

Domain Area	#	Action Step Description	Priority Level	JED Recommendations	Status
<i>JED Campus Domain : Strategic Planning</i>					
Strategic Planning	1.1	Implement campus wide educational campaigns that promote shared responsibility for student emotional well-being	High	<p>It is notable that UNC Chapel Hill has taken a multitude of steps towards communicating a shared responsibility for student mental health and well-being, and that a myriad of mental health initiatives and campaigns have been implemented to better support the mental health and emotional needs of the Carolina community. JED strongly recommends these communication efforts and campaigns continue, and that senior leadership remain involved in communicating this campus-wide commitment.</p> <p>1. At the JED Campus site visit, the JED team discussed the importance of this type of messaging for when a student comes to campus or during orientation due to the competitive nature of UNC Chapel Hill as an institution. In addition, students in the student focus group identified an inconsistency among staff and faculty regarding the understanding and support of students' mental health needs, and advocated for transparent action from senior leadership regarding improving mental health services and improving the overall climate regarding mental health.</p> <p>2. Create an overall communication plan to continue to articulate that student, staff, and faculty mental health and well-being are institutional priorities. JED recommends that this type of coordinated messaging occur 1-2x a semester from identified senior leadership members regarding the shared-commitment to supporting student mental health, and additional mental health and well-being educational campaigns. Examples of this could include continuing to have Wellness days and messaging, promoting a holistic definition of student success, education about general well-being, and sharing timely resources and campaigns.</p> <p>Resources & Examples: Campus President announcement on Mental Health Awareness Month</p>	In Progress
Strategic Planning	1.2	Ensure your JED Campus team has representation from diverse stakeholders across campus		<p>JED is glad to see that the current UNC Chapel Hill's JED team is representative of various departments, and includes senior leadership. We believe this to be an effective way to implement these recommendations, and to communicate the shared commitment to this work.</p> <p>1. Throughout the JED Campus program, continue to monitor who should be on the JED team. In the student focus group, and during the JED Campus site visit, the need to have representation from each academic department was addressed. Also, determine how the JED team will coordinate with the Mental Health Taskforce moving forward.</p> <p>2. In addition, JED strongly recommends establishing a plan for students to continue to be involved in these initiatives. This could be achieved by the following; creating a student advisory group, expanding student representation on the team, conducting additional student focus groups, or hosting additional student town hall meetings.</p> <p>Resources & Examples: Student Focus Group Toolkit: A Guide for Higher Educational Professionals to Better Understand the Student Perspective on Emotional Well-Being at their Institution Sample JED Campus Team Meeting Presentations</p>	Completed
Strategic Planning	1.3	Ensure the campus community is aware of the JED Campus strategic plan and the work of the task force	Medium	<p>We recommend working to maintain the momentum created by the JED team at the JED Campus site visit, and to be strategic on how you all will continue to update the Carolina community (students, staff, faculty, alumni, families) on this process.</p> <p>1. At the student focus group, your students indicated a strong request for transparency during this process, and they requested a channel to continue to have a voice in these initiatives. Therefore, JED strongly recommends there be a coordinated effort on how to best regularly update students during this process. We have seen other JED Campuses be successful in doing this by creating a website (similar to the current UNC Chapel Hill Mental Health Taskforce site) that includes the following information; the members of the JED team, identified priority goals and initiatives from the JED Campus strategic plan, and who to contact if they have questions or concerns. This could be included in the Heels Care website or in another website that makes sense to the JED team/institution.</p> <p>2. Review this strategic plan as a JED team, and then discuss how the identified priority areas can be delegated to subcommittees, and if it makes sense to have a steering committee oversee this project. We have seen this to assist schools with streamlining and coordinating these efforts across campus.</p> <p>3. Identify a team member who can serve as a liaison to regularly update senior leadership on this work.</p> <p>4. In future Carolina institutional strategic plans, JED strongly recommends continuing to include language regarding the following; a commitment to student mental health and wellness, a commitment to diversity, equity, and inclusion, and initiatives tied to evaluating and improving student support and resources.</p> <p>Resources & Examples: Texas A&M Commerce's JED Campus page, "Advisory Group Accomplishments" and "JED Campus Journey" St. Scholastica's Leadership Cabinet Presentation Sample School Websites and Statements that Highlight JED Campus Work and Partnership</p>	In Progress

Strategic Planning	1.4	Collect data on student utilization and incidents on campus related to mental health/substance misuse	JED is glad to see that student utilization related to mental health/substance use and incidents on campus are tracked through various UNC Chapel Hill departments. 1. Continue collecting data on service utilization and incidents on campus related to mental health and substance use, and determine if it is possible to work towards streamlining these data collection efforts.	Completed
Strategic Planning	1.5	Annually analyze data that is collected by demographic group to inform strategic planning	It is clear that data collection and analysis among different demographics and student identities is a commitment to UNC Chapel Hill, and it informs strate	Completed
Strategic Planning	1.6	Share/utilize data analysis to inform current and future mental health and substance use initiatives	JED is glad to see that UNC Chapel Hill regularly collects and analyzes student mental health, substance use, and overall health data, and that this data	Completed
<i>JED Campus Domain : Develop Life Skills</i>				
