

GONZAGA UNIVERSITY - CENTER FOR CURA PERSONALIS

**A CYCLE OF INFORMING:
USING HEALTH EDUCATORS
TO INFORM CASE
MANAGEMENT**

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CENTER FOR CURA PERSONALIS

Jesuit Education

Cura Personalis:

"Care for the
whole person"

CENTER FOR CURA PERSONALIS (CCP)



Three houses. . . one center.

Curious about ways to enhance your own well-being or need help connecting to other resources? Come visit CCP!

We empower students to
be their best selves.

A Well-Being Education

(1111 N. Cincinnati)

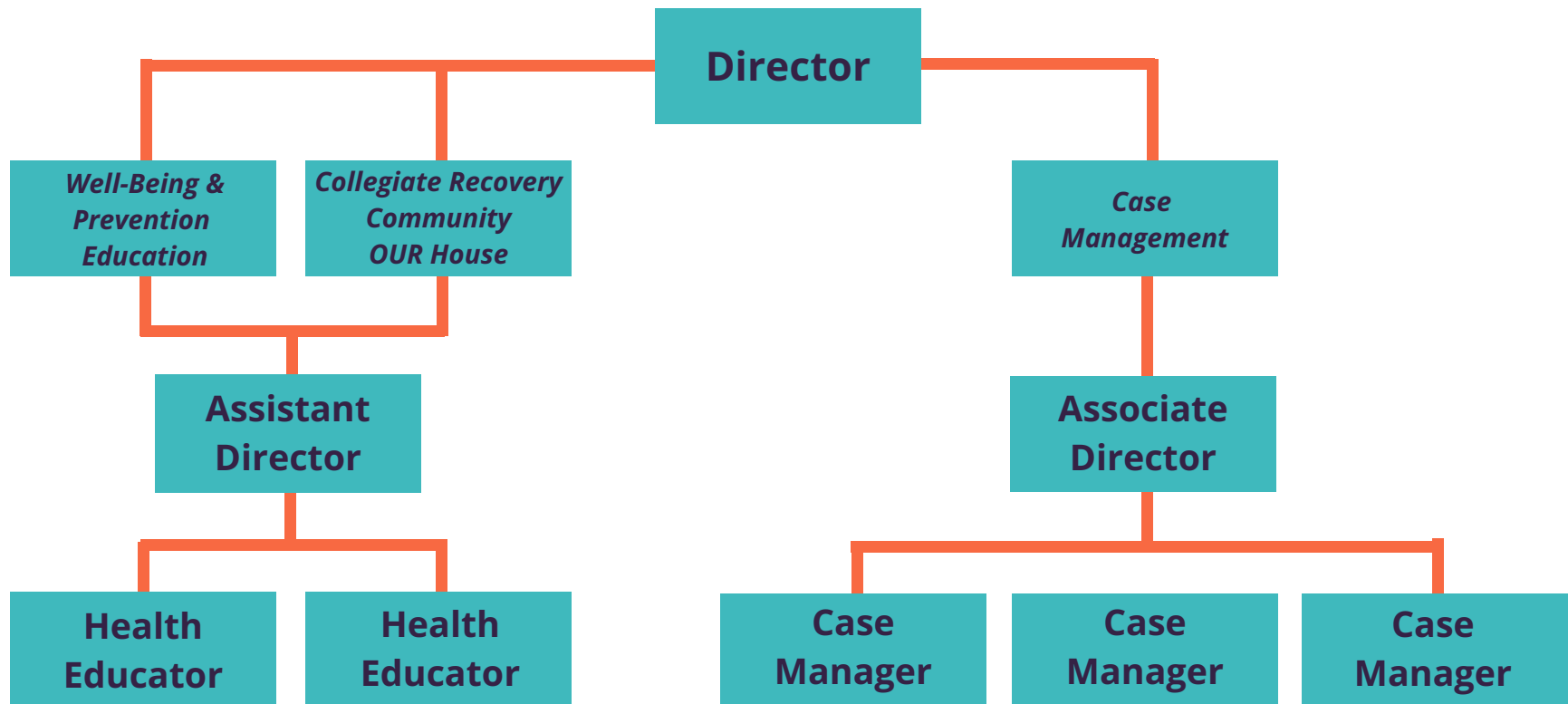
B Case Management

(729 E. Boone)

C OUR House

(1211 N. Cincinnati)

OFFICE STRUCTURE



WELL-BEING AND PREVENTION EDUCATION

Mental & emotional well-being

Alcohol & other drug education

Peer education

Zags Help Zags

Healthy Relationships



CASE MANAGEMENT

Extra support and resources for students

Crisis & emergency response

Community referrals

Follow-up & accountability

Self-advocacy



OUR HOUSE

Collegiate Recovery Community

- Safe, recovery-positive environment for students in recovery or seeking sobriety





PROACTIVE

VS.



