



ALL N
COMMUNICATIONS

Carnival

A proposal to take mental healthcare to the next level at the KU School of Journalism.

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Our Team



Ladazhia Taylor
Account Executive

Ladazhia Taylor is a Strategic Communications major with a minor in Leadership Studies. She is from Kansas City, Missouri and enjoys traveling, building and maintaining relationships, and creative writing. She plans to graduate in May of 2023 and pursue a career in the overarching field of Communications.



Ashleigh Johnson
Research Director

Ashleigh Johnson is a Strategic Communications major, minor in Women, Gender, & Sexuality Studies, and anticipates graduation in December 2022. She is from Wichita, Kansas and is a bar manager in Downtown Lawrence. She loves to write and hopes to find a career that encourages creative freedom, intersectionality, and community involvement.



Naomi Madu
Creative Director

Naomi Madu is a Strategic Communications major and German Studies minor, graduating in December 2022. She is from Abuja, Nigeria and works part-time as an Outreach Assistant at the Kansas African Studies Center as well as a Student Assistant with Jayhawk Advising. She combines research and creative production to make unique and culturally relevant projects.



Maggie Bell
Strategy Director

Maggie Bell is a Strategic Communications major with a Spanish minor. Outside of school, she loves hiking, traveling, and playing music. After graduating this December, she hopes for a communications job that allows her to blend creativity with her love for writing and the Spanish language.



Loewy Noud
Presentation Director

Loewy Noud is a Strategic Communications major who will be graduating in December, 2022. When she's not working towards her degree, Loewy enjoys traveling, shopping, reading, spending time with her friends and family and visiting home in St. Louis, MO. After graduating, she will be working for KU in the Office of Admissions and plans to further her education with a master's degree.

Visuals and Branding

#fff29b

When determining the visual structure for a mental health campaign, we wanted to consider both our overall goals as well as our target audience. After researching the demographics of the JMC school we learned that the majority of attending students identify as female. Additionally, we wanted a color scheme that was light, visually digestible, and overall appealing to look at. When considering these two aspects we decided on a mixture of pastel colors and rounded elements.

#f8c3eb

Font Selection

#b3e8ff

Fraunces SemiBold Glaciar Indifference

The Youngest Serif **League Spartan**

Knewave **NORWESTER** Quicksand

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Brand Logo

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Our Goal:

To increase awareness of mental health and mental health resources in the William Allen White School of Journalism, with an emphasis on suicide prevention.

Situation Analysis

The William Allen White School of Journalism and Mass Communications has provided instruction to students since 1891 and has come a long way in terms of establishing innovative practices to prepare students for the media industry. Between its concentrations: Multimedia Journalism, Digital Marketing Communications, Advertising and Public Relations, and the newest addition, Media Arts and Production, the School of Journalism (J-School or JMC School) has kept up with current needs of the market and placed emphasis on the future in its academic structure. While this involved close review of the curriculum and numerous professional development outlets to provide students with a well-rounded education, this has been expanded to include major issues that grew out of the Covid-19 pandemic.

Amidst worldwide lockdowns, companies, universities and other institutions sought new ways to work together and connect even as people could not interact physically. Many universities adopted online or hybrid instruction as the year progressed, as we got closer to widely accessible vaccinations. Additionally, many other issues became pertinent to everyday life and slowly became the subject of public discourse. For higher education, these issues revolved around DEI and Anti-racism, Accessibility, and Mental Health but also extended to some of the broader conversations around work-life balance and wellness in the backdrop of long-term health complications resulting from having contracted the Covid-19 virus.

Evidently, the J-School has made available certain resources to support students through programs such as Peer Listening in collaboration with Counseling and Psychological Services (CAPS), as well as direct referrals and references in the syllabus to campus-wide resources. However, the rate of mental health problems are still abnormal for college-aged individuals, proving the current model may not go far enough to solve this problem.

"College is a time of significant transition ... Along with increased freedom and independence, students face greater stress from a variety of sources, such as: increased academic demands, adjusting to a new environment, and developing a new support system. In a recent national survey 16% of college students reported being diagnosed with a depressive disorder. So, it is a great concern among college students. It's an issue that's often invisible, but all too common."

J-School professor (interview participant)

Canva
Cause

In October 2022, the American Psychological Association reported that during the 2020-2021 school year, over 60% of college students “met the criteria for at least one mental health problem,” (Abrams, 2022) and there is more than enough evidence to suggest that this issue is just as prevalent in the Journalism and Mass Communications School, as well as in the wider KU community.

Last fall, the University Daily Kansan reported on dwindling attendance among students with faculty members commenting on the perceived fatigue and mental health struggles in their classes. This came in the wake of significant stressors brought on by the pandemic, and according to a study from the CDC of 195 participants, 71% indicated that their stress and anxiety had increased in some way in relation. Of those participants, only 5% utilized mental health services (Son et al., 2020). Ultimately, the bigger problem is that despite the overwhelming amount of students indicating they need help, few are taking steps to get it.

Within our research we have concluded that the problem the Journalism School is facing is a general lack of awareness of available mental health resources and an unwillingness and inability to use them. When asked to rate their awareness of a number of resources on a scale of 1 to 5 with 5 being very aware and 1 being not at all aware, survey respondents (primarily JMC students enrolled as of Fall 2022) were most familiar with CAPS as a whole and only vaguely aware of how to get an appointment (M=3.42, SD=1.14). However, other resources employed and promoted by the J-School were largely unknown to both survey respondents and focus group participants who reported being unaware of My SSP (the mental health app that KU has adopted to provide 24/7 support and tips to students in response to the overwhelming demand), Peer Listening, H.O.P.E@CAPS, and more general information such as: “Who to refer to when you are struggling with attendance, deadlines, and/or retention in one or all of your courses” (M=3.00, SD=1.12).

Furthermore, through a focus group and interviews with students and faculty, we were able to get some insight into the factors holding students back from reaching out. Professors tended to have more positive outlooks on the direction the school is headed in, expressing that they believed themselves better equipped to support students and that the students and faculty were closer since the pandemic. Students, however, shared concerns over the wider culture around being a college student, stressing that there was an association between stress and mental exhaustion that makes reaching out feel “invalid.” Overall, they felt the stigmatization of mental health symptoms made reaching out to professors seem “unprofessional,” and KU’s perceived insincerity in helping students in this area was deemed a barrier to seeking help on campus.

