

PEER-TO-PEER DEPRESSION AWARENESS CAMPAIGN

MENTOR MANUAL

RAISE AWARENESS. END STIGMA. PROMOTE HELP SEEKING.

M | EISENBERG FAMILY DEPRESSION CENTER
UNIVERSITY OF MICHIGAN

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Quotes & Mentor Tips

Mentors and students of past P2P campaigns have lent their thoughts on the program's impact on their peers and communities.

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DISCLAIMER

The Eisenberg Family Depression Center (EFDC) at the University of Michigan developed the Peer-to-Peer Depression Awareness Program for schools with careful scientific and health oversight, and has published outcome studies. For the public good, EFDC makes this Peer-to-Peer Depression Awareness Program's Mentor Manual freely available, and is able to provide detailed support and supervision of such programs elsewhere under a contractual arrangement. Use of the manual by others without EFDC staff oversight is at the user's own risk. The Eisenberg Family Depression Center, its affiliates, the authors, and the contributors to this manual assume no responsibility or liability for any content or initiatives that arise from the use of this manual without EFDC staff oversight. Any initiative that is a result of the use of this manual should cite the manual as a source of guidance, but such use does not allow any external program to claim that it is being part of EFDC's Peer-to-Peer Depression Awareness Campaign program.

YEAR 1 PROGRAM CHECKLIST

Before School Year Starts

- Mental Health Training for school staff
- Identify school mental health resources

September

- Identify and finalize Faculty Mentors (FM)
- Identify and finalize P2P Members
- Present P2P program concept to school staff
- Establish semester meeting times with P2P team
- Meet with P2P Members at least once before the Kickoff Conference
- After first meeting, FM arranges and completes check-in with EFDC staff
- Kickoff Conference prep:
 - P2P Members answer pre-test survey before the Kickoff Conference
 - Distribute photo release forms and permission slips for Kickoff Conference to P2P Members
 - Collect T-shirt sizes
 - Excuse P2P members from class two weeks before
 - Ask P2P members to remind their teachers a few days before
 - E-mail Eisenberg Family Depression Center (EFDC) staff the final number of attendees for the conference, including P2P Members, Faculty Mentors, and chaperones
 - E-mail EFDC staff t-shirt sizes for P2P Members and Faculty Mentors
 - E-mail EFDC staff if you will be needing transportation to the Kickoff Conference
 - Collect photo release forms and permission slips for Kickoff Conference

October

- Attend Kickoff Conference
 - If applicable, arrange for substitute teacher or appointment coverage for Kickoff Conference day
 - Submit or bring copies of photo release forms to EFDC
- FM reaches out to teachers about borrowing classroom time for pre-test
- Confirm pre-test times and dates for non-P2P Members with teachers and EFDC staff
- Complete pre-test with non-P2P Members
- Begin campaign brainstorming – *Your team will have 5 weeks from the Kickoff Conference date to submit your proposal to EFDC! The P2P team will need to develop their concept, proposal, timeline, and budget.*

November

- FM arranges check-in meeting time with EFDC staff before campaign proposal submission
- FM completes check-in with EFDC staff
- Contact EFDC staff if you need help in any part of the process

STUDENT QUOTABLE

I learned that it is vital to keep an eye and an ear out at all times, and that even those who don't show their struggles on the outside can really benefit from a friendly peer.

December

- Submit campaign proposal to EFDC early December
- After EFDC review, submit any revisions of campaign proposal back to EFDC

January-April

- P2P team develops and implements campaign by end of April
- Take photos of activities throughout campaign process
- P2P team e-mails EFDC staff any requests for student speakers or clinicians
- P2P team e-mails EFDC staff any requests for materials, poster printing or giveaways
- FM arranges 1 check-in meeting with EFDC staff
- FM completes 1 check-in meeting with EFDC staff

April-May

- Confirm post-test times and dates for non-P2P Members with teachers and EFDC staff
- P2P Members complete post-test
- Same sample group of non-P2P Members complete post-test
- P2P teams write brief “implementation report” describing how project worked and what they learned for the End of Year Celebration
- Distribute and collect permission slips for End of Year Celebration
 - Notify EFDC if you need transportation
 - If applicable, arrange for substitute teacher or appointment coverage
 - E-mail EFDC a list of all P2P member names and the number of people attending the celebration
- Attend End of Year Celebration!



BACKGROUND & HISTORY

In 2007, the Eisenberg Family Depression Center (EFDC) and the Ann Arbor Public Schools (AAPS) began a collaboration to provide depression awareness and suicide prevention education, training, and support for AAPS personnel designed to:

- 1 Address the need for early recognition of depression, bipolar disorder and risk for suicide among youth.
- 2 Educate teachers, counselors, and other “front line” personnel working with young people to raise their awareness and knowledge of depressive and bipolar illnesses and suicide risk factors.
- 3 Provide professional development to school personnel using a “train-the-trainer” model, so that staff members in each school will be qualified to train their colleagues in suicide awareness and prevention techniques.

Beginning in fall 2009, a student education component was added to this initiative, which is called the *Peer-to-Peer Depression Awareness Campaign (P2P)*.

The goals of the Peer-to-Peer Depression Awareness Campaign are to:

- 1 Educate middle and high school students about depression, anxiety, and other depressive illnesses.
- 2 Support them in finding creative ways to convey this knowledge to their peers in order to reduce stigma, raise awareness, encourage help-seeking when needed, and ultimately, help to promote the early detection of depression, bipolar disorder, and related illnesses.

The P2P project was built on the premise that teens are more likely to listen to their friends than to well-meaning adults. In order to raise awareness of depressive illnesses, reduce the stigma of depression among teens, and increase the likelihood of early detection and help-seeking, the EFDC provides the education and resources necessary to support middle and high school students throughout Washtenaw County to develop innovative new ideas to effectively reach their peers with depression awareness and stigma reduction messages.

The process of creating the awareness campaigns is a learning experience for those involved, and these students then spread their knowledge and understanding to others in their school. This in turn increases the likelihood of early detection of depression among those who are at greatest risk of experiencing the first onset of a depressive episode.

? DID YOU KNOW...

