- Self-directed (DIY) approach
- Contextual learning
- Personalized feedback
- Storytelling
- Case-based approach



Demo

Methodology (N= 20 & 22)

1. Pre-Training Survey – 11-item Validated Gatekeeper Behavior Scale (GBS)

- Preparedness (5 items)
- Likelihood (2 items)
- Self-Efficacy (4 items)

Gatekeeper Behaviors (3 Items) – Number of Students:

- Concerned about due to psychological distress
 - Discussed concerns with
 - Referred to appropriate services

2. Completed either At-Risk for Faculty and Staff or At-Risk for High School Educators

3. Post Training Survey (GBS and demographics)

4. Three Month Follow-up Survey – GBS and Gatekeeper Behavior Items

CIEE FACULTY UNIVERSITY - DEMOGRAPHICS (N=20)

	N	%
Gender		
F	16	80.0
M	4	20.0
Race		
White, non-Hispanic	11	55.0
Hispanic	5	25.0
Asian	4	20.0
Primary Role		
Full-time Faculty	2	10.0
Administrator	13	65.0
Other (e.g., Program Coordinator)	5	25.0

Age M = 38.45, SD = 12.42
 Years in Education M = 12.00, SD = 11.01

CIEE HIGH SCHOOL - DEMOGRAPHICS (N=22)

	N	%
Gender		
Female	16	72.7
Male	6	27.3
Race		
White, non-Hispanic	14	63.6
Hispanic	6	27.3
Asian	1	4.5
Multiple Ethnicities	1	4.5
Primary Role		
Teacher	2	9.1
School Administrator	7	31.8
Program Evaluator	1	4.5
Administrative Assistant / Clerical	3	13.6
Academic Advisor	1	4.5
Other (Program Coordinator, Student Assistance)	8	36.4

Age M = 41.32, SD = 12.12
 Years in Education M = 11.44, SD = 11.54

Overall, how would you rate the At-Risk course?

University

100% rated it Good, Very Good, or Excellent

High School

100% rated it Good, Very Good, or Excellent

Would you recommend the At-Risk course to your colleagues?

University

95% responded yes

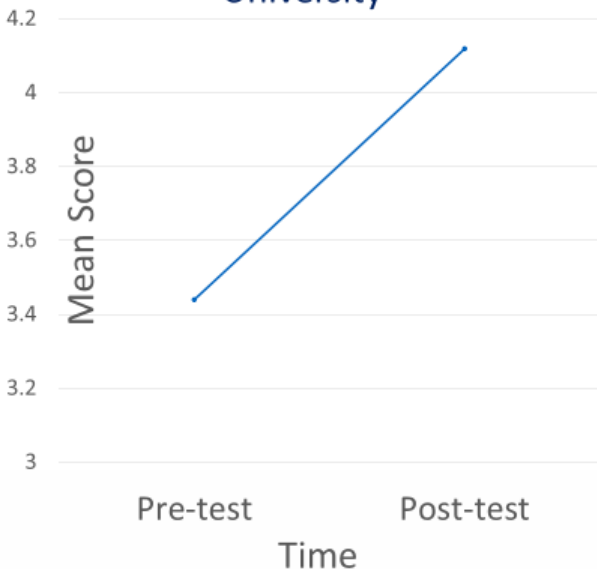
High School

95.5% responded yes

Preparedness (significant at $p < .001$)

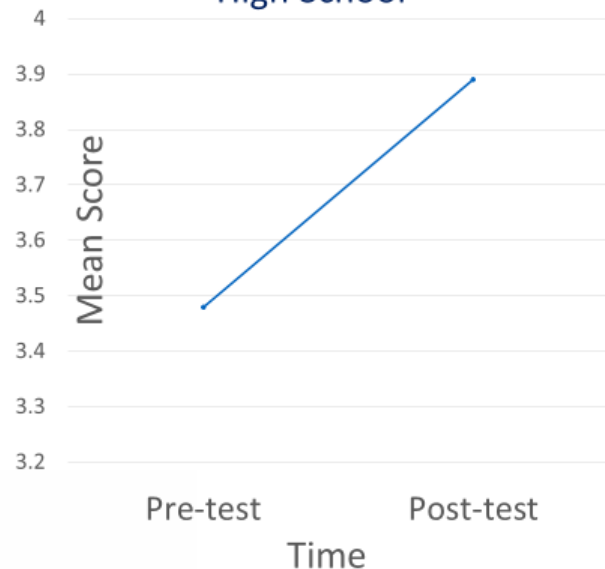
How would you rate your preparedness to...