Target Audience


This campaign will be targeting undergraduate students enrolled in any of the three concentrations within the School of Journalism. As of Fall 2022, this is a population of 656 students, 73.02% of which identify as female and 26.98% identify as male. While there isn't widely accessible demographic data available, it is still clear that the majority of undergraduate students are domestic and are originally from Kansas or Missouri, with some students coming from farther away. A significant number of students are involved in Sorority and Fraternity life on campus and tend to be engaged in different extracurricular activities.

It is essential to target this population which makes up the bulk of the school's enrollment numbers and is most likely to need mental health resources. As students navigate higher education, the significant changes it brings about can cause instability and a need for resources to manage mental well-being.

Challenges

In addition to the traditionally rigid structure of academia and the hesitant attitudes towards seeking help, there are many external barriers to accessing these resources. Time is one of the most significant barriers. According to the National Center for Education Statistics, among 40% of full-time undergraduates enrolled, 16% worked between 20-34 hours a week and 10% worked over 34 hours. Between school and work, students are active for more than 65 hours a week, leaving them with less available time for socialization, enjoying free time and even less time for sleep.

Studies have confirmed a positive correlation between poor sleep and poor mental health (Becker et al., 2018), which can be found in 40%-60% of college students. Additionally, students who have poor sleeping habits are more likely to seek help for that over help for their mental health problems.



In addition, there were challenges we came across regarding KU's Counseling and Psychological Services (CAPS). Students reported not feeling confident about setting up an appointment with CAPS due to their perceived wait times and other unrelated negative associations students had with Watkins Health services. Other factors such as food insecurity, financial hardships, and the pressure of maintaining an active student life to be competitive in the job market seemed to be of higher importance to our target audience, which played into the challenges.

Furthermore, the bureaucracy involved in utilizing campus services and the distrust of KU administration and its policies proved to be another challenge for students. This distrust has begun to push them toward off-campus sources, whether that involves in-person or telehealth sessions with local psychologists or other mental health apps with which they may be more familiar.

With this being said, our research showed that undergraduate students enrolled in the Journalism School specifically, were more likely to connect with friends and family or suffer in silence as a result of feeling ignored or dismissed. This can easily lead to seeking respite in other avenues and an eventual downward spiral. However, the J-School has the ability to step up at this time by developing initiatives that resonate directly with students and prioritize their expectations and needs in order to strengthen the community. Ultimately, it is of the utmost importance that any steps to address this issue will require paying close attention to the experiences of new and returning students as well as the concerns of prospective students.

Primary Research Summary

All N Communications set a goal to understand KU School of Journalism students' awareness and behaviors regarding mental health. We conducted research within the School of Journalism which included a focus group of five participants, individual interviews with 4 students and 2 faculty members, and an electronic survey completed by 65 students.

Through our research, we investigated behaviors students have in common which exhibit common mental health struggles and the beliefs that define their framework for processing mental health as an integral part of overall wellbeing. Most importantly, we explored reasons why despite the overwhelmingly high level of awareness and willingness to engage with mental health education, there is still a huge discrepancy with the number of students actually seeking help or treatment resources.

Population and Sample Description

Fall 2022 enrollment, as reported by the school, included 656 students across its three concentrations, with 73.02% of enrolled students identifying as female and 26.98% identifying as male. The majority of our survey respondents were undergraduate students (93.33%) and overwhelmingly fall between the ages of 21-23 years old (73.33%) with 26.67% between the ages of 18-20. 80% of survey respondents identify as female and 93.3% identify as Caucasian. 73.3% of survey respondents identify as heterosexual, 13.34% as bisexual and 6.67% as queer. 46.15% of survey respondents are affiliated with Sorority and Fraternity life at KU, 23.08% are non-traditional students (which is defined by the university as students who commute 10 or more miles to the Lawrence campus, have any dependents, are veterans, or three years older than their classmates) and 15.38% identified as first-generation students. The majority of respondents (40%) work 11-15 hours a week with even less working 16-20 (26.67%).

Results

Based on our data we have come to the conclusion that the School of Journalism does have resources available to combat mental health issues, but students aren't aware of these efforts. The most commonly known resource seemed to be CAPS at Watkins, but with its perceived wait time, it is often ruled out. It has come to our attention, but was not widely known, that CAPS has daily walk-in hours, which could significantly reduce wait times for students. Overall, this resource was the most familiar, likely because it is advertised across campus, as well as in residence halls.

Otherwise, awareness seems to be rather limited in terms of mental health resources provided by the JMC School. Peer listening groups, online resources and even professor qualifications in mental health all seemed to be rather foreign to students. In our focus group, only one participant knew about the peer listener resource available within the Journalism School. Once the concept was explained, our participants expressed disinterest due to the public setting and peer relationship. When discussing "My SSP," an online mental health resource implemented for KU students within the last few years, not a single one of our focus group participants knew about the program. Our results were further affirmed as My SSP scored only a 1.93 mean awareness score out of 5, with 5 being 'most aware' in our online survey. The lack of awareness of mental health resources are rather alarming and appear to be the biggest factor contributing to the mental health crisis.

Behaviorally and attitudinally, students felt very passionate about the importance of positive mental health practices. Students agreed that mental health should be treated as a priority, but felt that it generally wasn't. Among our interviews, students and professors expressed the importance of mental health care, and students reported feeling supported by professors who were understanding and approachable in regards to it.

When asked about their perceptions of suicide, respondents had general awareness of mental health issues like depression and anxiety, as well as the pressure of college grades and creating a life on their own after high school. One student commented: "College can be very isolating at times. And so I feel like people start to really spiral when they don't think that anyone cares about them."

The need for connection and a support system is something that students reported losing during the pandemic. All of our focus group participants felt the pandemic reset their social skills and made them feel out of place in a classroom setting and sometimes in other social functions too. In our data, some stated that KU cares about students and their mental health, but others didn't notice KU's efforts or felt KU wasn't helpful in accessing actual mental health treatment.

