

Day 3, Thursday
May 7th, 2026



MAY 5 - 8, 2026

**MENTAL
HEALTH**

ACTION WEEK

**FOSTERING CULTURES OF CARE:
SERVICES & SYSTEMS FOR COMMUNITY COLLEGE STAFF AND
STUDENT MENTAL HEALTH EQUITY**
DAY 3, THURSDAY, MAY 7TH, 2026

Creating a Supportive Learning Space



Create digital safety by using camera **or** chat when possible. If you're moving around, please be off camera. All participants will be muted except on Day 4 (May 8th).



Click on "CC" on the bar at the bottom of the screen for **auto captioning**.



Use reactions, raise hand feature to speak and chat to share, affirm, pose question, engage.



Share resources you want to offer or questions you have in the Q & A box



If you have audio or technical issues during the session, the chat box is open for you to communicate with our team so they may assist you. **Please private chat "TECH SUPPORT."**



The session recording will be posted on our event page by **the end of the month**.



WELCOME AND SETTLING IN

“We don’t want to be stars,
but part of constellations”

— Gloria E. Anzaldúa

Our Flow

- Welcome & orientation to the 2026 MHAW and the session
- Fostering Cultures of Care: Services & Systems for Mental Health Equity
- Teach-Ins!
 - Susan Nilles
 - Lacey Peters
 - Amanda Smith
- Discussion + Q & A
- Closing the main session
- Breathwork practice with Jessica Samples



What is Mental Health Action Week?

Statewide Purpose

- Established by the California Community Colleges Board of Governors to:
 - Strengthen trauma-informed practices across the system
 - Improve campus climate and culture
 - Reduce structural barriers to care
 - Advocate for expanded mental health resources for students and employees

Focus

- Designed for California Community College professionals — including faculty, staff, administrators, and mental health providers
- Focused on practical tools and system level strategies

2026 Mental Health Action Week

<https://www.cccstudentmentalhealth.org/e-series/2026-mental-health-action-week/>

Day 1 Tuesday May 5th	Day 2 Wednesday May 6th	Day 3 – Today! Thursday, May 7th	Day 4 Friday, May 8th
<i>Focus:</i> <i>The Sustained Self</i>	<i>Focus:</i> <i>New Directions in Student Mental Health</i>	Focus: Systems & Services	Focus: Integration & Metabolization
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ASAP

As slow as possible

As soft as possible

As sustainable as possible

As sincere as possible

As steady as possible

Allow space and pause

Pawan Nair

SETTLING INWARD

Which ASAP do you need... ASAP?

[Do you have your own ASAPs?]



Our Focus Today:

***Community, Campus &
Culture - Wide Mental
Health***

What If We Shifted the Narrative?

Instead of always prioritizing self first, what if we asked:

Who needs help most urgently?

Do I have enough in my reserves to help before I help myself? What strengthens the whole group, not just the individual?

Christabel Mintah-Galloway, RN.

Today's Teach Ins



Lacey Peters
M.A., LMFT



Susan Nilles
MSN, RN, FNP



Amanda Smith
LCSW



California Community Colleges

Redesigning for Equity: A Culture of Care

Moving from Clinical Silos to a Holistic Campus Ecosystem

Susan Niles, MSN, RN, FNP

Faculty Coordinator of Student Health Services at El Camino College & HSACCC, Treasurer, 2020-Present