University



- Recognize student behavior as a sign of distress
- Recognize student appearance as a sign of distress
- Discuss concerns of distress
- Motivate a student to seek help
- Recommend mental health support services

High School

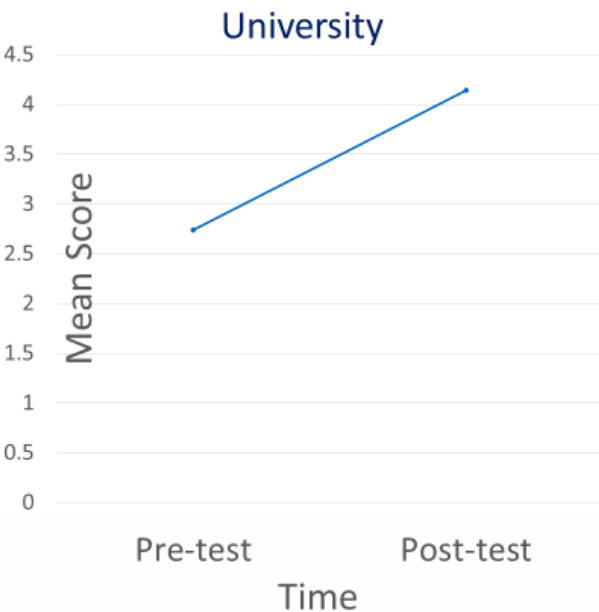


— Composite Preparedness

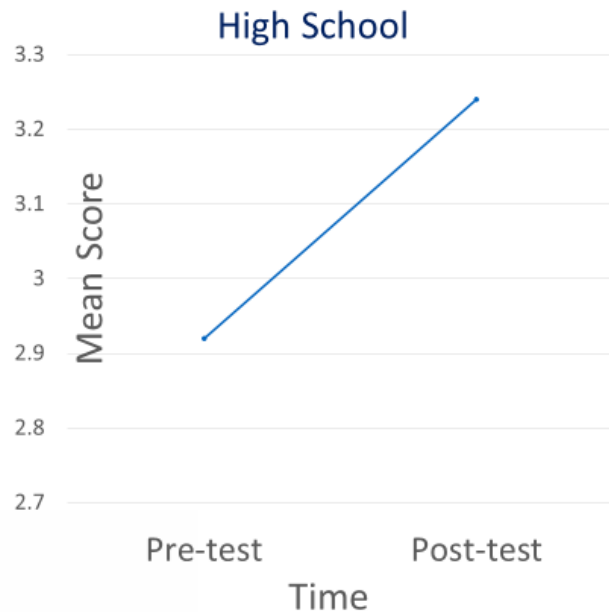
— Composite Preparedness

Confidence (significant at $p < .001$)

I feel confident...



- Discussing my concerns with a student showing signs of distress
- Recommending mental health services to students showing signs
- I know where to refer a student for mental health support
- In my people to help a suicidal student seek help



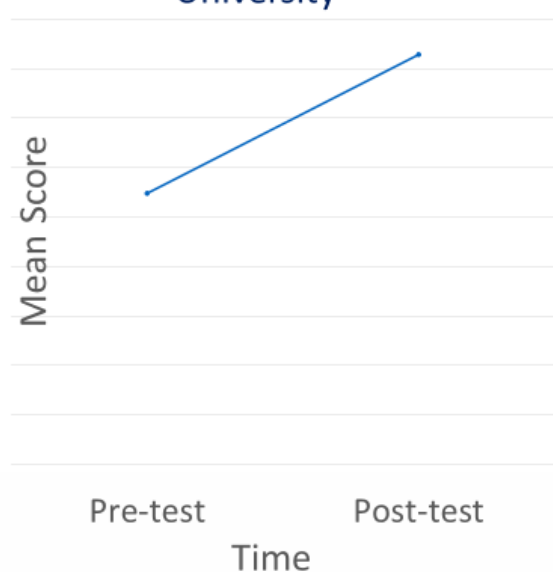
—Composite Preparedness

—Composite Preparedness

Confidence (significant at $p < .001$)