EFDC staff works with Faculty Mentors from each school to implement the project. The Faculty Mentors each identify 5-30 students from their school to become P2P Members and be part of the P2P team. P2P teams work throughout the school year with advisement from EFDC staff to create the school-wide depression awareness campaign.

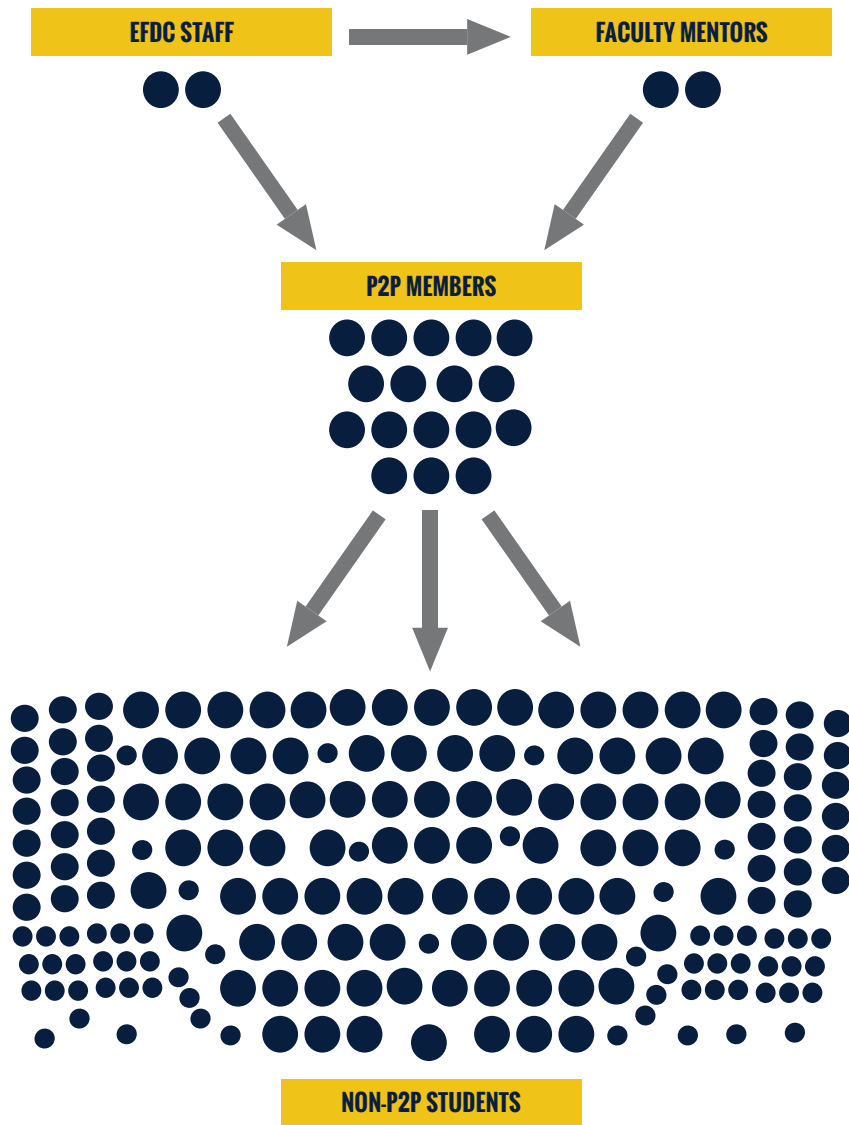
Program Roles

EFDC Staff oversee and coordinate training, education, and funding; serve as consultants for the Faculty Mentors and P2P Members; provide resources and support during the campaign creation and implementation process.

Faculty Mentors are school-based staff that facilitate the P2P program operations within the school. *More information on page 8.*

P2P Members are students within the school participating in the program, including attending the Kickoff Conference, and the creation/implementation of the campaign. *More information on page 9.*

Non-P2P Members are students who are not part of the P2P team, but are potentially exposed to the campaign activities that the P2P members implement within the school. They complete pre- and post-test evaluations during the school year to show how the P2P team’s campaign activities have impacted school climate.



So, Does it Work?

THE CHALLENGE

Many mental illnesses, including depression, emerge during the middle and high school age. Poor mental health in youth is strongly associated with impaired social functioning, developmental problems, and health and social outcomes such as higher alcohol and other drug use, teen pregnancy, school dropout, and behavioral issues.

HOW EFDC COLLECTS DATA

Each school year, the P2P Members and a sample of Non-P2P Members complete a 44-question survey before and after the campaign to measure changes in depression-related knowledge, help-seeking intentions, perceived stigma, and school mental health climate as a result of the P2P program.

THE IMPACT

Since 2009, EFDC's findings indicate that the P2P program results in greater awareness and knowledge of depression and improved school climate surrounding mental health issues.

Survey results have consistently shown positive school-wide gains in participating schools:

- Students are more confident in their ability to identify someone who is showing common signs of depression and to help them access mental health support services
- Students are more likely to seek help if they are experiencing symptoms of depression themselves
- Students are less likely to keep it a secret if a friend is thinking about suicide
- Students are more comfortable discussing mental health issues with their peers
- Students report lower stigma toward mental illness in their school environment

WHY THIS MATTERS

The P2P program's value lies in its early detection and prevention of depressive disorders through its school-wide intervention. Middle and high school age is when students first experience depression-related symptoms, so it's important that students are able to recognize it and feel comfortable seeking help early. The mental health impact that this program makes may translate to lower levels of depression-related academic problems, social difficulties, alcohol and other drug use, other psychiatric disorders, and suicide. In addition, by having P2P be a student-led initiative, peer-leaders serve as positive role models that help shape social norms and attitudes regarding mental illnesses. The P2P program provides opportunities for students to gain leadership skills, educate their peers and their community about the important issues surrounding depressive illnesses, and plays a critical role in combating a significant public health problem.

*A **scientific manuscript** detailing the P2P program has been published. If you would like to view a full copy of the manuscript, please contact Danielle Taubman (dtaubman@umich.edu).

FACULTY MENTOR ROLES AND RESPONSIBILITIES

Select a P2P Student Team

As a Faculty Mentor (FM), you will have the responsibility of making the final decisions on who will be on the P2P team. More information on forming a P2P team can be found on page 12.