Develop Life Skills	2.1	Offer or enhance programming and/or groups Offer or enhance programming and/or groups on (communication skills, identifying and regulating emotions/promoting resilience, managing finances, conflict resolution, bystander training programs, relationship skills, sexual harassment/relationship violence, stalking bullying, and/or hazing)	JED is glad to see that there are programs on the life skills topics that JED recommends, and that these efforts are happening among various campus offices. Although UNC Chapel Hill meets JED's recommendations, we still encourage the JED team to continue to strengthen these efforts. <i>1. Conduct an annual Life Skills audit to see what is currently being offered, what potential gaps or duplicative efforts can be addressed, what life skills are available to each student, and to determine what life skills make sense for your students. We have seen it to be effective when this area and initiative becomes a subcommittee. This can also inform a strategic communication plan to effectively advertise these offerings.</i> 2. Consistently advertise these programs in various ways to students, but also to staff and faculty. The students in the student focus group expressed a desire for additional financial literacy support and programming, and expressed that current campus resources are not always communicated effectively. It would be helpful to conduct focus groups with students to better understand the communication barriers they are facing, and the types of programs they would benefit from. 3. Ensure these programming opportunities are accessible to all students, and that they are offered in various formats (online/PDFs, in-person, hybrid, workshops, community partners, canvas, embedded into courses, etc). 4. Ensure that the responsibility of these programs continue to include a variety of UNC Chapel Hill staff and departments, and that these programs are consistently evaluated for effectiveness and utilization. Resources & Examples: Supporting Graduate Student Health and Well-being: Evidence-Informed Recommendations for the Graduate Community JED's Life Skills Inventory 1. As these life skills programs continue to develop and expand, we recommend there continue to be programming targeting academic skills, and this is an area we encourage the JED team to decide how and if these life skills can be embedded into courses. At the JED Campus site visit, we discussed incorporating some of these skills into the new first-year course, and the students in the student focus group stated that life skills integrated into the classroom would be beneficial. In addition, the student focus group and the JED team discussed the need to address the current high-stress culture and academic climate within undergraduate, professional, and graduate programs. 2. Consider if canvas modules for mental health and overall wellness can be added to all classes, or how staff/instructors can incorporate life skills into the classroom. In addition, consider having a faculty liaison from the JED team to share out resources and/or updates from the larger JED team to keep faculty informed on this work, and to work toward consistent mental health understanding and action across all degree programs. At the JED Campus site visit, the JED team discussed how Student Affairs is working to tie learning outcomes to student resilience. We look forward to hearing more about this initiative. 3. As discussed in the JED Campus site visit, we encourage the JED team to be mindful and strategic when offering these programs, and recommend these skills not only be offered in freshman courses, orientation, etc., but more intentionally across a student's time at Carolina. Resources & Examples: Creating a Culture of Caring: Faculty Resource (Active Minds) Faculty Guide to Supporting Student Mental Health (JED) Sample Syllabi Statements on Success and Mental Health Well-Being for Life & Learning: A Guidebook for Advancing Student Well-Being at the University of Washington	Completed
Develop Life Skills	2.2	Offer or enhance programming and/or services targeting academic skills in the following areas (study skills, test anxiety, stress management and time management)		Completed

Develop Life Skills	2.3	Offer or enhance comprehensive programming on the effects of lifestyles choices on wellness (e.g. adequate sleep, exercise, nutrition, etc.)	<p>JED is glad to see that the Student Wellness department provides comprehensive programming on general health, wellness, and prevention, and that it promotes and educates students on different dimensions of wellness.</p> <p>In addition, there are additional departments and campaigns through UNC Healthy Heels, the Heels Care Network, and Safe at UNC that support student health and wellness.</p> <ol style="list-style-type: none"> 1. We recommend continuing to strengthen these initiatives by considering the following; how these programs and campaigns can be tailored to graduate and professional students, consider how additional offices can aid in these efforts, how to best collect data on this programming, and continue to offer and promote these programs in various modalities to best reach all students. - Determine as a JED team, and as a university, on how you all can be on the same page regarding these topics to have consistent and streamlined messaging. In the student focus group, students seemed to be disconnected from some available resources to them, therefore as previously mentioned, consider having additional town hall meetings and student focus groups to identify student preferences around communication. <p><i>Resources & Examples:</i> Sample Comprehensive Wellness Rubrics/Pages by JED Campuses Sample Wellness Campaigns and Websites Sleep 101: Program for College Students</p>	Completed
	2.4	Implement campaigns to educate the campus community about the links between physical and emotional health and academic success	<p>JED is glad to see that there are already programs and campaigns to educate the Carolina community about the links between physical health, emotional health, and academic success. We recommend these efforts continue.</p> <ol style="list-style-type: none"> 1. Consider how to best provide educational opportunities for faculty on critical life skills development and well-being practices that can enhance student success in the classroom. For example, the University of Washington created an excellent guide on advancing student well-being in the classroom. 2. In the JED Campus site visit, the JED team discussed the current University Absence Policy, and students in the student focus group addressed the inconsistencies across academic departments related to the current university absence policy. Therefore, we recommend continuing to evaluate current academic policies and procedures in an effort to identify any particular stressors or barriers for students, and provide consistency across all academic programs. 	Completed
JED Campus Domain : Promote Social Connectedness				
Promote Social Connectedness	3.1	Establish defined spaces in student unions and/or other public areas for student groups to meet	<p>JED is glad to see that UNC Chapel Hill has a myriad of housing options for students, there are a variety of informal student spaces for students to gather, and gender neutral housing and bathrooms are available. JED believes these opportunities play a vital role in promoting connectedness on campus. As these efforts continue, we strongly recommend continuing to have students involved in the design and implementation of these spaces.</p>	Completed
