California Community Colleges



Strengthening Campus Mental Health: From Vision to Practice

A Toolkit for California Community Colleges

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Partnership and Acknowledgment

California Community Colleges

CARS | Center for Applied Research Solutions

Strengthening Campus Mental Health:
From Vision to Practice
A Toolkit for California Community Colleges

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To learn more about the Health & Wellness Program at the California Community Colleges Chancellor's Office and the Center for Applied Research Solutions (CARS), visit:

- CCC Student Mental Health Website
- CARS Website



Before You Begin

Overview

Community college mental health programs play a vital role in supporting student success, retention, and overall well-being. Whether a campus is launching a new program, expanding existing services, or refining long-standing practices, there is no single model that works for every college. Every campus has unique students, resources, partnerships, priorities, and challenges.

Strengthening campus mental health is also not the responsibility of one person. While Mental Health Coordinators and Health Services leaders may play central roles, building and sustaining effective services requires institutional support, collaboration across departments, appropriate staffing and resources, and shared responsibility for student well-being.

The ideas in this toolkit should therefore be viewed not as a checklist for one individual to accomplish as a comprehensive list of Mental Health Coordinator responsibilities, but as guidance that can help campuses identify opportunities and work collectively toward what comes next. There is not an expectation that any one coordinator do every item listed in the toolkit.

Understanding the CCC Landscape

Mental health services across California Community Colleges are organized in different ways. On some campuses, mental health services operate as a distinct program; on others, they are integrated with student health services or delivered through a combination of campus and community resources.

The **2024–25 HSACCC Annual Survey** illustrates this diversity. Among responding colleges, 81% reported that clinical and mental health services were co-located and fully integrated as a cohesive team, while another 33% reported that services were co-located or in close proximity and regularly worked together.

These differences matter. The person responsible for mental health services may also be responsible for staff supervision, compliance, budgeting, and other operational responsibilities. As you use this toolkit, consider how the guidance applies within your campus's organizational structure and existing institutional supports and resources.

Explore the Data

The **HSACCC Annual Survey: 2024–25 Landscape of Student Health Service Programs** provides additional information about staffing, health fees, service utilization, screening, training programs, and other characteristics of Student Health Service Programs across responding California Community Colleges.

Toolkit Design

This is a detailed resource, but you do not need to read or implement it all at once. Use the toolkit in the way that is most helpful to you—read it from beginning to end, jump to a chapter or resource that addresses an immediate need, or return to sections as your program evolves. **Take what is useful now, adapt it to your campus, and return to the rest when you need it.**

Who This Toolkit is For

This toolkit was developed primarily for California Community College mental health coordinators, particularly those who are new or newer to their roles, but it may also be useful for health services directors, counseling professionals, campus leaders, and others who support student well-being.

CHAPTER 1:
Understanding the Campus Landscape



Chapter 1: Understanding the Campus Landscape

Campus History and Context

Every Campus Has A Story

Some colleges have long-established mental health programs with strong campus partnerships. Others may be launching services for the first time or rebuilding after staffing changes, funding shifts, or organizational restructuring. Taking time to understand your campus' history can help you build on previous successes, avoid repeating past challenges, and strengthen relationships with the people who have helped shape mental health services over time.

Understanding the past provides valuable context that can inform future planning and help ensure new efforts complement, not duplicate, existing initiatives.

Start With What Already Exists

Part of your campus story is told through data and that data may already exist.

Explore what your campus may already be collecting. Campus climate, student experience, or sense of belonging surveys can provide valuable insight into students' experiences, perceptions, and needs. Survey names and formats will vary by institution, so connect with campus partners to learn what information is already available.

Existing data can tell you a great deal, but it cannot tell the whole story. Understanding what the findings mean requires hearing directly from the people whose experiences they represent.

Nothing About Us Without Us

One guiding principle you'll hear across many fields is **"Nothing about us without us."** The idea is simple: the people most affected by a decision should have a meaningful opportunity to help shape it.

If your campus is launching or expanding mental health services, engage students, faculty, staff, administrators, and community partners early in the planning process. Their perspectives can strengthen your program, build buy-in, and uncover opportunities or barriers that might otherwise be overlooked.

Not sure where to begin? Start by asking.

Talk with long-serving faculty and staff, student leaders, administrators, former coordinators, and community partners.

Ask what's worked well, what challenges the campus has faced, and where they see opportunities moving forward.

Remember, meaningful engagement doesn't require everyone to agree on every decision. It means creating opportunities for people to contribute while continuing to move the work forward.

Toolkit Tip: Move from Conversation to Collaboration

Consider using Liberating Structures to facilitate planning conversations. Liberating Structures is a free collection of simple, structured meeting activities that encourage broad participation, generate ideas, and help groups move from discussion to action.

Campus Culture

No Two Campuses Operate Exactly Alike

Every college has its own communication style, decision-making process, and approach to collaboration. Understanding the culture can help you build stronger relationships, identify opportunities for partnership, and introduce new ideas.

While it may be tempting to jump immediately into implementing new programs or services, taking time to observe, listen, and learn often leads to stronger partnerships and more sustainable change.

Getting Started

Campus culture isn't something you'll fully understand during your first week or even your first month.

Pay attention to how people work together. Attend campus meetings, participate in events, visit different departments, and spend time getting to know colleagues across campus. Listen for recurring themes, priorities, and concerns. Over time, these conversations will help you better understand what motivates your campus community.

What's the Pace of Change?

Whether launching a new program, expanding an existing service, or implementing a change initiated by others, it helps to know how change typically happens on your campus.

Understanding your campus's approach to change helps set realistic expectations. Progress may move quickly, requiring flexibility and readiness to respond. At other times, decisions may take longer as ideas are discussed, refined, or aligned with institutional priorities. Recognizing how your campus typically approaches change can help you plan thoughtfully, respond effectively, and avoid interpreting the pace of progress as a measure of support or rejection.

On the other hand, **change management** involves understanding how people experience change.

Do they understand why the change is happening?

Have they had opportunities to ask questions, share concerns, and contribute their perspectives?

Whether you are leading the change or helping implement someone else's vision, thoughtful change management can help move ideas from planning to practice in a way that is both sustainable and responsive to your campus community.

Learn

the People – and the Numbers

As you learn how your campus works, take time to understand the financial landscape supporting mental health services. What funding sources currently support the program? How have funds historically been used? Who is involved in budget decisions? Are there timelines, restrictions, or institutional processes that shape when and how funds can be spent?

The goal is to understand the financial context in which your program operates and identify the people who can help you navigate it.

See **Budget and Compliance section** for additional guidance on mental health funding, spending plans, and state requirements.

Understanding Student and Campus Perspectives

It's important to understand the interests, experiences, and needs of students when planning and strengthening campus mental health services. However, no single conversation or source of information tells the whole story.

Taking time to listen to a variety of voices can help ensure services reflect the unique needs, strengths, and culture of your campus community.

Join Existing Conversations

One of the easiest ways to begin learning about your campus is by joining conversations that are already happening.

Most colleges have student leaders who are elected to represent the student body and meet regularly throughout the academic year. For example, some campuses have a designated student leader who serves as a liaison between the student body and health services and regularly participates in student health and counseling meetings. If your campus does not have a similar role, consider inviting a student leader to provide input and serve as a connection between students and your program.

As with faculty and staff meetings, consider requesting a few minutes on the agenda to introduce yourself, learn about attendees' needs and interests, and share information about available services and upcoming initiatives.

These existing groups can provide valuable insight into campus priorities while also helping you build relationships, increase awareness of available resources, and identify opportunities for collaboration.

Look Beyond the Usual Voices

While student leaders and faculty committees offer valuable perspectives, they may not fully represent the experiences of the broader campus community.

For this reason, it is important to intentionally seek perspectives from individuals who may not already be engaged in campus leadership or mental health services. Consider whose perspectives may be missing and seek input from students with different backgrounds, identities, life circumstances, and experiences. Using a variety of formal and informal listening approaches can help you develop a more complete understanding of the needs and experiences across your campus.

Formal Listening Methods

- Student and employee surveys
- Focus groups
- Utilization and service data

Informal Listening Methods

- Attend campus events
- Visit student organizations
- Participate in faculty and staff meetings
- Have informal conversations with students and employees
- Walk campus and spend time where students naturally gather

Each approach offers a different perspective. Together, they can help paint a more complete picture of your campus community.

See the **Program Evaluation section**, where you'll find best practices, sample tools, and additional resources to help you gather meaningful feedback from students and employees.

Toolkit Tip: Keep These Questions in Your Back Pocket

You don't need a formal survey or focus group to learn from students and employees. Some of the most valuable insights come from brief, authentic conversations throughout the day.

Consider asking questions such as:

- How has your semester been going?
- What's one thing that would make it easier for students to take care of their mental health?
- Do students know where to go if they need support?
- What's one challenge students are facing right now that we should better understand?
- Is there anything you wish faculty and staff better understood about students?

Remember, the goal isn't to ask every question during a single conversation. Instead, use these prompts as opportunities arise and remain curious about what you hear.

Understanding The Local Community

Community colleges often serve students from the surrounding geographic area, making it important to understand the communities your campus serves. Understanding your local community can help you design services that are more relevant, strengthen referral partnerships, and better support students both on and off campus.

Taking time to learn about the surrounding community can help ensure your program reflects the realities students experience beyond the campus.

Learn About The Community & Build Strong Partnerships

As you build or expand your program, become familiar with local resources and organizations such as:

- Behavioral health providers
- Hospitals and crisis services
- Housing and basic needs organizations
- Transportation resources
- Community-based organizations
- Cultural and faith-based organizations
- Public health agencies

In addition to understanding available resources, consider learning more about the communities your students come from. Reflect on questions such as:

Know Your Local Crisis Response System

Before a crisis occurs, identify:

- Where students can go for voluntary or involuntary psychiatric evaluation.
- Whether mobile crisis teams or other behavioral health crisis response services are available.
- Local and national crisis resources, such as 988, to share with students.

- How is mental health viewed within the community? Is there stigma that may influence whether students seek support?
- What languages are most commonly spoken? Would bilingual staff, translated materials, or culturally responsive outreach improve access to campus services?
- Are there cultural traditions, values, or community norms that should be considered when designing campus programs or communicating with students?

Understanding both the **resources** and the **culture** of your local community can help strengthen referral pathways, improve outreach efforts, and create services that are responsive to the needs of your students.

Toolkit Tip: The Local Community Can Be Your Greatest Resource

You don't need a formal survey or focus group to learn from students and employees. Some of the most valuable insights come from brief, authentic conversations throughout the day.

Not every student who needs support will visit the counseling center. An accessible community resource guide helps extend support across the entire campus by connecting students, faculty, and staff with trusted community resources when and where they need them.

Example: **Santa Rosa Junior College's Community Resources guide** provides students with information about local services and supports.



Chapter Reflection: Understanding the Campus Landscape

As you read this chapter, you may have thought, "This all sounds important, but I already have a full calendar, students waiting for services, meetings to attend, and deadlines to meet."

You're Not Alone

Understanding your campus isn't a task to complete before beginning your work; it's an ongoing process that happens alongside it. You don't need to learn everything during your first month or even your first year. In fact, even after many years working in mental health services, there will always be new people to meet, perspectives to understand, and opportunities to learn.

Rather than trying to learn everything at once, focus on building your understanding over time one conversation, one meeting, and one relationship at a time.

As your understanding grows, so will your ability to make informed decisions, build meaningful partnerships, and develop programs that reflect the unique strengths and needs of your campus community.

Questions for Reflection & Discussion

Whether meeting with students, faculty, staff, administrators, or community partners, thoughtful questions can help deepen your understanding of your campus and strengthen relationships.

Learn From The Campus History

- What mental health services have existed on this campus?
- Which programs or initiatives have been particularly successful? What contributed to that success?
- What barriers have limited previous efforts?
- Who has been a champion for student mental health?

Understand The Campus Culture

- How are decisions typically made?
- What does collaboration look like across departments?
- What priorities are currently shaping campus initiatives?
- What strengths already exist that mental health services can build upon?
- Where might there be opportunities or resistance to change?

Build Strong Community Partnerships

- What mental health challenges are you seeing in our community?
- What strengths or resources should our campus know about?
- Where do students most often experience barriers to accessing care?
- How can our organizations better support one another?
- Are there opportunities for collaboration that would benefit students?

CHAPTER 2:
Create A Campus Network



Chapter 2: Create A Campus Network

Mental health programs aren't built by one office. They are built through strong working relationships.

As you build or expand your program, you'll likely work with partners across campus. Each plays a different role in supporting student success and offers unique opportunities for collaboration.

The sections that follow highlight who these partners are, why they matter, and practical ideas for working together.



Campus Leadership

Board of Trustees (BOT)

Working Together

The Board of Trustees establishes the policies, priorities, and budget decisions that shape the direction of the college. While Mental Health Coordinators may have limited direct interaction with Board members, understanding the Board's priorities can help align mental health initiatives with broader institutional goals.

Ideas to Consider

- Become familiar with the Board's strategic priorities and major initiatives.
- Attend Board meetings or review meeting minutes to stay informed.
- Look for opportunities to align mental health initiatives with institutional goals and community needs.
- Partner with other campus programs, faculty, staff, or student leaders when bringing mental health-related items before the Board. A broader group of voices can demonstrate campus-wide support and strengthen the case for shared priorities.