Redesigning for Equity

A Culture of Care

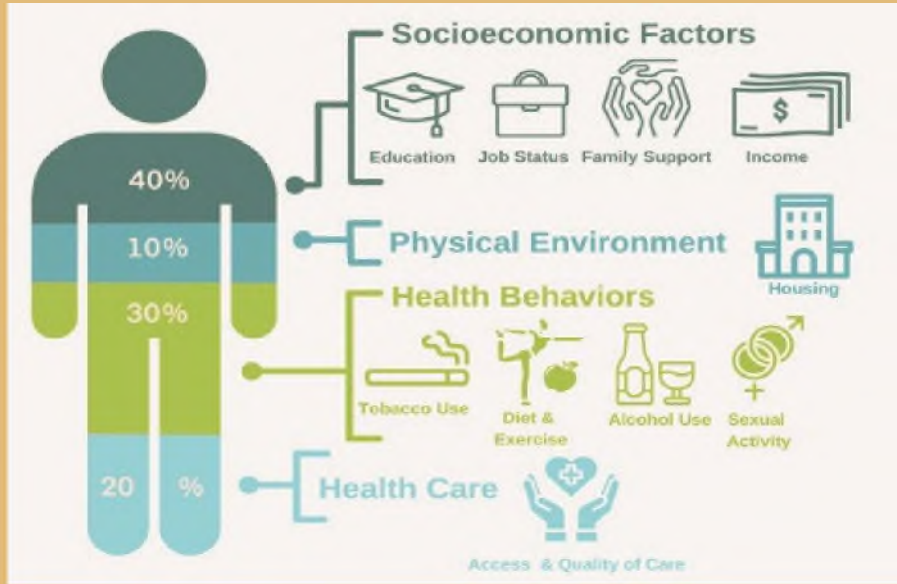
Moving from Clinical Silos to a
Holistic Campus Ecosystem

HSACCC Executive Board & Student Health Services Perspectives

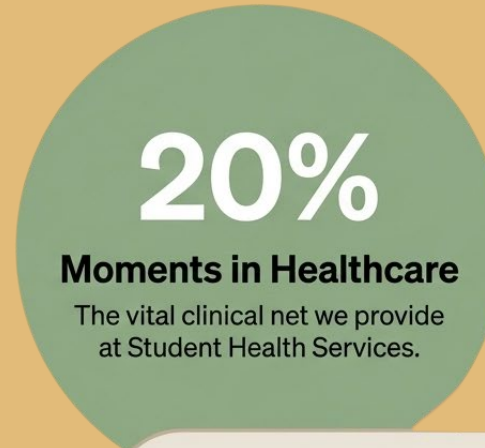
The Mandate for Proactive Leadership

Addressing the mental health crisis requires a fundamental shift in how we lead and structure our support.

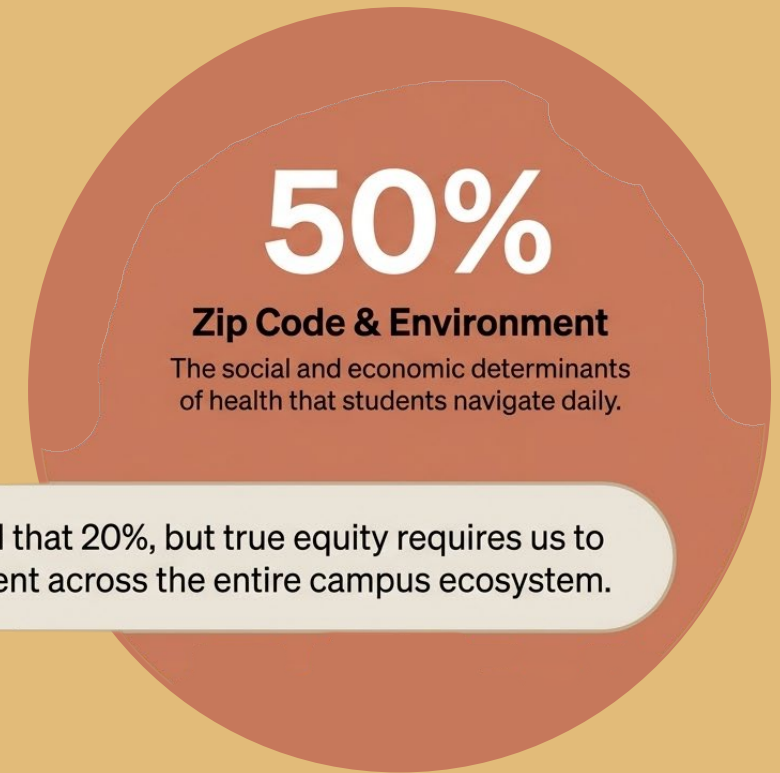
The core social determinants of educational success



- 40% Socioeconomic Factors: education, job status, family support, income.
- 10% Physical Environment.
- 30% Health Behaviors: tobacco use, diet & exercise, alcohol use, sexual activity
- 20% Health Care: access & quality of care.