REACTIVE

UTILIZING BOTH POSITIONS

WB&P Education

NCHA Data indicate CM check-in topics

"Myth bust" student normalization

Well-being toolbox as outside resource for CM students

Normalize help seeking behaviors and to seek support

Development of programmatic themes based on trends

Use of data from self-referrals and CM meetings

Outreach to partners based on themes

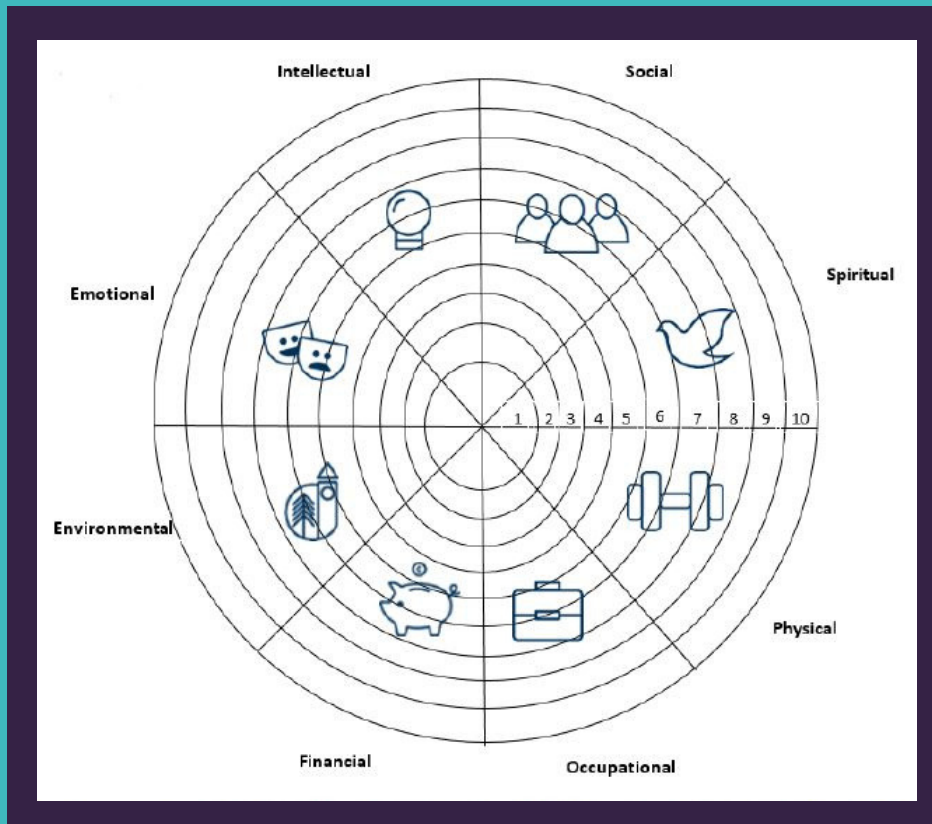
Substance use/hospitalization information used in orientation