	3.2	Develop peer mentoring programs	<p>JED is glad to see there are currently peer mentoring programs through the Center for Student Success, and an estimated 5% of Carolina students participate in these programs.</p> <ol style="list-style-type: none"> 1. In the student focus group, students requested additional peer support education opportunities and/or programs. 2. JED recommends continuing to work to strengthen current peer mentoring programs that are well established, promoted, and utilized by at least 30% of the student population. As these programs continue, it may be helpful to look at the "Mentoring Best Practices Handbook" created by SUNY Albany specifically for schools looking to create these programs. 3. Ensure all peer mentors are properly trained in how to identify and appropriately refer a student at risk. <p><i>Examples & Resources:</i> SUNY Albany Peer Mentoring Guide Peer Programs in College Student Mental Health: An Essential Approach to Student Well-Being in Need of Structure and Support</p>	In Progress
Promote Social Connectedness	3.3	Offer or enhance programs, activities, and campaigns that promote connections to community-based, cultural, religious or national groups	<p>It is notable that there appears to be a myriad of resources and programs at UNC Chapel Hill that provide connection opportunities for students to community-based, cultural, religious or national groups. JED is glad to see these resources are easily accessible through the resource portal on the Office of Diversity and Inclusion website.</p> <ol style="list-style-type: none"> 1. Continue to ensure these resources are effectively advertised to staff and faculty so they can properly refer students to these resources. <p><i>Resources & Examples:</i> Equitable Implementation Resources</p>	Completed

Promote Social Connectedness	3.4	Offer or enhance programs, activities, and campaigns to promote diversity and inclusiveness on campus.	<p>JED is glad to see there is a clear commitment to diversity, equity, and inclusion on campus. We strongly recommend this work continue, and you all continue to strengthen these efforts.</p> <p>1. In the student focus group, students advocated for additional support and resources for the LGBTQ and BIPOC student communities. In addition, students expressed a concern that a lot of programs can feel isolated from each other, and students requested additional opportunities to connect with other students on campus.</p> <p>2. At the JED Campus site visit, the team discussed incorporating additional connection opportunities for transfer students and online students.</p> <p>2. Continue to ensure all staff, faculty, and students are regularly receiving cultural competency training.</p> <p>3. Continue to offer forums and supportive spaces related to impactful current events.</p> <p>Resources & Examples; The Equity in Mental Health Framework: Recommendations for Colleges and Universities to Support the Emotional Well-Being and Mental Health of Students of Color Proud & Thriving Framework: A framework to develop and strengthen mental health support for LGBTQ+ students across the country UNC Chapel Hill currently meets all of JED's recommendations for identifying and supporting disconnected and/or isolated students.</p>	In Progress
		Develop proactive Action Steps to help identify disconnected/isolated students	<p>1. As these efforts continue, we recommend the following action steps remain in place; Academic Advisors are trained to ask about loneliness/isolation and refer/consult when needed, Resident Assistants/Peer Mentors and/or additional student leaders are trained in connecting to isolated students, peer educational campaigns are created to focus on reaching out to isolated students, and that there be communication plans with families on how they can alert campus student services in the event they are concerned about their student.</p> <p>2. As discussed in the JED Campus site visit, we strongly recommend continuing to survey your students informally and formally regarding the campus culture and student perception of campus connectedness.</p>	Completed
		Develop or enhance programs and activities to promote inclusion of disconnected/isolated students on campus	JED strongly recommends continuing to prioritize social connectedness efforts across the Carolina community. 1. In the HMS student survey, 57% of Ca	Completed
		Develop hiring practices that promote the recruitment and retention of diverse faculty and staff	JED is glad to see that UNC Chapel Hill meets the majority of JED's recommendations for implementing hiring practices that promote the recruitment and retention of diverse faculty and staff, and we strongly recommend these efforts continue.	Completed
JED Campus Domain : Identify Students at Risk				
Support in Transition	4.1	Request all new incoming students to submit a comprehensive medical history form including mental health and substance use history	JED is glad to see that UNC Chapel Hill has an incoming health history form for students, and that it asks about mental health and substance use history. We strongly recommend this to continue as a way to effectively identify potential students at risk.	Completed
Support in Transition	4.2	Direct message new incoming students who self-identify with mental health and/or substance use history about services and resources on campus prior to arrival	In continuation of action item 4.1, JED is glad to see there is a formalized plan for communicating with students that indicate a mental health or substance	Completed
Support in Transition	4.3	Educate families of incoming students regarding mental health and substance use resources and services on campus	The Carolina Families website in the New Student Family Programs department is great, and we appreciate that families are made aware of mental health JED is glad to see that wellness days with a focus on mental health are offered on campus 2-3x a term.	Completed
Screening Opportunities	5.1	Implement screening/wellness days focused on substance use and common mental health issues on a regular basis	<p>1. Consider including specific substance use information and screening tools in these wellness days. Similar to the mental health wellness days, we recommend both of these topics be covered in a wellness/screening day 1x a term.</p> <p>2. JED recommends working to include a variety of campus departments, community partners, and students in the implementation and facilitation of these events.</p> <p>3. Consider the time and accessibility of these events to reach the most students. In addition, consider if there can be online screening days to accommodate off-campus or online students.</p> <p>Resources & Examples: Drexel's " A Check-Up from the Neck-Up" Fresh Check Day</p>	In Progress

Screening Opportunities	5.2	Implement standardized screenings for substance use/misuse and common mental health problems by health service clinicians at primary care visits.		It is notable that the Campus Health staff and clinicians regularly screen all students for potential mental health or substance use concerns. We strongly recommend this continue.	Completed