The vital clinical net we provide at Student Health Services.



The social and economic determinants of health that students navigate daily.

Takeaway: We all still need that 20%, but true equity requires us to address the core environment across the entire campus ecosystem.

20% Moments in healthcare. The vital clinical net we Provide at student health services.

50% Zip Code & Environment. The social and economic determinants of health that students navigate daily. takeaway: we all still need that 20%, but true equity Requires us to address the core environment across the entire campus ecosystem.

Going Upstream: A Parable for Prevention

We spend our days rescuing “drowning” students at the point of crisis. We cannot keep pace if we don’t look upstream.



The Solution:
Fixing the bridge and
building the fence.
Radical prevention and
education.

The Crisis: Pulling
individuals out of the water.
High effort, reactive rescue.



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The core social determinants of educational success

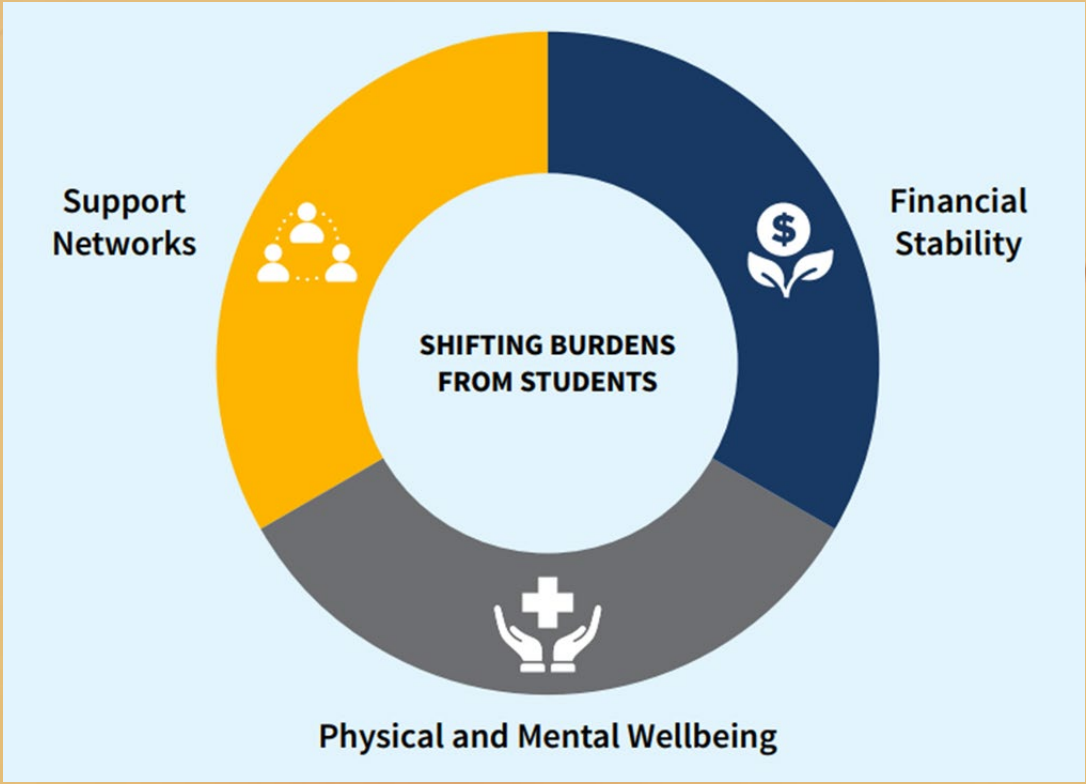
CCCCO's
Student-Centered Support Ecosystem:

Present Day Framework

Social Determinants of Educational Success

- Clarify Problems
- Maximize Resources
- Shift Structures

Graphic adapted from Ruan-O'Shaughnessy & O'Brien, 2021, and Jobs for the Future, 2022



Implementing the CCCCCO Student-Centered Support Ecosystem



1. Systemic Accessibility

Ensuring supports are culturally responsive and accessible for 100% of students, not just those in crisis.



