Cover Page

UK: CAN Campus Suicide Prevention Grant Proposal

1. Purpose for submitting: *Submitting for approval*

2. Type of proposal: *Campuswide policies (including Senate Rules)*

3. Specific action being requested: *Change*

4. Proposer: *Dr. Julie Gere/*

5. Affiliation of proposer: *College of Social Work, University of Kentucky*

6. Proposal submitted on behalf of another unit or organization *Not applicable*

6.a. If "Yes," name of the submitting unit/organization:

7. Rationale for proposal:
UK is the recipient of a three year Garrett Lee Smith Campus Suicide Prevention grant funded by SAMHSA (PI: Gere/; 2020-2023). One of the goals of the grant is to increase linkage to campus-based mental health and the national lifeline. Currently, the master syllabus links to the senate resources page. This is not widely used by students given the low number of hits the page receives. There has been increased efforts to promote the campus based resources but most students do not know about where they can get help. Helping students know where to find help when they have stress and mental health concerns needs to come from multiple channels. The syllabus is an ideal place as it is accessed multiple times throughout the semester in each class. Thus, we ask that the syllabus is modified to have a required element that lists both the on-campus triage center and the 988 number for all students.

8. Does the proposal include a change to the Senate Rules?
Yes

8.a. If "Yes," what section of the Senate Rules? *Section 6 - Student Academic Affairs*

8.b. If "Yes," what is the requested effective date? *Fall 2024*

9. If asking for feedback, how will the feedback be used?

Syllabus Proposal
Julie Cerel, PhD, UK:CAN Campus Suicide Prevention Grant

1. Narrative description of the problem

Mental health concerns have been increasing in college and university students over the last decade. Each academic year UK loses about two students to suicide or overdose. There are approximately 10 student deaths from all causes each academic year (50 over 5 years). It is common for UK to learn of a student's death but the family chooses not to share the cause, so the number of student suicides and overdoses is probably under-reported. In addition, approximately 70 students are hospitalized each year for mental health reasons such as suicidal ideation or substance use crises.

The number of student clients at the UK Counseling Center (UKCC) has increased 78% since 2015-2016 academic year and sees roughly 10% of the student body each year. Record keeping on client needs has improved and UKCC tracks a number of metrics related to suicide. For the 2018-19 academic year, 2,704 students were seen at 13,014 appointments. In 2019 -2020, 3167 students were seen at 14,865 appointments. 222 students indicated prior hospitalization for mental health reasons. 741 had considered suicide at least once. 222 reported at least once suicide attempt and 437 reported a family member or friend had attempted or died by suicide. In 2019-20, among UKCC clients, there were four suicide attempts, 17 psych hospitalizations, and 80 incidents related to safety planning for suicidal ideation/intent. While the number of professional FTE staff clinicians increased by 36% to meet the rising demand over these years, the university must continue to look for innovative ways to support this growing percentage of students needing mental health support.

One way of doing that is ensuring that knowledge of mental health services available to students is easily available. In the 2022-2023 academic year, UK moved to a triage model in which all students are routed to the TRACs (Triage, Referral, Assistance and Crisis Support) Center, a physical and virtual one-stop shop where students can come for a quick referral to support services or receive direct clinical support for a range of mental health needs and crises opened in Fall 2022.

In addition, the 988 Suicide and Crisis Lifeline started operations in summer 2022 taking over from the National Suicide Prevention Lifeline. This 24/7 service operates nationwide and helps people experiencing crises in mental health or substance use or other emotional distress. The phone or text line is also appropriate for people who are worried about someone they care about.

2. Narrative description of how the change will solve the problem

UK is the recipient of a three year Garrett Lee Smith Campus Suicide Prevention grant funded by SAMHSA (PI: Cerel; 2020-2023). One of the goals of the grant is to increase linkage to campus-based mental health and the national lifeline. Currently, the master syllabus links to the senate resources page. This is not widely used by students given the low number of hits the page receives. There has been increased efforts to promote the campus based resources but most students do not know about where they can get help. Helping students know where to find help when they have stress and mental health concerns needs to come from multiple channels. The syllabus is an ideal place as it is accessed multiple times throughout the semester in each class. Thus, we ask that the syllabus is modified to have a required element that lists both the on-campus triage center and the 988 number for all students.

We propose the following text be added as a required element to all UK syllabi:

"Being a student can be stressful.
988 Suicide and Crisis Lifeline can be accessed 24 hours a day through voice or text to 988 if you are concerned about yourself or someone else.