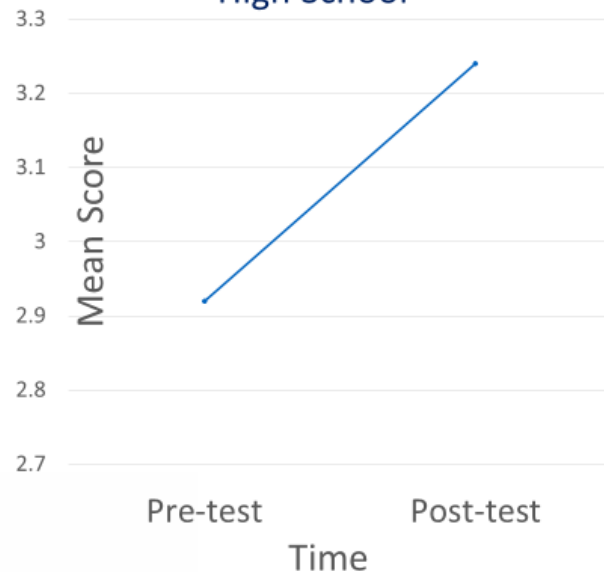
I feel confident...

University



- Discussing my concerns with a student showing signs of distress
- Recommending mental health services to students showing signs
- I know where to refer a student for mental health support
- In my ability to help a suicidal student seek help

High School



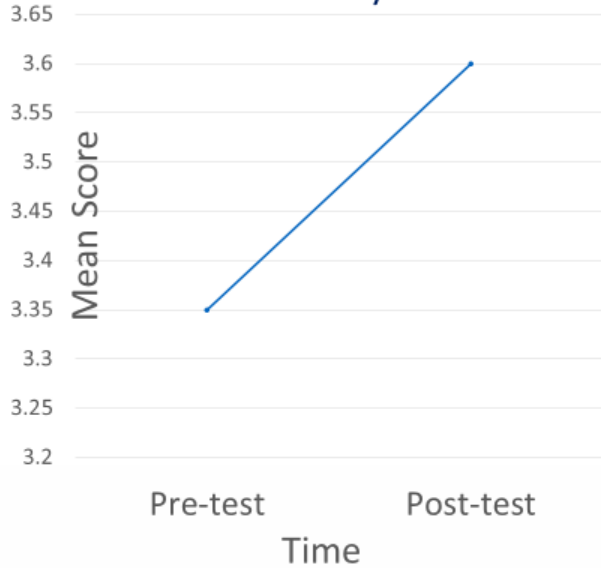
— Composite Preparedness

— Composite Preparedness

Confidence (significant at $p < .001$)

Level of confidence and skill in having difficult conversations with American students in mental health/emotional crisis, in English.

University

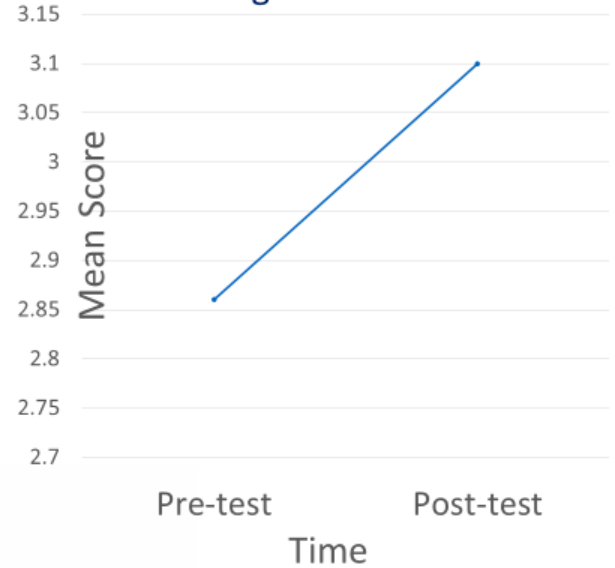


— Composite Preparedness

If you rated yourself fair or poor, why?