2. Bridging Divisions

Aligning Basic Needs, Wellness Centers, and Academic Divisions to demolish service silos.



3. Proactive Support

Shifting the burden away from the student seeking help, toward the institution proactively providing it.

The Systemic Redesign



The Systemic Redesign

	Traditional Paradigm.	System Redesign Paradigm
Access	Waitlists for 1:1 sessions.	Immediate, electronics-free communal lounges
Integration	Referrals to external pantries.	Aligned wellness activity centers and basic needs hubs.
Responsibility	SHS clinical staff only.	Cross-divisional Community of Care.
Focus	Crisis management.	Upstream education & prevention.

Sustainability Through Stepped Care

HSACCC advocates for the Stepped Care Model to ensure campus resources remain sustainable by directing students to the most effective, least intensive treatment first.



Low Intensity

Primary focus on self-help, electronics-free lounges, and peer support. These "upstream" interventions build resilience before a crisis occurs.



Resource Management

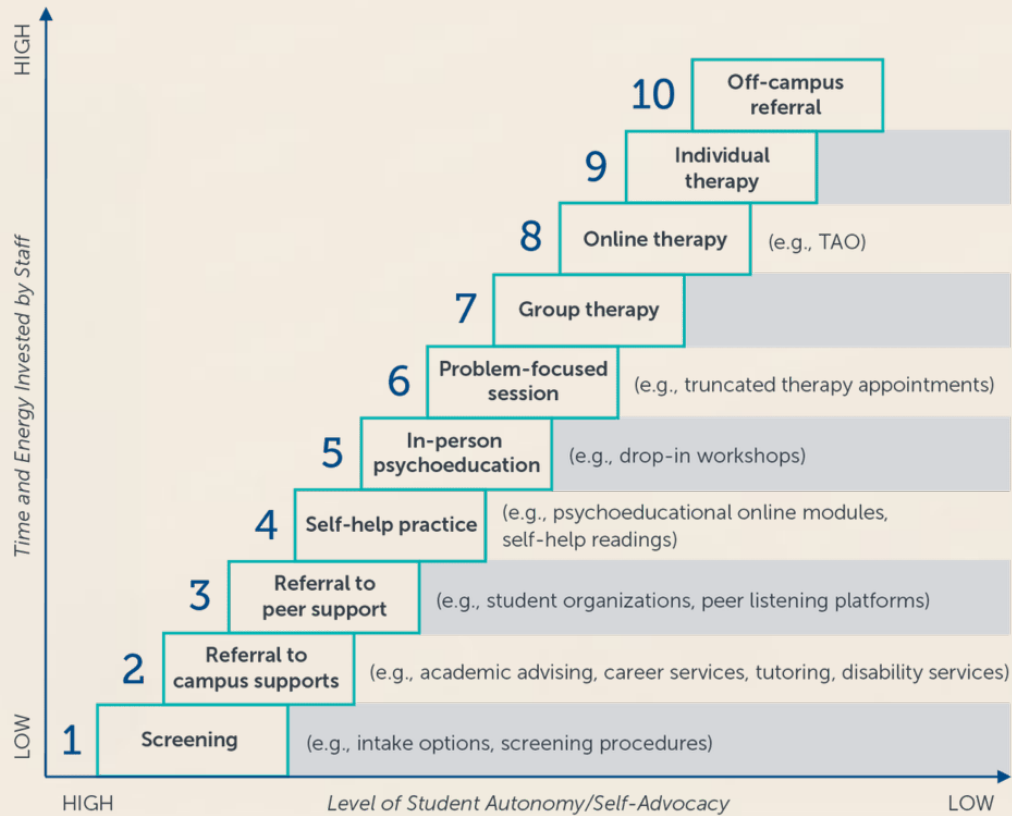
Sustainably allocating staff time by utilizing group workshops and psychoeducation, maximizing the reach of every professional hour invested.