To obtain same day help on UK's campus, see https://studentsuccess.uky.edu/get-help. You can show up in-person (third floor, east wing of the Gatton Student Center) or call 859-21-TRACS (859-218-7227)"

3. Suggested effective date

This is a change that can easily be implemented by Fall 2023

4. Actual SR text in track changes.
SR 6.1.2.1
26. Specific resources related to where students can receive mental health services from 988 and on-campus from TRACS.

Section 6.   Student Academic Affairs

6.1. ACADEMIC RIGHTS OF STUDENTS

6.1.1   REGULAR AND SUBSTANTIVE INTERACTION

Courses satisfy the requirement for <u>regular and substantive interaction</u> when course participants meet regularly as prescribed in SR 10.6, and the Instructor of Record substantively interacts with students in at least two of the following ways: provides direct instruction; assesses students' learning; provides information or responds to students' questions; and facilitates student discussions. Some exceptions allowed as per SACSCOC. See also 3.2.1 <insert link>. [US: 12/13/2022]

6.1.2   THE COURSE SYLLABI

All students must be informed in writing of the course content and other matters listed in this rule (SR 6.1.2) at no cost to the student. Students have the right to be informed in writing (in the course syllabus) about the nature of the course, including the content, the activities to be evaluated, and the grading practice to be followed. The course syllabus shall provide information to students regarding any factors used in determining grades (e.g. <u>absences</u>, required interactions, and late assignments). Syllabi may be posted electronically but must be shared with students by the third day of the fall and spring semesters, or, for compressed courses and courses in the summer session and winter intersession, by the first day of the course. Electronically posted syllabi must remain available to students for the entire term. [US: 2/11/80; SREC: 11/20/87; US: 02/08/2021]

Course syllabi must address a series of required components (listed below) and include <u>Academic Policy Statements</u> (see SR 9.2). Syllabi for undergraduate and graduate courses must also include rules regarding academic offenses for undergraduate and graduate students. (There may be additional rules for professional courses and programs). [US: 2/8/2021]

The following sections of the Senate Rules describe required components of a syllabus: SR 3.2.2.5 <insert link>(expectations of graduate students and differentiation from undergraduate students); SR 5.2.5.1 (policy on return of assignments); SR 5.2.5.2.1 (acceptable documentation for <u>excused absences</u>); SR 5.2.5.2.2 (making up graded work for <u>excused absences</u>); SR 5.2.5.6 <insert link> (<u>Prep Week</u> and <u>Reading Days</u>); and SR 6.1.4.1 <insert link> (midterm grades for undergraduate students). [US: 2/8/2021]

6.1.2.1   Required syllabi components

[US: 2/8/2021]

1.   Full and accurate title of course, corresponding to the title in the official Bulletin of the University.
2.   Course prefix, course number, and course section number.

3. Instructor name, office location, office phone number including area code, and campus email address.
4. Office hours (days, times, location) or how to make appointment. For distance-learning courses, provide virtual office hours, preferred method of communications, and maximum timeframe for responding to student communications.
5. Course description corresponding generally to the description in the official Bulletin of the University.
6. Required materials for the course, e.g. textbooks, required readings/films, etc.
7. Associated expenses other than "required materials," such as the cost of a field trip, proctoring fees, or polling software devices, if applicable.
8. Skill/Technology requirements, if applicable. If specific technical/digital literacy skills or software are required, the syllabus must describe these.
9. Student learning outcomes.
10. Descriptive list of activities, exams, and grading scheme. The syllabus must include language that describes to students how their grades will be calculated. As applicable, include the following: a list of activities with enough description for students to understand the course requirements; the factors used in determining grades (e.g., <u>absences</u>, required interactions, or late assignments); and due dates (if applicable, include a caveat that due dates can be changed and explain under what circumstances they can be changed).
11. Mechanics of submissions, if applicable. The syllabus must explain if assignments must be submitted via a certain method (e.g., via email or a specific software program or file type).
12. Policy on return of assignments, if applicable. See SR 5.2.5.1.
13. Grading scale (undergraduate, graduate, etc.). See SR 3.2.2.5.
14. For 400G- and 500-level courses, expectations of graduate students and differentiation from undergraduate students. See SR 3.2.2.5.
15. Midterm grades, if undergraduate students are enrolled in the course. See SR 6.1.4.1 and the University Calendar.
16. Submission of late assignments and late policies. The syllabus should explain if late assignments are accepted for unexcused absences and if there are penalties or time limits regarding work submitted after the due date. (Per SR 5.2.5.2.2, within some guidelines, late assignments must always be accepted for <u>excused absences</u>.) See SR 5.2.5.2.2.
17. Permissible assignments that are due during <u>Prep Week</u>. See SR 5.2.5.6.
18. Tentative course schedule. At a minimum include due dates of major assignments and exams. More detailed information must also be provided, either within the syllabus or located on another platform, such as a Learning Management System (e.g., Canvas).
19. Course activities outside of regularly scheduled class-required interactions, if applicable. These include special events, field trips, and required synchronous meetings for distance learning courses.
20. URL/hyperlink to, or copy and paste of, <u>Academic Policy Statements</u>. See SR 6.1.2.2.
21. Attendance policy for course, if applicable. (Per SR 5.2.5.2.3.1, unless an attendance policy is described in the syllabus, students cannot be penalized for lack of attendance.) See SR 5.2.5.2.3, SR 5.2.5.2.3.1, and SR 5.2.5.2.3.2.
22. Acceptable documentation for <u>excused absences</u> (e.g., a letter from an institution or medical provider, or published information). See SR 5.2.5.2.1.