President and Vice Presidents

Working Together

College presidents and vice presidents shape the priorities and initiatives that guide the institution. Understanding their goals can help position mental health services as an integral part of student success and the college's broader mission.

Ideas to Consider

- Stay informed about institutional priorities by attending campus addresses, leadership forums, or other campus-wide meetings.
- Meet regularly with your supervising vice president to discuss priorities, challenges, and opportunities.
- Learn about initiatives across other divisions and identify opportunities to collaborate.
- Look for ways to align mental health initiatives with broader college goals.

Director of Health Services

Working Together

Depending on the college's organizational structure, the Director of Health Services provides administrative leadership for the counseling center and is an important partner in coordinating integrated health services. Also, this role ***may*** serve as the Mental Health Coordinator's direct supervisor.

Ideas to Consider

- Meet regularly to discuss priorities, operations, and emerging needs.
- Look for opportunities to coordinate intake and assessment processes across physical and mental health services, where appropriate, to make it easier for students to access support.

- Keep your director informed of program accomplishments, challenges, and resource needs.
- Familiarize yourself with applicable Title V requirements related to health services.

Student Support

Many campus departments share a common mission of supporting student success and wellbeing. While these partnerships vary across colleges, Student Support partners are often among the counseling center's closest collaborators in coordinating care, facilitating referrals, and connecting students to the services and resources they need.

Disabled Student Programs and Services (DSPS)

Working Together

Students with psychological disabilities make up a significant portion of the population served by DSPS, creating a natural partnership between DSPS and the counseling center. Depending on the college, counseling center clinicians may also participate in assessing students for mental health-related accommodations. Strong collaboration helps ensure students receive coordinated support that addresses both academic access and mental health needs.

Ideas to Consider

- Understand the process for mental health-related accommodations and how counseling services support student success.
- Coordinate support for students receiving both counseling services and academic accommodations.
- Develop clear communication and referral pathways while maintaining student privacy and confidentiality.



Basic Needs Services

Working Together

Basic Needs Services and the counseling center often support many of the same students. Challenges related to housing, food security, transportation, and other essential needs can affect mental wellbeing. Meanwhile, mental health concerns may make it more difficult for students to access or maintain basic resources. Close collaboration helps ensure students receive coordinated, holistic support.

Ideas to Consider

- Establish clear referral pathways between Basic Needs Services and the counseling center.
- Understand how case management is provided at the college and identify opportunities for collaboration.
- Coordinate outreach efforts that increase awareness of both basic needs and mental health resources.

Academic Counseling

Working Together

Academic Counseling and the counseling center share a common goal of helping students succeed. Academic counselors often meet with students while developing education plans and may be among the first to recognize when personal or mental health concerns are affecting academic progress. Strong collaboration supports timely referrals and coordinated care for students.

Ideas to Consider

- Develop clear referral pathways for students who may benefit from mental health services.
- Partner with Academic Counseling to increase awareness of available mental health resources.
- Identify opportunities to share information or training that helps Academic Counselors recognize and respond to students experiencing mental health concerns.

Health Centers

Working Together

The Health Center and counseling center play complementary roles in supporting student wellbeing. Many students experience physical and mental health concerns simultaneously, creating opportunities to coordinate care, promote early identification, and connect students with appropriate services.

Ideas to Consider

- Partner on campus outreach and health promotion activities that integrate physical and mental wellbeing.
- Understand Health Center services, eligibility requirements, and referral processes to better connect students with available resources.

Behavioral Intervention and Crisis Response

Behavioral Intervention Team (BIT)

Behavioral Intervention Teams (BITs)* are multidisciplinary teams that bring together professionals from across the college to identify, assess, and respond to students or situations of concern. By combining perspectives from multiple departments, BITs help coordinate early intervention, connect individuals with appropriate support and resources, reduce barriers to care, and promote the safety and well-being of both the individual and the broader campus community.

Mental Health Coordinators commonly serve as members of the BIT, contributing clinical expertise while working alongside campus partners to develop coordinated, student-centered responses. Team membership varies by college but often includes representatives from Student Services, Health Services, Campus Safety, Student Conduct, Academic Affairs, Basic Needs, DSPS, Human Resources, and other campus offices, depending on institutional structure and need.

** Names and structures vary across colleges (e.g., CARE Team, Behavioral Assessment Team, etc.) These multidisciplinary teams share a common purpose of coordinating support for individuals of concern while promoting the safety and well-being of the campus community.*

The Role of the Mental Health Coordinator

Mental Health Coordinators bring an important behavioral health perspective to BIT discussions. This role extends beyond responding to students in crisis and includes helping the team understand behavioral health concerns, identifying appropriate support options, and connecting students with available campus and community resources.

Sometimes BITs have a process for faculty, staff, or others to submit concerns about students who may need additional support. When those concerns involve behavioral health, the Mental Health Coordinator often helps assess the situation, recommend appropriate resources, and coordinate follow-up as part of the multidisciplinary team.

Participation in BIT also provides valuable opportunities to strengthen relationships with campus partners, improve coordination across departments, and support a consistent, collaborative approach to student care.

Confidentiality and Information Sharing

Participation on the BIT requires careful attention to confidentiality, privacy, and professional responsibilities. Mental Health Coordinators may participate on the team as campus partners and behavioral health experts while also serving as clinicians. Information learned through counseling services may be subject to legal, ethical, professional, and institutional requirements that differ from those governing other information discussed by the BIT.

Be thoughtful about how information moves between these roles. Clinical information should not automatically become part of a BIT discussion simply because the Mental Health Coordinator participates on the team. Conversely, information learned through the BIT that may be relevant to a student's treatment should be handled through appropriate clinical processes and documentation practices.

Resources from professional organizations such as **National Association for Behavioral Intervention and Threat Assessment (NABITA)** can provide additional guidance on information sharing and behavioral intervention practices. When questions arise about legal, privacy, or institutional requirements, consult the appropriate campus resources.

Toolkit Tip: Know Which Hat You're Wearing

Mental Health Coordinators may serve in multiple roles—as program leaders, campus partners, and clinicians. When participating on a BIT, be clear about the role you are serving and the confidentiality, ethical, and licensure requirements that apply. When questions arise, consult your institution's appropriate legal or privacy resources and the standards that govern your professional practice.

- **Resource: Joint Guidance on the Application of HIPAA and FERPA to Student Health Records** — U.S. Departments of Education and Health and Human Services.

Strengthening the Partnership with BIT

- Understand the college's BIT structure, membership, and operating procedures.
- Participate regularly in BIT meetings and contribute behavioral health expertise within the scope of the role.
- Clarify how referrals, case coordination, and follow-up responsibilities are assigned across campus partners.
- Promote collaboration among counseling services, Basic Needs, Health Services, DSPS, Student Conduct, and other departments represented on the team.
- Support faculty and staff by participating in outreach and educational efforts that increase awareness of concerning behaviors, available resources, and referral processes.

Helpful Resource:

- **Resource: Beyond the Breaking Point – Supporting Students Through Distress and Crisis** provides additional guidance on Behavioral Intervention Teams, campus response protocols, and strategies for supporting students experiencing distress or crisis.

Everyday Connections

Faculty, Administrators, Student Affairs staff, coaches, and other campus partners play an important role in supporting student wellbeing. Through everyday interactions, they can recognize concerns early and connect students with appropriate support and resources.

Example Course Syllabus Language

Student Mental Health & Wellness

Your well-being matters. If stress, anxiety, depression, or other concerns are affecting your ability to participate in class or manage daily life, support is available. [College Name] offers confidential mental health services to enrolled students. To learn more or connect with support, visit [Mental Health Services webpage] or contact [office/contact information].

Faculty & Staff

Working Together

Faculty are often among the first campus professionals to recognize changes in a student's attendance, engagement, academic performance, or behavior. Because of their regular interactions with students, faculty play an important role in identifying concerns, encouraging help-seeking, and connecting students with available mental health resources. Student-facing staff can also play a valuable role in recognizing and responding to students who may benefit from additional support.

Ideas to Consider

- Partner with faculty to increase awareness of available mental health services and referral processes (e.g. present at faculty senate or department chair meetings).
- Encourage opportunities for counseling staff to provide brief classroom presentations or participate in department meetings.
- Collaborate with faculty to incorporate information about mental health resources into course syllabi, learning management systems, or other student communications.
- Seek regular feedback from faculty and staff to better understand emerging student needs and opportunities to strengthen support.

▶ **Helpful Resource: The Jed Foundation – JED Campus:** A comprehensive framework that helps colleges strengthen systems, policies, and campus partnerships to promote student mental health and wellbeing.

Student Services

Working Together

Student Services provides opportunities to engage students outside the classroom through campus events, student organizations, leadership programs, and other co-curricular activities. Partnering with Student Services can expand the reach of mental health promotion efforts and connect students with resources in familiar, trusted spaces. Additionally, collaborating with Student Services can increase the visibility of mental health resources while promoting wellbeing through campus-wide programming.

Ideas to Consider

- Partner with on campus events that promote mental health, resilience, and student wellbeing.

- Integrate mental health messaging into orientation, welcome week, leadership programs, and other student engagement activities.
- Collaborate with Student Services to identify opportunities for outreach through student organizations, cultural celebrations, and campus events.
- Support student-led wellness initiatives that encourage peer engagement and help-seeking.

Athletics and Recreation

Working Together

Student-athletes balance the demands of academics, competition, employment, and personal responsibilities. Coaches, athletic trainers, and athletics staff frequently develop trusted relationships with student-athletes and may be among the first to recognize changes in wellbeing. At colleges with club sports or campus recreation programs, these partners may also serve as important points of connection for students. Building partnerships with Athletics and Recreation can help normalize conversations about mental health and increase access to support.

Ideas to Consider

- Partner with Athletics and Recreation to provide mental health education for student-athletes, coaches, and athletics staff.
- Participate in athletics events or campus campaigns that promote mental health awareness.
- Learn about the unique pressures facing student-athletes and identify opportunities to strengthen support throughout the academic year.
- If resources allow, consider offering counseling services in confidential spaces within athletic facilities to reduce barriers to access and increase convenience for student-athletes. Collaborating with Athletics may also create opportunities to share resources in support of student well-being.

International Student Services

Working Together

International students may navigate experiences that affect well-being in unique ways, including adjusting to a new culture, living far from established support networks, navigating unfamiliar systems, and managing academic, financial, or immigration-related pressures. International Student Services staff often have established relationships with these students and can be valuable partners in connecting them with mental health resources and identifying opportunities for culturally responsive outreach.

Ideas to Consider

- Build relationships with International Student Services staff and learn how mental health referrals are currently handled.

CCC Snapshot:
International Students

More than 17,000 international students attended California Community Colleges in 2023–24. At colleges with the largest international student populations, international students represented up to 7% of the student body. Campus populations vary, so consider what international student enrollment looks like at your college.

- Consider how cultural differences, language, and familiarity with mental health services may influence how students understand and seek support.
- Include mental health resources and help-seeking information in international student orientations and other communications.
- Partner on outreach that helps students understand how counseling services work, including confidentiality and how to access support.

▶ **Learn More:** **Supporting International Education Opportunities for California Community Colleges Students** — California Community Colleges Chancellor's Office

Counseling Team

Mental Health Coordinator

Leading the Program

The Mental Health Coordinator serves as both a clinical and strategic leader, helping align mental health services with the college's priorities while building relationships across campus. Although reporting structures vary by institution, successful coordinators intentionally collaborate with campus partners, communicate the value of mental health services, and use data to inform planning and demonstrate impact.

Key Responsibilities

- **Serve as a champion for student mental health.** Champion the importance of student mental health by elevating emerging needs, celebrating program successes, and helping campus leaders understand how mental health services contribute to student success and institutional priorities.
- **Build campus relationships.** Develop partnerships across academic and student support departments to strengthen referrals, consultation, collaborative programming, and coordinated care.
- **Lead program operations.** Depending on your role and the structure of your campus, responsibilities may include participating in the hiring of clinical staff, helping determine the counseling center's clinical service model, coordinating electronic health record systems, budget expenditure and data tracking, annual state reporting, and overseeing other operational functions that contribute to effective service delivery.
- **Support and develop the team.** Foster communication, professional development, supervision, and shared goals among counseling staff and other mental health personnel. Depending on the size and structure of the counseling center, this may also include providing direct clinical services and clinical supervision.
- **Use data to guide decisions.** Monitor service utilization, outreach activities, student needs, and program outcomes to support continuous improvement and demonstrate impact.
- **Communicate and connect with institutional priorities.** Share program updates and emerging needs while identifying opportunities to connect mental health with broader college initiatives.

Balancing Clinical and Program Roles

Mental Health Coordinators may hold both program leadership and direct clinical responsibilities. While these roles often intersect, each may carry different professional, ethical, and institutional responsibilities. Understanding which role you are serving, and the requirements that apply, can help guide decisions and maintain appropriate professional boundaries.

Clinical Team

Working Together

The clinical team brings a wide range of expertise, experiences, and perspectives that strengthen mental health services. Intentionally leveraging the unique skills of therapists, case managers, psychiatric providers, and other clinical staff can enhance outreach, consultation, prevention efforts, and coordinated care across campus.