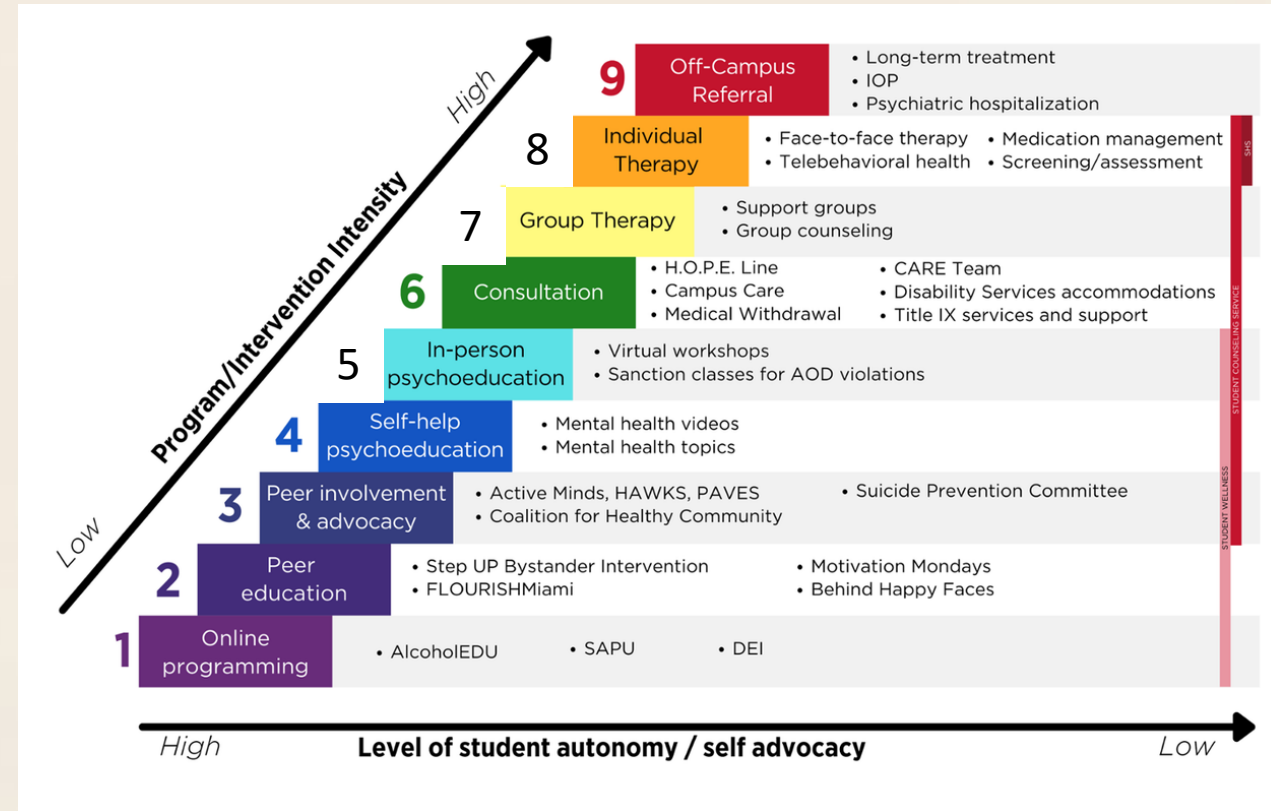
Clinical Optimization

Reserving high-intensity 1:1 clinical counseling for the students with the most complex needs, ensuring the safety net is never over-burdened.

Conserving Clinical Resources



Sources: Calvin University; EAB interviews and analysis.