Screening Opportunities	5.3	Provide and publicize screening tools for depression, anxiety, and substance use disorders on the counseling and/or health education websites	Medium	JED is glad to see that the Heels Care and CAPS website offer online mental health and substance use screeners. 1. Determine if it is possible to have these screeners within 1-2 clicks of the homepage. Resources & Examples: Ulifeline: Free for JED Campuses	In Progress
Mental Health Training	6.1	Develop, expand, or strengthen a mental health training program for relevant campus faculty and staff in identifying, reaching out to, and referring students who may be struggling	Medium	JED strongly encourages all institutions to have an implementation plan for ensuring the community is trained on how to identify and refer a student at risk. 1. Ensure students are also being trained. This could be achieved via online and/or in-person training. As a reminder, "JED's You Can Help Training" is free and includes "You Can Help a Friend" aimed towards training students.	In Progress
Mental Health Training	6.2	Train students to identify, reach out to, and refer their friends/peers who may be struggling with mental health or substance issues	High	2. Consider when a training is offered to accommodate the most students, and ensure offerings are available for online students and/or students taking evening classes. Determine if it makes sense to include this type of training in orientation, student leadership/organization training, or by adding online modules to canvas. 3. As mentioned previously, students in the student focus group requested additional training and resources to better support their peers, therefore, determine if there is an interest in students becoming trainers to train additional students. There is a formalized protocol for reporting students of concern, and the link for submitting a care referral is easily accessible via the Dean of Students' and the Heels Care Network websites.	In Progress
Mental Health Training	6.3	Develop/refine a protocol for reporting students of concern		1. Due to potential employee turnover and ever-evolving crisis and emergency protocols, we strongly recommend this consistently be well-publicized and promoted to all employees. In addition, continue to ensure this protocol is well-publicized to students as they are usually the first ones to be able to identify their friends and peers may be at risk.	Completed
<i>JED Campus Domain: Increase Help-Seeking Behavior</i>					
Help-Seeking Behavior	7.1	Ensure that counseling and health center websites are easily accessible for students	High	UNC Chapel Hill's Campus Health & Wellness website is easily accessible via the main website by going to Navigate > Life at Carolina > Health and Wellness. 1. As the UNC Chapel Hill website continues to evolve, JED recommends the Health & Wellness website be within 1-2 clicks of the main website. In addition, determine if it is possible to have the Heels Care Network within 1-2 clicks of the main website as well. 2. JED also recommends working to ensure the website search function brings up appropriate resources for commonly used search indexes your students may use. Therefore, consider recruiting students to search for mental health and substance use resources and information on the website to ensure these resources are easy to find.	In Progress
Help-Seeking Behavior	7.2	Cross reference/link counseling center, health services and health education websites		Due to potential overlap with mental health and physical health, we are glad to see that the Campus Health website links to CAPS, and that there is a button-link to the Heels Care Network website.	In Progress

Help-Seeking Behavior	7.3	Implement campaigns/programs to encourage help-seeking by de-stigmatizing mental health and substance misuse problems on campus	<p>JED is glad to see that you all currently implement mental health campaigns addressing the following; informing students about campus resources for mental health and substance use, normalizing mental health concerns, and encouraging help-seeking behaviors.</p> <ol style="list-style-type: none"> As these campaigns continue, we recommend they continue to be culturally inclusive, and have student input. Also, it is important that these campaigns continue to happen in various ways (mental health fairs, wellness activities, online/social media, etc.) In the HMS student survey, 79% of Carolina students reported some level of agreement to "When I feel depressed or sad, I tend to keep those feelings to myself", and 23% reported some level of disagreement of knowing where to go on campus if they needed professional help for their mental or emotional health. These are important questions to stratify further to better understand what students and student groups are feeling this way. In addition, consider the barriers that many of your students face (cultural, ethnicity, types of academic program, athletes, graduate and professional students, etc.), and how this can inform specific help-seeking strategies and campaigns for different student identity groups. Advertise different types of mental health services, as not every student needs individual counseling. This could include how a student could benefit from wellness/life skills programming, counseling groups, etc. Regularly inform students of on and off campus mental health and substance use resources. <p><i>Resources & Examples:</i> Love is Louder Mental Health is Health Seize the Awkward Campus Toolkit Sample Help-Seeking Behavior Campaigns You Matter Campaign by Tulsa Community College Sample Newspaper Educational Campaigns 8 Strategies to Encourage Interdependence and Help-Seeking Behavior in College Students</p>	Completed
	7.4	Utilize online resources from other organizations to enhance wellness messaging	<p>JED is glad to see that there are various external (off-campus/online) resources for health and wellness on various UNC Chapel Hill student services websites. We recommend this continue and be updated as needed.</p> <p><i>Resources & Examples:</i> Sample Counseling Center Websites by JED Campuses Montana State University Wellness Page for Athletics</p>	Completed
	7.5	Develop or enhance peer support programs	<p>UNC Chapel Hill has a variety of peer support programs available to students, and it was reported that 300 students currently receive peer counseling services. As these efforts continue, we recommend these programs be consistent with JED's recommendations.</p> <p><u>Below are JED's recommendations for peer support/counseling programs:</u> -The programs are overseen by the Counseling Center (for peer counseling programs) -Participants are regularly trained to identify mental health concerns -Programs are well-publicized</p> <p><i>Resources & Examples:</i> Sample Programs for Connecting Students to Small Peer Groups</p>	In Progress
JED Campus Domain : Provide Mental Health and Substance Misuse Services				
Health Insurance	8.1	Research the feasibility of offering a college-sponsored health insurance policy	<p>JED is glad to see that UNC Chapel Hill currently offers a comprehensive health insurance plan for students.</p> <p><i>Resources & Examples:</i> Health Insurance Examples and Information</p> <p>UNC Chapel Hill's current student health insurance coverage meets all of JED's recommendations for mental health.</p> <ol style="list-style-type: none"> As these policies continue to be reviewed, we recommend they remain consistent with JED's recommendations. 	Completed