Over half of our student respondents felt physical health was more important than mental health to professors. One participant stated, "I think there's kind of a toxic idea in college that you're almost expected to be tired and depressed and over-extended. And so it feels a little invalid to reach out to a professor and be like. 'Oh, I'm so mentally exhausted I can't come to class.'"

Conversely, a professor revealed to us in an interview that they felt the effects of COVID-19 has brought our school "closer than ever before". Professors are aware that college is a time for significant transition, and have stated that college is the time where suicidal thoughts and ideations are most common.

Carnival

Secondary Research Summary

The University of Kansas offers options for students to regulate their mental health on campus. CAPS is the most notable resource for students' mental health needs. They offer appointments via online scheduling, but students can also access walk-in appointments with mental health-trained physicians through the Blue Clinic on the second floor of Watkins Health Center.

The CAPS website lists non-affiliate options for after-hours or emergency situations such as 988 Suicide Crisis Hotline, My SSP, Lawrence Memorial Hospital, and Bert Nash Community Mental Health Center. In the aftermath of COVID-19, KU CAPS "Coping with COVID-19" links provide teachers with advice on how to optimize an online classroom, trauma-informed teaching styles, and a KU-produced webinar on how to best support students in times of crisis. While this information is beneficial to faculty and staff, it's outdated in terms of how quickly the world keeps turning for students.

HOPE @CAPS offers Peer Listening, which JMC students have access to within the William Allen White School of Journalism, however, their website is often outdated, with many broken links and is also not representative of the upcoming events on campus. Peer Listening is available for students on Mondays from 10am to 12pm in Stauffer-Flint Hall. The JMC School website, however, does not direct students in any direction towards mental health information or resources. The KU Emergency Aid Network provides community and campus-wide resources via links to CAPS, KU Psychological Clinic, KU Positive Psychotherapy Clinic, National Suicide Prevention Lifeline, and Headquarters Counselling Center.

Inside the JMC School, students have access to the Nutrition Nook, a place to discreetly get any food or household items they may need, at no cost. The Dean's Office is helpful for students who are seeking resources, such as gas or grocery gift cards, no questions asked.

Our secondary research revealed many issues plaguing students and contributing to mental health issues. To begin, students are bogged down with so many obligations that they barely have free time. Whether or not this is intentional, staying busy is a technique that could be being used to cope with and/or 'forget' about mental health issues. Research shows that over 80 percent of students enrolled at the University of Kansas are enrolled as full-time students. This means that students are taking between 12-15 credit hours (Hidalgo, 2021), and universities recommend students spend between 6-9 additional hours studying material learned per 3-hour course. (Knights, 2020)

Additionally, we noticed that students need jobs to support themselves while in school. According to the National Center for Education Statistics, 40 percent of undergraduates who were enrolled full time were also employed at some level. 16 percent of students worked between 20-34 hour per week and 10 percent of full time students worked more than 34 hours per week. (NCES, 2022) School and work is seemingly taking over at least 65 hours of college students' weeks and there hasn't been any free time calculated, nor time for socializations with friends, or even room for healthy sleep schedules.

In addition, another factor adding to mental health struggles is food and housing insecurity. The American Journal of Health Promotion studied student hunger and mental health and found that students with food insecurity experience more symptoms of depression, and those symptoms are more likely to affect their daytime functioning (Payne-Sturges et al). There is also a correlation between financial aid and food insecurity, showing that financial aid is not necessarily enough to support students' needs outside of school (Paynes-Sturges et al).

About 15% of students surveyed were food insecure, and the USDA estimates that 12.7% of households in the US experience food insecurity (Paynes-Sturges et al). Food insecurity leads to feelings of social isolation, self-blame, failure, and frustration (Hattangadi et al). Students experiencing food insecurity reported that they feel distressed and less able to focus, and their situation has left many of them feeling a lack of power (Hattangadi et al).

If this isn't enough, the pandemic, which impacted the entire world, acted as a catalyst for worsening mental health problems in college students, and even teenagers finishing high school. In a study from the CDC, out of 195 participants, 71% indicated that their stress and anxiety had increased in some way in relation to the pandemic. Of those participants, only 10, so roughly five percent, actually utilized mental health services (Son et al., 2020). One of the biggest stressors for this age demographic was the health of not only themselves but the worry about their family and loved ones. COVID-19 was deadly, and students were not only worried about what might happen if they were sick, but experienced loss as well.

Statistically we are seeing a worsening of mental health illnesses simply based on the amount of 13-19 year olds being prescribed antidepressants. According to an article from the Seattle times, there has been a 41% increase in antidepressant use in this age group since 2017 (Schwartz, 2022). This is a great indicator that there was a significant increase in mental health issues throughout the pandemic. This age range encompasses students fresh out of high school, which shows that students are dealing with mental issue issues before they even step foot on a college campus. In turn, college counseling centers are struggling to meet the increased demand.(Becker, 2020).

According to The Conversation, proactively equipping students with the ability to manage their stress, emotions, and habits means fewer students will need crisis services, leaving opportunities for those that do. Thankfully, organizations such as The Jed Foundation, have amped up their work with college campuses since in-person instruction has resumed across the country. These collaborations have evolved into larger campaigns such as “It’s Okay to Say Suicide” and “Seize the Awkward”, both of which encourage students to embrace and de-stigmatize mental health issues and suicide by talking openly with their peers or others in their support system. Some students realize when they arrive at college they have never been given the tools to manage their own problems before they get out-of-hand. Universities have noted this trend as a decline in student resilience, or the ability to bounce back from negative experiences (Eva, 2019). Developers of The Student Resilience Project recognized that “many students coming to their university have experienced “significant family and community stress” and that stress can affect their learning,” (Eva, 2019).

By talking more openly about mental health symptoms, resources, and daily well-being practices, college professors can become advocates simply by being available.

In addition to campus-wide initiatives, college professors can directly demonstrate preventative strategies and coping mechanisms in class. For example, dedicating the first five minutes of class to a mindful breathing exercise from UCLA's Mindful Awareness Research Center. "During this "nervous system reboot," students maintained a straight yet relaxed posture and anchored their attention on a sound, a body part, or their own breath. Their only instruction was to gently redirect their attention to that anchor each time their mind wandered ... After a couple of months of practice, students across our teacher education program started asking for the "mindful moment" in all of their classes," (Eva, 2019). Professors could add a relevant research study to enjoy after class or provide links to online activities like the Social-Emotional Learning (SEL) Project.