23. Policy for <u>absences</u> due to major religious holidays, if applicable. See SR 5.2.5.2.1.
24. Resources. If applicable, the syllabus should describe special resources that may be useful to students, such as UK's distance learning library services, the Hub, proctoring information, etc.
25. Policy on diversity, equity, and inclusion. Instructors must include a URL to or text of a statement on diversity, equity, and inclusion approved by a relevant faculty body. The Senate Council-approved on diversity, equity, and inclusion or any other equivalent faculty body-approved statement will meet this requirement. (https://www.uky.edu/universitysenate/syllabus-dei)
~~25.~~26. Specific resources related to where students can receive mental health services from 988 and ~~on-campus from TRACS~~ current triage and mental health resources.

6.1.2.2   Academic policy statements
[US: 2/8/2021]

<u>Academic Policy Statements</u> are applicable to all courses, such as policies on <u>excused absences</u>, religious observances, accommodations due to disability, and non-discrimination and Title IX requirements. Instructors may either insert the full narrative of the <u>Academic Policy Statements</u> into a syllabus or include the URL/hyperlink to the <u>Academic Policy Statements</u> web page (https://www.uky.edu/universitysenate/academic-policy-statements).

[See 6.1.2.1 on documenting this information in a course syllabus.]

6.1.2.3   Rules regarding academic offenses
[US: 2/8/2021]

Instructors for courses with undergraduate and graduate students must either insert the full language of the *Senate Rules* on academic offenses (SR **6.3.1**, "Plagiarism," and SR **6.3.2**, "Cheating," and SR **6.3.3**, "Falsification or Misuse of Academic Records") in a syllabus or include the URL/hyperlink to the web page with this language. (https://www.uky.edu/universitysenate/rules-regarding-academic-offenses-undergraduate-and-graduate-students)

Instructors for professional courses and programs must describe applicable academic offense policies within their syllabi or include a URL/hyperlink to a web page with that information.

[See SR 6.1.2.1 on documenting this information in a course syllabus.]

6.1.2.4   Resources available to students
[US: 2/8/2021]

Instructors are encouraged to provide students with a list of available resources, available at https://www.uky.edu/universitysenate/resources-available-students.

6.1.2.5   Optional information for syllabi
[US: 2/8/2021]

As non-required information that instructors may opt to include in a course, the following items may also be included: if required by an accrediting agency, course goals or objectives (in addition to student learning outcomes, or SLOs); classroom behavior policies; course material copyright statement; or classroom recording policy. This page has some sample language.

6.1.3   CONTRARY OPINION

A student has the right to take reasoned exception to the data or views offered in the classroom without being penalized.

6.1.4   ACADEMIC EVALUATION

[US: 12/5/83]

6.1.4.1   Midterm Grade Reports to Undergraduate Students

All teachers must inform the undergraduate students in their courses of their current progress based on the criteria in the syllabus before the following dates: [US: 2/14/94; 4/10/2000; 2/27/2008]

1. the end of the Monday following the end of the ninth week for the fall or spring semester; [US: 3/20/2017]

2. the third day of the fifth week for the eight-week summer term;

3. the second day of the third week for the four-week summer term.

[See 6.1.2.1 on documenting this information in a course syllabus.]

6.1.4.2   Right to Receive Fair and Just Grades

Students have the right to receive grades based only upon fair and just evaluation of their performance in a course as measured by the standards announced by their instructor(s) in the written course syllabus at the first class meeting.

*   To "receive grades" means "to be graded." [SREC: 2/17/2016]

6.1.4.3   Right to Receive Fair and Just Evaluation of Performance in a Program

Students have the right to receive a fair and just academic evaluation of their performance in a program. In addition to the student's overall academic record, evaluation may include the assessment of such activities as research and/or laboratory performance, qualifying examinations, professional board examinations, studio work or performance activities, behavior in professional situations, or interviews to determine continuation in a program. The program