Health Insurance	8.2	Facilitate access to a health insurance policy that has coverage for mental health	<p><u>Below are JED's recommendations for mental health coverage:</u> -Coverage for the following mental health services; in-patient hospitalization, partial hospitalization, IOP, therapy, psychiatric medication, and medicine. JED appreciates that student health insurance is currently required through a hard waiver process, and that information on this process is available on the Campus Health website. We strongly recommend that this process continue.</p>	Completed
Health Insurance	8.3	Require health insurance for all full time students	<p>UNC Chapel Hill's current student health insurance coverage meets all of JED's recommendations for substance use and misuse.</p> <ol style="list-style-type: none"> As these policies continue to be reviewed, we recommend they remain consistent with JED's recommendations. 	Completed
Health Insurance	8.4	Facilitate access to a health insurance policy that has coverage for substance use and misuse	<p><u>Below are JED's recommendations for substance use coverage:</u> -Medication assisted treatment -Addiction counseling</p>	Completed

Health Insurance	8.5 Develop or refine resources to educate students and families in making informed decisions when choosing a health insurance plan		Completed
Leave Policies	9.1 Develop/refine a written medical leave of absence policy that is consistent with JED Campus recommendations	<p>JED recommends that institutions assist students and families with navigating the student health insurance process, therefore, it is excellent to see that student health insurance information is easily available on the Campus Health website. As websites continue to be reviewed and updated, we recommend this information remain easily accessible.</p> <p>JED recommends the campus-wide medical leave of absence policy be consistent with JED's recommendations.</p> <p><u>Below are JED's recommendations for medical leave/leave of absence policies: (These can also be found in the JED Playbook)</u></p> <ul style="list-style-type: none"> -The medical leave of absence policy should include a clear and concise explanation of the college's expectations for the student while they are on leave that are fully and concretely explained. <ul style="list-style-type: none"> • A description of documentation required for leave should be given to the student. • The student will get treatment to address the issues causing the leave • The student will engage in some type of productive activity during leave, etc. (which would demonstrate ability to re-engage with academic and social demands when they return). -The medical leave process should be well coordinated among relevant offices. -There should be parity (non-discrimination) in policy/procedure for students leaving for physical and mental health issues. -School policies should allow for decisions about length of time and terms of medical leaves on a case-by-case basis. <p><i>Resources & Examples:</i> JED's Recommendations: Leave Policies and Protocols Sample Medical Leave Policies</p> <p>UNC Chapel Hill's current mandatory leave of absence policy is consistent with JED's recommendations. As policies continue to be reviewed and updated, we recommend this continue.</p> <p><u>For future consideration, below are JED's recommendations for mandatory leave of absence policies: (These can also be found in the JED Playbook)</u></p> <ul style="list-style-type: none"> -Provide case-by-case review process to evaluate whether a mandatory leave is indicated -The policy will indicate that suicidal ideation alone is not a justification for mandatory leave -The policy should consider mandatory leave when: <ul style="list-style-type: none"> •The school has exhausted reasonable efforts and accommodations to assist a student's ability to remain on campus •The student's behavior is a material disruption of, or direct threat to the campus living and learning community and/or its members -The school will provide a clear process for appealing a leave decision -There will be policy in place to consider/encourage communication with families around plans for leave and return, consistent with state and federal privacy law requirement <p><i>Resources & Examples:</i> JED's Recommendations: Leave Policies and Protocols Sample Mandatory Leave of Absence Policies</p>	In Progress
Leave Policies	9.2 Develop/refine a written mandatory leave of absence policy that is consistent with JED Campus recommendations	<p>1. JED strongly recommends having clear guidelines for conditions of return, and we recommend these guidelines be consistent with JED's recommendations.</p> <p><u>Below are JED's recommendations for return from leave protocols: (These can also be found in the JED Playbook)</u></p> <ul style="list-style-type: none"> -When the student leaves campus, that student and their outside provider will be given a written guideline outlining what documentation will be required as part of the return to school process. It is advisable that the documentation include: <ul style="list-style-type: none"> •Diagnosis •Frequency and duration of treatment •Clinician's opinion about the student's readiness to return and evidence to support that opinion (e.g. symptom reduction, student has effectively engaged with friends, held a job, etc.) •Treatment recommendations and necessary accommodations upon return to campus -The return from leave policy includes at least the following: <ul style="list-style-type: none"> • A requirement to submit a formal written request that includes: <ul style="list-style-type: none"> -The current status of the problem -Treatment received, or ongoing, for the problem • Student interview required to review the recommendations regarding return, including treatment plan (can be in-person or via phone) • The return from leave clinical documentation be sent directly to the Health Center for physical conditions or the Counseling Center for mental health conditions <ul style="list-style-type: none"> • The Health or Counseling Centers should make a recommendation regarding a student's readiness to return from leave to the designated office who oversees the leave process (for example, Dean of Students, VP of Student Affairs) -The return from leave policy should be universally applied regardless of the reason for the medical leave (i.e. physical or mental health concerns) <p><i>Resources & Examples:</i> JED's Recommendations: Leave Policies and Protocols Sample Return from Leave Policies</p>	Completed
Leave Policies	9.3 Develop/refine a written return from leave protocol that is consistent with JED Campus recommendations		In Progress
Leave Policies	9.4 Ensure that all leave policies are transparent and easily accessible to the campus community	JED is glad to see that current policies are available via the website, and the student and faculty handbooks. As these policies continue to be updated and reviewed, we recommend they continue to be easily accessible and well-publicized to the Carolina community.	Completed