Carnival

SWOT

All N Communications has developed an analysis of strengths, weaknesses, opportunities, and threats (SWOT) related to this campaign. Strengths are the internal positive aspects our client, the KU Journalism School, already possesses and weaknesses are their internal negative aspects. Opportunities include external positive aspects our campaign could take advantage of and threats are the external negative elements that could impact our ability to reach our target audience. Our data came from students and professors within the Journalism school.

Strengths

- Considered to be less strenuous and more empathetic to students' mental health in comparison to other schools.
- Peer listening set up within the J School for easier and earlier access to support.
- Intimate setting, so it is easy to build relationships with professors and classmates.
- Scholarships, gas gift cards, Nutrition Nook to ease the the financial load of students.

Weaknesses

- Students are unaware of current efforts.
- Not enough intentional social areas for students to bounce ideas off of one another or to quietly study.
- Insufficient advertising on mental health resources.
- Perceived insincerity from faculty offering help.

Opportunities

- Increase online and offline awareness regarding mental health prominence.
- Rising demand for support.
- Increase in mental health issues as a result of the pandemic.
- More students reported feeling comfortable speaking about mental health issues and understanding the severity of suicide.
- Mental health visibility and representation within the J-School Mental health mediation training for faculty and students.

Threats

- Negative stigma towards getting help, especially from campus efforts.
- Shortage of mental health professionals.
- Normalization of college students being stressed and depressed.
- Scheduling barriers within CAPS.
- Decline in traditional journalism interest, so enrollment may decline leading to less funding.

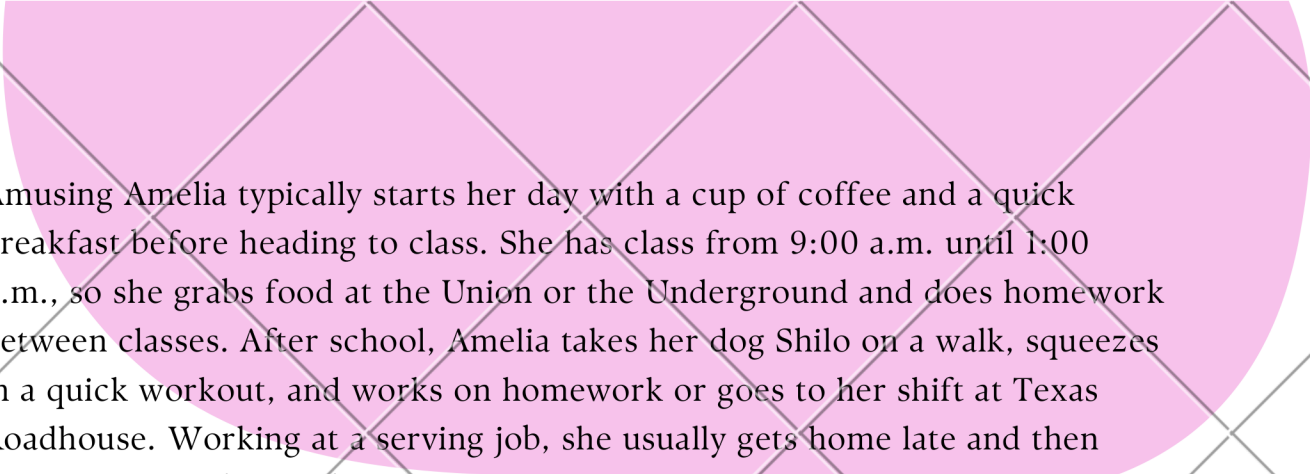
In conclusion, we have found that the KU Journalism School has many strengths, but also many opportunities to improve. Our data showed us that many students are unaware of our efforts. Students who we interviewed claimed to be very comfortable speaking about their mental health with family, friends, and counselors. We are seeing an increase in the importance of positive mental health, which is the practice of incorporating positive emotions and conversations about mental health, which could lead to ample support toward our campaign. In addition, it became clear that a majority of students have positive feelings toward the J school and its curriculum, and students feel able to balance school work with other aspects of their lives. In regards to communication barriers, the Journalism school has many avenues to connect with students. Between the studio, the Monday Memo, professors, Twitter, and Instagram, we are easily able to spread messaging to our audience. We believe the hardest part within the campaign will be to make efforts that actually stick with students. While we currently have the Peer Listeners from CAPS, and we previously had the mental health app My SSP, students don't seem to be retaining the information and resources enough to utilize them. Within our primary research students seemed to be lacking the information on what resources we offered as a School, but were ultimately very willing to learn about positive mental health resources.

Our Persona



Amusing Amelia





Amusing Amelia typically starts her day with a cup of coffee and a quick breakfast before heading to class. She has class from 9:00 a.m. until 1:00 p.m., so she grabs food at the Union or the Underground and does homework between classes. After school, Amelia takes her dog Shilo on a walk, squeezes in a quick workout, and works on homework or goes to her shift at Texas Roadhouse. Working at a serving job, she usually gets home late and then tries to unwind before bed, which is especially difficult with assignments due at midnight and classes in the morning. Her sleep schedule varies, but she often goes to bed late and wakes up very tired, impacting her motivation to go to class.

When the weather is nice, Amelia goes to Clinton Lake with Shilo to walk or have a picnic lunch, and sometimes her friends join her. She spends weekends and many weeknights planning or attending events with her sorority sisters, who make her smile and feel at home. Amelia likes to go out for tacos and margaritas with her friends, and she goes out to the bars every couple of weekends.