Ideas to Consider

- **Leverage individual areas of expertise.** Encourage clinicians to contribute to outreach, trainings, or campus partnerships that align with their professional interests, cultural backgrounds, clinical specialties, or lived experiences.
- **Promote interdisciplinary collaboration.** Create opportunities for therapists, case managers, psychiatric providers, and other clinical staff to coordinate care and share perspectives on complex student needs.
- **Match expertise to campus partnerships.** Consider which clinicians may be well-suited to collaborate with specific campus departments or student populations based on their experience or interests.
- **Connect with your professional community.** Encourage team members to participate in statewide professional associations such as **Health Services Association California Community Colleges (HSACCC)** and the **California Community College Mental Health & Wellness Association (MHWA)**. These organizations can provide opportunities to connect with colleagues, share practices, and learn from others working in community college health and mental health services. **Learn more about statewide and national resources and professional associations.**

Staffing Consideration

Mental Health Coordinators and other mental health staff may hold different types of positions across California Community Colleges, including faculty, classified, contracted, and administrative roles. The qualifications and requirements that apply will depend on how the role is structured locally.

When developing or updating a position, involve appropriate campus partners to determine the requirements that apply. For faculty and administrative positions, the Chancellor's Office *Minimum Qualifications for Faculty and Administrators in California Community Colleges* may be a helpful resource.

Trainees

Working Together

Trainees can expand counseling center capacity while gaining supervised clinical experience. When thoughtfully integrated into the counseling center, trainees contribute to service delivery, outreach, and other program activities while developing the skills needed for professional practice.

Ideas to Consider

- **Develop a structured training experience.** Provide clear onboarding, orientation, and ongoing learning opportunities to support trainees throughout their placement.
- **Plan for supervision and support.** Successful trainee programs require dedicated clinical supervision, administrative oversight, and time for onboarding, mentoring, and evaluation. When

planning a trainee program, consider these staffing and resource needs. Depending on your staffing model, clinical supervision may be provided by existing counseling staff or by external supervisors who are contracted specifically to provide supervision and related activities.

- **Build partnerships with graduate training programs.** Develop relationships with local universities and graduate programs to strengthen recruitment and create sustainable training opportunities. Depending on the services provided and the needs of the college, trainees may come from doctoral psychology programs or master's-level programs in fields such as marriage and family therapy, professional clinical counseling, and social work.

  California counseling centers seeking doctoral psychology trainees may also connect with organizations such as the **Bay Area Practicum Information Collaborative (BAPIC)** and the **Southern California Association of Psychology Training Programs (SCAPTP)**.

- **Integrate trainees into the counseling center team.** Include trainees in team meetings, case consultation, outreach activities, and other professional learning opportunities when appropriate.

Student Peer Support Specialists

Working Together

Student Peer Support Specialists offer a unique perspective by connecting with students through shared experiences and fostering belonging, hope, and help-seeking. When integrated into a broader continuum of care, peer support can complement clinical services by increasing engagement, reducing stigma, and helping students navigate available resources.

Ideas to Consider

- **Clearly define roles and boundaries.** Establish expectations that distinguish peer support from therapy services while ensuring appropriate referral pathways.
- **Provide ongoing training and supervision.** Equip peer support specialists with the skills, resources, and guidance needed to effectively support students.
- **Integrate peer support into outreach efforts.** Partner with peer support specialists during campus events, orientations, and wellness campaigns to increase visibility and student engagement.
- **Create opportunities for collaboration.** Foster regular communication between peer support specialists and counseling center staff to strengthen coordination and student support.
- **Explore student employment opportunities.** Connect with your Financial Aid or Student Employment office to learn whether Federal Work-Study or other student employment programs could help support peer-based roles.

Resource Spotlight:

- **Resource: Community Resources Student Ambassador Program** [Community Resources Student Ambassador Program](), operated by the Foundation for California Community Colleges, trains students to conduct peer-to-peer outreach and connect fellow students with campus and community resources, including mental health and wellness supports.

- **Resource: Ohlone College Mental Health Navigator Program**
  [Ohlone College's Mental Health Navigator Program]() provides an example of how community colleges can recruit, train, and support students in peer-based mental health roles. The program offers practical insight into student recruitment, role expectations, and workforce development for colleges interested in expanding peer support services.







Putting it Into Practice List

Everything happens one step at a time. Consider completing a few of the following action items as a starting point for building or re-establishing a campus network.

- ☐ Make a list of the people you want to meet or re-connect with this semester. Then start scheduling meetings with each. For example,
  - Academic Counseling _____
  - Basic Needs _____
  - Health Services _____
- ☐ Review **Ohlone College's Mental Health Navigator Program** and jot down 2–3 ideas that could be adapted on campus.
- ☐ Schedule a meeting with Student Services leadership. Before the meeting, choose one existing campus event where mental health outreach or programming could be incorporated.
- ☐ Meet with the Athletics Director or coaching staff. Ask questions about the needs of student-athletes and find at least one opportunity to collaborate during the academic year.
- ☐ Request 10 minutes on an Academic Senate (or similar governance body) meeting agenda to introduce counseling services and available mental health resources.
- ☐ Create a one-page faculty resource document with the counseling center contact information.
- ☐ Develop a paragraph about the counseling center that faculty can include in their course syllabi. Share it with faculty and encourage its use. **See the Sample Course Syllabus Language**.
- ☐ Check whether the counseling center's referral process is documented. If not, write it out, step by step. If it is documented, then select one opportunity to improve communication or coordination. **See the Sample Mental Health Referral Pathway in the appendix**.
- ☐ Read "**The Intersection of Academic Counseling and Mental Health Counseling**" and jot down one idea to strengthen collaboration with Academic Counseling.
- ☐ Visit the **California Community Colleges Health and Wellness** website. Identify one professional development opportunity (e.g., upcoming Mental Health Action Week sessions, recorded trainings, or toolkit) and share with a member of the counseling center team this year.
- ☐ Contact a local graduate training program or reviewing opportunities through **BAPIC** or **SCAPTP**, and explore trainee recruitment opportunities.

Chapter Reflection: Create a Campus Network

As you read this chapter, you may have noticed that your campus does not include every role, department, or partnership described here.

Every college is different. Staffing and organizational structures vary. So do available resources and relationships with community partners. Some campuses have large multidisciplinary teams, while others rely on a handful of dedicated individuals who wear many hats.

Wherever your campus is today, meaningful work can begin there.

Start by strengthening the relationships and resources that already exist. Consider where stronger connections could make it easier to support students. Over time, you may also identify opportunities to advocate for new partnerships, services, or staffing.

Building a campus network takes time. Some relationships will develop quickly, while others will require continued attention. Stay connected to why these relationships matter: **a stronger network can make it easier for students to find and receive the support they need.**

Questions for Reflection & Discussion

- Which relationships in your campus network are already strong?
- Where could stronger coordination or communication improve student support?
- Who is missing from your current network or needs to be more closely connected to the work?
- What is one relationship you could strengthen this semester?
- As your program grows, where might additional partnerships, services, or staffing be needed?



CHAPTER 3:
Building A Strong Foundation



Student Mental Health Is a Shared Responsibility



Supporting student mental health and well-being is a campus-wide effort. No one program can do it alone.

Student mental health is shaped by experiences across the institution: in the classroom, through access to basic needs and physical health services, through opportunities for belonging and connection, through campus policies and practices, and in the many places students seek support.

Mental Health Coordinators and Health Services leaders bring essential clinical expertise, leadership, and guidance to this work. **But creating the conditions for student well-being requires shared participation and institutional support.**

The goal is not for one person or one program to carry student mental health. It is to create a campus where supporting student well-being is part of how the institution works.

Before Moving Forward...

As you work through this chapter:

- **Bring others into the process.** Engage campus leadership, colleagues, students, and other partners whose perspectives, resources, authority, or expertise can help move the work forward.
- **Start small.** Small, intentional improvements can lead to meaningful long-term change.

Chapter 3: Building A Strong Foundation

From Observation to Planning

As you make observations and talk with students, colleagues, and campus partners, potential next steps will naturally begin to emerge. Some may require a closer look before you know how to respond; others may be clear but need to be weighed alongside competing priorities. And even when an idea becomes a priority, it is important to consider whether the staffing, resources, partnerships, and institutional support are in place to move forward successfully.

The following worksheets are designed to help you move from **observation to action**—by assessing your program's readiness and capacity, exploring what may be contributing to a situation, and determining where to focus your efforts.

Assessing Program Readiness

Before expanding services or implementing a new initiative, take time to consider the capacity and institutional support available to carry the work forward. Staffing, leadership support, infrastructure, partnerships, funding, and other operational conditions can all influence what is feasible and sustainable.

The **Program Readiness & Capacity Worksheet** can help you and your campus partners identify what is already in place, where additional capacity may be needed, and who should be involved as plans develop. This is not a pass/fail assessment; it is a tool for identifying the conditions and support that can help move the work forward.

Exploring Root Causes

As you learn more about your campus, you may uncover unanswered questions, recurring challenges, or opportunities that require a closer look before deciding how to move forward.

Rather than rushing to implement a solution, take time to better understand the situation. Gathering information, exploring possible contributing factors, and learning from those involved can help you make more informed decisions.

The **Exploring Root Causes Worksheet** can help you organize your observations, consider what may be influencing the situation, and identify an appropriate next step. There isn't always a single root cause, but asking thoughtful questions can bring greater clarity to what is happening and what to do next.

Setting Priorities

As potential next steps emerge, it can be tempting to tackle everything at once. Instead, consider which actions are likely to have the greatest impact and which are most feasible given your current time, partnerships, resources, and institutional priorities.

The **Priority Planning Worksheet** uses an Impact-Effort Matrix to help you organize potential next steps and consider where to focus first. The matrix is a planning tool, not a formula. Priorities may shift as student needs, leadership direction, funding opportunities, partnerships, and available resources evolve.

Program Readiness and Capacity Worksheet

Before expanding a service or implementing a new initiative, take time to consider what will be needed to carry the work forward. Use the questions below with campus partners to identify existing strengths, areas that may need attention, and the people who should be involved.

People & Staffing

- Do we have adequate clinical and non-clinical staffing to support this work?
- Who will be responsible for implementing and maintaining the service or initiative?
- Will implementation create new responsibilities or significantly increase workload for existing staff?
- Do staff have the necessary skills, training, and time?
- If clinical services are involved, do we have adequate supervision capacity?

Leadership & Administrative Support

- Is campus leadership available to support this work and the operational changes it may require?
- Is there sufficient administrative support to implement and maintain the work?
- Who has the authority to approve the decisions or changes that may be needed?
- Are there institutional processes, policies, or timelines that could affect implementation?

Campus Partners

- Which campus departments need to be involved for this work to succeed?
- Are necessary partners—such as Human Resources, Business Services, IT, Risk Management, Student Affairs, or other departments—engaged?
- Have the people who will be responsible for implementing or affected by the work had an opportunity to provide input?
- Are roles and responsibilities across departments clear?

Pause & Reflect

Before moving on, take a moment to consider what you've learned about the people and partnerships needed to support this work.

What strengths or support are already in place?

Where might additional support or involvement be needed?

Who else needs to be part of the conversation?

Directions:

Use the questions below with campus partners to identify existing strengths, areas that may need attention, and the people who should be involved.

Infrastructure & Operations

- Do we have the physical space, technology, equipment, and other infrastructure needed?
- If students will need services beyond what we provide, do we have appropriate referral pathways?
- Are there privacy, accessibility, safety, legal, or risk considerations that need to be addressed?

Policy & Institutional Alignment

- Are there existing campus or district policies that could affect this service or initiative?
- Would any policies or procedures need to be developed or changed?
- Who has the authority to approve those changes?
- Who should be involved to help move the change forward?

Funding & Resources

- What will it cost to launch the service or initiative?
- What ongoing resources will be needed to maintain it?
- Is funding currently available? If not, what needs to happen to secure it?
- Are there costs beyond the initial investment, such as staffing, training, technology, licensing, supervision, or evaluation?

Putting It Together

After considering your program's readiness and capacity:

What strengths, resources, or supports are already in place that you can build upon?

What needs additional attention before or during implementation?

Did this conversation uncover a challenge, gap, or unanswered question that needs a closer look?
Consider carrying this forward to the Exploring Root Causes Worksheet.

What potential next steps are beginning to emerge?
Capture these ideas now—you'll have an opportunity to consider their impact and effort in the Priority Planning Worksheet.

Exploring Root Causes Worksheet

What are you noticing? Describe the situation as objectively as possible.

_____

_____

_____

What information, perspectives, or resources are already available to help you better understand this situation?

- ☐ Existing data or reports
- ☐ Student perspectives
- ☐ Faculty, staff, or campus partner perspectives
- ☐ Current programs, services, or practices
- ☐ Existing policies or procedures
- ☐ Community resources or partnerships
- ☐ Other: _____

Explore the Root Cause (5 Whys)

Before deciding on a solution, consider using the 5 Whys technique to better understand the underlying cause of the situation.

