

Changing the Conversation about Mental Health to Support Students in the West During a Pandemic

Transcript of a webinar hosted by Western Interstate Commission for Higher Education

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Introduction by Patrick Lane:

Slide 1

Patrick Lane: Good morning, or afternoon everyone depending on your location. Welcome to an important webinar today, focusing on strategies for supporting students mental health during a pandemic. My name is Patrick Lane, I am the vice president for policy analysis and research at the western interstate commission for higher education also known as WICHE.

Slide 2

Patrick Lane: A few housekeeping items: due to a large number of participants, we have set the webinar up in listen only mode. We encourage questions; please use the Q and A box instead of the chat box. When Alison's presentation is complete, we will try to get through as many questions as we can. To save time, we may answer some questions directly in the Q and A box. If we can't get to all the questions during the webinar, we will post questions to the WICHE website at wiche.edu along with the webinar itself as soon as we can get to it. Additionally, please feel free to email any questions that come up after the webinar. To preempt a couple of questions, yes, we will make slides available after the webinar, yes, we are recording the webinar, and will post that on the website.

Slide 3

Patrick Lane: As we get started, a little background on WICHE. We are one of four interstate compacts focused on higher education., our mission is relatively straightforward: we are focused on access to and success in postsecondary education for all residents in the West. Since our inception, WICHE has believed in the principal that students can't access and succeed in higher education without high quality behavioral health supports. We have had a strong behavioral health unit since the 1950s and I am joined today by Dennis Mohatt, vice president of behavioral health, who will chime in as we get to questions.

Slide 4

Patrick Lane: Our topic today is important during the best of times, and especially now. We are joined by Alison Malmon, founder and executive director of Active Minds, a nonprofit organization focused on supporting mental health needs for young adults. Active Minds has over 550 chapters in high schools and college campuses across the US, using a peer-to-peer approach that is driving change around conversations around mental health and students seeking health. I'll turn it over to you now, Alison, and let you take it away.

Presentation by Alison Malmon:

Alison Malmon: Sounds great. thank you all very much for joining us today. I'll get into more information about Active Minds later; while we are based in DC, I moved to the Boulder area about two and a half years ago. I have particular interest in the work WICHE is doing and what they do for mental health in the West and I'm very happy to be here.

This opportunity to have this webinar right now couldn't be more perfect and more necessary. I had the opportunity to work with WICHE to present on campus mental health, students on campus mental health. Student mental health is an issue we have needed to address for a very long time. And now we are facing even more unprecedented uncertainty and chaos. It's a struggle we are seeing for many students.

I am going to spend a little bit of time today talking about our overarching needs, overarching mental health needs, and what we have seen from this. So we are going to spend some time talking about Active Minds, about students' everyday mental health needs, the impacts of the pandemic, what students are saying, what strategies we are seeing in terms of coming back, and the creative approaches in terms of social distancing, remote learning, and what will happen when our campus do let students back on. And then I'll save ample time to answer as many questions as we can at the end.

Slide 5

Alison Malmon: I am able to join you here as executive director and founder of Active Minds. We are a non-profit organization that supports students' mental health needs. We are most well-known for student led chapters in college and high schools across the country. We also have a number of speakers and partnership with Honor Society, Greek life, student athletes and different levels that have us on a hundred high schools and colleges across the country. We are focused on providing support and saving lives.

Slide 6

Alison Malmon: The short history is I was a freshman in college at the University of Pennsylvania when my brother Brian committed suicide. Brian had been a very successful college student who started struggling with his mental health his freshman year but did not tell anybody about it until his senior year. At that point, he took a leave of absence, and came home. He was home for about a year and a half before he ended up taking his life in my freshman year of college.

When I think about the time that Brian died in my life, I was thrown into an identity as a suicide loss survivor and an only child. Trying to understand my identity and what happened, I was struck by the fact he had been struggling with such a severe mental health issue without being caught by any of the faculty or administration b/c he maintained a high GPA and was involved in several organizations. He did not fall through the cracks in a way we expected. Instead, he put on a happy face and he hid it because he thought there was something wrong with him and everyone else was having the time of their lives.