Case Management

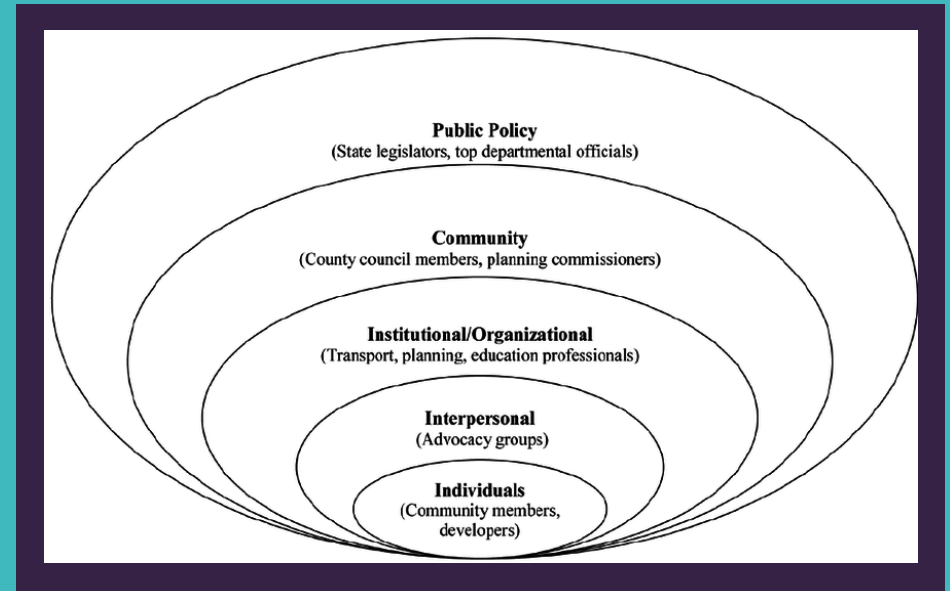
OFFICE FOUNDATIONS

Normalize Well-Being - Promote Resiliency - Engage Stakeholders
Strategic Plan - Using Data - National Best Practices

8 Dimensions of Well-Being



Social-Ecological Model



STRATEGIC PLAN GOALS

Goal 1: Cultivate a health promoting environment and culture of well-being.

Goal 2: Foster an innovative, seamless, integrated convergence of prevention and intervention services that embodies care for the whole person.

Goal 3: Nurture inclusive services to support students from all backgrounds by expanding knowledge, resources, and skills for best serving underrepresented populations.

Goal 4: Establish and maintain departmental credibility with stakeholders, including students, staff, parents/families, faculty, and prospective donors.

Goal 5: Nurture and maintain a staff culture of professional and personal development, intentionality, communication, honesty, and self-care.

FOCUS ON GOAL TWO

Goal 2: Foster an innovative, seamless, integrated convergence of prevention and intervention services that embodies care for the whole person.

Cross Training

- Identify shared skills/knowledge areas to ensure all staff are trained
- Identify core skills and areas of knowledge for all major functions in office
- Provide opportunities for implementation and evaluation

Assessment & Data

- NCHA & HC 2020
- Gonzaga University Resiliency Questionnaire
- Referrals
- Student Meetings

Intersection of Well-Being



Example Data

Topic Area	Objective	GU NCHA Spring 2016	Target 2020	Difference from Target
Mental Health and Mental Disorders	Increase the proportion of students reporting a diagnosis of depression and receiving treatment within the last 12 months.	80.80%	91.90%	11.10%
Mental Health and Mental Disorders	Increase the proportion of students reporting a diagnosis of anxiety and receiving treatment within the last 12 months.	75.00%	86.80%	11.80%

Top 5 Stressors

National	Gonzaga
Stress	Stress
Anxiety	Sleep Difficulties
Sleep Difficulties	Anxiety
Depression	Cold / Flu / Sore Throat
Cold / Flu / Sore Throat	Extracurricular Activities

Taken from the 2016 NCHA

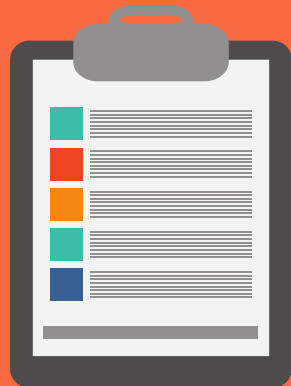
RESILIENCY QUESTIONNAIRE

- Re-review of the word resiliency
- Promote both on a large scale and one-on-one basis

	Strongly Disagree	Disagree	Agree	Strongly Agree
Once I set a goal, I do my best to achieve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm in a difficult situation, I can usually find my way out of it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I express my feelings to others and ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to recover emotionally from setbacks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can be playful and find humor in rough situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been made stronger and better by difficult experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I appreciate the range of emotions that I experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about what I've done wrong in the day and ignore what I've done right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RESILIENCY QUESTIONNAIRE

- Asked students what type of interaction they would like to have regarding well-being topics
- Targeted outreach based on 2018 responses
 - 40 students have already expressed interest in outreach from a case manager



INTERSECTIONS OF WELL-BEING

Gonzaga respondents said that when drinking alcohol in the last 12 months:

13.7%

had unprotected sex.

15.5%

injured themselves.

3.5%

seriously considered suicide.

Taken from the 2016 NCHA

CHECK-INS

- Weekly staff meetings
- Two-on-ones and one-on-ones
- Student Well-Being Advisory Group (SWAG)



CASE MANAGER EXAMPLES

- Inclusion practices
- Sexual assault practices
- Sleep resources



SHARED RESOURCES

Wellness Toolbox



Sleep Kits



Weekly Well-Being



DISCUSSION

Do you have a the ability at your institution to partner in similar manners of informing?

If not, what strategies might you be able to use to incorporate more of this into your work?

What resources or support might you need to move your case management and/or health education forward?

QUESTIONS?

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Presentation and resiliency
questionnaire can be found in
the HECMA library.