Start with the situation you identified above. Then ask "Why?" five times (or as many times as needed) to move beyond the surface issue and identify potential root causes.

Example
Students aren't attending workshops.

Why?
They don't know about them.

Why?
Promotional emails aren't reaching many students.

Why?
Students rarely check their campus email.
…and so on.

Your Turn

Re-state the situation:

Why?

Why?

Why?

Why?

Why?

Moving Forward

Based on what you've learned, what is the most appropriate next step?

Priority Planning Worksheet

Step 1

List your potential next steps.

_____

_____

_____

_____

Step 2

Place each potential next step in the matrix below.

Consider two questions as you decide where each item belongs:

- **Impact:** How much could this action improve or strengthen your program?
- **Effort:** How much time, coordination, staffing, funding, or other resources would it require?



Remember: The matrix is a planning tool, not a formula. Campus priorities, student needs, leadership direction, available resources, and emerging circumstances may influence what needs to move forward first.

Developing Policies & Procedures Manual

A Policies & Procedures Manual serves as a central reference for your team. It provides guidance on day-to-day operations and clarifies roles, responsibilities, and program expectations. It also supports consistency and helps preserve institutional knowledge as staff and leadership change over time.

Every counseling center's Policies & Procedures Manual will look a little different based on staffing, services, institutional policies, and campus needs. Policies and procedures should also reflect applicable state requirements and funding guidelines. **Clear documentation can help guide program and expenditure decisions and demonstrate how those decisions align with funding requirements.** As your services evolve, review and update the manual regularly to reflect current practices.

Common Components of a Policies & Procedures Manual

The components of a Policies & Procedures Manual will vary based on staffing, services, institutional policies, and campus needs. Not every center will include every component, and some campuses may require additional policies or procedures based on local needs, district requirements, or applicable laws and regulations. Many documents may already exist within your counseling center, Student Services division, Human Resources, the district office, or other campus departments.

Worksheet: Policies & Procedures Manual Self-Assessment Checklist

Use the accompanying worksheet found in the appendix to review your existing Policies & Procedures Manual or begin developing one in collaboration with your team. The worksheet draws from common practices across California Community College counseling centers and the experience of seasoned mental health professionals. It can help you identify what already exists, what needs to be reviewed or updated, and what still needs to be developed.

Need Additional Support?

If you've reviewed existing resources, connected with colleagues, and are unsure how to proceed, consider reaching out to your regional network, statewide professional associations (such as California Community College Mental Health & Wellness Association or Health Services Association California Community Colleges), or the California Community Colleges Chancellor's Office for additional guidance and support.



CHAPTER 4:
Designing Mental Health Services



Chapter 4: Designing Mental Health Services

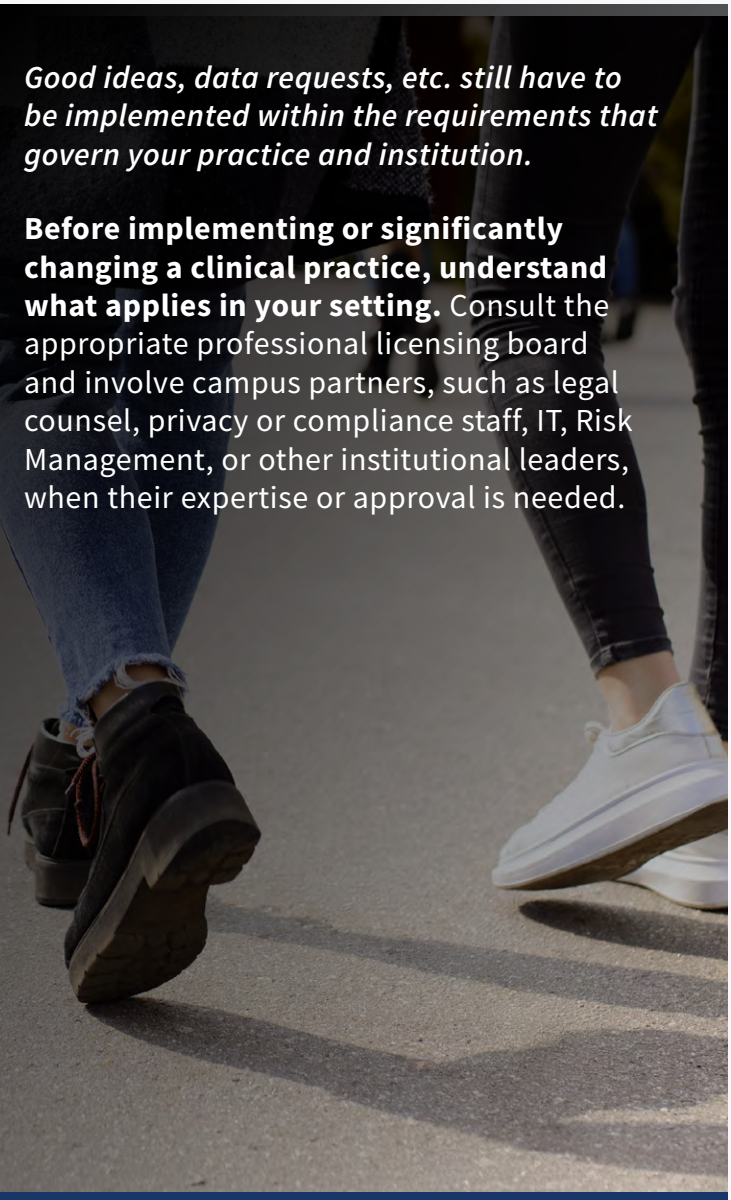
Before You Implement: Know What Guides Your Practice

Mental health services operate within a larger framework of professional, ethical, legal, and institutional requirements. As you consider the service models and operational approaches in this chapter, remember that **an approach described in this toolkit may not be appropriate, or implemented in the same way, at every college.**

Requirements may vary based on professional license and scope of practice, campus structure, institutional policies, the type of service being provided, and applicable state and federal requirements. These considerations can affect decisions about confidentiality, treatment records, supervision, technology, information sharing, crisis response, and other aspects of clinical operations.

Good ideas, data requests, etc. still have to be implemented within the requirements that govern your practice and institution.

Before implementing or significantly changing a clinical practice, understand what applies in your setting. Consult the appropriate professional licensing board and involve campus partners, such as legal counsel, privacy or compliance staff, IT, Risk Management, or other institutional leaders, when their expertise or approval is needed.



Keep in Mind

- What professional standards apply? Consider your professional license, scope of practice, ethical responsibilities, and applicable requirements.
- What institutional requirements apply? Understand relevant college or district policies, procedures, approvals, and technology requirements.
- Who needs to be at the table? Engage campus partners whose expertise, authority, or support can help determine an appropriate path forward.

▶ **Helpful Resources:** **California Board of Behavioral Sciences** | **California Board of Psychology** | **Joint Guidance on the Application of HIPAA and FERPA to Student Health Records**

Designing Mental Health Services

Title 5 of the California Code of Regulations identifies the primary areas of service for community college counseling centers: prevention, early intervention, brief treatment and referral, education, and outreach. While these provide the framework for campus mental health services, colleges have flexibility in determining how those services are implemented to best meet the needs of their students.

Rather than asking, ***"What services should my campus provide?"*** consider:

What combination of services best addresses student needs while aligning with available resources, staffing capacity, and campus priorities?

The following sections describe common service offerings and service delivery approaches to support thoughtful program design.

Core Clinical Services

Individual counseling is a foundational component of campus mental health services. Because counseling center resources are often limited, services are generally designed to provide brief treatment and referral rather than long-term psychotherapy.

What constitutes "brief" varies by campus. Some counseling centers establish a specific session limit, while others use an average number of sessions as general guidance. Each approach offers advantages and should be considered in the context of student needs, staffing capacity, and available resources.

Counseling centers may also supplement campus services through contracted providers or virtual counseling platforms, particularly when demand exceeds internal capacity. When exploring these options, consider how external providers will coordinate care, connect students with campus resources, and support continuity of services.

Specialized and Expanded Services

As counseling programs evolve, campuses may choose to expand services to improve access, address emerging student needs, or better support specific student populations.

Examples may include embedding counseling services within athletics, cultural centers, residence halls, or other student support locations. Providing services in spaces where students already gather can reduce barriers to care while strengthening relationships across campus.

As services expand, consider how your program reflects the diversity of the students it serves. Representation among staff, ongoing professional development, culturally responsive practices, and intentional outreach can all contribute to creating welcoming and inclusive services.

Expanding your service array does not always require creating entirely new programs. Meaningful improvements often come from strengthening existing services, increasing collaboration, refining workflows, or delivering services in new ways.

Designing for Access

How students enter counseling services can significantly influence whether they ultimately receive care. Service delivery models shape the student experience by determining how quickly students are seen, how services are matched to their needs, and how efficiently counseling center resources are used.

Traditional counseling models often relied on an initial intake appointment followed by placement on a waitlist for ongoing therapy. As demand for services increased, counseling centers began exploring alternative approaches to reduce delays and improve timely access to care.

Examples include:

- Same-day or next-day appointments
- Rapid response or single-session therapy
- Stepped-care models

These approaches share a common goal: connecting students with meaningful support as quickly as possible while making thoughtful use of available staff and resources.

Rather than identifying a single "best" model, consider which approaches align with your campus needs, staffing capacity, and philosophy of care.

If your campus is exploring new approaches to improving timely access to care, on the next page see the **Resource Guide: Designing for Access** for an overview of several service delivery models used by college counseling centers. The guide provides brief descriptions of each model along with additional resources for learning more about implementation. As you review these options, consider how each approach aligns with your campus needs, staffing capacity, available resources, and philosophy of care.



Model	Questions to Consider Before Adopting	
Same-Day or Next-Day Access Reserves appointment availability so students can receive timely clinical support without waiting extended periods for an initial appointment.	**How long do students currently wait for an initial appointment?** **How will urgent requests be triaged?** **What staffing changes would be needed to reserve same-day or next-day appointments?**	**Learn More** • Example of same-day access model: Centre College Counseling Services
Rapid Response / Single-Session Therapy Provides one focused counseling session that addresses an immediate concern and determines whether additional services are needed.	**Which student concerns are well suited for a brief intervention?** **How will students transition into ongoing therapy when appropriate?** **How will outcomes be monitored?**	**Learn More** • The Chronicle of Higher Education overview of single-session care and rapid access models
Stepped Care Model Matches students to the least intensive, evidence-informed service that meets their current needs, with the ability to "step up" to more intensive services when appropriate.	**What services already exist at different levels of care?** **How will students move between levels of support?** **What criteria will guide these decisions?**	**Learn More** • NC State Counseling Center – Stepped Care Model • Old Dominion University –Flexible Stepped Care Model
Embedded Counseling Places counselors within academic departments, residence life, cultural centers, athletics, or other campus locations to increase visibility, accessibility, and collaboration.	**Which student populations experience the greatest barriers to accessing counseling?** **Which campus partners are interested in collaboration?** **How will confidentiality and clinical boundaries be maintained?**	**Learn More** • Georgetown University, The Feed • NC State University – Embedded Counseling

Crisis Response and Higher Levels of Care

Mental health programs also need clear pathways for supporting students whose needs extend beyond routine counseling services. Planning for crisis response and higher levels of care helps ensure students can be connected to appropriate support when more immediate or specialized care is needed.

Crisis Response

A comprehensive counseling program should include clear procedures for supporting students experiencing a mental health crisis. Larger counseling centers may reserve clinician availability for same-day crisis appointments, while smaller centers often balance crisis response alongside scheduled counseling services. Operational plans should clarify how crises are managed during business hours, after hours, and when students require hospitalization or referral to a higher level of care. Plans should also consider how crisis situations affect scheduled appointments, therapist availability, communication, documentation, and follow-up.

Some colleges also partner with external organizations to provide after-hours crisis support or supplement existing campus resources.

Hospitalization & Continuity of Care

Students experiencing acute mental health concerns may require hospitalization or referral to specialized services beyond the scope of the counseling center. Establishing clear protocols for hospitalization, discharge planning, communication, documentation, and continuity of care helps support both students and staff throughout the process. When appropriate, obtaining authorization to communicate with outside providers can facilitate coordination and support a student's transition back to campus.

Case Management

Case management is another operational function that varies across colleges. While not every student requires ongoing follow-up, students experiencing significant mental health concerns often benefit from coordinated support following hospitalization or referral to community providers. Depending on available resources, some colleges assign dedicated case managers, while others prioritize follow-up for higher-acuity situations. Regardless of the staffing model, establishing clear procedures for communication, documentation, and continuity of care can help improve coordination and student outcomes.

Psychiatric Consultation

Some colleges provide limited psychiatric consultation through contracted psychiatrists or psychiatric nurse practitioners, particularly through telehealth. Although many campuses do not have the resources to employ psychiatric providers directly, partnerships with community providers may expand access to medication evaluation and psychiatric consultation.

Community Referral Resources

Community referral resources should be viewed as living documents. Referral lists should be reviewed regularly to ensure provider information remains current, reflects student insurance options, and includes available local resources. Many counseling centers maintain referral lists electronically to simplify updates and improve accessibility.

Prevention, Outreach, and Peer Engagement

Extending Mental Health Support Beyond the Counseling Office

Mental health services extend beyond what happens in the counseling center. Clinical services provide important support for students who seek care, but prevention and outreach can reach the broader campus community.