Carnival

Objective 1

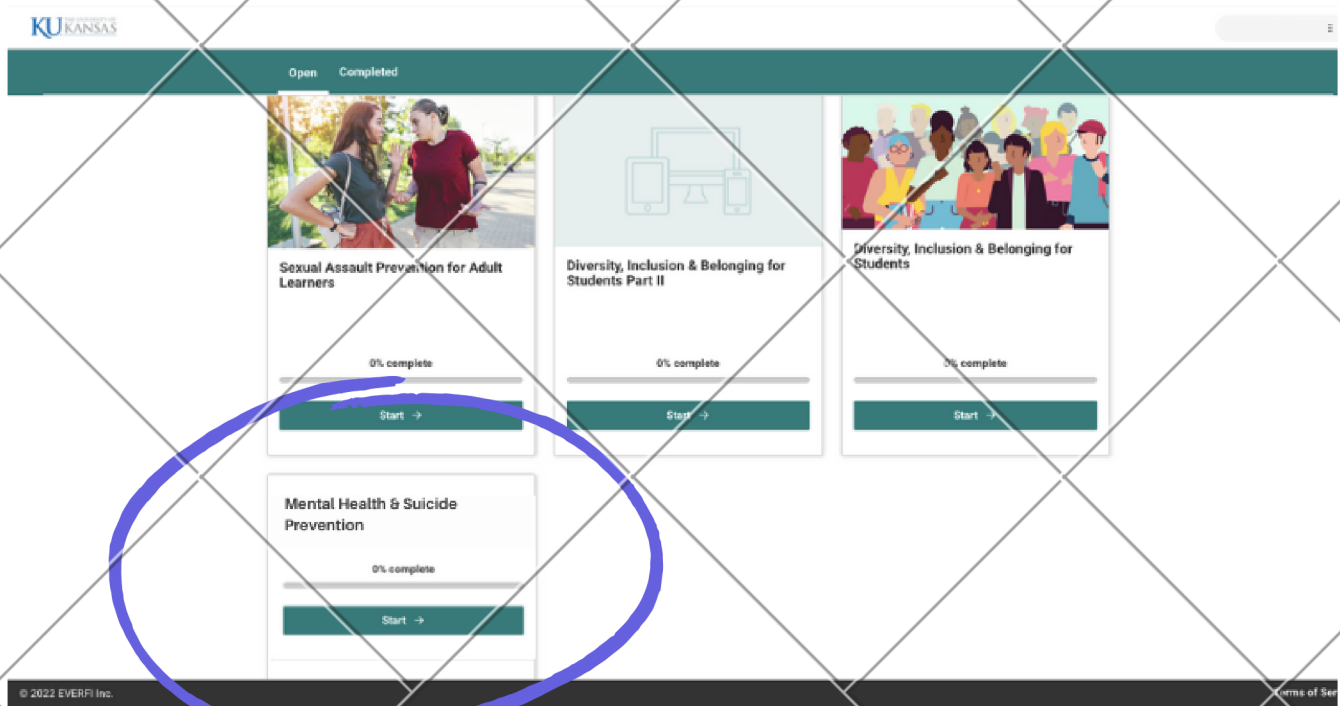
By February 2024, 100% of JMC freshmen will be exposed to resources that will help them identify symptoms of mental health problems, how to support their peers, and suicide prevention practices. This will be measured through the EverFi quizzes that are required for course enrollment.

Strategy 1

Improve students' accessibility to mental health resources by expanding their options and increasing the visibility of these options

Tactic 1

In order to increase accessibility, we first wanted to create more opportunities for students to be exposed to mental health resources. One way our agency plans to implement this tactic is by adding a "Mental Health and Suicide prevention" module to the annual mandatory training sessions undergraduate students complete via EverFi. Every year undergraduate students are required to complete the Sexual Assault Prevent Module, the Alcohol Education Module, and more recently the Diversity, Equity, and Inclusion Module. Our Mental Health and Suicide Prevention course will be an addition to the original resources.



Tactic 2 *Carnival*

Students who participated in our primary research (focus group, online survey, and individual interviews) possessed a lack of knowledge regarding the mental health resources that the Journalism School currently provides. In order to increase the visibility of the available resources as well as increase utilization, our agency plans to create informational flyers showcasing the symptoms and signs of mental health struggles. These flyers will include pull-off tabs with mental health resources that students can utilize within the Journalism School. In addition, flyers will include advisor information and be placed strategically throughout Stauffer-Flint Hall.

YOUR MENTAL HEALTH MATTERS.
KNOW WHEN TO SEEK HELP.

SYMPTOMS OF ANXIETY



- 1 TROUBLE FOCUSING
- 2 TROUBLE FALLING/STAYING ASLEEP
- 3 BEING IRRITABLE
- 4 DIFFICULTY CONTROLLING FEELINGS OF WORRY
- 5 FEELING RESTLESS OR ON EDGE
- 6 SUDDEN RAPID BREATHING, SWEATING, OR CHEST PAIN

CONNECT WITH
A JMC
COUNSELOR
TODAY

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Tactic 3:

As another means of expanding accessibility and awareness, our agency suggests a collaboration between the Journalism School and KJHK Radio. Together, we'll create a podcast for students to use as a platform to discuss mental health matters, their personal experiences, and offer advice to peers. This podcast will air twice a month and will be available to anyone with access to 90.7 FM, Apple Podcast, or Spotify. To advertise the podcast, we will underwrite with KJHK and they will promote it during commercial breaks. We suggest paying to be featured on their Instagram feed for increased visibility.

KU JMC PRESENTS — LIVE TALK SHOW

JMC VOICES

LET'S TALK

MENTAL HEALTH

90.7 FM KJHK

STREAMING EVERY 1ST AND 3RD MONDAY

9:00AM

KJHK.ORG | 90.7 FM | @JMCVOICES

Strategy 2

Increase the amount of people in the Journalism School who are able to recognize mental health issues and mediate them.

Tactic 4

Implement 1 on-site mental health counselor in the Journalism School from Monday- Thursday 9am-3pm. This counselor will be an hourly paid student participating in the Educational Psychology doctoral program, who typically make up the CAPS doctoral internship program. As graduate students need 1 year of experience before they can transition into their career and CAPS only accepts 3 interns, this integration will help open up the pool for more students needing to complete their internship hours, while also providing direct benefits to the Journalism School. The number of hired counselors for the Journalism School can increase with growing demand.