Coordinate and Facilitate P2P Team Meetings

You will need to coordinate where, when, and how frequently the P2P team will meet. Biweekly meetings are recommended. It's also your responsibility to inform students of these details.

During meetings, you will help P2P Members stay on task with their campaign timeline and goals for each meeting. You are also expected to help foster collaboration among team members.

Give P2P Members an Active Voice

Youth voice is a huge part of the success of this program. Youth like hearing from other youth. The campaign should be youth-led with guidance from the Faculty Mentor. The more students are able to take ownership of the campaign they created, the more likely they'll be willing to promote the campaign and its message to their peers. At the same time, it is your responsibility, with support from the EFDC, to ensure that their campaign has safe and effective messaging.

“ FACULTY MENTOR QUOTABLE ”
As a mentor, it's amazing to see students empower themselves to seek help out.”

Communicate with School Staff About P2P

You are expected to be the liaison for the P2P program in your school. You will be responsible for annually explaining and reminding the purpose of the P2P program. About three to four times per year you should also update staff about campaign contents and when big events are taking place. In addition, you are expected to share with school staff where they can refer students who seek help and may have to coordinate with administration/other school staff to schedule presentations.

Arrange Survey Dates

As a Faculty Mentor, you are responsible for setting up survey dates for your P2P Members and a sample of students who are not part of the P2P Team (Non-P2P Members). You will need to contact teachers about donating 15-20 minutes of classroom time for the survey. It is also your responsibility to inform EFDC of the survey dates at least 1 week prior so that EFDC can prepare the proper materials.

Maintain Communication with P2P Members

Students may need some hand holding for reminders. You will need to remind students about meetings, permission slips, big events, and campaign tasks. Past mentors have found it helpful to set-up a group chat through an app.

Check-ins with EFDC Staff

In your first year as a mentor, you will be required to have phone or in-person contact with EFDC staff 4 times throughout the school year. Approximate check-in times with EFDC staff and the Faculty Mentor will be pre-arranged during the school year. These check-ins are meant to help support the Faculty Mentor.

P2P MEMBER ROLES AND RESPONSIBILITIES

P2P Members use their leadership skills and knowledge to help to create a culture of caring and support in their school, by implementing a unique public awareness campaign to effectively reach other students to increase understanding of depressive illnesses, reduce stigma, and encourage students to seek help if needed.

Note: *The Peer-to-Peer project team is not meant to serve as a support/therapy group for its team members, or for other students.*

Role of P2P Team Member

P2P Members are expected to:

- Learn as much as they can about depression, anxiety, and related illnesses;
- Know the resources in their school where students can get help if they are struggling emotionally;
- Work with their team to create a school-wide public awareness campaign to share this knowledge and information with their peers;
- Through their actions and words, help to reduce stigma and create an environment in their school where peers feel comfortable talking about how they are feeling, and understand that it is OK to ask for help if they need it;
- Be identified as someone whom other students feel comfortable talking with, because they will listen and connect peers with an adult in the school who can help;
- Commit to participating in regularly scheduled team meetings throughout the school year in order to effectively design and implement their team's depression awareness campaign.

P2P Team Members will NOT:

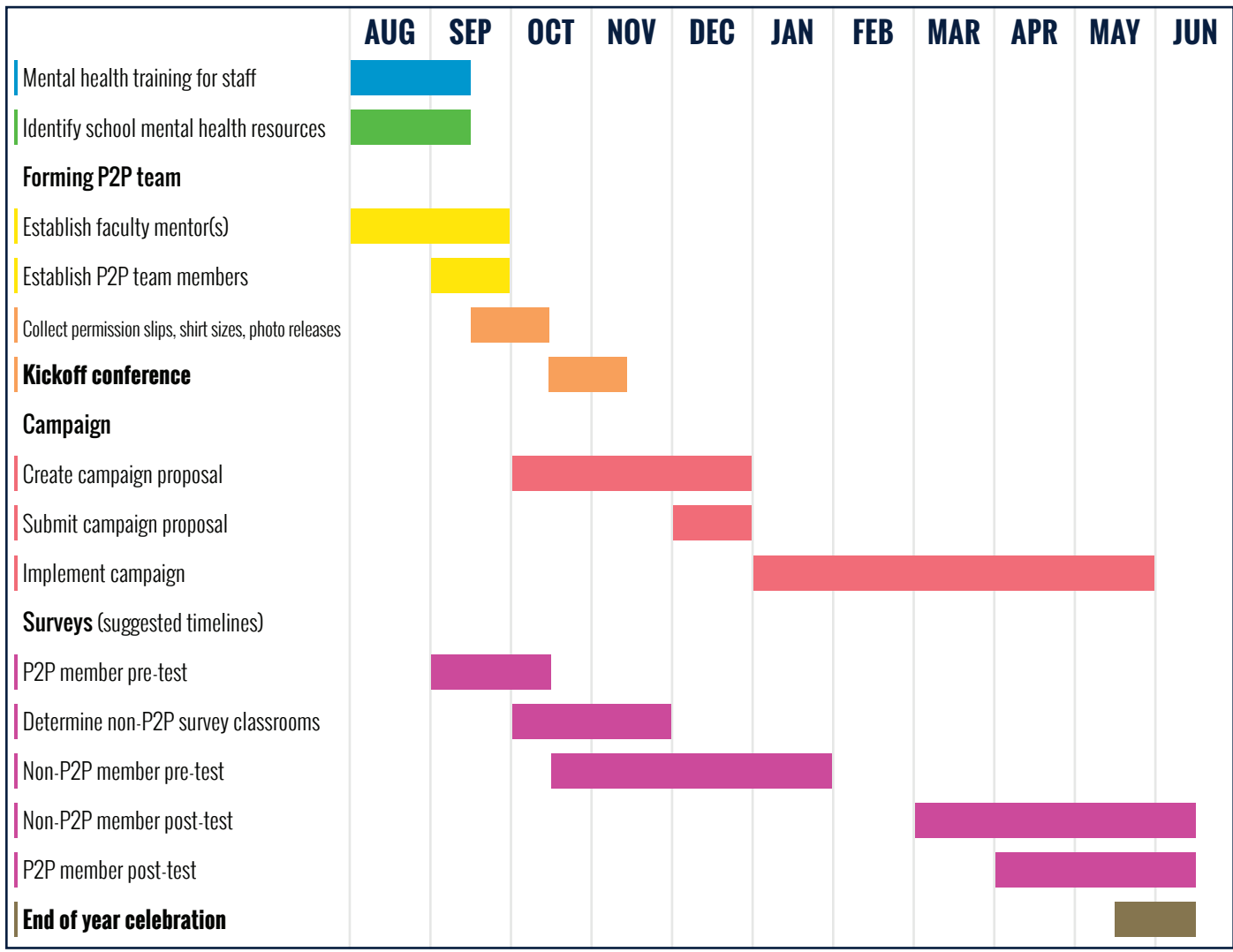
- Provide mental health counseling for their peers;
- Give mental health advice.

