

# I CAN HELP

MENTAL HEALTH LITERACY, COMPASSION, SUICIDE RISK, BASIC NEEDS  
& TARGETED STUDENT SUCCESS FOR FACULTY, STAFF, AND STUDENTS

## Training Program Overview

Designed to align with high impact practices we know improve campus retention, including quick tools to help faculty, staff, students, and other non-mental health professionals more easily recognize who does and does not need referrals. This program can be provided easily with a set of freely available tools and has no licensing fees. With over fifty campuses participating in train-the-trainer programs in 2018 and many more using the I CAN HELP training manual alongside or instead of their existing gatekeeper programs, you can choose from existing program formats or modify for your needs:

### I CAN HELP 90 Minute Essentials

A complete overview for audiences that simply can't dedicate a half-day.  
Also works with additional local content or another existing gatekeeper program.



### CAN HELP Student Skills

Specifically for students to make appropriate referrals and discuss key topics.



### CAN HELP 4-Hour Advanced Course

A half-day or 2-hour segments. More scenarios and interactive modules on trans-identity, conflict resolution, self-care, boundaries, postvention, and targeted populations that can also be inserted selectively into the 90-minute program to customize for your needs.



## Included Materials & Key Learning Outcomes

Learning outcomes are measured using included tools to help you track success towards campus strategic goals. Along with pre-made slides and a full color 100+ page training manual, you have access to the annually updated *Data Worksheet* with guidance on micro-norms in national data sets, *Participant Handouts* with Interactive Scenario Sets, a *Quick Reference Guide Template* in you can easily edit with your logo and key resources, and more to begin using tomorrow.

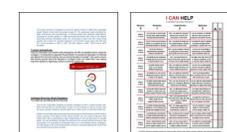
By the end of a 90 minute I CAN HELP session participants are generally able to:

- Demonstrate basic reflecting skills;
- Identify one way to ask about suicide and explain why it is critical to reducing risk;
- Describe key components of increased risk of suicide attempts and translate into intervention targets that reduce risk and improve student success;
- Explain the connection between health and basic needs, including housing & food;
- Define suicide postvention and list three important risk factors for suicide contagion.
- Use the I CAN HELP Mnemonic and Quick Reference guide to support triage decision.



## Information & Free Complete Training Kit

Materials available for no cost educational use, and a train-the-trainer can be arranged for those who want implementation support. Download now at:



## Different Compared to Other Gatekeeper Programs

Suicide prevention training content is more likely to be used than CPR, yet less likely to be offered. Unfortunately, many campuses find other nationally recognized programs don't meet their needs, and utilization falls off. Why? Often because 1) the training takes too long, 2) isn't specific to universities, 3) the cost of training staff is too great, or content hasn't kept up with 4) new technology, 5) changing population of students, and 6) the ever-increasing number of referrals. I CAN HELP fixes all of this, understanding it's hard for busy people to join day-long training and therapists can't spend limited time educating others if it just results in more service demand. Innovative in other key ways, it is designed specifically for university and college campuses and offers tools to help recognize who does and does *not* need referrals. It also combines areas sometimes considered in isolation, offers the skills to handle both the one-time and ongoing concerns, and addresses student retention. Individuals across departments including health educators, residence life, dean of students office, counseling, and even peer educators can serve as trainers. And feedback is consistently positive:

"I have been trained in many other programs, and this is by far the best! Thank you. I came in with a lot of knowledge and skills. I learned much more. And, I am so excited we are rolling it out across our whole campus."

- Trained Staff Member

"The scenarios were so realistic and talking them through was both so helpful and fun – I want to sign up again!"

- Faculty Participant

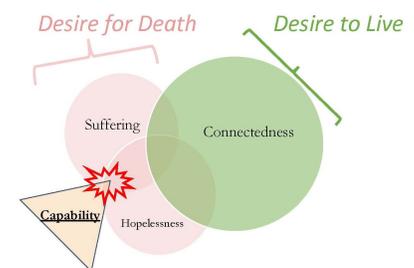
## Specialized Content for Targeted Populations

Better meet the unique needs of key populations:

- o **Veterans:** Convey an understanding of military culture.
- o **Sorority/Fraternity:** How can strong bonds promote safety and when can they become dangerous?
- o **International:** Lessen stigma, increase help-seeking.
- o **Non-traditional:** offer training and convey resource information to older students so it's relevant and heard.
- o **Athletes:** what is the "hero-to-zero" phenomenon, and how do we understand athletic identity development well enough to help students thrive (and be retained) even when they can't play the position they came for?
- o **First-Generation:** Increase sense of belonging, learn how broken systems impact first-generation students, and the key role of Adverse Childhood Experiences.

## New Research on Suicide Prevention

"Why do people die?" Often asked and hard to answer. Empirically supported, the Three-Step Theory "ideation-to-action" framework explains the development of suicidal thoughts and the progression to attempts as distinct with different risk factors.



**Dr. Brian J. Mistler** is responsible for development and ongoing improvement of the I CAN HELP program. Executive Director of Student Health & Wellbeing at Humboldt State University, and has served previously at institutions of-all-sizes as Counselor, Associate Dean of Students, Health Director, Counseling Director, and Title-IX Legal Compliance Officer, along with over fifteen years of teaching at universities and hospitals. A licensed psychologist, Mistler has published widely on legal, physical-/mental-health, and social justice issues and served on national boards including Center for Collegiate Mental Health, NASPA Region VI,

Journal of Student Affairs Research and Practice, and Journal of College and University Student Housing. Brian received his M.A. in Conflict Resolution from The University of Bradford as a Rotary Scholar to the United Kingdom and his Ph.D. in Counseling Psychology from the University of Florida, specializing in data science and sustainable organizational change.