

Staff Recommendations Checklist

In making a strong referral, consider:

- Focusing on the “Person First, Problem Second”
- Summarizing what was said, a distressed student may not remember all the information in the moment
- Responding to distress as natural reactions rather than as problems
- Consider all the various options of mental health resources, not just CAPS
- Connecting someone to mental health resources with a warm handoff
 - Inquire about any barriers in seeking support; decrease stigma by humanizing the situation**
 - Listen to the student rather than listing off resources**
 - Create a plan for follow-up or another check-in (if appropriate)**

If referring to CAPS, consider:

- Asking them if they have considered suicide and have a plan if you felt concerned about their safety
- Educating yourself on the CAPS experience in order to debunk myths (refer to the next page)
- Discussing other mental health modalities other than just individual therapy
 - Informing students about Coping Through The Quarter and Wellness Skills Groups**
 - Livehealth, Screening and Treatment for Anxiety and Depression (STAND) Program**
- Informing students about the option of off-campus therapy

Departmentally, consider:

- Establishing a location for mental health and wellness resources
 - Facilitate access to important phone numbers related to support services, such as Counseling and Psychological Services (CAPS), Center for Accessible Education (CAE), Resilience In your Student Experience (RISE), 24-hour suicide prevention hotlines**
 - Ensure mental health information is accessible for the students in waiting rooms and offices**
- Highlighting a different campus resource at every staff meeting
- Soliciting and utilizing student feedback; identifying areas where students are struggling
- Developing departmental protocol for situations when you do not feel safe or equipped to help a student
- Training student employees on resources that may be beneficial to them; check in with them about the student perspective

In supervising student employees or interns, consider:

- Allowing time to attend trainings on teaching skills and mental health topics
- Asking them about student climate and ways to address common challenges faced by students
- Encouraging student employees and interns to share mental health and wellness resources with students
- Your student employees and interns are students: check in about their mental health

For personal growth in wellness literacy, consider:

- Making time to take care of your own well-being
 - Access resources from the Mindful Awareness Research Center (MARC) such as guided meditations**
 - Try UCLA Recreation’s free FitWell Program for staff & faculty including Fit Zones classes, Fit Breaks, Mind Fit, enroll in Movemail, attend workshops, etc.**
 - Utilize resources from the Staff & Faculty Counseling Center**
- Bookmarking, joining listservs, attending trainings on wellness resources on campus (not just CAPS)
 - CAE, LiveHealth Online, Therapy Assistance Online (TAO), RISE, Peer Assistance & Wellness Support (PAWS), WAZO Connect, Active Minds, Resilience Peer Network, GRIT Coaches, Bruin Resource Center, Campus Assault Resource & Education (CARE) etc.**
 - Trainings on how to best support LGBTQ students, Undocumented Students, Students of Color, Students with Dependents, Veteran Students, Transfer Students, International Students, etc.**