OVERALL TIMELINE

As school staff, you know better than anyone how fast the school year can fly by. In this section you will find a guide outlining program activities, description of major events, and advice on how to get things done.

STUDENT QUOTABLE
Time management is key, also if you're going to do it, you've got to go hard.

**Note: This is a recommended timeline for the school year. Your school's timeline may differ depending on the needs of the school. A task checklist to accompany this timeline can be found on pages 3-4.*



MENTAL HEALTH TRAINING FOR STAFF

Before you start this program, your school staff will need to receive mental health training. This program encourages students to seek out help for their emotional/mental health issues or suicidal thoughts and staff need to be prepared on how to respond if a student confides in them.

To organize training(s) for school staff, either you or a school administrator can reach out to EFDC staff to find out what training(s) will best suit the needs of your school. Typically, trainings involve an overview of mental health issues, including identification and referral. These trainings do not have to occur every year, but will need to happen the first year you participate in the P2P program.

Examples of evidence-based trainings that can be delivered to staff include SafeTALK, ASIST, and Mental Health First Aid. These trainings are offered by multiple providers and public trainings can be found through a simple internet search.

IDENTIFYING MENTAL HEALTH RESOURCES

A main goal of the P2P program is to link students in need with services, therefore another important step before implementing the P2P program is to identify mental health resources in your school, community, and nationwide. A list of Washtenaw County mental health resources can be found on pages 34-35 and a list of national resources can be found on page 36.

If you are a mental health professional, remind school staff and P2P team members about the services you can provide and the best way to reach you if they want to refer a student. Also, provide a list of outside resources to each staff member.

If you are not a mental health professional, you should learn as much as you can about the support services available in your school and community to more easily link students to appropriate care. Reach out to your school counselor or social worker and see if they can answer the following questions:

- Who are the go to mental health resources in the school?
- What is the student referral process?
- If a student expresses suicidal thoughts to you, what is the school protocol?
- What is the best way to get in touch with a school counselor? Social worker? Administrator?

Once you find answers to these questions, relay the information back to school staff and P2P Members. P2P Members should be made aware of the available resources in the school for students who are struggling emotionally. P2P Members are not meant to give mental health advice or counseling, but rather act as gatekeepers to connect struggling peers with an adult who can help.

FORMING A P2P TEAM

Forming your P2P team will be an annual process. Faculty Mentors tend to be consistent, but new P2P Member recruitment will happen year-to-year.

Establishing Faculty Mentor(s)

If you're reading this, you probably have established yourself to be the Faculty Mentor in your school and can skip this step. If your school does not have a Faculty Mentor yet, consider choosing a Faculty Mentor that is well-respected and a strong student advocate. It's recommended that the Faculty Mentor have background knowledge in mental health, but it is not required. Most of the Faculty Mentors that have participated in this program are counselors, but anyone who is passionate about student mental health and is willing to make the time commitment can become a Faculty Mentor. The time commitment of the mentor varies depending on how often the team meets, administrative factors, and team engagement.

Details of the roles and responsibilities of a Faculty Mentor can be found on page 8.

Establishing P2P Members

YEAR 1

When starting the P2P program at your school, it's ideal to start with a team of 5-10 students. To begin selecting students for your team, consult with school staff (principals, counselors, teachers, etc.) to identify students who may be good for the program. Some schools have also found it helpful to recruit for their P2P team in peer facilitation or peer mentorship classes if that is available. Create an official organization for your P2P team with consistent weekly or bi-weekly meeting times. P2P teams will need to meet prior to the Kickoff Conference to discuss the overall project and what a P2P Members' participation will entail.

At the end of the first year, meet with students and gather feedback on what they like/don't like about being a P2P Member to inform potential changes for next year. If relevant, please share this feedback with EFDC staff. Also, ask students if they would like to continue with the program next year.

Details of the roles and responsibilities of a P2P Member can be found on page 9.



MENTOR TIP

Find another staff member to serve as a Faculty Mentor with you. It's a lot to take on all on your own!



MENTOR TIP

Recruit students who are in different grade levels and have different skills. Different grade levels helps with student turnover after graduation and helps with program reach at each grade level. The creation of the campaign requires different types of skills, so it can be helpful if you have someone more outgoing to be the one doing announcements and someone who has a strong passion for art doing posters.

 **MENTOR TIP**

Bigger isn't always better. It can be better to have a smaller team with highly engaged students rather than a very large team that can become inefficient if goals, roles, and assignments are not clearly organized and communicated.

YEAR 2

Involve returning P2P members and school staff in the year-2 recruiting process. Be prepared to show new students and staff the previous year's campaign and explain how the campaign will become more robust this school year. If you are planning to do more campaign activities, consider recruiting more P2P team members.

Presenting P2P to School Staff

Once you've formed your P2P team, present the P2P program to school staff at a staff meeting. Things to cover include a brief explanation of the program, who the Faculty Mentors and P2P Members will be, and how staff can be involved throughout the campaign process (e.g. surveys, activity participation, be knowledgeable of mental health resources).