Recognizing what made him struggle for so long reaching out in getting the help he needed, as soon as he needed, I dove into research and found his story is pretty typical, but the lack of conversation about these issues, the lack of knowledge and the opportunity to find hope and to thrive is also prevalent

that students who think there is something wrong with them and so we are keeping it quiet. That formed for me, a student group on campus, which has turned into a nonprofit, Active Minds that is on several hundred campuses now. Really more than anything, our goal is to mobilize a new generation to think and talk about mental health differently than we had been raised. Brian died in March of the year 2000 so we just hit the 20-year anniversary of his death and the evolution of the field that I've seen over the last twenty years has been extraordinary and I'm so excited about this generation being more open about talking about this issue.

Slide 7

We have grown from 1 to 800 schools across the U.S. because young adults saying this is an issue that is important to me and has impacted my friends and I want to change this. That is the work Active Minds has been focused on since I have formed the nonprofit. We have grown -- grown now to have 19,000 student members across 500+ chapters. Our chapters are a student led membership from our national offices who are reaching 1.5 million students directly and this is not simply students who are on campus where active minds so, we know that 1.5 million students are directly impacted.

10:00:00 We are thrilled in 2018 when Rand Corporation published an evaluation of our project and the sheer presence of Active Minds, even for students who had never attended an event, but students who could say we have that here on campus and I have seen them put posters up, those student had improved attitudes around mental health knowing that there was a group at their school and those findings really demonstrated that if you can promote awareness, promote education, you can create a community and culture that talks about mental health every day and not when a crisis occurs, we can give people reaching out to the help they need as soon as they needed to offset what Brian found himself and so many others are facing.

Slide 8

Too often, we only talk about mental health when crisis occurs and the goal is to have that public health conversation year-round to be liason-ing between administration, faculty, and students and create a space where students feel comfortable and know where help is available and really work with the resources available to them on campus. Our primary constituency is college students and the reason I say that is to really get a gauge of what students think right now and what the mental health implications might be given the pandemic and it has given us the window into insight that not many groups have.

I want to start with a little bit of information about mental health needs and this is a conversation we need to have before the pandemic hit. It's a conversation that Active Minds has been having for 17 years because of the immense need. Because half of the students are feeling depressed and they cannot function, and you look at the reality of this even though everyone is talking about it. Number 2, it always strikes me when I look at the data, the top four factors negatively affecting academic performance are all health-related and this data has been repeated year after year, these top four (anxiety, depression, sleep difficulties and stress) continue to rise. We cannot just be talking about campuses and how they are educating students and what to do to prepare students for the working world if the top four things are so prevalent. The last two points are the points I really want to focus on.

67% of college students who feel suicidal would tell a friend before anyone else. We cannot only focus on faculty and the counseling center and the higher ups and expect to help all the students struggling. If anything, my brother would not have been caught by any of those, but we learned later that his friends noticed changes and did not know what to say. The fact that 67% of students feel suicidal tell a friend before telling anyone implores us that more training is needed. It's important to note that Active Minds is not a peer support group; rather students come together to plan events across campus. We need to work to make sure policies are there for students in host training -- and host training in how to connect them to professional resources -- and how to connect them to professional resources. If I am a college student and I have a friend who just told me I'm thinking about suicide, I need to know what my next steps should be to get them into care. And finally, we are seeing several data sources that young adults hold the least stigmatizing attitudes toward mental health and are more likely to know someone with mental health but don't know how to help. This is healthy data showing that stigma rates are decreasing, but we are still not arming our young adults with the words to use to talk about these issues. What we need is the tools and tricks and training to use their voices and that is what we have been doing.

Slide 9

We have had a window into the soul of students since everything hit in the middle of March. Very quickly, campuses started closing down the week of March 10, 11, 12 and the immediate impact became a major factor in the work we were doing. We put out a blog post about mental health and displacement because students were being forced out of their homes where their identity was on campus. From the blog post, that has been our number one circulated and read blog post throughout this pandemic, from students displaced from campus, from the employees working from home, what it means to lose your sense of identity, and where you were, that remains our most popular on the website. You can go to [Active Minds.org/COVID](https://www.activeminds.org/COVID).