10 responses combined: lack of experience with mental health issues

High School



— Composite Preparedness

3-Month Follow-up: Helping Behaviors

As a result of taking this course, there has been an increase in the number of...	UNIVERSITY (agree or strongly agree)	HIGH SCHOOL (agree or strongly agree)
Students that I recognized as exhibiting signs of psychological distress.	83%	67%
Students that I approached to discuss my concern about their psychological distress.	83%	67%
Students that I referred for mental health support services.	83%	50%
Conversations I have had with other adults in my school community regarding students I am concerned about.	60%	83%



Conversations that change lives.

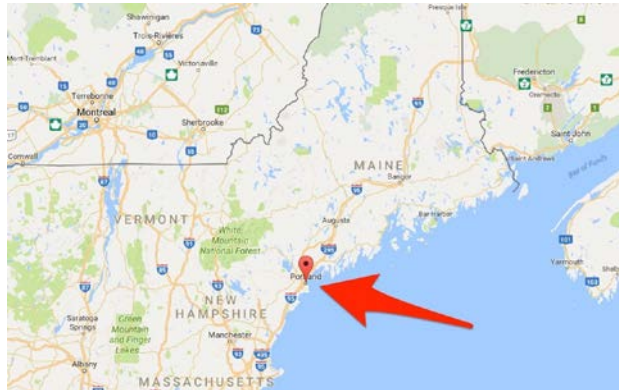
Thank you!

**COLIN MCELROY // CIEE
DIRECTOR OF HEALTH, SAFETY,
AND SECURITY**

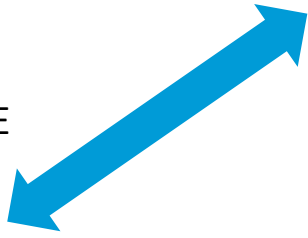
CIEE HS&S Components – Setting the Stage



- 3 Full-time HS&S / Risk Management Professionals
- 24/7 Daily Support to Study Abroad Staff
- Assessment & Analysis
- iJET Intel/Evac Provider
- Incident Management Database
- Psychological Advisor
- OSAC Member / PULSE Member
- Best Practices: Forum/NAFSA/PULSE



- Embedded On-Site Staff
- HSS Standard Operating Procedures
- Annual and On-Going Training
- Emergency Action Plan & Response
- Sexual Assault Guidelines
- Alert System (Echo)



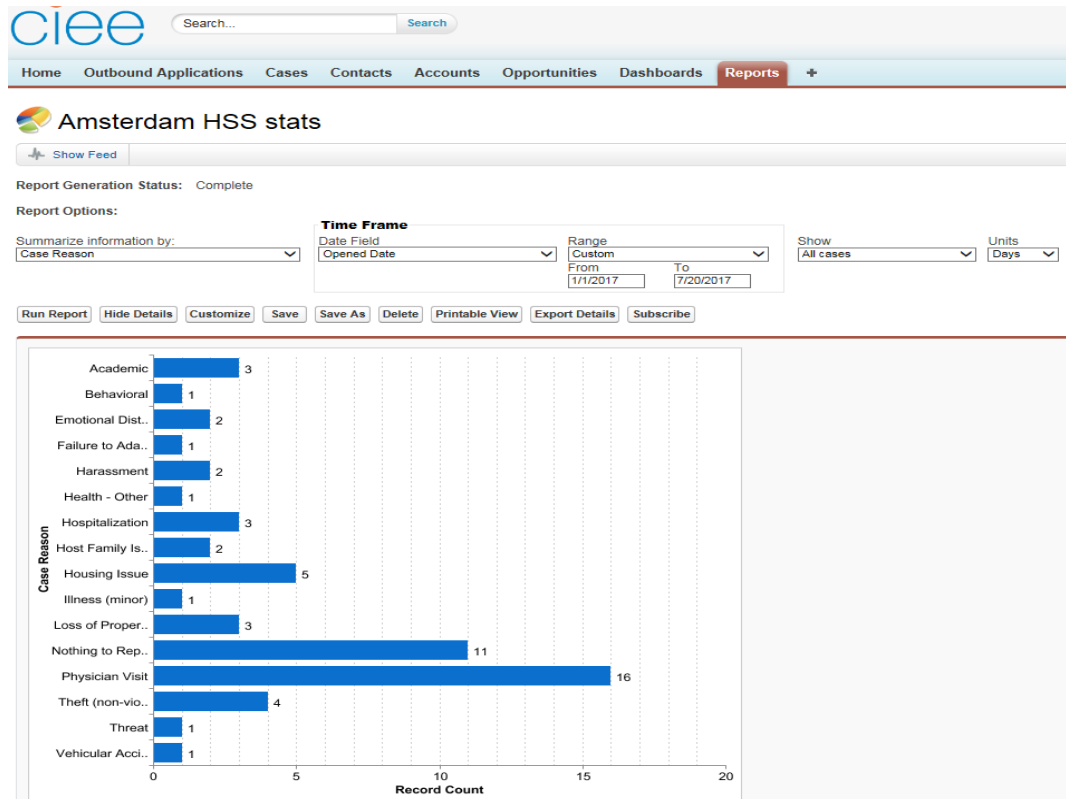
The Challenge of Training a Worldwide Staff