Prioritizing the least intensive, most effective treatment options creates a wide safety net, conserving vital clinical resources for the most severe needs.

The Center for Well-Being: A space for communal restoration

The Self-Care Lounge

An upstream, preventative environment designed to reduce cognitive load.

Electronics-Free Zone

A sanctuary to disconnect, pause, and be deeply present.

Restorative Programming

Weekly events designed for creative play and stress reduction, including Paws & Unwind (de-stress dogs), Rock Painting, and guided meditation.

Enter the Sanctuary



Collective Responsibility: Staff Buy-In



Mental Health is a Climate

HSACCC reinforces that well-being is not just a health center department—it is a **campus-wide climate**.

Creation of a culture of care requires faculty, staff, and administrators to see themselves as active participants in the "upstream" safety net.

Immediate Action: We have opened institutional resources like the Center for Well-Being to **employees** alongside students.

Building a Culture of Care



Syllabus Audit:
Replace punitive policies with Supportive Culture of Care statements that acknowledge current climate stressors.



The "Warm Handoff":
Walk a student to the Center for Well-Being for a physical "reset," instead of simply handing them a clinical referral.



Upskilling:
Implement Narcan, Stop the Bleed (STB), and Mental Health First Aid trainings as standard professional development.



Electronics-Free Moments: Designate intentional "unplugged" time in meetings or classrooms to foster genuine connection.

We are a community.

The need to support one another is real.



California Community Colleges



ANCHORING STUDENTS TO SUBSTANCE USE AND RECOVERY SPECIFIC SUPPORT ON CAMPUS AND WITH COMMUNITY

Lacey Peters, MA LMFT (she/her)

Mental Health Counselor, Associate Faculty

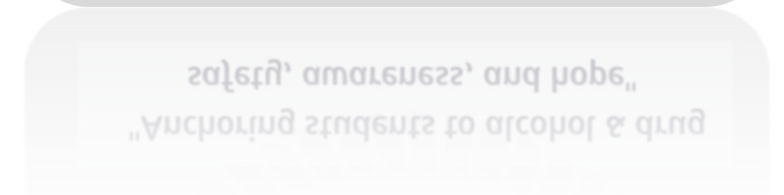
Mental Counseling Department

Addictive Disorders Counseling Department Chair

Santa Barbara City College

BUILDING A CONSCIOUS COMMUNITY OF CHOICE

- **The Anchor Program** offers education, prevention, early intervention, assessment, confidential counseling, recovery support, referrals, and more to the SBCC community.
- We are committed to supporting **all students make safe and informed, and purposeful choices** around substance use that promote and encourage a healthy balanced lifestyle.
- SBCC strives to build a **socially conscious community** where knowledge and respect empower individuals to transform our world.
- The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community **dedicated to the success of every student.**



WE MEET STUDENTS WHERE THEY ARE: HARM REDUCTION



**HARM REDUCTION
SAVES LIVES**

We meet students where they are at in their lives destigmatizing addictive disorders and other addictive behaviors, offering harm reduction tools, and having honest conversations.

It is having a positive impact at SBCC in the following ways:

- Normalizing Harm Reduction (Narcan, Test Strips, Drink Strips) and recognizing that any small change is a good thing.
- Increasing Recovery Community: We host Recovery Panels that represent strength, hope, and the power of change for faculty, staff, and students
- Collaboration between programs and departments

It is changing me as a leader both personally and professionally to watch our students grow, gain confidence, participate in life and our community. It is a powerful movement.

OUR INVITATION: EMBRACING DISCOMFORT

- How can you embrace the students who are challenged by substance use and other addictive behaviors so they can be academically successful?
- How can you nurture your collegiate recovery community and bring awareness to this incredibly resilient group of students?
- What kinds of conversations can be encouraged with your clinical staff, students, faculty, internal support services, and community agencies to support this specific population of students?
- How comfortable do you feel connecting people with addictive disorders to referrals and resources in your community?