Short-term, we are hearing from students a notion of grief and economic uncertainty, fear, loss of social networks and loss of freedom. Very early on students were struggling to understand what this means for my grades, for my housing, will I get money back. My work-study job is what keeps me to fund my education, to support my family, what does this mean for me? And then are looking at home, what is this going to happen to my family's work and economic health? What is happening to the health of my family? The immediate short-term grief was extraordinary and the way I can best think about it, I am an employee who now works at home, I work from a home I bought with my husband, and I have three kids I am trying to homeschool, but this is a set up I chose. I am getting a little more what I signed up for, a little more time and energy spent in the place and with the people I chose, so it can feel stressful. But that's one thing.

We are talking about students who are in places and with people they did not necessarily choose to be with. Maybe they had stayed, and they are self-quarantining in a spot and with people that they chose to live with yes, but never meant to spend more than 15 minutes a day with because there were going to be out and about. Or they are in a physically small space and now they are responsible for cooking meals in a space without a full kitchen and now they are cooking for themselves. Or maybe they have gone home and maybe home is an extraordinary supportive place, and family cares for them, but they are still physically in someone else's space or they are with their parents or holed up in their bedroom, they don't have the agency or money to control their lives.

Or maybe home is not a supportive place. We have talked to some students, and they have said they have never talked to family about their mental health struggles because they haven't had to or now they are at home and have to figure out how to talk to their family or maybe their family is a detriment to their mental health. So, thinking about all the physical implications of the pandemic on our students, I think it is important for all of us who are struggling through our every day, and our stresses, recognizing that the stresses abound for college students.

Long term, we heard from students, the questions for credit for studies that require labs, will they still get their credits, what is going to happen to their graduation date, what if they can't afford another semester if they can't graduate on time, and all of these unknowns were circulating with real tangible fears for students. Fortunately, many schools have been able to figure out what those solutions will look like. And now many students can be clearer about grades and graduation. We are also a month in at this point and some institutions haven't made these decisions yet or been as transparent with students. We recently closed a survey study of students nationwide, the mental health implications, just to get a sense of some of the major issues they were facing. We are analyzing data right now and will be releasing it in the next week. If you join our listserv, I will email that content out for you.

One of the things we hear from students is that the academic component of the pandemic is one of the biggest things they are stressing which may not be what we all anticipated. How grades are going to be impacted or about the changes happening this spring or if you are connected to a school that has made a decision, but has not necessarily been transparent, but very vocal about what the decisions are, I would encourage you to spend some time to figuring out how to make that happen because your students are really struggling. Then, when graduations started getting canceled and high school proms were getting canceled, that loss of identity was strong for so many students we've been hearing from. We had a number of blog posts that speak to the grief that students are experiencing and guilt that they feel for losing a graduation or a prom and also realizing there is a privilege that may be the only struggle and so that guilt of do I deserve to feel that or not? We are doing a lot of work at Active Minds to make sure students know you can grieve and feel blessed or lucky or that you have privilege that other people do not have. All these pieces are important for long term identity, for that junior studying abroad, for that senior who was supposed to graduate.

Slide 10

So what students are saying, there are a couple of tools that Active Minds has opened over the last month to provide a support system for students and to learn from them. One is that we have student webinars each week, giving students the chance to connect and ask our team questions and ask each other questions. We also have a slack network that was previously only opened to Active Minds Chapters, but because of some funding we received, we have opened it up to students at large across America to be able to connect to each other, talk about this wild world they are living in. So, through those webinars and slack network, we're getting a lot directly from students and we will have the data soon, but what we are hearing is students just want to know everything is going to be OK. They just want a simple message that things are going to be OK and it is not a question that everything is going to go back to normal. Everybody recognizes that things will be different, but they want to know that different does not mean it is the end of it. so, the more you can tell them it is going to be ok, that will help. We heard them saying they wanted to hear that from students a year or two older; for a college junior wanted to hear it from a first-year grad student, just because there are paths that students have put themselves on and they need to hear that they will still be on that path. Try to provide that level of mentorship among students.