Here's a short way to describe P2P to fellow staff: The Eisenberg Family Depression Center's Peer-to-Peer Depression Awareness Campaign program trains a team of students at our school in mental health topics during a one-day conference in the fall. The things students learn during this training will help them develop a depression awareness campaign for our school. Campaigns are student-led with the goals of raising awareness, reducing stigma, and encouraging help-seeking for mental health issues from students. All campaign activities get pre-approved by myself and the Eisenberg Family Depression Center before they're carried out in the school. This program has shown positive results since it began in 2009.

 **MENTOR TIP**

Mobile applications like Remind and GroupMe are helpful tools for communicating with your P2P members without distributing your personal cell phone number to them.

P2P Team Meetings

Once you have formed your P2P Team, you will need to establish regular meeting times. It's recommended that you meet with your team at least twice a month. The first meeting should occur before the Kickoff Conference and should be focused on reviewing the program and P2P Member roles & responsibilities (See page 9). Subsequent meetings should focus on team building, campaign creation, and campaign implementation. Sample meeting agendas can be found on pages 24-25.

After developing your campaign proposal try assigning roles to each of your P2P Members. Assigning roles to P2P Members helps to keep them engaged and feel like they play an important part in the campaign process.

KICKOFF CONFERENCE

Kickoff Conference Overview

During the Fall of every school year, each participating school's Faculty Mentors and their P2P Members are invited to a one-day educational conference, referred to as the Kickoff Conference. During this conference, the P2P Members will learn about mental health and illnesses, coping skills, and communication best practices from experts in the field. This conference serves to get the gears turning as your P2P team starts to think about their campaign for the school year.



MENTOR TIP

If students have trouble deciding if they would like to join, let them attend the P2P Kickoff Conference where they can get a better idea of what the program is like and what roles a P2P Member plays.

Picking a Kickoff Conference Date

Eisenberg Family Depression Center staff will reach out to you in the beginning of the school year to determine a date for the Kickoff Conference that will work for your school. The Kickoff Conference usually occurs sometime between mid-October to early November. Please make sure to let the EFDC staff know if there are any dates your students won't be able to attend. EFDC would like to see all schools participate!

To-Do List Before Kickoff Conference

Once the Kickoff Conference date is established, you will need to do the following prior to attending (Note: This to-do list is repeated in the program checklist on page 3):

- P2P Members answer pre-test survey before the Kickoff Conference (see next page for details)
- Distribute photo release forms and permission slips for the conference to P2P Members (see pages 26-30)
- Collect T-shirt sizes for P2P Members and Faculty Mentors
- Excuse P2P Members from class 2 weeks before
 - Ask P2P Members to remind their teachers a few days before
- E-mail EFDC staff:
 - Final number of attendees for the conference, including P2P Members, Faculty Mentors, and chaperones
 - T-shirt sizes for P2P Members and Faculty Mentors
 - Transportation requests to/from the Kickoff Conference
- Submit or bring copies of photo release forms with you to the Kickoff Conference
- If you are a teacher, arrange a sub plan for the day
- If you will be using your own vehicle and/or students' vehicles, coordinate transportation

PRE-CAMPAIGN SURVEYS

- ✓ **CHECKPOINT:** Confirm pre-test times and dates with school and EFDC staff.
- ✓ **CHECKPOINT:** Schedule and complete one meeting with EFDC staff around the time you do pre-campaign surveys.

Program surveys must be completed twice a year by P2P Members and a group of students who were not involved in the training and campaign creation process, but attend the same school (non-P2P Members). EFDC collects data from both of these groups to assess program effectiveness and measure program impact on students. A summary report is sent to each Faculty Mentor at the beginning of each school year following program participation so they can see and share the impact that their P2P team has made.

Students will be taking the survey online and the same link will be used to complete the pre- and post- test. The survey assesses depression knowledge, school environment, stigma, and help-seeking intentions of students. Student participation is voluntary and they can skip over any questions they prefer not to answer. The survey is completely confidential. The students' names will not be connected with their answers and no one outside of EFDC will be able to see their individual responses. The only materials needed are a device with internet capability and a notecard provided by EFDC. If students are unable to take the survey online, a paper version is also available upon request.

Your Role

You will need to notify EFDC staff of potential dates for a pre-test and the estimated number of students who will take the survey. EFDC staff will provide a notecard for each student participating in the survey. You will be responsible for keeping the notecards in a safe location between pre- and post- tests and be responsible for discarding them once the post-test is complete. The survey should take a student about 10 minutes to complete.

✓ EFDC BEST PRACTICE

Select a class that has the same students all-year round so it's less of a hassle during the semester or trimester change.

If you need any help distributing the survey in your school, EFDC is more than happy to help. Instructions for online survey distribution can be found on page 33.

P2P Member Surveys

Pre-test: Each P2P Member is required to complete the pre-test before attending the Kickoff Conference. If they are unable to take the survey before then, they will be asked to complete it the day of the conference.

Non-P2P Member Surveys

Determining non-P2P Member survey classrooms: EFDC will need a sample of students who are not P2P Members to also complete the survey. For evaluation purposes, it's better to have a large sample of non-P2P Member survey participants. Nevertheless, the EFDC recognizes the burden this puts on school staff using classroom time for the survey. You are expected to coordinate with classroom teachers to find the best survey times for their classes.

✓ EFDC BEST PRACTICE

Have non-P2P members take the pre-test survey early in the school year. We want to know the students' knowledge, attitudes, and behaviors around mental health before your P2P team gets started with their work.

THE SAME STUDENTS WILL NEED TO COMPLETE THE PRE- AND POST-TESTS, SO IT'S IMPORTANT TO CHOOSE A SAMPLE THAT CAN BE EASILY REACHED LATER.

BRAINSTORMING: CREATING YOUR DEPRESSION AWARENESS CAMPAIGN

In this section you will find resources to help your P2P team create a campaign including themes, curriculum, slogans, activities, and list of giveaway items that teams have used in the past.



EFDC BEST PRACTICE

Pair every campaign activity with a resource. You don't want to raise awareness and then have a student feel lost about where to get help!

Campaign Themes

CHECKPOINT: Schedule and complete one meeting with EFDC staff before submitting your proposal.

While each campaign will be different, and should reflect what will work best in your school, below are some **overarching themes** that EFDC would like your P2P team to include as part of the campaign message:

1

Depression is real – it's not a character flaw, it's not related to willpower, and you can't just "snap" out of it. It is a common but serious health condition – it is more than just feeling sad or blue for a few days.