Leave Policies	9.5	Establish a central office to administer all leaves		There is currently a central office to assist students when they wish to discuss taking a withdrawal, and assistance for the student navigating the additional offices and departments (academics, financial aid, international student visa status, and their scholarship status) that are part of the withdrawal process. Due to the potential of this being a complicated process for students, it is great that students are able to receive support, and we recommend that this continue.	Completed
Leave Policies	9.6	Offer a tuition insurance policy	Medium	1. JED recommends offering tuition insurance that reimburses tuition (fully or partially) when a student needs to take a medical leave for emotional or physical health reasons. We have seen this be effective in helping alleviate financial stress/loss as a barrier for a student taking a leave when they need to. <i>Resources & Examples:</i> Tuition Insurance Programs	Not Started
Coordination of Care	10.1	Develop or enhance clinical services for mental health and substance misuse		CAPS offers comprehensive mental health and substance use assessment and treatment on campus, and students can be referred off-campus for additional or ongoing services.	Completed
Coordination of Care	10.2	Evaluate the staff to student ratio to adequately address the clinical needs of students		1. Although your FTE (staff to student ratio) currently meets The International Accreditation of Counseling Services (IACS) and JED's recommendations, the FTE ratio refers to full-time positions capacity levels for direct-counseling, and does not necessarily account for the additional responsibilities your staff may have. Therefore, we recommend regularly reviewing the Clinical Load Index as an additional measurement of staffing capacities. <i>Resources & Examples:</i> Center for Collegiate Mental Health (CCMH) Clinical Load Index	Completed
Coordination of Care	10.3	Ensure access to psychiatric medication management (on or off campus) when indicated		JED is glad to see that students can currently access psychiatric medicine on campus through Campus Health and CAPS. We are glad to see Campus Health and CAPS regularly communicate about shared clients, and JED recommends ensuring this continues to happen consistently and effectively.	Completed
Coordination of Care	10.4	Establish a system for coordination of care for shared patients between relevant campus service providers	Medium	1. JED recommends working toward having integrated health records, and through student release of information forms, establishing regular meetings to discuss shared clients as needed.	In Progress
Coordination of Care	10.5	Coordinate care with off-campus services		Due to some students requiring off-campus or long-term services, it is excellent to see that partnerships exist within Campus Health and CAPS with local community providers, and there is an exemplary referral coordination system within CAPS that assists students with navigating and accessing treatment off campus.	Completed
Coordination of Care	10.6	Train primary health care providers on campus to assess, treat, and refer if needed for basic mental health and substance misuse concerns		Campus Health staff and clinicians are trained in how to assess, treat, and refer for basic mental health and substance use concerns. We strongly recommend this continue.	Completed
Access to Care	11.1	Offer clinical services outside of typical business hours	Medium	It is notable that there are various ways students can access telehealth, peer support, or crisis support after traditional business hours.	In Progress
Access to Care	11.2	Provide counseling services in alternative locations on campus		1. As mental health and substance use services continue to expand, we recommend looking into offering on-campus counseling services outside of traditional business hours to remove potential barriers to access for students. It is notable that CAPS provides counseling services in various locations, and has embedded counselors.	Completed
Access to Care	11.3	Develop or refine a triage system in the counseling center for those in serious/urgent need of care		JED is glad to see there is a formalized triage system in CAPS, as JED recommends any student that is in serious/urgent need of care be seen within 24 hours. Also, we are glad to see the implementation of UWILL has aided in these efforts. You all currently meet all of JED's recommendations within this area. For future reference, please refer to JED's recommendations below.	Completed
Access to Care	11.4	Implement Action Steps to limit wait lists/wait times		<u>Below are JED's recommendations for decreasing wait list/wait times:</u> -Establish daily walk-in hours for students with urgent concerns -Extend time between appointments for existing clients to open up new spaces for appointments -Referral to community providers for students that need long-term therapy -Establish a minimum number of weekly in-take appointments for clinicians to maintain space for new clients Caps utilizes a 24/7 resource line for students to access, and this is clearly advertised via the website.	Completed
Access to Care	11.5	Provide resources to manage after-hours care/emergency situations		1. Continue to ensure all students are aware of this resource, and the larger Carolina community for referral purposes.	Completed
Access to Care	11.6	Develop or refine MOUs with local services	High	1. Thankfully UNC Chapel Hill has easy access to the UNC hospital, but consider formalizing written Memorandums of Understanding (MOUs) with area clinics and additional hospitals that are most frequently used by your students. Having MOUs with the providers you refer to most frequently can assist in streamlining the referral process, monitoring high-risk students who are seen off campus, and coordinating discharge planning when a student has been hospitalized. It is clear that UNC Chapel Hill has taken steps to encourage students of diverse and/or underserved backgrounds to utilize mental health and substance use services on campus. We recommend as these efforts continue that they align with JED's recommendations.	Not Started
Access to Care	11.7	Implement action steps to encourage utilization of health services by students of diverse and underserved backgrounds		<u>Below are JED's recommendations for implementing action steps as it relates to this work:</u> -Ensure health services staff receive culturally responsive training -Translate resources and educational materials into other languages necessary for your student populations, and consider this for families as well. Some schools offer affinity groups for families during orientation. -Take steps to hire a diverse staff -Have culturally inclusive resources online and in the office	Completed