Tactic 5

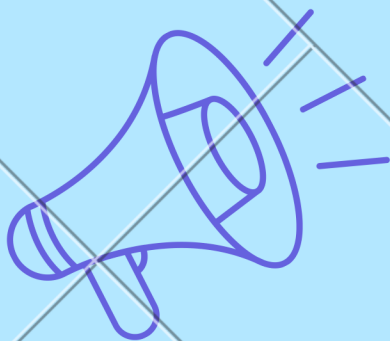
Kickstart the 'Ask an Alumni' program by eliminating the student-to-student counseling aspect of Peer Listening and instead incorporating a mentorship program with Journalism School Alumni. Our primary research shows that students fear judgment from their peers, which interferes with them utilizing the Peer Listening resource as much as they could. This fear is more pronounced when there is a chance that students may see the peer listener they vented to out on campus. Ask an Alumni broadens the range of topics that students can choose to discuss including: career related ventures, personal development initiatives, and aspirations. The program will begin with 40 alumni.

Additionally, our participating alumni can choose to undergo a mental health training through Bert Nash to be able to recognize mental health issues and respond to real life crisis situations such as panic attacks and engaging with individuals who may be suicidal. (See Objective 3, Strategy 1 for more on this training.)

KU JMC PRESENTS

ASK AN ALUMNI

Need a listening ear?



**OPEN UP TO PEOPLE
WHO HAVE BEEN IN YOUR
SHOES**

Weekly hours posted in Stauffer-
Flint and online at caps.ku.edu

Objective 2

By April 2024, at least 85% of survey respondents in the Journalism School will agree that the Journalism School prioritizes the mental health of students.

Strategy 1

Incorporate changes to students' routines to accommodate wellness and curb the isolation that comes with mental health struggles.

Tactic 1

Make adjustments to course schedules and syllabi to incorporate mental health education and positive practices through resources such as YouTube videos and guest speakers. The changes within the syllabi will reflect an understanding for mental health issues, profess faculty support for students and directly address suicide prevention. An example would be to include a section within the syllabus with the suicide and crisis lifeline plus other resources that may be of assistance to students. (Amnesty policy, drug and substance abuse helpline and confidential staff members on campus.)

Tactic 2

Begin a monthly school tradition titled "JMC Movie Night" for students, faculty, and staff. The movie night will show relevant mental health-based documentaries and will be a fun and stress-free event for journalists. The dates of showings as well as times and movie trailers will be established and communicated in advance. Some examples of movies that we plan to show include but are not limited to: "Stutz" by Jonah Hill (2022), "My Mind and Me: Selena Gomez (2022)," "Anxiety and Me: Nadiya Hussain (2021)," "Come Inside My Mind: Robin Williams (2018)," "Shadow voices: finding hope in mental illness (2005)," and "Simply Complicated: Demi Lovato (2017)."

Students will be incentivized to attend through advertisement of free snacks, community building, and potential extra credit from professors.

CALLING ALL JAYHAWK JOURNALISTS!

MENTAL HEALTH MOVIE NIGHT

A not-so-subtle way of recognizing the commonality of mental health struggles and intervention. (Popcorn included.)

Join us this month for: "Stutz" by Jonah Hill (2022)

JANUARY 11, 2023

5 PM TO 8 PM

JMC LOBBY



Tactic 3

Students will be given a set amount of mental health days (days that they can miss class) per semester without needing to provide an explanation or doctor's note for professors. Mental health days will be beneficial to students, because it gives them an opportunity to practice self care and rejuvenate. These allocated days of rest also help to fight fatigue in students and may even help with the feeling of burnout. Professors will communicate their exceptions, which may include days that students are expected to take exams or do presentations.



Strategy 2

Provide students with more areas to explore self expression and collaboration.

Tactic 4

Create a wellness column within the University Daily Kansan. The wellness column will be written by a member of UDK, and will educate and promote healthy habits that students can partake in for a better lifestyle. The wellness column will be included as a permanent addition, so it will be published every time the student newspaper is published.

Canva

SPORTS
Wilson's career high 25 edges Kansas past Duke
Joe Blake @JoeBlake01

News
KU international student says MMA 'saved my life'
Sam Goodman | @KansanNews Nov 16, 2022
 KU student from Vietnam, Quoc Nguyen, made new friends, found a new passion from trying something new and saw a drastic change in his mental health after starting MMA classes.

Sports
 Kansas volleyball drops three

JMC Wellness
 How are students are managing stress, attitude, and their overall mental health this semester? They'll tell you here.

Have something to add?
 Send an anonymous wellness secret or solution to jmcwellness@ku.edu

5:20

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THE SOURCE OF INSPIRATION

JMC Wellness

How are students are managing stress, attitude, and their overall mental health this semester? They'll tell you here.

Topics

•

Have something to add?
 Send an anonymous wellness secret or solution to jmcwellness@ku.edu



Tactic 5

Students within the Journalism School tend to exclusively hang out with individuals who are in their same concentration. To alleviate some of this, the agency suggests encouraging networking between concentrations through social events like Happy Hours, Ice Cream Socials, and craft nights in the Journalism School. These events will take place throughout the school year and will help build community and relationships between students.



Objective 3

By August 2024, 100% of faculty and staff within the Journalism School will be able to guide students towards helpful resources. This will be measured through semi-annual evaluations and self disclosed levels of comfortability.

Strategy 1

Offer resources to faculty and staff that would educate them on the processes to follow after recognizing mental health issues in students.

Tactic 1

Carnival

All faculty and staff members within the School of Journalism will be required to complete the Mental Health First Aid training at Bert Nash. This training gives trainees the resources and education needed to recognize and follow up with student concerns. Individuals will be able to properly intervene with real life situations such as home sickness, feelings of burnout, and navigating feelings of inadequacy.

What does faculty and staff training look like?

- Encouraging faculty and staff to get to know their students, habits, behaviors, and work-load. Communicate and reflect on how mental health issues reflect on classroom behaviors.
- Equip faculty and staff with the tools to direct students to necessary resources - not assuming a responsibility to them to resolve mental health issues.

- Making sure all people inside the JMC School know where to go for various physical, emotional, or mental health matters.
- Require faculty and staff to complete a self-reported analysis of their confidence levels in recognizing mental health issues and guiding students in the right direction once every semester.