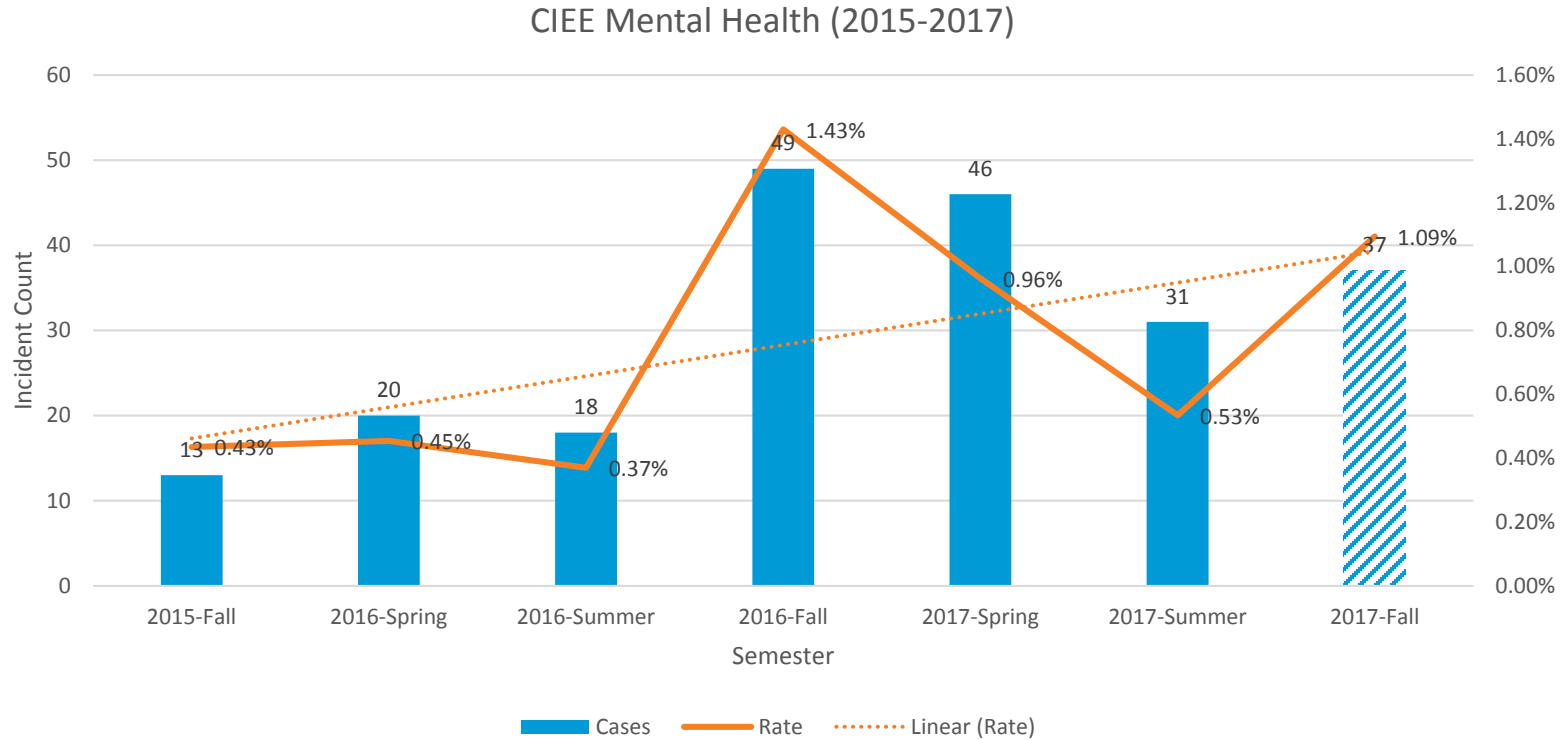
- Student locations and density as of July 20th, 2017.

