

Mental Health Campuswide Assessment Checklist

This checklist is designed for athletics department staff to use in collaboration with campus and community licensed mental health providers. Schools may use this checklist to conduct a campuswide assessment to determine if the following have been addressed:

1. Institutional structure.

- Existence and distribution of a comprehensive mental health strategy.
- Existence of a steering committee or task force to develop a mental health strategy.
- Existence of a designated staff person to manage/ implement the mental health strategy (e.g., athletics health care administrator or identified clinician).
- Existence of policies for student-athletes with specified mental health issues.
- Existence of a core set of identified and agreed-upon mental health indicators routinely collected and reported annually (e.g., survey data to identify incidence, prevalence).

2. Supportive, inclusive campus climate.

- Documented commitment to engage in a supportive, inclusive campus climate in a campus mental health strategic plan (e.g., written policy).
- Measure of student-athlete connectedness (e.g., outreach to injured student-athletes or outreach to others who are separated, or who are separating, from the team).
- Establishment of healthy academic, athletics and social environments.



3. Mental health awareness.

- Increase in student awareness regarding mental health.
- Availability of education and information about mental health resources available on campus.
- Implementation of communication campaign related to the mental health strategy.
- Availability of online education or training.
- Availability of educational material to increase awareness (e.g., pamphlets, posters, videos, website).

4. Community capacity to respond to early indicators of student concern.

- Establishment of a committee or team to coordinate services for at-risk student-athletes.
- Engagement with campus counseling, health services, etc., to assist with identification of at-risk student-athletes.
- Consideration of making anonymous screening tools available for early detection of mental health issues, and assure coordinated follow-up if such tools are utilized.
- Implementation of a training program for athletics staff.
- Documentation and rehearsal of protocols for student-athletes identified as high risk.

5. Self-management competencies and coping skills.

- Availability of student-led initiatives to improve life skills (e.g., coping skills).
- Availability of student-athlete handbooks featuring information about stress and coping.
- Availability of support group networks.
- Availability of peer-to-peer programs (e.g., APPLE Training Institute, Student-Athlete Mentor Program, NASPA BACCHUS Initiatives, Step UP! Bystander Intervention Training).
- Availability of a transition program for incoming and exiting student-athletes.

6. Accessible mental health services.

- Assessment
 - Wait time to access counseling services.
 - Wait time to access health services.
 - Wait time to access community services.
 - Wait time to access psychiatry services (for on-campus and community-provided services).
 - Number of psychiatry hours available to student-athletes.
 - Number of counseling hours available to student-athletes.
 - Mean and median wait time for treatment for student-athletes with identified emergency mental health situations.
- Indication of whether diversity in counseling reflects the diversity of the campus.
- Student satisfaction with mental health services on campus (e.g., counseling, health and disability services).

Content adopted from the "Environmental Scan of Promising Practices and Indicators Relevant to Campus Mental Health" from the Centre for Innovation in Campus Mental Health.