These efforts can increase mental health awareness and help reduce stigma around seeking support. Peer engagement can also create additional points of connection and help students learn where to turn when they need help.

Not every student will walk through the counseling center doors for therapy. Extending support across campus creates more opportunities for students to encounter mental health information and resources. It can also help make support more visible and accessible before a student ever seeks formal services.

Create Opportunities to Connect

Prevention activities can create approachable opportunities to engage students outside of the counseling center.

Prevention efforts might include:

- Suicide prevention education and training, such as Question, Persuade, Refer (QPR)
- Stress reduction and wellness activities
- Educational workshops
- Mental health and wellness campaigns

Engage Students as Partners

Peers can also help extend the reach of campus mental health efforts. Depending on available resources, campuses may begin by partnering with student organizations such as Active Minds, National Alliance on Mental Illness (NAMI), or Community Resources Student Ambassador Program. Others may develop more structured peer education, peer support, or peer counseling programs.

There is no single model. The size and scope of peer initiatives should reflect student needs, campus capacity, and the level of supervision and support available.

Outreach at a Glance

Four Ways to Extend Your Reach

01 — Meet Students Where They Are

Bring mental health information and visibility into the places, times, and spaces where students already engage.

Consider:

- Classrooms and common spaces
- Student events and athletics
- Orientation and welcome activities
- Evening and weekend programming
- Digital and campus communication channels

Keep in Mind: Students who commute, work, take evening or weekend classes, or balance family responsibilities may engage with campus differently. Consider when and how your outreach reaches them.

02 — Keep It Relevant

Connect mental health to students' daily lives and experiences.

Topics might include:

- Stress and time management
- Test anxiety
- Suicide prevention
- Self-care and resilience

03 — Extend Your Reach

A single presentation, activity, or resource can create multiple opportunities to connect.

Look for ways to:

- Promote activities and resources through campus communication channels and social media
- Offer hybrid participation when appropriate
- Share educational content after an event
- Follow up with participants with related information or resources

Keep in Mind: If you record a presentation, consider the nature of the conversation. Educational content may be appropriate to record; activities involving personal sharing may not be.

04 — Think Beyond Attendance

Attendance tells only part of the story. Outreach can continue long after an event ends.

Consider the ripple effect:

→ Students learn about available services

→ Conversations about mental health continue

→ Information and resources are shared with peers

→ Someone connects with support when they need it

The goal isn't only to fill a room. It's to extend the reach of mental health information and support.

Extend Your Reach Online

Social media and campus communication channels can help mental health information reach students beyond an event or activity. Work with your campus Communications or Public Relations team to understand available channels and any policies or protocols that apply.

A few things to consider:

Go where students get information.

Use the campus channels and platforms that already reach the students you're trying to engage.

Bring in student voice.

Student workers and organizations can help shape messages that feel relevant and accessible to their peers.

Be intentional with the message.

Consider what you want students to know or do, and make the next step clear.

Use additional guidance when needed.

Some topics require additional care. For suicide prevention communications, consult the National Action Alliance for Suicide Prevention's Framework for Successful Messaging.



Technology & Infrastructure

Technology is a foundational component of counseling center operations. An electronic health record (EHR) system supports documentation, scheduling, communication, reporting, and outcome measurement. For many colleges, the EHR has already been selected at the district level. When evaluating or implementing a system, important considerations include the size of the counseling center, reporting needs, clinical workflows, and whether counseling services operate independently or are integrated with student health services.

Several systems are commonly used across higher education, each with different strengths:

System	Common Considerations
Medicat One	Often used by integrated student health and counseling centers.
Point and Click (PnC)	Often used by integrated student health and counseling centers.
Titanium	Designed specifically for counseling centers and supports clinical documentation and outcome measurement, including integration with CCAPS.
Simple Practice	May be appropriate for small counseling centers or programs with less complex operational needs.

Treatment Records

Electronic health record (EHR) systems contain sensitive clinical information, making the management of treatment records an important part of counseling center operations. **The Mental Health Coordinator is responsible for determining policies and procedures for mental health treatment records, in coordination with the Health Services Director when services are integrated, as well as other appropriate partners.** This helps ensure that campus processes reflect both operational needs and the professional responsibilities associated with clinical care.

Consider how treatment records are documented, maintained, accessed, retained, and protected. Policies should also clarify who is responsible for overseeing the records and how requests for access or information are handled.

Technology decisions are closely connected to these practices. When counseling and health services share an EHR, or when clinical technology connects with other campus systems, consider **who can access clinical information, what information they can access, and what safeguards are needed.**

Program Evaluation

Program evaluation helps counseling centers understand whether services are meeting student needs and where opportunities for improvement exist. Evaluation is more than collecting data for reports; it is an ongoing process of gathering information, reflecting on what it means, and using those insights to strengthen programs and services over time.

Evaluation does not require complex research studies. Many meaningful improvements begin with a few thoughtful questions, consistent data collection, and regular conversations with students and campus partners.

Using and Sharing Program Data

Program data can help demonstrate impact and inform decisions about mental health services. At times, colleges may also want to understand how service use relates to broader student outcomes, such as enrollment or completion. **Decisions about using or sharing clinical information should be made by the Mental Health Coordinator.**

A request for data may have implications for confidentiality, professional responsibilities, institutional policy, or the appropriate use of treatment records. When individual-level or potentially identifiable information is needed, work with the appropriate campus partners to determine how the question can be answered while protecting clinical information.

Toolkit Tip: Plan Ahead for Data Use

Start with the question you are trying to answer and consider what information is actually needed to answer it.

Centers may find it helpful to address the use of student identification numbers for program evaluation or reporting in their informed consent documents, including any applicable exceptions to confidentiality. Consider who should have access to the information, how it will be used, and what professional, legal, institutional, and privacy requirements apply.

Using Data to Improve Your Program

Program evaluation begins with understanding the students being served and those who may not yet be accessing services.

While utilization data, appointment numbers, and attendance records provide valuable information, they only tell part of the story. Students who never seek services may experience barriers that remain invisible unless colleges intentionally seek their perspectives.

Using multiple sources of information including surveys, focus groups, utilization data, outreach participation, and campus trends provides a more complete understanding of student needs and can help guide future planning and decision-making.

Gather Student Feedback

Student feedback provides important context for understanding campus needs and evaluating whether services are reaching intended audiences. Combining surveys and focus groups can help colleges identify emerging concerns, understand barriers to care, and evaluate whether programs and services are meeting student needs.

Surveys

Campus-wide surveys can provide valuable information about student mental health, help-seeking behaviors, barriers to care, and emerging concerns. Survey findings can help identify trends over time, inform program planning, support conversations with campus leadership, and provide opportunities to compare your campus with statewide and national benchmarks.

Several established surveys are available to California Community Colleges:



National College Health Assessment (NCHA)

Administered by the American College Health Association (ACHA), the National College Health Assessment is used by a consortium of California Community Colleges approximately every three years. The survey provides valuable information about student health and mental health while allowing colleges to compare local findings with statewide and national data. Check with your Health Center Director to learn when your campus plans to participate.



HSACCC Annual Survey

The Health Services Association California Community Colleges (HSACCC) conducts an annual survey of Health Center Directors. The survey includes information related to campus health and mental health services and can provide additional insights into trends across the California Community College system.



AUCCCD Annual Survey

The Association for University and College Counseling Center Directors (AUCCCD) conducts an annual survey focused specifically on college counseling services. Institutions must be members to participate, but the survey provides valuable benchmarking information along with access to additional professional resources and a national network of counseling center leaders.



Healthy Minds

The Healthy Minds Study is an annual national survey focused on student mental health and well-being in higher education. Participating colleges can use the findings to better understand student needs and compare results across different types of institutions, including community colleges and four-year institutions in California and nationally.

Toolkit Tip: Close the Feedback Loop

To encourage participation and collect meaningful data:

- Keep surveys concise and easy to complete to encourage participation.
- Administer surveys during times of the semester when students are more likely to respond (avoiding finals, holidays, and other high-stress periods whenever possible).
- Work with student leaders, faculty, and campus partners to promote participation across different student populations.
- Share survey results and planned next steps with students. Closing the feedback loop helps build trust and encourages future participation.

Focus Groups

Focus groups provide opportunities to better understand student experiences and explore issues that surveys may not fully capture. They are particularly valuable for understanding why students are or are not using available services and for exploring ideas for improving programs.

Toolkit Tip: Create Space for Honest Conversation

Thoughtful planning can help participants feel comfortable sharing meaningful feedback:

- Recruit participants from a variety of backgrounds and lived experiences.
- Offer food or small incentives when appropriate.
- Schedule sessions at different times of day and in multiple campus locations.
- Use open-ended questions to encourage discussion rather than yes/no responses.
- Have one person facilitate the conversation while another documents key themes.
- Look for recurring patterns across multiple focus groups rather than relying on individual comments when making program decisions.

Measure Program Outcomes

Measuring program outcomes helps counseling centers understand whether services are making a difference for students and where opportunities exist to improve care. Outcome data can demonstrate program impact, support quality improvement efforts, inform resource decisions, and communicate the value of mental health services to campus leadership and funders.

Not every counseling center collects the same types of outcome data, and there is no single approach that works for every campus. Consider what information will be most meaningful for your program, your staffing model, and your reporting needs.

Clinical Outcomes

Many counseling centers use standardized assessment tools to measure changes in student well-being over the course of treatment. These instruments can help clinicians monitor individual progress while also providing aggregate data that helps counseling centers evaluate overall program effectiveness.

Commonly used standardized instruments include the **Counseling Center Assessment of Psychological Symptoms (CCAPS)**, which was developed specifically for college counseling centers, and the **Outcome Questionnaire (OQ-45)**, a broader outcome measure that has been widely used across behavioral health settings. Both are validated assessment tools designed to help clinicians monitor client progress over time while also providing aggregate, de-identified data that counseling centers can use to evaluate overall program effectiveness. Because these instruments are proprietary or membership-based, coordinators should work with their clinical staff to determine whether an existing assessment tool is already in use before considering adoption of a new instrument.

Toolkit Tip: Start with Your Clinical Team

If your counseling center is already using a standardized assessment tool, you may not need to create a new evaluation process. Meet with your clinical team to understand what data is already being collected, how results are analyzed, and what aggregate reports may already be available. Building upon existing practices is often more effective than creating new systems.

Outreach Outcomes

Evaluation should extend beyond clinical services. Workshops, trainings, outreach events, and educational campaigns also provide opportunities to understand what participants learned and whether activities are influencing future behavior.

Simple evaluation methods may include:

- Pre- and post-knowledge questionnaires
- Participant satisfaction surveys

Toolkit Tip: Keep it Simple

Not every workshop requires an extensive evaluation. A brief survey with a few knowledge questions, participant feedback, and one or two intent-to-act questions can provide meaningful information while respecting participants' time. Consistently collecting a small amount of useful data is often more valuable than administering lengthy surveys that few participants complete.

Reporting Program Outcomes

Collecting evaluation data is only one part of the process. Sharing findings with campus leadership, partners, funders, and other stakeholders helps demonstrate the value of your program, communicate student needs, and inform future decision-making. Regular reporting can also strengthen support for mental health services by highlighting accomplishments, identifying emerging trends, and documenting areas where additional resources or attention may be needed.

Consider reporting:

- Students served
- Utilization trends
- Outreach participation
- Student satisfaction
- Clinical outcomes (when available)
- Knowledge gained through educational programs
- Emerging student needs

- Program accomplishments
- Opportunities for improvement

Reporting should be viewed as more than a contract requirement or annual summary. When shared consistently, evaluation findings can strengthen partnerships, guide program improvements, support sustainability efforts, and demonstrate the meaningful impact of campus mental health services over time.

Continuous Improvement

Program evaluation is not the final step; it is part of an ongoing cycle of learning and improvement. The most valuable evaluation efforts don't simply measure outcomes; they help teams ask better questions, make informed decisions, and continuously strengthen programs and services.

Evaluation findings provide an opportunity to celebrate successes, identify challenges, and better understand how students are experiencing your services. The continuous improvement cycle below offers a simple way to reflect on those findings and consider what comes next.

Continuous Improvement Cycle

Not every finding will require a major program change. Sometimes the data confirms that current approaches are working well. Other times, small improvements—such as adjusting outreach strategies, modifying appointment availability, or expanding partnerships—can make a meaningful difference.

Perhaps most importantly, evaluation creates opportunities to recognize and celebrate the accomplishments of your team. Sharing positive outcomes, student feedback, and program successes helps reinforce the value of the work being done while building support among campus leadership, partners, and students.

Rather than viewing evaluation as an annual task, consider it an ongoing conversation that helps your program learn, adapt, and grow over time.

Review
What does the data tell us?

Examine quantitative and qualitative findings to identify trends, strengths, and areas for further exploration.

Reflect
What do these findings mean?

Discuss results with your team and campus partners. Consider what may be contributing to the findings and whether they align with your goals and student needs.

Adjust
What changes should be made?

Use what you've learned to refine programs, strengthen outreach, improve services, or test new approaches. Small, intentional changes often lead to meaningful improvements over time.