Capturing Incident Data to include Mental Health

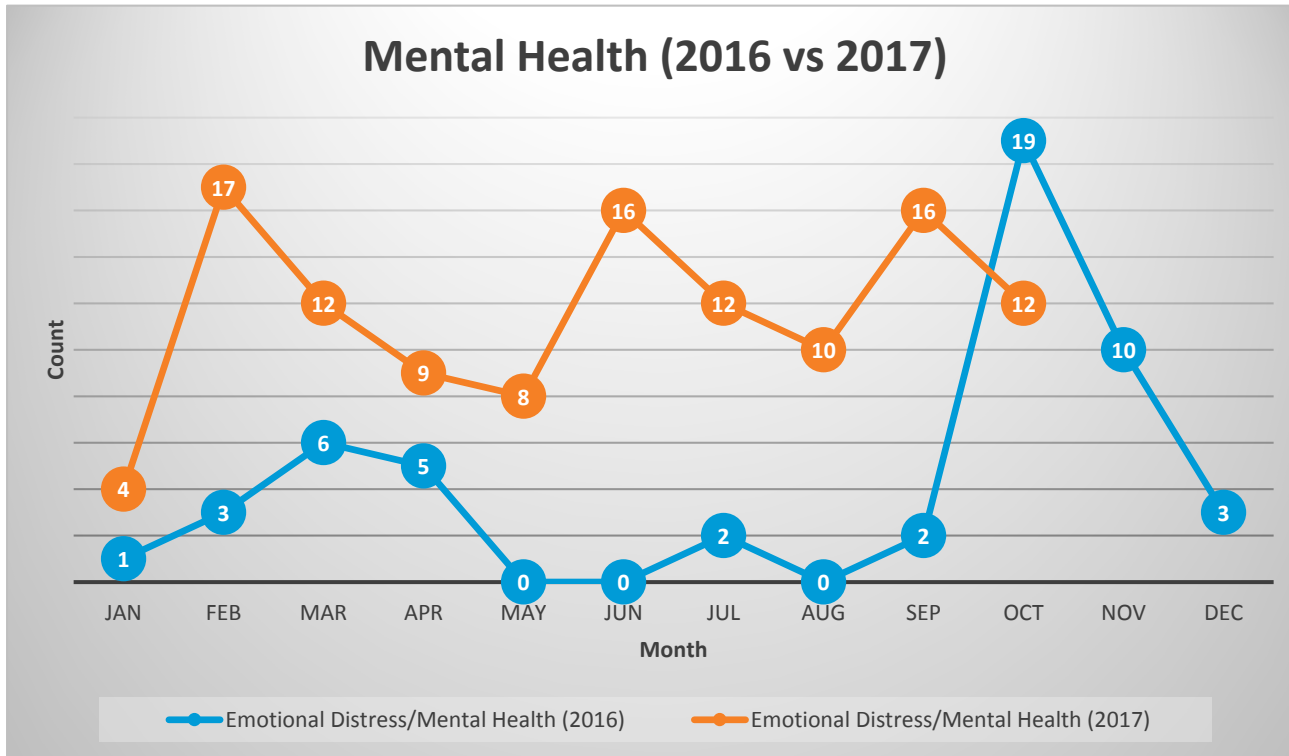
- All Study Centers have a Custom HSS Report in the IMD
- Incorporated into HSS orientations and EAPRs.
- Data driven risk assessments and briefings.
- Mental Health incidents recorded.