They really are appreciating advanced technology allowing them to interface with each other and share what the struggles are (i.e. Slack), and as well as gaming technology for social interactions. We have heard about the negative implications of technology, but young adults feel gaming gives them a sense of community. This is where they feel community, being on calls, with their sports teams, their sorority, whatever their identity was, being able to connect with those students via video or phone has been helpful.

They're wondering how to create productive and healthy work environments with family or roommates, they're wondering how to navigate mental health conversations with their parents that they have never had to do before, and I think about students who have not come forward about struggling with depression or anxiety and they have enabled to create a barrier for their parents to not be part of that, now they need to have a conversation with their parents. They are having difficulty concentrating, heightened anxiety, but they have additional struggles because of the unknown of their economic, professional and social lives. They are looking for good content to promote. While they are struggling and anxious, they want to help other people feel good so they are looking for content that they can share. This generation has always been caring in this way. If you are looking for this, one of the things we pride ourselves on is our social media presence and the content we put out to help other people understand the reality so I would encourage you to follow us on Facebook, Instagram, snapchat, and twitter.

Slide 11

30:00 We are seeing creative approaches emerge, that are changing on a daily and weekly basis. It is hard to believe that it has only been a month. We really leaned in early at Active Minds about this idea of social connection amidst social distancing and we heard some news sources and others talk about. While we need to remain physically distant from one another, this need for social connection remains so strong. It is even stronger for young adults who are inherently social creatures, building their identity through the social world. Whatever you can do to help build this social connection, weekly student chats, slack channels. Pushing supportive texts. This is something we will be doing over the next couple of weeks to create that connection through text message. If you are part of an administration that has the ability to send out messages via listservs or through your school social media pages, don't undervalue the quality of social connection right now and how much people want to hear from each other, from their schools, what is going on, that they are there for each other, that we all recognize these are extraordinary circumstances.

We will build connection and friendship through a time are normally we would just pass each other on the block, or for those of us in office environments who would pass each other by the water cooler. We must be intentional about it now. Similarly, designing creative programming. There are ways to take your mental health programming on campus and bring it online. we have schools that have brought their mental health monologues online. We have schools doing stress relief activities online. I highly encourage you not to forget the student life work, especially now. This conversation about mental health is even more important now when folks are feeling so separated from the community that made them feel good.

I want to address insecurities. Student health has everything to do with physical health and emotional health. For the international students who are not able to go home -- those who have housing insecurity or food insecurity—make sure that you not only have a food pantry but are advertising it.

Letting those students who cannot go off-campus know that they have a place to stay in the University or that you are building a partnership with another organization to help them. There is no one-size-fits-all approach. Our students are so vastly different and come from such different backgrounds that we must be as supportive and thoughtful about each of them as we can. We are seeing some incredible support across the board.

Practicing positive mental health. Make sure your students know what mental health resources are available to them. We are finding students don't know where to turn if they are struggling with mental health and that is a problem. It is especially a problem because there are resources out there. We must be doing a better job. Is it the counseling center? Is it the national suicide prevention lifeline or the crisis text line because you don't necessarily have on campus services available? Absolutely. I recognize that there are so many questions about telehealth opportunities and how people can provide services to students over state lines and that is differing from school to school, state to state. Just be as open and transparent; and push that information out to your students so that they know what is available and accessible to them. One other idea, Active Minds will be hosting a webinar for some of the winners at the Active Minds healthy campus award Thursday of this week. You need to get more information about what they are doing to support student mental health specifically in the age of this pandemic.

The last link here is our blog.

Slide 12

I will talk a little bit about what it will be like when we come back. I bring this up because I don't know that we are talking a lot about it, or we are thinking a lot about it. We are in the immediate of what is going on, how we support faculty and students right now. I want to ensure that when school does open, whether it be the fall or afterward, we really look at the first semester, first year, as being postvention semester, year, because when we come back things will be different.