2

If you have depression or anxiety disorder, professional help is available and effective, and there are lots of different ways to help you feel better. You don't have to do it on your own. Asking for help is a sign of strength, not weakness.

3

Depression can take many forms. These are some symptoms/warning signs of depression. Everyone goes through periods of sadness and experiences some of these symptoms from time to time, but when these symptoms continue for several weeks and interfere with functioning, it may be depression:

- Feeling sad or empty
- Feeling tired or less energetic
- Feeling irritable or restless
- Feelings of hopelessness or guilt
- Difficulty remembering, concentrating, or making decisions
- Withdrawing from people and feeling alone
- Less interest in friends, family, hobbies, or other activities that normally bring pleasure
- Regular, unexplained aches and pains
- Changes in weight (loss or gain)
- Overeating, OR loss of appetite
- Changes in sleep patterns
- Thoughts of suicide

4

If you know someone who is talking about suicide, do **NOT** keep it a secret. Tell a trusted adult immediately.

Campaign Curriculum

MENTOR TIP

Be realistic when campaign planning. Don't take on more work than your team can do. If there's time, you can always add smaller activities later.

STUDENT QUOTABLE

I love helping people and raising sensitivity and awareness for real mental issues. The community created by the program means so much to me.

EFDC BEST PRACTICE

Document your campaign activities as you go. Take photos and keep a record of all announcements, classroom presentations, etc. on an online database that you can refer back to.

✓ **CHECKPOINT:** Submit campaign proposal BY December deadline.

When starting this program it can be a lot of work to start campaign planning from scratch. Nevertheless, since this program has been around since 2009, you don't have to!

The most effective campaigns use a combination of content and promotional activities to both share in-depth information and maximize reach.

By December, your team will create a campaign proposal, which will be reviewed by EFDC staff. Throughout the campaign, all activities (e.g. video scripts, posters, announcements, lesson plans) should be reviewed by EFDC staff prior to implementation in the school. The purpose of this review process is to help you troubleshoot, provide tips and support, and ensure that campaign components align with accurate, safe and effective messaging.

If there is a need in your school to focus on some other mental health issues in addition to depression (i.e. anxiety, substance abuse), your team may create a campaign that will address that need. EFDC will guide you in this process.

**Note: A list of past slogans can be found on page 18, campaign activities on page 19, and promotional giveaways on pages 20.*



Campaign Slogans

Creating a slogan can be an effective way to spread your core message, but it can also be one of the most difficult parts of the campaign creation process. Don't worry! P2P teams are welcome to use past slogans created by previous student teams.

If your team decides to create a new slogan, it's important to keep in mind how the wording of the slogan may be perceived. For example, the slogan should not make people feel that depression can be controlled through will-power (e.g. Just think positively!). The core message of your slogan should come back to the campaign themes. The slogan should emphasize mental health awareness, focus on reducing stigma, and/or encourage students to seek help.

Once you think of the content of your slogan, it can be a bonus to try and make it catchy. The most effective slogans are simple. Think of Nike's slogan "Just Do It", McDonald's "I'm lovin' it", or L'Oreal's "Because You're Worth It." These memorable slogans are short and easy to understand. People also tend to remember slogans that have a rhythm, rhyme, or ring to it such as "Make a Confession to Beat Depression" or "Out of the Blue, Into the Bright." Another strategy teams have used is to play on similar sounding words, such as "Know Science, No Stigma."

PAST SLOGANS

- ⇒ Know science, no stigma
- ⇒ You don't have to be sick to get better
- ⇒ Stigma hurts, awareness helps
- ⇒ Keep Calm and Connect
- ⇒ No one should be left in the dark
- ⇒ Depression is Real, Hope is Real 2
- ⇒ Don't hide what you're feeling – ask for help!
- ⇒ Pain is Real – So is Hope!
- ⇒ You can't "snap out" of mental illness – treatment helps!
- ⇒ Recovery is a process, not an event
- ⇒ Depression doesn't define you
- ⇒ Speak up when you're feeling down
- ⇒ Depression does not discriminate
- ⇒ Sometimes it's more than just a "bad day"
- ⇒ D2: Defeat Depression
- ⇒ When in doubt, talk it out
- ⇒ Speak out, don't grind it out
- ⇒ It's okay to not be okay, reach out!
- ⇒ Help helps! You are not alone
- ⇒ Not all illnesses are visible
- ⇒ Depression is real, share how you feel
- ⇒ Trust to discuss. You are not alone
- ⇒ When "I" becomes "we", illness becomes wellness
- ⇒ There is hope, even when your brain tells you there isn't (John Greene)
- ⇒ With commUNITY comes peace, with hardship comes ease

Budget

Each team will be given a small budget from EFDC to spend on their campaign. Money can be spent on giveaways, materials (e.g. posters, markers, post-its), participation giveaways (e.g. candy, gift card), and speaker thank you gifts. Every item needs to be a pre-approved purchase by EFDC staff. If a mentor is looking for reimbursement for any purchases, there is no guarantee that EFDC will be able to reimburse them (see page 20 for ordering process).

✓ EFDC BEST PRACTICE

Take pictures throughout the campaign process!

✓ EFDC BEST PRACTICE

Campaign activities work best when they touch on the four overarching themes. See page 16 for more details.

💡 MENTOR TIP

Consider splitting roles.

- Mark and Jasmine – Marketing
- Sonya and Dean – Assembly
- Haley and Paul – Posters
- Michael and Liz – Giveaways

✓ EFDC BEST PRACTICE

The more advanced notice you can give, the better, in order to find a date that works for both your school administration as well as the availability of the performers.