CIEE Mental Health by Semester



CIEE Mental Health by Month



What we have been doing: Online HSS Training

The screenshot displays the CIEE Health, Safety, & Security Training interface. The top navigation bar shows the course title and a 'Modules' link. A left sidebar contains navigation options such as Account, Admin, Dashboard, Courses, Calendar, Inbox, Commons, and Help. The main content area is divided into two sections: 'Welcome!' and 'Safety and Security'. The 'Welcome!' section includes items like 'Introduction', 'In This Manual', and 'Welcome Module Quiz' (1 pts | Score at least 1.0). The 'Safety and Security' section includes 'Health, Safety, and Security', 'Emergency Management Overview', 'Student Safety Standards', 'Monitoring and Incident Management', and 'Study Center Timely Warning Policy & Procedures'. A 'Copy' button is visible next to the 'Emergency Management Overview' item. The URL at the bottom is <https://ciee.instructure.com/courses/2645/assignments/syllabus>.

What we have been doing (continued)

- Enhanced Incident Management Database reporting
- Full statistical analysis available to on-site staff
- HSS SOP online training (Canvas)
- Enhanced Health Screening Documents (Lodestone Safety)
- Mental Health First-Aid (only in-person training available)
- CIEE has submitted all HSS 2016 data to the Forum CID
- Annual University HSS Reports (shows Emotional Distress Cases)
- Training with Psychological Advisor during worldwide conferences
- *At-risk student identification training trial (Kognito)*



From the Field: Center Staff Experience

- Zein Nsheiwat – Center Director, CIEE
Amman, Jordan



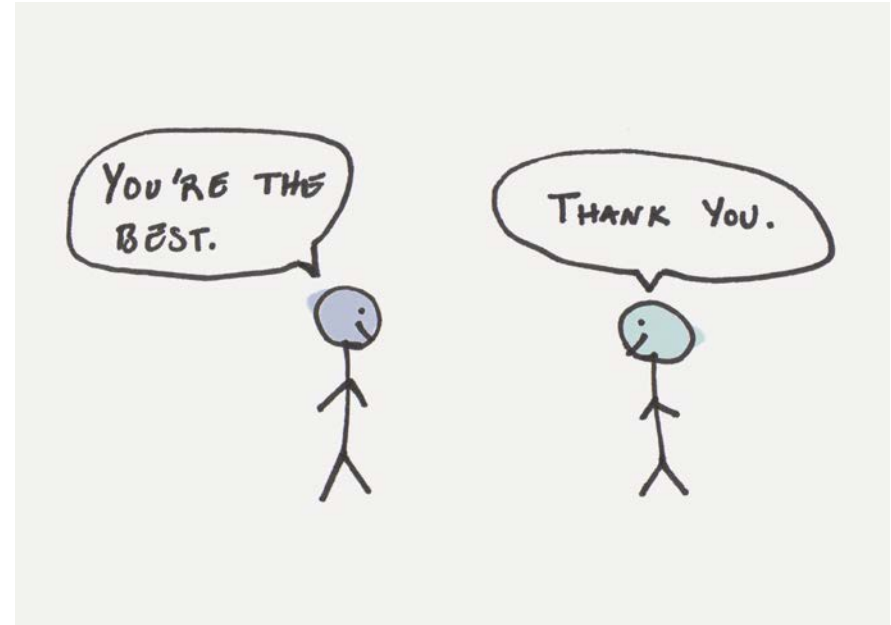
Q&A: Questions?

- Our contact info:

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A photograph of a city skyline featuring several prominent skyscrapers. In the foreground, a multi-arched bridge spans across the frame. The sky is clear and blue. The text "THANK YOU" is overlaid in the upper center of the image.

THANK
YOU