Repeat
How will progress be measured over time?

Continue collecting data to determine whether changes are having the desired impact and identify new opportunities for improvement.

Chapter Reflection: Designing Mental Health Services

Building and strengthening a mental health program involves a lot of moving pieces. One day, you may be thinking about staffing or infrastructure. The next, you may be evaluating program outcomes or responding to a new campus need.

You do not have to be the expert in every area. As a Mental Health Coordinator, you bring important expertise and leadership to the work. Part of that leadership is knowing when to trust your own experience and when to bring others into the conversation.

The people around you bring their own expertise. They may also have access to resources or decision-making authority that can help move an idea forward. Students and community partners can offer perspectives that may challenge or deepen your understanding of what is needed.

Your role is not to carry every piece of the work yourself. Instead, help make the connections. Ask questions when you need more information. Bring the right people into the conversation. Then, help keep the work moving forward.

As you reflect on this chapter, consider:

- Where do you feel most confident in your own expertise and leadership?
- Where could the expertise or support of others strengthen the work?
- Who are the people or departments you need to bring closer into the conversation?
- Of everything you considered in this chapter, what feels most important to focus on next?





CHAPTER 5:
Budget and Compliance



Chapter 5: Budget and Compliance

Understanding Mental Health Program Allocation

The state of California provides ongoing funding to community colleges to support student mental health services. Funding is appropriated through the state budget each year and allocated to colleges by the California Community Colleges Chancellor's Office. **This funding is referred to in this chapter as the Mental Health Program Allocation.** Colleges have flexibility in determining how these funds are used based on local student needs, program priorities, and applicable funding requirements.

Mental health program allocation can support a range of activities, including staffing, prevention and outreach, direct services, crisis response, professional development, peer programs, technology, and partnerships with community providers. Because each college is different, spending decisions should reflect local priorities and the services or infrastructure needed to support students.

Understanding the program allocation budget does not mean managing every aspect of it yourself. **Build a strong working relationship with your college or district Accounting or Business Office.**

Together, regularly review questions such as:

- How much mental health funding is currently available?
- Are there funds remaining from previous fiscal years?
- What expenses or commitments are anticipated during the year?
- Are expenditures moving according to plan?

Understanding this information throughout the year can help connect program priorities with available resources and identify potential spending challenges early.

For current allocation information and fiscal guidance, refer to the **California Community Colleges Chancellor's Office Compendium of Allocations and Resources** *and* **Budget News**, *or view the current* **California Budget** *for the latest enacted funding information.*

Managing Mental Health Program Allocation Funds Throughout the Year

Knowing how much allocation funding is available is only the beginning. It is also important to have a plan for how those funds will be used during the year.

Start by looking at the services and activities you expect to support. This might include staff salaries, contracts, technology, outreach activities, peer programs, professional development, or other program expenses. Then, work with your Accounting or Business Office to understand what those plans mean for the program budget.

Throughout the year, check in on the budget. **Are funds being spent as expected? Is there money from a previous year that still needs to be used? Have delays or changes affected the original plan?** Regular check-ins can help identify these issues before the end of the fiscal year.

If funds are not being spent as planned, find out what is getting in the way. A vacant position may be taking longer to fill. A contract may be delayed. An activity may have changed or no longer be needed. Once you understand the issue, work with the appropriate campus partners to adjust the plan and consider other allowable ways the funds could support student mental health.

Carryover Requires a Plan

Mental health allocation funds are intended to support students and should be put to use as promptly as possible. Review spending throughout the year and work with your Accounting or Business Office to address unspent funds before balances accumulate.

When managing funds from multiple fiscal years, use the accounting practice of "first in, first out" (FIFO), which means spending older funds before newer funds. Work with your Accounting or Business Office to ensure expenditures are tracked appropriately across fiscal years.

Mental health funds that remain unspent after two fiscal years may require a spend-down plan. Funds that remain unspent into a third fiscal year may be retrieved and redistributed by the Chancellor's Office.

Refer to the current **Compendium of Allocations and Resources** *for guidance on expenditure timelines, carryover, and unspent funds.*

Annual Reporting

Colleges complete a Mental Health Year-End Report in NOVA each year. The report includes information about program spending as well as services, staffing, partnerships, and other program activities.

Review the reporting questions early so you know what information will be needed. Work with the Accounting or Business Office on fiscal information and involve Institutional Research, counseling staff, or other campus partners when additional program information is needed.

For current Mental Health Year-End Reporting requirements, deadlines, and NOVA guidance, review the reporting information and resources provided by the Chancellor's Office.

Student Health Fee

Understanding Student Health Fees

Student Health Fees can help fund campus health and mental health services. Because these fees may be part of the funding supporting a mental health program, Mental Health Coordinators should understand whether their college charges a Student Health Fee and how that revenue supports local services.

The maximum amount colleges may charge is established by the state and may change over time. How those changes are handled locally depends in part on the district's Board Policies and Administrative Procedures.

Some districts have adopted language stating that they will charge the maximum allowable Student Health Fee as determined by the Education Code. This allows the local policy to remain connected to the state's allowable maximum without naming a specific dollar amount.

If you are not familiar with how the Student Health Fee works at your college, start by asking: **Does our college charge a Student Health Fee? How much of that revenue supports health and mental health services? What does our local Board Policy or Administrative Procedure say about the fee?**

Refer to the **Chancellor's Office Student Fees webpage** *and current Student Fee Handbook for current guidance and allowable fee amounts.*

Examples from the Field: Student Health Fee Language

The appendix includes three examples of Student Health Fee language currently used by California Community College districts. These examples illustrate different ways districts have connected their local fee to the maximum amount allowed by the state.

The examples are provided for reference. Colleges and districts should follow their local policy-development and approval processes when considering changes to Student Health Fee policies.

Learn more through the Chancellor's Office Student Fees webpage and the current Student Fee Handbook.

Other Funding

Leveraging Additional Resources and Partnerships

State mental health appropriations and student health fees may be one part of a broader funding strategy. Other campus programs, community partners, and funding sources may also support activities that advance student mental health and well-being.

Depending on the activity and applicable funding requirements, opportunities may include resources available through Basic Needs, Student Equity and Achievement, Veterans services, LGBTQ+ programs, the Student Support Block Grant, grants, college foundations, county behavioral health agencies, and other community partnerships.

When multiple funding sources support the same service or initiative, colleges may be able to **braid funding**. In a braided approach, different funding sources contribute to a shared effort while each source remains separately tracked and accountable to its own requirements.

For example, several campus programs may share an interest in expanding outreach or connecting students to support. Rather than approaching the work separately, partners can explore whether resources can be coordinated to advance a shared goal.

Before committing funds, work with the appropriate program and fiscal partners to confirm that the proposed expense is allowable under each funding source and that any planning, tracking, or reporting requirements are addressed.

Toolkit Tip: With Braided Funding, Keep Each Strand Visible

Braided funding does not mean combining different funding sources into one unrestricted pool. Each source retains its own allowable uses, timelines, and reporting requirements. Coordinate with program leads and fiscal partners before determining how different funding sources will support a shared activity.

Planning for Sustainability

Sustainability is not only about finding new funding. It also means making thoughtful use of existing resources and planning ahead for what will be needed to maintain services over time.

As programs grow and student needs change, periodically review the resources supporting the work. Consider which services require ongoing funding, where existing resources are being used effectively, and where future gaps may emerge. Strong campus and community partnerships can also create opportunities to strengthen the program over time.

Sustainability planning may also include exploring reimbursement opportunities. For colleges that provide eligible services, Medi-Cal reimbursement may offer another way to support ongoing mental health services. Statewide efforts, including the **Children and Youth Behavioral Health Initiative (CYBHI)**, are expanding opportunities to connect behavioral health services with reimbursement. Colleges interested in becoming a Medi-Cal provider or strengthening their capacity to seek reimbursement can **contact the Chancellor's Office for current information about available guidance and assistance.**



Chapter Reflection: Budget and Compliance

Building a sustainable mental health program is not simply about finding more funding. It also means understanding the resources already available, using them intentionally, and planning for what will be needed over time.

You do not have to navigate these decisions alone. Fiscal staff, campus leadership, program partners, and others can help you understand requirements and identify opportunities to coordinate resources. The goal is to develop an approach that supports student needs while remaining realistic for your campus.

Questions for Reflection & Discussion

- How well do you understand the funding sources that currently support mental health services?
- Who are your key partners for budget planning and fiscal guidance?
- Are there existing resources or partnerships that could be used more intentionally?
- What should your campus be thinking about now to support the program over time?



CHAPTER 6:
Supporting the Mental Health Team



Chapter 6: Supporting the Mental Health Team

A strong mental health program depends on more than well-designed services. It depends on the people who deliver them. Supporting staff through onboarding, professional development, supervision, collaboration, and ongoing support helps create a healthy work environment while strengthening services for students.

Investing in staff development and well-being contributes to stronger teamwork, improved continuity of care, and a more sustainable program.

Onboard Your Team

A thoughtful orientation helps new staff understand not only their individual responsibilities, but also how they contribute to the broader goals of the counseling center and campus community.

Whenever possible, new staff should receive an orientation from the Mental Health Coordinator and any additional supervisors appropriate to the organizational structure. An orientation should introduce staff to counseling center operations, campus resources, referral pathways, documentation expectations, crisis procedures, technology systems, and key campus partners.

Many counseling centers maintain a Policies and Procedures Manual to support onboarding and provide an ongoing reference for staff. Whether maintained electronically or in print, keeping the manual current and easily accessible helps promote consistency across the program. The same resource can also support onboarding for trainees, interns, and student employees.

Refer to the **Building Your Policies & Procedures Manual** appendix section of this toolkit for guidance on developing or updating your program manual.

Invest in Professional Growth

Mental health practice continues to evolve, making ongoing professional development an essential part of supporting counseling staff. In addition to meeting licensure requirements, professional development allows staff to strengthen clinical skills, learn emerging best practices, and expand their understanding of student needs.

Professional development may include:

- Conferences and workshops
- Continuing education courses
- Communities of practice
- Cross-training with campus partners
- Peer learning and case consultation
- Professional reading and webinars

Encourage staff to develop individual learning goals that align with both professional interests and program priorities.

Visit the CCCCO Health and Wellness website to learn more about webinars and other resources available.

Support Staff Well-Being

Supporting students through mental health challenges can be deeply rewarding, but it can also be emotionally demanding. Staff may routinely respond to crises, hear difficult personal stories, and manage high caseloads while balancing outreach, consultation, and administrative responsibilities.

Creating a healthy work environment means recognizing the importance of staff well-being alongside student care. Mental Health Coordinators can help foster a supportive culture by encouraging regular supervision, peer consultation, reflective conversations, appropriate boundaries, use of leave, and professional self-care practices.

Building these practices into the culture of the counseling center can help reduce burnout, compassion fatigue, and secondary traumatic stress while promoting long-term staff retention.

Supporting Staff Safety

Supporting the mental health team also includes creating an environment where staff feel physically and psychologically safe in their work. Mental health professionals may sometimes work with students who are highly distressed or experiencing significant behavioral or emotional concerns. Staff should know how to raise safety concerns and where to turn for support when they feel uncomfortable or uncertain about a situation.

Work with your team and appropriate campus partners to make sure staff are familiar with procedures for responding to safety concerns during or around clinical encounters. This may include considering the physical environment where services are provided, identifying consultation and escalation pathways, and clarifying when to involve a supervisor, behavioral intervention team, campus safety, or other campus resources.

Conversations about provider safety should be a routine part of supporting the mental health team. Creating space for staff to discuss concerns, ask for consultation, and review procedures can help strengthen a safer environment for both students and providers.

Supervision and Reflective Practice

Supervision is an important part of supporting a strong mental health team. It gives staff dedicated space to think through their work and receive guidance. It can also help identify areas where additional support or professional development may be helpful.

The type of supervision a team member needs will depend on their position and the work they perform. For some clinicians, supervision may also be required as part of their professional licensure pathway.

Clinical and Administrative Supervision

Clinical and administrative supervision serve different purposes.

Clinical supervision supports the development of safe and effective clinical practice. It provides space to discuss clinical decision-making and strengthen professional skills. For trainees and associates, it may also fulfill requirements connected to their pathway toward licensure.

Administrative supervision focuses on the person's role within the organization. This may include expectations related to job responsibilities and workplace performance.

These two functions can intersect, but they are not the same. Depending on the college, they may be provided by one person or divided among different supervisors.

Create Clarity for the Team

Team members should understand who provides each type of supervision and what they can expect from those relationships. This is especially important for trainees and associates who are simultaneously learning, providing clinical services, and working within an institutional structure.

When responsibilities overlap, take time to clarify how concerns will be handled. Even when the Mental Health Coordinator is not the clinical supervisor, they can help create an environment where staff feel supported in asking questions and continuing to grow.

Helpful Supervision Resources

Clinical supervision requirements vary by profession and licensure pathway. Review the requirements that apply to the professionals working within your program.

- **Resource: California Board of Psychology – Supervision Best Practices**
- **Resource: California Board of Behavioral Sciences – Supervision Resources**

Continued Learning

Supporting a counseling team is an ongoing process that extends beyond onboarding, supervision, and professional development. The following recorded webinars provide practical strategies, expert insights, and campus examples to help you strengthen your leadership skills, invest in staff well-being, and build a resilient, thriving team. Explore the recordings that best align with your current goals and the needs of your counseling center.