Campaign Activities

Activity Ideas

- ⇒ Art gallery
- ⇒ Assembly (EFDC staff can help to find/schedule speakers)
- ⇒ Daily announcements
- ⇒ Information tables
- ⇒ “Lunch and learn” presentations (EFDC staff can help to find/schedule speakers)
- ⇒ Messages of Hope board
- ⇒ Posters displayed throughout school
- ⇒ Social media posts

- ⇒ Video or flip-a-gram
- ⇒ Staff presentations
- ⇒ Wear P2P t-shirts once per week

Ambitious Ideas

- ⇒ Classroom visits with lesson plans and/or speakers
 - ⇒ Parent education night
 - ⇒ Poetry slam
 - ⇒ Skit/theater presentation
- Note: these ideas will require more work and take more time*

“LUNCH AND LEARN” PRESENTATIONS

Lunch and learn presentations are voluntary learning events that students can attend during their lunch. Similar to an assembly, a speaker presents a mental health topic or shares their personal story with mental health. In the past, pizza has been served at these presentations to encourage participation. “Lunch and Learn” presentations have ranged from a one-time event to a series of presentations. A discussion can follow the presentation.

SKIT/THEATER PRESENTATION

Your team can design their own or invite the Corner Theater Troupe. The Corner Theatre Troupe is a youth peer health education program that uses theatre as a tool to teach others how to be healthy. They have performed at the P2P Kickoff Conference and assemblies for P2P participating schools on topics related to mental health.

If you are interested in inviting the Corner Health Theatre Troupe to perform at your school, e-mail either of the following to schedule a date:

- ⇒ Brianna Minor (bminor@cornerhealth.org)
- ⇒ Joey Albright (jalbright@cornerhealth.org)

Some teams choose to create their own skit/theatre presentations. This will take more time to write and rehearse. The script should be reviewed by EFDC staff early in the process.

MESSAGES OF HOPE BOARD

Creating a “Messages of Hope” board is another creative idea. This allows the P2P Members to be easily identifiable, while welcoming positive messages that come from Non-P2P members to be showcased in a centralized area.

Campaign Giveaways & Materials

✓ CHECKPOINT: Submit and complete 1 check-in meeting with EFDC staff during campaign implementation.

Recommended Giveaways

- ⇒ Bookmarks with resource list
- ⇒ Buttons
- ⇒ Fortune cookies with slogan
- ⇒ Keychains
- ⇒ Magnets
- ⇒ Pencils or pens with slogan

More Expensive Giveaways

- ⇒ Temporary tattoos
- ⇒ Wristbands
- ⇒ Lanyards
- ⇒ Stress balls



Stress ball



Button



Wristband

HOW TO ORDER PROMOTIONAL GIVEAWAYS AND MATERIALS

Although you will have a budget to work with, EFDC cannot give you the money to spend directly. Therefore, you will have to complete the ordering process through EFDC.

To order giveaways:

1. Create the design (bracelet, pencil, button, etc.)
2. Provide design information to EFDC staff, including colors, sizes, quantities, etc.
3. EFDC places order for giveaways and delivers to school 2-3 weeks after ordering

To order materials:

1. Send EFDC staff a specific list of materials with details of color, size, and quantity (e.g. 4 black sharpies, 3 packs of multi-colored 3 x 3 post-it notes, 10 white 20 x 28 poster boards)
2. EFDC will order materials and deliver to school within 3 weeks

VENDOR LIST

Below is a list of vendors that teams have used in the past, along with pricing guidelines. This list is only meant to be a helpful guide. You do NOT have to use these specific vendors, nor do you have to limit yourself to items on this list. (Note: prices and quantity are approximate as of April 2021)

Item	Website	Pricing (subject to change)
Wristbands	www.24hourwristbands.com	\$82 for 200 custom wristbands \$125 for 500 custom wristbands
Buttons	www.24hourwristbands.com	\$60 for 200 1 3/4" custom buttons \$135 for 500 1 3/4" custom buttons
Stickers	www.stickermule.com	\$190 for 500 3" x 3" circle stickers
Pens/Pencils	www.pensrus.com	\$250 for 1,000 pencils; \$290 for 1,000 pens
Sticky Notes	www.pensrus.com	\$310 for 1,000 BIC Sticky Notes 2" x 3"
Fortune Cookies	www.goodfortunecookies.com	\$70 for 500 cookies
Stress Balls	www.customplus.net/promotional-products	\$380 for 300 stress balls
Poster Printing	www.ypsistandard.com	\$16.80/poster 18" x 24" (Teams working with EFDC may be able to get 11" x 14" poster printed at no cost; check with your liaison.)
Other promo items	www.discountmugs.com	Pricing varies depending on item, features, quantity, etc.
Miscellaneous (e.g. craft supplies, candy, small giveaways, etc.)	Email item list, colors, and quantity to EFDC staff	Pricing varies depending on what you'd like. These items have ranged from \$20-60 for teams in the past.

POST-CAMPAIGN SURVEYS

Each student who was surveyed for the pre-test will need to complete a post-test once the campaign is over and before the school year ends. For the post-test, each student will be handed back their notecard with their name and ID number on it. They will use this notecard to input their ID once again into the online survey. The survey will take students about 10 minutes to complete. Once they are finished, notecards with names and ID numbers can be discarded as all the information is available in an online database. Instructions for survey distribution can be found on page 33.

Survey results will be e-mailed to you and your school administrators before the next school year begins so that you can see the positive impact P2P has made on your school.

END OF YEAR CELEBRATION

The end of year celebration typically happens in mid-May. It's a 2½ hour event, including lunch. The purpose is to celebrate all of the hard work that the P2P teams have done during the year and allow the student teams to learn from each other.

During the celebration, each P2P team takes 15 minutes to present their campaign and lessons learned to the other participating P2P schools. If transportation is not available for the celebration, EFDC will provide transportation. A checklist for the end of year celebration can be found on the bottom of page 4.



ACTION STEPS FOR COMMON MENTOR CHALLENGES

SCENARIO

A

Fellow staff members believe that mental illnesses are not real

Action: Bring up the P2P program at staff meetings. Emphasize that depression is a brain illness and it is not a character flaw and someone can't just "snap" out of it.

Action: Ask your administrators to talk about the importance of mental health. If it's coming from leadership, it may be more widely accepted.

Action: Connect with EFDC staff to arrange a mental health training for school staff.

SCENARIO

B

Fellow staff members feel uncomfortable speaking about depression

Action: If staff members feel uncomfortable, encourage them to at least be familiar with the resources available so they can properly refer a student.