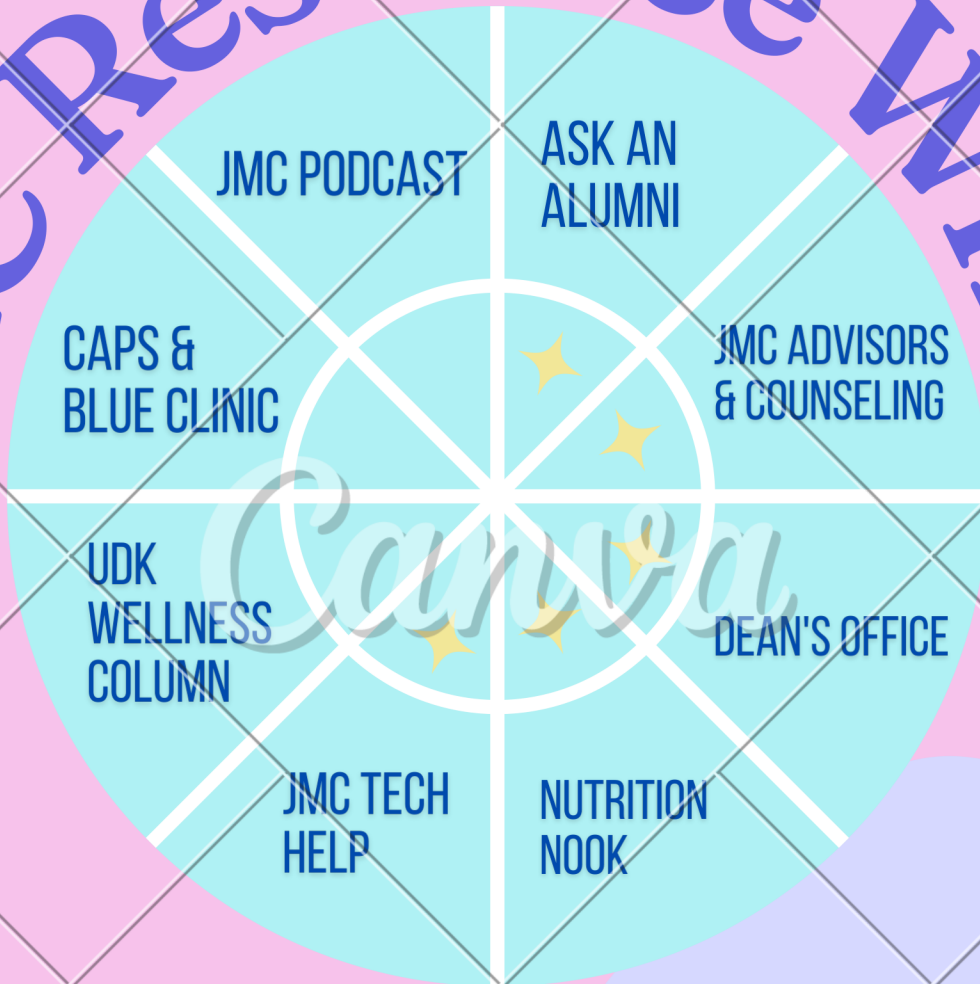
This training is optional for alumni participating in the “Ask an Alumni” mentorship program.

Tactic 2

Create a ‘resource wheel’ for students that guides them to the resources they can use to resolve various issues that may arise throughout the school year. Food insecurity, enrollment concerns, and counseling are examples of such issues.

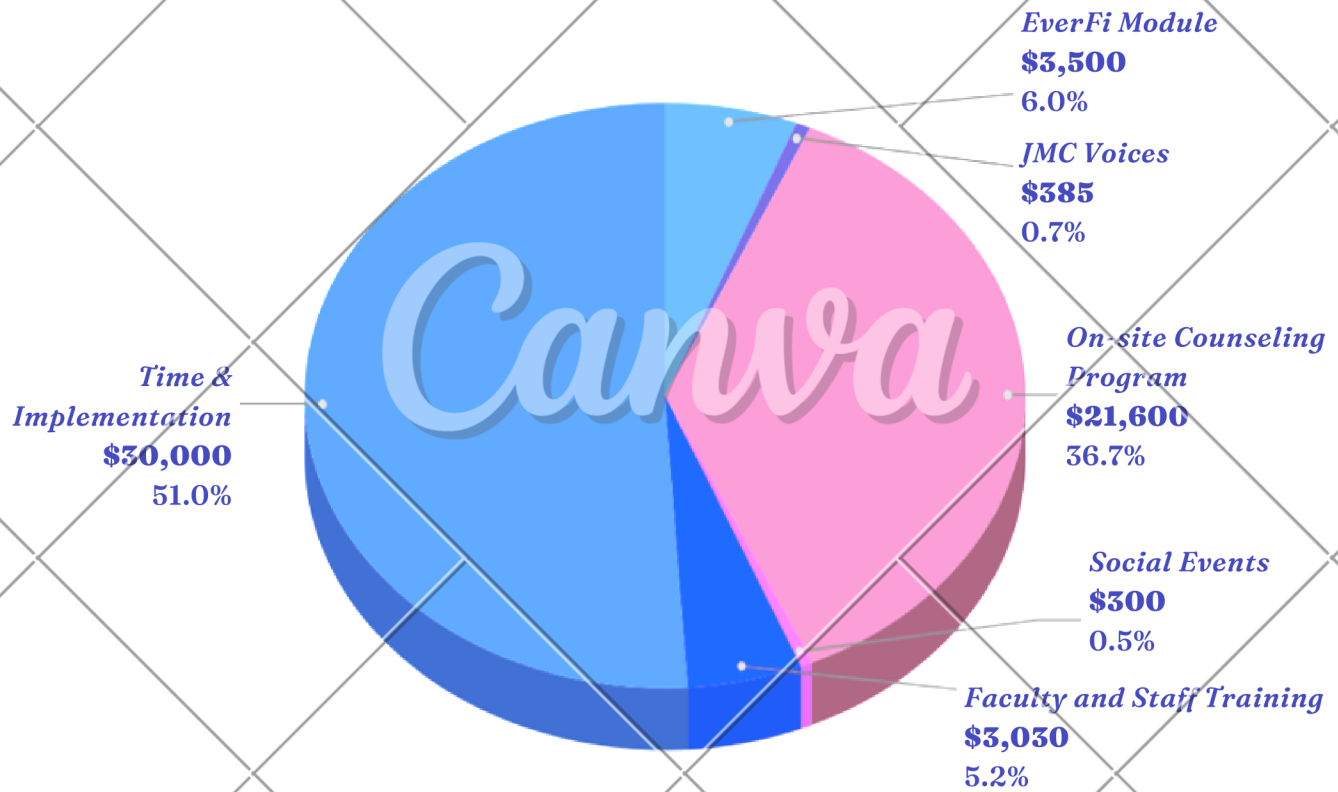
Journalism school specific resources will be indicated with a symbol.