THE SBCC ANCHOR PROGRAM PRESENTS
RECOVERY 2026 PANEL
JOIN US AND CELEBRATE STORIES OF RECOVERY, STRENGTH, AND HOPE!

LUNCH AND LISTEN
All are welcome!
Lunch provided

**WEDNESDAY
04.29.2026
NOON
ROOM: A211**

PANELISTS:
ADAM BURRIDGE SBCC ALUMNI, EXECUTIVE DIRECTOR NEW HOUSE
DILLON GROVE SBCC ALUMNI, SB RESCUE MISSION
ESTELLA AVILA SBCC STUDENT
JIM ULINE SBCC STUDENT
SONJA CARTER SBCC STUDENT

FOR MORE INFORMATION: LACEY PETERS AT LPETERS1@PIPELINE.SBCC.EDU

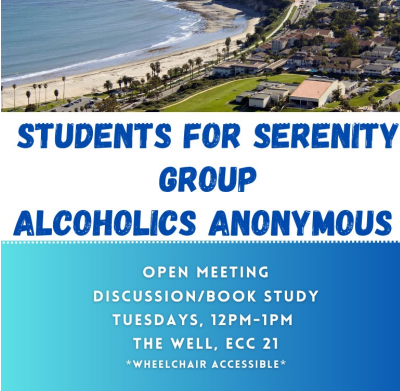


Recovery & Coffee & Conversation

THE WELL ECC21
TUESDAY OCT 24TH
10AM-11AM
JOIN US FOR COFFEE, CONVERSATION AND COMMUNITY

BREAKFAST SNACKS ALSO WILL BE GIVEN TO STUDENTS WHO ATTEND

THE WELL



STUDENTS FOR SERENITY GROUP

ALCOHOLICS ANONYMOUS

OPEN MEETING
DISCUSSION/BOOK STUDY
TUESDAYS, 12PM-1PM
THE WELL, ECC 21
WHEELCHAIR ACCESSIBLE



FEELING LOST? GET ANCHORED.

What We Offer:
Alcohol & Drug Counseling
Resources and Referrals
Overdose Prevention
Fentanyl Test Strips
Recovery Support
Vaping Quit-Kits
Narcan Kits

SBCC ANCHOR PROGRAM
Educating on drug safety, awareness, and hope.

How to Connect:
For Counseling Appointments, call: 805-730-4098
Stop by Student Health and Wellness (SS-170) or THE WELL (ECC21)
or email us at healthandwellness@pipeline.sbccc.edu

**THERE IS SO MUCH POWER IN TALKING ABOUT SUBSTANCE USE
AND RECOVERY.**

STIGMA THRIVES IN SILENCE.

**ASK THE QUESTIONS, HAVE THE CONVERSATIONS, AND NURTURE
COMPASSION AND RECOVERY.**



California Community Colleges

Building a culture of care: Shifting from individual to collective work

Amanda N. Smith, LCSW

Associate Dean Health and Wellness

Crafton Hills College



THE SHIFT

- **A year ago, Crafton Hills made a significant decision:**

- Mental health needed a seat at the leadership table inside Health & Wellness not as an afterthought, but as a lens through which the whole center would operate. *I was hired into that shift.*