Substance Use Support	12.1	Develop/refine a policy on alcohol and other drugs that is consistent with JED Campus recommendations		<p>JED is glad to see that UNC Chapel Hill's substance use policies are consistent with JED's recommendations. As these policies continue to be reviewed and updated, we recommend they continue to be consistent with JED's recommendations.</p> <p><u>Below are JED's recommendations on alcohol and other drug policies: (These can also be found in the JED Playbook)</u></p> <ul style="list-style-type: none"> -Clear, explicit and communicated in several ways (online, in person, flyers around campus, etc.) -Disciplinary and clinical consequences need to be consistent with the severity of the substance-related event -In addition to disciplinary sanctions, policies need to include education, prevention and treatment options -Provide prompt and equitable processes for discipline <p><i>Resources & Examples:</i> JED's Substance Use Services Recommendations</p>	Completed
	12.2	Develop/refine a medical amnesty policy that is consistent with JED Campus recommendations	High	<p>JED is glad to see that information regarding the medical amnesty process is available on the UNC Police, Student Wellness, and Campus Health website. As this policy continues to be reviewed and updated, we recommend it be consistent with JED's recommendations.</p> <p><u>Below are JED's recommendations regarding medical amnesty policies: (These can also be found in the JED Playbook)</u></p> <ul style="list-style-type: none"> -Assurance that students who utilize emergency services, or report a friend who is in need of emergency services, due to intoxication and/or potential overdose will be subject to diminished or no disciplinary sanctions -An education/prevention/treatment response that includes clinical follow-up -Amnesty exclusion criteria for students who have utilized emergency services more than a certain number of times -The policy will be well publicized in the student handbook, faculty handbook, publicly in the residence halls, if applicable, and within three clicks of the school homepage <p><i>Resources & Examples:</i> Sample Medical Amnesty Policies JED's Substance Use Services Recommendations</p>	In Progress
Substance Use Support	12.3	Develop/refine protocols for responding to alcohol and drug overdoses that are consistent with JED Campus recommendations	High	<p>UNC Chapel Hill already has a protocol for responding to a student overdose. As this policy continues to be reviewed and updated, we recommend this policy be consistent with JED's recommendations.</p> <p><u>Below are JED's recommendations for these protocols: (These can also be found in the JED Playbook)</u></p> <ol style="list-style-type: none"> 1. The clearance process to return to campus preferably includes a clinical evaluation and targeted assessment, including the use of a motivational interview 2. Provide standards for communication regarding a student's return among relevant campus offices <ul style="list-style-type: none"> • Conduct or community standards • Substance abuse services or clinical services • Housing (if applicable) 3. For serious events, provide a process to follow-up and check in with the student after some time has passed to determine the student's status 3. The student will face consequences for not following treatment recommendations, which may impact continued enrollment 4. Students who have not had prior transport to the hospital should be required to complete an educational program highlighting the dangers of substance abuse after a drug or alcohol infraction 5. There should be a clear policy regarding communication with family members when a student has had a substance related emergency. This policy should reflect applicable state and federal privacy law 6. The emergency policy/procedure should be documented in writing and shared with and appropriately reviewed by all offices/staff who might participate in a response <p><i>Resources & Examples:</i> JED's Substance Use Services Recommendations</p>	In Progress
Substance Use Support	12.4	Publish all alcohol and other drug policies		<ol style="list-style-type: none"> 1. As these policies are reviewed, updated, and finalized, we recommend they continue to be published in appropriate areas for all students, staff, and faculty to access. 	Completed
Substance Use Support	12.5	Establish or expand recovery community and/or support programs on campus		<p>It is notable that in the Student Wellness department there is the Carolina Recovery program that offers support, programs/resources, and assistance with on and off campus recovery housing options for students in recovery.</p>	Completed
Substance Use Support	12.6	Provide programs at orientation to educate new students about school policies regarding substance use		<p>Students are already informed of school policies regarding substance use at new student orientation, and we recommend this continue.</p>	Completed
Substance Use Support	12.7	Implement strategically timed messaging campaigns to remind students about the risks and consequences of substance use/misuse		<ol style="list-style-type: none"> 1. In addition to the current substance use campaign and messaging efforts already happening, consider implementing campaigns during exam times, known high-usage events/times, or other identified high-stress time for students around stimulant misuse, diversion strategies, and overall responsible substance use/misuse. 2. In addition, we recommend involving students in these campaigns, and that you all collect metrics to track the reach of these campaigns. Since opiates are the fastest growing misused substance on campuses, JED recommends implementing strategically timed campaigns and messaging on opiate education and misuse. 	In Progress
Substance Use Support	12.8	Implement strategically timed messaging campaigns to remind students about the risks and dangers of opiate misuse		<ol style="list-style-type: none"> 1. In addition, we recommend involving students in these campaigns, and that you all collect metrics to track the reach of these campaigns. 	In Progress

Substance Use Support	12.9	Develop/refine policies and protocols that ensure safe and effective prescription of opiates, tranquilizers (benzodiazepines and sleep medicines) and stimulants by including federal guidelines and expectations for prescribers/clinicians and students around medication management		Campus Health and CAPS have a clearly defined policy around the prescription of opiates, tranquilizers and stimulants, and this policy is consistent with JED's recommendations.	Completed
Substance Use Support	12.10	Avail emergency Naloxone to first responders and doses to those at risk for overdose (as permitted by local law)		JED recommends naloxone be available to campus first-responders, and to the Carolina community. Therefore, we are glad to see that naloxone is available to UNC Police, on-campus emergency responders, Campus Health staff, and anyone that requests it. <i>Resources & Examples:</i> Expanding Access to Naloxone: Reducing Fatal Overdose, Saving Lives	Completed
JED Campus Domain : Crisis Management Procedures					
Postvention Protocols	13.1	Develop or refine postvention protocol to be consistent with the HEMHA guide		The UNC Chapel Hill postvention protocol is already consistent with the HEMHA Postvention Guide. 1. As this protocol continues to evolve, we strongly encourage this protocol to remain consistent with HEMHA guidelines. <i>Resources & Examples:</i> Sample Postvention Response to Staff and Faculty by Tulane University HEMHA Postvention: A Guide for Response to Suicide on College Campuses	Completed