Leading with Steadiness in Times of Unsteadiness (Three-Part Series)

Explore trauma-informed leadership strategies for navigating change, building resilience, and leading teams through uncertainty. Sessions focus on understanding personal responses to change, strengthening relational leadership skills, and applying healing-centered principles in everyday practice. A strong companion resource for coordinators, supervisors, and campus leaders.

Building Resilience: A Journey to Personal and Professional Well-Being (Four-Part Series)

Learn practical strategies for cultivating resilience, strengthening trauma-informed communication, practicing cultural humility, and preventing compassion fatigue. This series offers tools that support both personal well-being and effective teamwork.

2026 Mental Health Action Week – Day 1: The Sustained Self: Unpacking Moral Injury, Compassion Fatigue, Burnout and Secondary Stressors

Explore how moral injury, compassion fatigue, burnout, and secondary traumatic stress affect higher education professionals and learn practical approaches for recognizing these experiences while supporting individual and team well-being.

2024 Mental Health Action Week – Promoting Pedagogical Wellness

Discover practical strategies for fostering educator well-being and creating healthier learning and work environments that support both students and campus professionals.

Connect with National and Statewide Resources

No Mental Health Coordinator is expected to build or sustain a counseling program alone. One of the greatest strengths of the California Community College system is the network of professionals who willingly share ideas, resources, challenges, and successes.

Whether new to the role or an experienced coordinator, connecting with colleagues across the state provides opportunities to learn emerging practices, identify solutions to common challenges, and build relationships that support both individual professional growth and stronger campus programs.

The organizations below offer valuable opportunities to stay informed, ask questions, and collaborate with others working to improve student mental health.

Mental Health & Wellness Association (MHWA)

The **California Community College Mental Health & Wellness Association (MHWA)** is a statewide professional organization dedicated to advancing high-quality mental health services across California's community colleges. Through leadership, consultation, professional development, advocacy, and collaboration, MHWA supports the professionals who provide mental health services to students and promotes practices that strengthen campus mental health programs.

MHWA provides a variety of opportunities for members to connect, learn, and stay informed, including:

- Annual in-person and virtual conferences
- Continuing education and professional development opportunities
- Regional networking and collaboration
- A members-only listserv for sharing resources, discussing emerging issues, and seeking advice from colleagues across the state
- Advocates for legislation, statewide initiatives, and issues affecting mental health services in the California Community College system

Health Services Association of the California Community Colleges (HSACCC)

The **Health Services Association California Community Colleges (HSACCC)** is a statewide professional organization dedicated to supporting and advancing quality student health services throughout the California Community College system. Through leadership, consultation, advocacy, professional development, research, and collaboration, HSACCC works to strengthen campus health services and promote student success.

HSACCC provides a variety of opportunities for members to learn, collaborate, and stay informed, including:

- Annual conferences and continuing education opportunities
- A statewide professional network of student health leaders
- A members-only listserv for sharing resources, discussing emerging issues, and seeking advice from colleagues

- Access to student health survey data, research, and practical resources to support health center operations
- Advocacy on legislation and statewide issues affecting student health services

For coordinators whose responsibilities include both mental health and student health services, participation in both **MHWA** and **HSACCC** can strengthen interdisciplinary collaboration, expand professional learning opportunities, and connect you with colleagues working to improve the health and well-being of California Community College students.

Association of University and College Counseling Center Directors (AUCCCD)

AUCCCD is a national professional organization serving counseling center directors from both two-year and four-year institutions.

The organization provides extensive professional resources, conferences, and one of the most active listservs in higher education counseling. Members frequently exchange ideas related to best practices, operational challenges, staffing models, supervision, assessment, and emerging trends.

California Community Colleges Chancellor's Office

The Chancellor's Office provides leadership, guidance, and support for student health and mental health initiatives across the California Community College system.

Mental Health Coordinators are encouraged to remain engaged with Chancellor's Office communications, statewide initiatives, funding opportunities, and technical assistance.

Center for Applied Research Solutions (CARS)

The Center for Applied Research Solutions (CARS) has partnered with California Community Colleges for many years to provide technical assistance, training, implementation support, and practical resources related to student mental health and wellness.

Coordinators are encouraged to explore available tools, publications, webinars, and technical assistance opportunities offered through CARS.

Center for Collegiate Mental Health (CCMH)

The Center for Collegiate Mental Health (CCMH) is a national practice-research network that supports college counseling centers through data, research, and benchmarking. CCMH partners with colleges and universities to better understand student mental health trends and provides resources that can help counseling centers evaluate and strengthen their services.

CCMH is the developer of the Counseling Center Assessment of Psychological Symptoms (CCAPS), a standardized assessment designed specifically for college counseling centers. In addition to the CCAPS, CCMH publishes annual reports and national benchmarking data that can help counseling centers compare trends, inform program planning, and support continuous quality improvement.

Whether your counseling center uses the CCAPS or another outcome measure, CCMH offers valuable resources for understanding emerging trends in college student mental health and learning from the experiences of counseling centers across the country.

National Association for Behavioral Intervention and Threat Assessment (NABITA)

The National Association for Behavioral Intervention and Threat Assessment (NABITA) is a multidisciplinary professional organization dedicated to supporting Behavioral Intervention Teams (BITs) and other coordinated response teams through education, professional development, consultation, and best practice resources. NABITA brings together professionals from higher education, K–12, and other sectors who are committed to creating safer environments through caring prevention, early intervention, and coordinated support.

For Mental Health Coordinators who participate on a Behavioral Intervention Team, NABITA offers valuable resources to strengthen team development and practice, including:

- Behavioral Intervention Team standards and guidance
- Training and certification opportunities
- Model policies, protocols, and case management resources
- Webinars, conferences, and publications
- A multidisciplinary professional network focused on behavioral intervention and coordinated care

Whether your campus is establishing a new Behavioral Intervention Team or strengthening an existing one, NABITA provides practical resources to support collaboration, consistent decision-making, and continuous improvement.

Regional Partnerships

Professional learning does not need to be limited to statewide organizations.

Many California Community Colleges are located near California State University or University of California campuses. Developing relationships with neighboring counseling center leaders can create opportunities to:

- Share promising practices
- Coordinate trainings
- Discuss referral networks
- Explore regional partnerships
- Learn from one another's experiences

Building relationships beyond the campus can strengthen local systems of care while expanding professional support networks.

Chapter Reflection: Supporting the Mental Health Team

Strong mental health services depend on the people who provide them. Supporting your team means creating an environment where staff can learn, grow, and feel supported in their work.

That support can take many forms. A new team member may need a thoughtful introduction to the campus and counseling center. Another may benefit from stronger supervision or opportunities for professional growth. Sometimes the greatest need is simply having space to connect with colleagues who understand the work.

As a Mental Health Coordinator, you do not have to provide every form of support yourself. Consider what your team needs and what structures are already in place. Then look for opportunities to strengthen those supports through campus relationships and the broader professional community.

Questions for Reflection & Discussion

- What is already working well in how your team is supported?
- Where could greater clarity or consistency strengthen onboarding or supervision?
- What opportunities do team members have to learn and grow professionally?
- How does your work environment support staff well-being?
- What additional relationships or professional resources could strengthen your team?
- What is one thing you could do to better support your team this semester?

Looking Ahead

Building and sustaining a campus mental health program is an ongoing process. Student needs will evolve, and new opportunities will emerge. The people, resources, and circumstances surrounding the work will change over time too.

This toolkit is intended to be a resource you can return to along the way. As your program grows, different sections may become useful at different times. Revisiting them can help you consider new approaches or strengthen the work already underway.

Perhaps most importantly, there is no single "perfect" counseling center model. Every campus is different, and programs will grow in different ways. What matters is continuing to learn from your campus community and adapting your approach as needs change.

Thank you for the work you do to support the health and well-being of California Community College students.



Appendix

Helpful Resources

The resources below provide additional guidance, tools, professional learning, and information to support campus mental health programs. This is not an exhaustive list; resources are organized by topic to help you quickly identify those most relevant to your work.

Browse Resources by Topic

Select a topic below to jump directly to that section.

- California Community Colleges & Statewide Resources
- Clinical Practice, Ethics & Professional Guidance
- Assessment, Data & Program Improvement
- Campus Mental Health, Prevention & Crisis Response
- Service Delivery & Access
- Workforce Development & Campus Partnerships
- Funding & Sustainability
- Leadership & Staff Well-Being

California Community Colleges & Statewide Resources

- **California Community Colleges Health & Wellness**

  Provides statewide resources, learning opportunities, and tools to support student mental health and well-being across California Community Colleges.

- **California Community Colleges Chancellor's Office**

  Provides statewide policy, guidance, funding information, and other resources for California Community Colleges.

- **Mental Health & Wellness Association (MHWA)**

  A professional association supporting mental health professionals working within California Community Colleges.

- **Health Services Association of the California Community Colleges (HSACCC)**

  A professional association supporting health services professionals across California Community Colleges.

- **ASCCC: Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (2025)**

  Provides guidance on the role of counseling faculty and the delivery of counseling services within California Community Colleges.

- **Minimum Qualifications for Faculty and Administrators in California Community Colleges, 20th Edition**

  Provides statewide minimum qualifications for faculty and administrator disciplines, including Mental Health Counseling.

- **HSACCC Annual Survey: 2023–24 Landscape of Student Health Service Programs**

  Provides a statewide snapshot of student health service programs and structures among participating California Community Colleges.

- **Supporting International Education Opportunities for California Community Colleges Students**

  Explores opportunities and considerations for strengthening international education within California Community Colleges.

Clinical Practice, Ethics & Professional Guidance

- **California Board of Behavioral Sciences (BBS)**

  Provides licensure, regulatory, supervision, and professional practice information for BBS-regulated professions.

- **California Board of Psychology**

  Provides licensure, regulatory, and professional practice information for psychologists and other Board-regulated professionals.

- **Joint Guidance on the Application of HIPAA and FERPA to Student Health Records**

  Provides federal guidance on how HIPAA and FERPA apply to student health and treatment records.

- **California Board of Psychology: Supervision Best Practices**

  Provides guidance and best practices related to clinical supervision.

- **California Board of Behavioral Sciences: Supervisor Resources**

  Provides requirements, guidance, and resources for professionals providing clinical supervision.

- **The Intersection of Academic Counseling and Mental Health Counseling**

  Explores the relationship between academic counseling and mental health counseling within California Community Colleges.

Assessment, Data & Program Improvement

- **National College Health Assessment (NCHA)**

  Provides data on college student health behaviors and experiences that institutions can use to inform planning and compare findings with broader benchmarks.

- **Healthy Minds Study**

  Provides national data on college student mental health, help-seeking, service use, and related experiences.

- **HSACCC Annual Survey**

  Provides information about health and mental health services across participating California Community Colleges.

- **AUCCCD Annual Survey**

  Provides national benchmarking information about college and university counseling center operations and services.

- **Center for Collegiate Mental Health (CCMH)**

  Provides national data, assessment tools, research, and resources related to college student mental health.

Campus Mental Health, Prevention & Crisis Response

- **Beyond the Breaking Point: Supporting Students Through Distress and Crisis**

  Provides guidance on behavioral intervention teams, campus response protocols, and strategies for supporting students experiencing distress or crisis.

- **JED Campus**

  Provides a comprehensive framework for strengthening campus approaches to student mental health and suicide prevention.

- **Active Minds**

  Provides resources and opportunities for student-led mental health promotion, education, and peer engagement.

- **National Alliance on Mental Illness (NAMI)**

  Provides mental health education, support, advocacy, and public awareness resources.

- **Question, Persuade, Refer (QPR)**

  Provides information about QPR, a suicide prevention approach focused on recognizing warning signs and connecting individuals with support.

- **National Association for Behavioral Intervention and Threat Assessment (NABITA)**

  Provides training and resources related to behavioral intervention, threat assessment, and coordinated campus response.

- **A.I.D. Training | The Center for Public Policy and Health**

  Mental health awareness and response training designed to help participants recognize signs of distress, interact with someone who may need support, and connect them with appropriate resources.

- **Mental Health First Aid | MHFA USA**

  Training that teaches participants how to recognize and respond to signs of mental health or substance use challenges and connect people with appropriate support.

Service Delivery & Access

- **Centre College Counseling Services**

  Provides an example of a college counseling service model incorporating same-day access.

- **Single-Session and Rapid-Access Models: The Chronicle of Higher Education**

  Provides an overview of approaches colleges have used to respond to increasing demand for mental health services.

- **NC State Counseling Center: Stepped Care Model**

  Provides an example of a stepped-care approach to connecting students with appropriate levels of mental health support.

- **Old Dominion University: Flexible Stepped Care Model**

  Provides an example of a flexible stepped-care approach to counseling services.

- **NC State University: Embedded Counseling**

  Provides an example of counseling services embedded within campus communities and student support settings.

- **Georgetown University: Embedded Counselors Bring More Visibility to Mental Health Support**

  Describes an embedded counseling approach designed to bring mental health support closer to students.