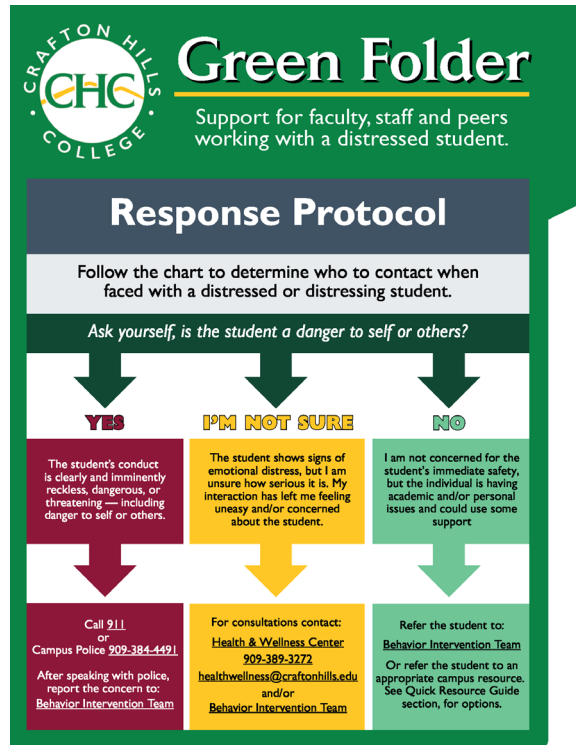
- **The Wellness Center Was an Island**

- Students had to know we existed, find us, and feel safe walking through our door. If any one of those three things wasn't true, they were without important resources and knowledge.

- **The Care Was There. The System Wasn't**

- Faculty and staff who genuinely cared did not have a shared language or framework.

THE FRAMEWORK



Beyond emotional + physical

Most wellness centers default to just two dimensions. Equity demands we see all eight.

Create common language

Develop a shared approach and understanding to support campus on responding to distress.

The whole person, every time

Which dimension is under stress right now and who on campus is best positioned to help?

A LAYERED APPROACH

AWARENESS

Classroom presentations · Tabling · Outreach

Everyone — high volume, low barrier

SKILLS BUILDING

Workshops · Psychoeducation · Practical tools

Students seeking tools, not yet in crisis

COMMUNITY

Support groups · Connection ·

Normalization and shared experience

INDIVIDUAL CARE

Mental health appointments · Clinical support

Higher acuity, personalized care

STAFF & FACULTY

Training · Warm handoffs · Shared language

Reaches hundreds of students

Prevention and proactive approach.

Going Where Students Already Are

Public Safety & Allied Health

Future caregivers and first responders carry stigma.

Meeting them in their program context reframes wellness as professional development, not personal weakness.

Veterans Outreach

Led with connection, not diagnosis.

Cultural humility meant meeting veterans where they were practical tools, respect for their experience, not assumptions.

Staff & Faculty Training

One trained faculty member who can have a caring conversation and make a warm handoff reaches hundreds of students who may never walk into our center.

CONSIDER THIS

01

What would change if every employee saw themselves as part of the mental health continuum?

02

Is mental health at your campus a department or a value that lives everywhere?

03

Where does the care already exist on your campus and what may be missing?

Discussion, Questions, and [Maybe] Answers

*“The healing of our communities
does not come from the top down
or the outside in— It happens when
we show up for each other, in all
our imperfect humanity.”*

— Prentis Hemphill





CLOSING



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We'd love to hear from you. Please complete this short survey and let us know how we did.



https://bit.ly/Day3_OurServicesSystems



- **1 connection (an already existing practice, person, or policy you want to learn more from/ adopt / adapt)**
- **1 inspiration (an idea, practice, exercise you experienced that energized you)**
- **1 aspiration (for our own selves, our work, for our collective work)**

Thank you-

**For who you are. Who
you are becoming. Who
you are unbecoming.**

**And what that means
for the people we love
and serve.**

I'll Hold it for You

The worry you store neatly in your ribs
The breath you haven't let out since 2020
The world that's perched on your shoulders
The love that might tear you in two
I know you're the type of person who
hates taking more than one trip
to bring in the groceries
But
That looks heavy—
give it to me for a minute
I'll hold it for you

Lyndsay Rush



**We invite you to stay for 15
minutes of breathwork led by
Jessica Samples**

**If you can't stay, we'll see you
tomorrow (Friday)**

Be well.

Why do this?

One breath
you can feel
can change
how you
move
through a
moment



The Practice



The Movement of the Diaphragm (3D Anatomy) by Anatomy Lab
https://www.youtube.com/watch?v=Y0W_sueD3Gc

The Invitation

Think of one
weekly meeting

Bring a micro-
pause into the
systems you live
and work inside