Postvention Protocols	13.2	Ensure postvention protocol is easily accessible to relevant campus constituents	High	JED appreciates that there is transparency for the Carolina community around the aftermath of a student death on the Dean of Students' website. 1. JED recommends the current postvention protocol continue to be well-publicized and that relevant campus constituents are regularly reminded this protocol exists. It is important for each campus stakeholder to understand the protocol, where to access the protocol, and the details and expectations of their role.	In Progress
Postvention Protocols	13.3	Ensure that postvention protocol is periodically reviewed by relevant campus constituents in order to refresh everyone's understanding of their role	Medium	1. JED strongly recommends reviewing this protocol annually with relevant campus constituents, and to consider including tabletop exercises to effectively practice this protocol. To achieve this initiative, it may be helpful to review the United Educators Guide on Conducting Tabletop exercises. <i>Resources & Examples:</i> United Educators – Crisis Response Planning: A Guide for Conducting Tabletop Exercises UNC Chapel Hill currently has a robust Care Team team, and information on this process is available on the Dean of Students' website. We are glad to see this team meets regularly to discuss at-risk students. As this work continues, we recommend you remain consistent with the following JED recommendations. <u>Below are JED's recommendations for at-risk teams:</u> 1. The team is established consistent with NaBITA recommendations. 2. The team holds regularly scheduled meetings at least once per semester to discuss students of concern. 3. The campus community, inclusive of parents, faculty, and staff, are aware that the team exists. 1. Determine if it makes sense to the JED team to include information of who is on the Care Team, as we have seen this to be helpful to provide additional transparency at other institutions.	In Progress
Emergency Response	14.1	Develop At Risk or Behavioral Intervention Team to collect and respond to reports of students of concern		<i>Resources & Examples:</i> Sample CARE/BIT Team Websites by JED Campuses Emergency information is easily accessible via a multitude of UNC Chapel Hill department websites. 1. Consider if it is possible to add these resources to the main website. We have seen some institutions create an "Emergency" button for easy access to this information. 2. Determine if it is possible to add crisis and emergency information to Carolina student ID cards. <i>Resources & Examples:</i> University of Connecticut- QR Code for Student ID Cards	Completed
Emergency Response	14.2	Promote information about how to report/get help for an emergency for both daytime and after-hours			Completed
Emergency Response	14.3	Develop 24/7 crisis phone (and/or chat line) through campus resources or local/national services		CAPS has a 24/7 line for students to access, and promotes 988 and additional national 24/7 crisis resources. We recommend that these efforts continue.	Completed
Emergency Response	14.4	Implement a case management system to help assure clinical follow up and continuity of care for students of concern		Case management is available through the Dean of Students office to provide follow-up for the following instances; when the university is aware that a student has been hospitalized, and when a student is identified by the UNC Chapel Hill Care Team. We recommend you all continue the great work here in providing follow-up and continuity of care for students of concern. There is currently a family notification policy for emergency situations.	Completed
Emergency Response	14.5	Develop/refine a family notification policy to be used in emergency situations		1. Continue to ensure Carolina staff and faculty are regularly made aware of this protocol.	Completed

Emergency Response	14.6	Develop and implement a protocol and process for responding to violations of the campus non-discrimination policy	<p>The Non-Discrimination policy is available on the UNC Chapel Hill Equal Opportunity and Compliance website, and JED appreciates there is transparency on the process, and an easy link to submit a report.</p> <p>1. Continue to ensure the Carolina community is regularly made aware of this protocol and system.</p>	Completed
<i>JED Campus Domain : Promote Means Safety</i>				
Promote Means Safety	15.1	Conduct an annual campus environmental scan to identify and mitigate access to lethal means	<p>High</p> <p>1. JED strongly recommends UNC Chapel Hill engage in an annual environmental scan of campus with representation from Facilities Services, Institutional Integrity and Risk Management, UNC Police, students, and additional campus stakeholders identified by the JED team. JED has available checklists to support this initiative, but on the JED Campus site visit, we discussed visiting and working to mitigate risk around balconies, parking garages, rooftops, bridges, atriums, windows, and other potential risk areas on campus. In areas that are difficult to mitigate risk, there is research to support implementing hope signage with crisis information and resources.</p> <p>2. JED also recommends creating or promoting resources for means safety/reduction in the home for students who live at home or in off-campus accommodations.</p>	Not Started
Promote Means Safety	15.2	Implement a policy limiting or containing firearms on campus	<p>JED recommends firearms be prohibited from campus. However, we understand that due to North Carolina law, individuals are allowed to possess a handgun in a closed compartment or container within a locked vehicle located in a parking area of the educational property of the institution at which the person is employed or resides.</p>	In Progress
Promote Means Safety	15.3	Implement installation of breakaway closet rods	<p>High</p> <p>1. If possible, consider the use of breakaway closet rods, or low hanging closet rods in dorms. While we understand this may be difficult to do with existing dorms, it would be wise to consider this for any future construction. In addition, we recommend examining residence hall facilities for stair railings, balconies, exposed pipes, or other potential risk areas, and to work mitigate risk when possible.</p>	Not Started
Promote Means Safety	15.4	Implement protocols for controlling toxic substances found in laboratories, which includes tracking and monitoring of materials	<p>JED appreciates that toxic substances in your labs are tracked, monitored and controlled. We recommend that these efforts continue. JED is glad to see there are prescription drug collection and/or drug return programs that are well-publicized and regularly run.</p>	Completed
Promote Means Safety	15.5	Implement drug collection/drug return programs for prescription medications on campus	<p>1. Continue these efforts, and ensure the Carolina community is aware of this resource.</p> <p><i>Resources & Examples:</i> SAFE Project Good Medication Disposal Campaign Take Back Day Collection Site Locator</p>	Completed