Workforce Development & Campus Partnerships

- **Bay Area Practicum Information Collaborative (BAPIC)**

  Supports doctoral psychology training and practicum opportunities in the greater San Francisco Bay Area.

- **Southern California Association of Psychology Training Programs (SCAPTP)**

  Supports psychology training programs and practicum opportunities in Southern California.

- **Ohlone College Mental Health Navigator Program**

  Provides an example of a campus mental health navigator program designed to support students and connect them with resources.

- **Liberating Structures**

  Provides facilitation methods that can support inclusive participation, collaboration, and group problem-solving.

- **Association for University and College Counseling Center Directors (AUCCCD)**

  Provides professional development, research, networking, and resources for college and university counseling center leaders.

Funding & Sustainability

- **CCCCO Budget News**

  Provides current California Community Colleges budget information and updates.

- **Chancellor's Office Student Fees**

  Provides Chancellor's Office information and guidance related to student fees within California Community Colleges.

Leadership & Staff Well-Being

- **Leading with Steadiness in Times of Unsteadiness** — Three-Part Series

  Explores trauma-informed leadership approaches for navigating change, strengthening resilience, and supporting teams through uncertainty.

- **Building Resilience: A Journey to Personal and Professional Well-Being** — Four-Part Series

  Offers practical strategies for strengthening resilience, supporting effective communication, and reducing compassion fatigue.

- **2026 Mental Health Action Week — The Sustained Self: Unpacking Moral Injury, Compassion Fatigue, Burnout and Secondary Stressors**

  Explores how workplace stressors can affect higher education professionals and offers approaches for supporting individual and team well-being.

- **2024 Mental Health Action Week — Promoting Pedagogical Wellness**

  Offers strategies for supporting educator well-being and creating healthier learning and work environments.

- **Community Resiliency Model (CRM)® | Trauma Resource Institute**

  A skills-based approach that teaches practical strategies for understanding and managing stress responses and strengthening individual and community well-being.

Program Readiness and Capacity Worksheet

The **Program Readiness & Capacity Worksheet** can help you and your campus partners identify what is already in place, where additional capacity may be needed, and who should be involved as plans develop. This is not a pass/fail assessment; it is a tool for identifying the conditions and support that can help move the work forward.

Before expanding a service or implementing a new initiative, take time to consider what will be needed to carry the work forward. Use the questions below with campus partners to identify existing strengths, areas that may need attention, and the people who should be involved.

People & Staffing

- Do we have adequate clinical and non-clinical staffing to support this work?
- Who will be responsible for implementing and maintaining the service or initiative?
- Will implementation create new responsibilities or significantly increase workload for existing staff?
- Do staff have the necessary skills, training, and time?
- If clinical services are involved, do we have adequate supervision capacity?

Leadership & Administrative Support

- Is campus leadership available to support this work and the operational changes it may require?
- Is there sufficient administrative support to implement and maintain the work?
- Who has the authority to approve the decisions or changes that may be needed?
- Are there institutional processes, policies, or timelines that could affect implementation?

Campus Partners

- Which campus departments need to be involved for this work to succeed?
- Are necessary partners—such as Human Resources, Business Services, IT, Risk Management, Student Affairs, or other departments—engaged?
- Have the people who will be responsible for implementing or affected by the work had an opportunity to provide input?
- Are roles and responsibilities across departments clear?

Pause & Reflect

Before moving on, take a moment to consider what you've learned about the people and partnerships needed to support this work.

What strengths or support are already in place?

Where might additional support or involvement be needed?

Who else needs to be part of the conversation?

Directions:

Use the questions below with campus partners to identify existing strengths, areas that may need attention, and the people who should be involved.

Infrastructure & Operations

- Do we have the physical space, technology, equipment, and other infrastructure needed?
- If students will need services beyond what we provide, do we have appropriate referral pathways?
- Are there privacy, accessibility, safety, legal, or risk considerations that need to be addressed?

Policy & Institutional Alignment

- Are there existing campus or district policies that could affect this service or initiative?
- Would any policies or procedures need to be developed or changed?
- Who has the authority to approve those changes?
- Who should be involved to help move the change forward?

Funding & Resources

- What will it cost to launch the service or initiative?
- What ongoing resources will be needed to maintain it?
- Is funding currently available? If not, what needs to happen to secure it?
- Are there costs beyond the initial investment, such as staffing, training, technology, licensing, supervision, or evaluation?

Putting It Together

After considering your program's readiness and capacity:

What strengths, resources, or supports are already in place that you can build upon?

What needs additional attention before or during implementation?

Did this conversation uncover a challenge, gap, or unanswered question that needs a closer look?
Consider carrying this forward to the Exploring Root Causes Worksheet.

What potential next steps are beginning to emerge?
Capture these ideas now—you'll have an opportunity to consider their impact and effort in the Priority Planning Worksheet.

Exploring Root Causes Worksheet

The **Exploring Root Causes Worksheet** can help you organize your observations, consider what may be influencing the situation, and identify an appropriate next step. There isn't always a single root cause, but asking thoughtful questions can bring greater clarity to what is happening and what to do next.

What are you noticing? Describe the situation as objectively as possible.

_____

_____

_____

What information, perspectives, or resources are already available to help you better understand this situation?

- ☐ Existing data or reports
- ☐ Student perspectives
- ☐ Faculty, staff, or campus partner perspectives
- ☐ Current programs, services, or practices
- ☐ Existing policies or procedures
- ☐ Community resources or partnerships
- ☐ Other: _____

Explore the Root Cause (5 Whys)

Before deciding on a solution, consider using the **5 Why**s technique to better understand the underlying cause of the situation.

Start with the situation you identified above. Then ask "Why?" five times (or as many times as needed) to move beyond the surface issue and identify potential root causes.

Example

Students aren't attending workshops.

Why?

They don't know about them.

Why?

Promotional emails aren't reaching many students.

Why?

Students rarely check their campus email.
…and so on.

Your Turn

Re-state the situation:

Why?

Why?

Why?

Why?

Why?

Moving Forward

Based on what you've learned, what is the most appropriate next step?

Priority Planning Worksheet

The **Priority Planning Worksheet** uses an Impact-Effort Matrix to help you organize potential next steps and consider where to focus first. The matrix is a planning tool, not a formula. Priorities may shift as student needs, leadership direction, funding opportunities, partnerships, and available resources evolve.

Step 1

List your potential next steps.

_____

_____

_____

_____

Step 2

Place each potential next step in the matrix below.

Consider two questions as you decide where each item belongs:

- **Impact:** How much could this action improve or strengthen your program?
- **Effort:** How much time, coordination, staffing, funding, or other resources would it require?



Remember: The matrix is a planning tool, not a formula. Campus priorities, student needs, leadership direction, available resources, and emerging circumstances may influence what needs to move forward first.

Sample Mental Health Referral Pathway

Faculty and staff may notice when a student is struggling but may not always know what to do next. This sample pathway provides a simple framework for recognizing a concern, talking with the student, and helping connect them with appropriate mental health support.

Faculty or staff member is concerned about a student



Talk with the student

Share your concern and let them know support is available.



Connect the student with mental health services

Provide the appropriate contact information or help the student make the connection, when appropriate.



Use a warm handoff when possible

With the student's involvement, help connect them directly with the appropriate campus resource rather than simply providing a phone number or webpage.



Know where to go when the situation is urgent

Follow your college's established procedures for urgent mental health concerns or emergencies.

Adapt this example to your campus. Referral procedures should reflect your college's available services, staffing, emergency protocols, and other local processes.

Policies & Procedures Manual Checklist

Instructions: Use this checklist to review your existing Policies & Procedures Manual or begin developing one in collaboration with your team. Rather than creating every document from scratch, look for opportunities to build on existing resources, connect with colleagues across your campus and the California Community College system, and adapt materials to meet the unique needs of your program.

Use the **Notes/Next Steps** column to document follow-up actions, identify campus partners, or record questions for future discussion.

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
Center Mission & Philosophy	☐	☐	☐	
Mission & Philosophy	☐	☐	☐	
Eligibility for Services	☐	☐	☐	
Health Fee Information	☐	☐	☐	
Treatment Approach & Clinical Model	☐	☐	☐	
Brief Treatment Model	☐	☐	☐	
Session Limits/Ranges	☐	☐	☐	
Elements of Short-Term Therapy	☐	☐	☐	
Initial Contact & Intake Procedures	☐	☐	☐	
Informed Consent Discussion Items	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
Termination Procedures	☐	☐	☐	
Community Referral Procedures	☐	☐	☐	
Case Management	☐	☐	☐	
Center Services & Other Campus Services	☐	☐	☐	
Crisis Services	☐	☐	☐	
Intake Services	☐	☐	☐	
Couples Counseling	☐	☐	☐	
Psychological Testing	☐	☐	☐	
Outreach Services	☐	☐	☐	
Referral Services	☐	☐	☐	
Center Staff Directory	☐	☐	☐	
Physical Health Services & Staff List	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
Other Campus Programs	☐	☐	☐	
Peer Health Educator/Outreach Programs	☐	☐	☐	
Reception Staff Procedures	☐	☐	☐	
Case Managers	☐	☐	☐	
Training Program	☐	☐	☐	
Hour Requirements	☐	☐	☐	
Professional Standards	☐	☐	☐	
Training Goals	☐	☐	☐	
Supervision Procedures	☐	☐	☐	
Documentation Requirements	☐	☐	☐	
Training Structure	☐	☐	☐	
Ethics & Legal Expectations	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
Evaluation Process	☐	☐	☐	
Self-Care & Personal Therapy Recommendation	☐	☐	☐	
Due Process Policy	☐	☐	☐	
"Therapy Never Includes Sexual Behavior" Handout	☐	☐	☐	
Confidentiality Acknowledgment	☐	☐	☐	
Child Abuse Reporting Acknowledgment	☐	☐	☐	
Elder & Dependent Adult Abuse Reporting Acknowledgment	☐	☐	☐	
Signature Sheets	☐	☐	☐	
Administrative Information & Procedures	☐	☐	☐	
Room Assignments & Space Considerations	☐	☐	☐	
Scheduling Procedures	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
Absence & Illness Procedures	☐	☐	☐	
Professional Email Use	☐	☐	☐	
Text Messaging Procedures	☐	☐	☐	
Voicemail Procedures	☐	☐	☐	
Office Equipment & Supplies	☐	☐	☐	
Remote Session Procedures	☐	☐	☐	
No-Show/Cancellation Policy	☐	☐	☐	
Drop-In Procedures	☐	☐	☐	
Waitlist Procedures	☐	☐	☐	
Referrals from Campus Community (including BIT)	☐	☐	☐	
Group Therapy Procedures	☐	☐	☐	
Liaison Responsibilities	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
Campus Outreach Procedures	☐	☐	☐	
Psychological Testing Procedures	☐	☐	☐	
Community Referral Procedures	☐	☐	☐	
Campus Referral Procedures	☐	☐	☐	
Referrals to Physical Health Providers/NPs	☐	☐	☐	
Outcome Measures	☐	☐	☐	
Hospitalization Guidelines – Voluntary	☐	☐	☐	
Hospitalization Guidelines – Involuntary	☐	☐	☐	
Child Abuse Reporting Requirements	☐	☐	☐	
Minor Consent Information	☐	☐	☐	
Mandated Reporting Requirements	☐	☐	☐	
Electronic Health Record (EHR)	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
EHR User Guide/Instructions	☐	☐	☐	
Screenshots/Documentation	☐	☐	☐	
Forms & Templates	☐	☐	☐	
Community Referral Lists/Guides	☐	☐	☐	
Insurance & Multilingual Referral Information	☐	☐	☐	
Supervision Agreements	☐	☐	☐	
Hours Logs	☐	☐	☐	
Sample Evaluations	☐	☐	☐	
Suicide Safety Plan	☐	☐	☐	
Informed Consent Form	☐	☐	☐	
HIPAA Document	☐	☐	☐	
Intake Packet	☐	☐	☐	

Component	Already Exists	Needs Review/ Update	Needs to Be Developed	Notes/Next Steps
PHQ-9 / CCAPS or Other Screening Instruments	☐	☐	☐	
EHR Template – Drop-In Intake	☐	☐	☐	
EHR Template – Initial Session	☐	☐	☐	
EHR Template – Progress Note	☐	☐	☐	
EHR Template –Termination Session	☐	☐	☐	
EHR Template –No-Show/ Cancellation/Contact Note	☐	☐	☐	
Sample Completed EHR Documentation	☐	☐	☐	
Client Satisfaction Form	☐	☐	☐	
Child Abuse Reporting Form	☐	☐	☐	
Dependent/Elder Adult Abuse Reporting Form	☐	☐	☐	

Student Health Fee Policy Examples

The following examples show how three California Community College districts have addressed the Student Health Fee in local Board Policies or Administrative Procedures. Each example includes language connecting the local fee to the maximum amount allowed by the state.

These examples are provided for reference and are not intended to serve as model policies. Colleges and districts should follow their local policy-development and approval processes and refer to current Chancellor's Office guidance when considering changes to Student Health Fee policies.

- **Example: AHC Student Health Services 5200**
- **Example: AP 5200 Student Health Services**
- **Example: Ventura AP5200**