Students are coming back as different people than when they left, our faculty are coming back and a different number of them were reallocated to different departments. We need to not avoid and to not ignore. That is what we hear from students time and again that they want to hear from their school that their school recognizes that this is an extraordinary time. Have your president send out an email saying I recognize that this is an extraordinary time. When you come back, make sure that the highest of leadership recognizes openly to the school that this is a time that we are coming back and healing together. We will do that by building a community together. Have big town halls in the beginning of the year. Make sure that the faculty are talking about the resources available to students throughout the year, not just necessarily the psychology students. Acknowledge the trauma, treat it as a postvention year, and follow the steps that you typically would with postvention.

At Active Minds, we talk about postvention after a suicide on campus. Stabilization, coping, and creating policy changes. I would encourage us to do that in the post pandemic year. The pieces to that are the most important to call out is around this communication. But also, really looking at who you can partner with to ensure the best transition from what became a very abrupt in person to remote learning time. What is our next transition? Will we be remote learning for a while? How can we ease into that? Is there a set of programs we can do, are there are partnerships we can create with faculty and students who can give us eyes and ears into what we are hearing from the community so we can create the program that makes the most sense for them? Is there a pandemic task force that we can set up to talk about what the immediate needs of the school are, what the immediate needs of the

staff and faculty are, what the long term needs are, and have that shift and change as we know more about what will happen when schools open up. As for policy changes, we must treat all our students as being at risk. I don't like the term at risk because it commentates negativity, but so often in the mental health field that is how we do it.

Slide 13

I believe that everyone is addressing mental health every day. We need to come back to campus recognizing that not all our students may have mental illness, but they all have mental health. And everyone's mental health has been tested during this time. And, the fact that several our students who were not struggling before the pandemic are struggling now or will be in the future. We need to make sure we are still offering counseling services to our students right now and that when we go back to campus, those counseling services are not only there but are bolstered. I know that is hard in an age of cost-cutting, of budgets getting decimated because of the loss of enrollment. so, it's easier said than done. I cannot stress enough the importance of addressing the mental health components of this pandemic along with the health components and economic components and pandemic components that we have already talked about and will continue to talk about. Mental health is often the thing that gets swept aside or pushed under the rug as the thing to get rid of. But the mental health needs of our students will be more prevalent when we come back.

We need to take a public health approach to mental health starting today and lasting well into the time that we get back onto campus.

I will end there. We have some time to address Q&A, and at the end we have resources we can pass on to the group, but I want to make sure that we have some time to answer questions live.

Q and A:

Slide 14

40:00 Patrick Lane: Thank you so much, Alison. We have some questions coming in. Maybe I will pose those, and you and Dennis as our experts can chime in.

Q. Are you seeing different concerns percolating from four-year institutions vs community colleges? From traditional students vs adult learners? And are there any recommendations or feedback regarding students were military veterans and the unique circumstances that they may be facing?

Alison: I will answer from my perspective and I will turn it over to you, Dennis. I don't know all the data because we just closed our survey yesterday, but it is part of our survey, we are getting a basic assessment of what type of degree folks were pursuing. We will be able to see differences in the data around four-year institutions or the two-year community colleges. We know that a nontraditional student -- that the presence of nontraditional students within our schools is a higher number than what we typically think of typical 24-year-olds. Nontraditional students have been a core part of what we have been doing from the beginning and it is certainly the case we are finding from nontraditional students that they have issues with parenting and being a generation taking care of their kids as well as their parents are struggling with the financial implications of what this means. While I don't have specific information to share, I would say there are more similarities than not. Despite the shifts and

changes in demographics, people are struggling. And that, once we can do our data analysis, I will be able to give a little bit more of an answer regarding the specific change we will see.