JMC Resource Wheel



INSIDE THE J SCHOOL

Budget Summary



Budget Breakdown

Tactic	Goal, Objective, Tactic	Primary Budget (annually)	Comments
“Mental health / Suicide prevention” module via EverFi.	1:1:1	\$3,500	EverFi was bought out by Vector Solutions who has a Mental Health Awareness course already. This is a flat fee for all students.
Create informative flyers with pull-off tabs to include some available resources.	1:1:2	\$0	Free printing available in the Journalism School.
JMC x KJHK: JMC Voices Podcast	1:1:3	\$385	16 slots of 20 second ad space on KJHK for advertising. KJHK Charges \$25 per social post and we plan to be posted once a month, excluding breaks.
On-site mental health counseling program available Monday-Thursday 9am-3pm.	1:1:4	\$21,600	EPSY students are required to complete an internship as a capstone. Typically done at CAPS, we can pull some of the candidates to work within the Journalism School. Paid \$18/hour for 50 weeks.
“Ask an Alumni” mentorship program	1:1:5	\$0	Will recruit alumni looking to give back to their alma mater without putting on a financial burden.
Adjustments to course schedules and syllabi to incorporate mental health education, positive practices and suicide resources.	1:2:1	\$0	No associated costs

<p>Monthly school tradition: JMC Movie Night showcasing mental health documentaries and films.</p>	<p>1:2:2</p>	<p>\$0</p>	<p>Various free subscriptions available through the university, such as Kanopy.com.</p>
<p>Mental Health Days: With the exception of exams, students will be able to take 2-3 mental health days per semester without needing to provide an explanation or doctor's note to professors.</p>	<p>1:2:3</p>	<p>\$0</p>	<p>No associated costs</p>
<p>UDK Wellness Column</p>	<p>1:2:4</p>	<p>\$0</p>	<p>No associated costs</p>
<p>Social events like happy hours, ice cream socials, and craft nights to encourage networking throughout concentrations within the Journalism School.</p>	<p>1:2:5</p>	<p>\$300</p>	<p>Cost includes budget for ice cream, craft supplies, mocktails, and snacks for JMC Movie Night.</p>

<p>Mandatory faculty and staff training for recognizing and following up with mental health concerns in students.</p>	<p>1:3:1</p>	<p>\$3,030</p>	<p>61 total faculty and staff members in the building. \$30/ per person for the Mental Health First Aid training at Bert Nash.</p> <p>Estimating that 40 alumni participating in “Ask an Alumni” will opt into completing this training.</p>
<p>Create a resource wheel for students that inform them of places they can resolve various issues that may arise throughout the school year, for example food insecurity, enrollment concerns and counseling.</p>	<p>1:3:2</p>	<p>\$0</p>	<p>Free printing available in the Journalism School.</p>
<p>Agency time to implement strategies and tactics</p>		<p>\$30,000</p>	<p>\$2,500 per month. Monthly retainer agreement and subscription costs. 5 specialists: research director, presentation director, creative director, strategy director and an executive director on hand. Industry standard is currently \$1,800-\$6,000/ month</p>
<p>Total annual cost</p>		<p>= \$58,815</p>	

Goal Summary

Tactic Predictions

We predict that through the use of the Mental Health and Suicide Prevention module, the client will see an increase in awareness surrounding mental health and suicide resources in 100 percent of JMC freshmen.

We predict that through the use of the pull-off tab flyers with advising and mental health resources, the client will see an increase in the utilization of existing mental health resources.

We predict that our collaboration with KJHK to produce a podcast will allow the client to see an increase in the amount of students willing to speak out about mental health issues and be of assistance to their peers.

We predict that by implementing 1 on-site mental health counselor in the Journalism School, the client will see an increase in student satisfaction regarding life and the School of Journalism.

We predict that by eliminating the Peer Listening resource and introducing "Ask an Alumni" the client will see a decrease in the amount of students who are stressed about career exploration and post college experiences.

We predict that making adjustments to course schedules and syllabi to incorporate more mental health education and positive practices will allow the client to see a decrease in stigmatizations regarding student mental health.

We predict that by hosting a monthly JMC Movie Night, the client will see an increase in student engagement, which is positively correlated with positive mental health.

We predict that by allotting mental health days for students, the client will see an increase in productivity levels within students as well as attendance rates.

We predict that creating a wellness column within the University Daily Kansan will allow the client to see an increase in the amount of students who feel comfortable speaking about mental health.

We predict that encouraging networking between concentrations will allow the client to see further increase in student engagement levels, which is associated with positive mental health and a decrease in student isolation.

Objective Predictions

Objective 1: By February 2024, 100% of JMC freshmen will be exposed to resources that will help them identify symptoms of mental health problems, how to support their peers, and suicide prevention practices. This will be measured through the EverFi quizzes that are required for course enrollment.

Objective 2: By April 2024, at least 85% of survey respondents in the Journalism School will agree that the Journalism School prioritizes the mental health of students.

Objective 3: By August 2024, 100% of faculty and staff within the Journalism School will be able to guide students towards helpful resources. This will be measured through annual evaluations and self disclosed levels of comfortability.

Evaluation

To evaluate the success of this campaign we recommend surveying students, faculty and staff members to gauge their awareness levels post implementation. We recommend hosting a second student focus group with the purpose of gauging the mental health resources students are familiar with and comfortable utilizing in the School of Journalism. A final recommendation would be to request self evaluations from students, faculty and staff members, in order to identify where individuals rank in terms of recognizing and/or mediating mental health issues.

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Carnival