Denis Mohatt: The information that we have seen percolate up tracks with what Alison is saying. Every way you look at this, each component compounds. If you are an older student who has young kids at home, you are trying to get through your term and trying to teach your children, that compounds issues that you are facing, and it compounds the stress. As far as veterans go, if there are issues around finances, etc. veteran services folks on campus can help. What I am hearing from the community college end of things is that many community colleges do not have student health centers or robust student counseling centers because of the nature of campus life. Many of those students depend on community resources and in many cases those resources are stretched thin, so access to services is more difficult and that is an issue that's come up.

Patrick Lane: I would add the issue of telehealth and state licensure and practicing telehealth across state lines came up, that is something WICHE is very much focused on. For several students, it has become an issue. We are working to understand what the different emergency declarations that states have passed actually say. As we develop those resources, we will try to push out information as broadly as we can to the campuses. I think that is something that has come up quite a bit.

Q. Patrick Lane: We have another question that has come in about HIPAA and FERPA. What forms do you have in place for online services to take place and are you able to share? That may be a question that we can throw out to the group. If you have resources, there we can crowd source that if somebody puts an answer into the chat box.

Dennis: I will say that there are forms that have been pushed out by the various professional groups, American Psychological Association, the National Association of Social Workers, the American Counseling Association all on their national website have the forms available and CMS, the Center for Medicaid Services also has guidance around HIPAA issues and those resources can be accessed. When we post the Q&A, we will add some websites that you can go to.

Alison: this is an area that we are seeing, part of the question for everybody is how long is this going on? When the questions started coming up a couple weeks ago, we started to see forms getting introduced and there may well be things that are introduced as we see the length of time increase, especially that college campuses will need provide services to students across state lines if campuses will stay closed. I can see a lot of movement in the area and a lot of questions in the area. If the resources are not there right now for exactly what you need, they may well come. There are several agencies putting forward the resources that are most appropriate for the moment.

Q. Patrick Lane: Is there a model for the postvention year that takes into account another wave of the pandemic?

Alison Malmon: Yes and no. This is a big unknown. We are all hopeful that by the time that we reopen, we will be passed whatever additional waves that there may be. Unclear when we are reopening and when the waves are. What we are hearing from students is that they want to hear that their school is better prepared for this in the future because students are concerned about a second wave. If nothing else, while I wouldn't necessarily say I would call it a postvention, per say, at your institution, some of the changes that you had to rush to make over the past few weeks, have a plan in place. So that it can happen seamlessly and feel like it is in control later on. If wave two hits and we have to send

everybody home these are the messages we need to send out right away, these are the tools we provide right away, these are the people we need to provide resources to, this is how faculty decides about their grades and this is what we communicate.

In some ways, this is a postmortem of what has happened over the last month. What went well and what didn't. In the event that wave two hits or that something else happens at some other point in time. You always talk about the silver linings and finding meanings in things and it is hard to find meaning in a situation like this, except that if you know now, if you are in a situation like this again, you can get through it. It can feel less out of control. We encourage with any time that you have, in group conversation or among individuals to document what happened over the past month and what went well and what didn't go well for when something like this inevitably will happen again.

Q. Patrick Lane: We have moved a lot of programs supporting students to the virtual world. Given the competing challenges for students how would you recommend engaging students in these virtual programs to support their mental health?

50:00 Alison Malmon: It is a great question and I was having a question about this recently with somebody. We can talk about it with students and for our kids, we cannot force someone to do something don't want to do, especially right now when things can feel pointless or hopeless for students. We must recognize that often our students may not be engaging right now because they are so engaged in the helplessness that they feel. We can put things out there, but we must be responsive to them. My recommendation is not to force anything, and however, if you if you are able to partner with faculty by offering extra credit, to provide what you would have had on campus, to participate in this event and make it something that encourages students to do in addressing the issues that they are most feeling which is that they don't have their own personal space, they don't know what will happen to their grades, if you can play into that by giving them the mental health education and conversation, that is one thing that they need.

And if you are not, make sure you are working with students to create the resources and the programs you are putting out because often times we come up with these things that we think are great and any student could have told you that it would fail miserably and this is why. Using students from the beginning to create what you want to create and for them to be your marketing eyes and ears, that is how we encourage engagement in and of itself, through partnership and highly through student led programming and marketing because that is where students are hearing about it and listening to their peers. You can't force something that people don't want to have happen. The best you can do is put it out there and know that even if three people show up it would've meant the world to these three people and that's enough.

Q. Patrick Lane. Has Active Minds been implemented at any medical or dental schools?

Alison Malmon: long term, yes. I generally must go to our website to find where we are because I can't keep track of it. We have had chapters at med schools in the past. I don't believe we have an active one right now. The short of the answer is that we are not present in med schools or dental schools though we have talked about it quite a bit. We do have chapters in law schools and business schools. Where we have chapters, our student led chapters are where people have come to us, wanting to start a student group. Our growth from our one chapter at Penn to the 550 chapters in the 800 schools has been an organic. We have a small team and we don't have the power to be marketing. It's where people are coming to us saying this is an important issue I want to address in my school. Where we are

is entirely reactive. I don't have a good example of the current med school or dental school, but we have had a chapter in the past and we would welcome the chance to talk with somebody who would be interested to do it.

Q. Patrick Lane: You mentioned that things will be different when we return, could you elaborate on that and how you think they will be different.

Alison Malmon: I think it is a false reality to think that we will go back to normal. Part of the challenge is what does that mean? I know so many people are waiting for things to go back to normal. I think about this often, like I think about my own history of losing my brother Brian. He passed away 20 years ago and after he died the chaos in my life and in my head was extraordinary. My world fell apart. My world has never been the same and however my life has had to move forward. I think that will be the case post COVID. Things will never be what they were on January 31, but that doesn't mean that they will be bad or that we will always long for what they were on January 31. There will be things that were much better. People have gotten much better about connecting with each other right now and are not taking for granted the fact that they will pass people on the street. People are writing letters more. They will ask people how they are doing or that they are engaging in video meetings or happy hours with people that they found themselves saying before, I just wish I had more time to talk to you.

Once we come back in the fall, I think that additional level of compassion and empathy and connection will be there. Part of our job is to help harness it and embrace it and help it continue. And people's health will have been impacted, financial health will have been impacted, family dynamics will have been impacted on both sides and we just must recognize that this -- that life is not going to be what it was in January 2020. It will be a new life that we must lean into and to embrace and we must take advantage of the good things and recognize and help support the struggles that people will have faced. I see how my personal life changed and my connection to people changed after Brian died. While I would give my left arm for him to be back here, I also feel very fortunate that I learned the important things that I learned from my own life when I was so young because it has helped my adult life. I don't know. We can't predict it; we must acknowledge it and lean into it and really help support the things that are good and help that continue and recognize the things which have impacted the students and staff -- and faculty and staff.

Q. Patrick Lane: We have a couple of questions in the Q&A about starting an Active Minds chapter. If folks are interested, what should they do?

Alison Malmon: All the information is on our website. There are several ways that you can engage with Active Minds even if not through a student chapter. We have our suicide prevention exhibit. We have speakers. We have a healthy campus award where we recognize schools that are exemplary in treatment of student health and well-being. We have ideas for teaching and changing policies at your schools. It is all at activeminds.org. We have an international conference if you want to learn more about the field or about the way we approach this work, you are invited to come to the conference as well. If you go to activeminds.org/programs It lays out the specifics of how you go about starting a chapter. In summary, we require that they be student led but have an on-campus advisor and then we have several other criteria that we ask of our chapters. The biggest thing is that you must have undergraduate or graduate student representation, the advisor, and the formal recognition from the school.

Conclusion:

Patrick Lane: We will be posting a recording of the webinar and the slides. Alison, I will give you the last word to talk to the additional resources that you have.

Slide 15

Alison Malmon: on the slide is a number of resources. This is the special hub that we created to house this information and it includes all the blog posts I have mentioned as well as the live webinar content.

Slide 16

Patrick Lane: Great, thank you so much. Thank you for joining us today. We will be sending out more information about this as we get everything posted on the website. This is an important topic and as Alison made clear it's not going to go away and you have to be planning as things ease or they will not.