SCENARIO

C

My P2P team is falling behind on the proposed timeline I sent to U-M. What should we do?

Action: Consult with EFDC staff and see if there's any way they can help to make the process easier. EFDC staff are willing to come to P2P team meetings or talk with the Faculty Mentor 1-on-1 to troubleshoot.

Action: Set specific and realistic deadlines for P2P team.

Ex: We will have posters completed by Feb. 10 and submit posters for U-M review on Feb. 11.

Action: Scale down the proposed number of activities if that is the cause of the issue.

The P2P Members want to do too many things, but we don't have enough time!

SCENARIO

D

Action: Determine 2 campaign activities that P2P Members feel most passionate about and focus on completing those activities first.

Teachers and other staff aren't supportive of using class time for P2P activities

SCENARIO

E

Action: Invite EFDC staff and/or P2P team members to a staff meeting to explain what they would like to do and how much time it would take.

Action: Consider campaign activities that don't interfere with class time. For example, posters, announcements, "lunch and learn" presentations.

ACTION STEPS FOR COMMON MENTOR CHALLENGES

SCENARIO
F

My P2P team has turned into a support group and/or my team members are struggling with their own mental health to the point that we can't get any work done

Action: Student mental health is the priority. Work with EFDC to troubleshoot/scale down the campaign to be manageable.

Action: Try to prevent this by building a diverse team and by setting clear meeting guidelines

SCENARIO
G

We don't have a good time to meet regularly as a team

Action: Consider breaking up tasks to smaller groups/individuals in-between large-group meetings so students can do some work independently

Action: Consider alternating meeting times (before school, different lunch hours) to catch different students

Action: Use the time that you do have as a team efficiently. Set goals for the meeting ahead of time. See pages 24-25 for example meeting agendas.

Action: Communicate with your P2P Members over and over again about the importance of meeting. Set rules such as if you can't make it to the meeting, you can't present the classroom lesson plan.

SCENARIO
H

I'm having trouble getting/maintaining administrative support

Action: If it's your 1st year, share the P2P survey results from all the schools that participated the previous year. Emphasize that the program is U-M affiliated, students are trained by U-M staff, it's provided at no cost to the school, and gives students leadership opportunities. Also, feel free to invite EFDC to talk to your administration about the program. A first-year letter to administrators can be found on page 31.

Action: If you have participated in the program before, show your school-specific survey results and the positive impact it has made on the student body in terms of increasing awareness, reducing stigma, and encouraging help-seeking. Emphasize that the program is U-M affiliated, students are trained by U-M staff, it's provided at no cost to the school, and gives students leadership opportunities. A letter to a new administrator can be found on page 32.

SCENARIO
I

We have a new principal and I'm not sure if they will be as supportive of P2P

Action: When meeting with the new principal about P2P, provide them with past survey results and campaign examples. It would be helpful to also share details about the program such as students receive training from EFDC and are told to refer peers to an adult. Also ensure the principal that you will keep them updated throughout the campaign process.

P2P MEETING AGENDA TEMPLATE

P2P Meeting

<Insert Date>, <Insert Time>

Send out Reminder at <Insert time 30 minutes before meeting begins>

- 1.) Updates:
 - a. Pins (Brynn)
 - i. Share three choices for pins
 - ii. Poll which pin choice team likes best
 - iii. Order pins (Brynn)
 - b. Bulletin Messages (Lia)
 - i. Share bulletin messages for the next 2 weeks
 - ii. Discuss changes to messages
 - iii. Make changes, send to group (Lia)
 - c. Review proposal (Mentor)
 - i. Review timeline and goals
- 2.) New business:
 - a. Cross the Line classroom activity (Mentor)
 - i. Take notes for changes, make changes (Sam)
 - b. Terms activity (Group)
 - i. Practice, share definitions (Group)
- 3.) Remind:
 - a. Survey dates and times: January 22: 3rd, 4th, and 5th hour
- 4.) Due next meeting:
 - a. Pins ordered (Brynn)
 - b. Final bulleting messages sent to Nick (Lia)
 - c. Cross the Line activity and Terms activity rehearsed and ready (Group)

P2P Meeting

End of Year Celebration Preparation

<Insert Date>, <Insert Time>

- 1.) Meet at 11:00 in Counseling Office
- 2.) Arrive at EFDC by 11:30

*Bring permission slips and photo permissions

Your presentation:

Brynn, Viv and Sam: Overview (Slides 1-4)

- Weekly meetings
- Decisions by early January
- Activities

Mei and Rutger: Posters (Slides 5-10)

- Use of Canva website
- Social Media

Brynn and Carter: Buttons (Slides 14-15)

- Design process

Fiona and Emma: Messages of Hope Board (Slides 17-18)

- Putting it together
- How it turned out

Brandon: Surveys, Lessons Learned (Slides 19-20)

- Survey process
- Things that went well
- Things we would re-think

Get slides together by NEXT WEDNESDAY 5/3! We will go over them during lunch.

PERMISSION SLIP TEMPLATES

Kickoff Conference Template

<DATE>

Dear Parent/Guardian,

Your child is participating in a program called the “Peer-to-Peer Depression Awareness Campaign,” part of an educational collaboration with the Eisenberg Family Depression Center.

The Eisenberg Family Depression Center provides education and resources to support teams of high school students in the development of depression awareness campaigns for their school. The process of creating these public awareness campaigns is a learning experience for those involved, and these students then spread their knowledge and understanding to others at <INSERT SCHOOL NAME>. This in turn will help to increase the likelihood of early detection of depression among those who are at greatest risk of experiencing the first onset of a depressive episode.

Participating students and Faculty Mentors will attend an educational conference at <the Eisenberg Family Depression Center (4250 Plymouth Road)> on <Thursday, Oct. 27 from 8 a.m.-2:30 p.m.>

At the educational conference, students and mentors will receive information on:

- 1) depression and related illnesses,
- 2) stigma as a barrier to help-seeking, and
- 3) public health communications strategies.

Students will then move into small, facilitator-led breakout sessions focusing on topics such as: team building, active listening, and tips for developing a peer-to-peer public awareness campaign for their school to raise awareness and reduce the stigma of depressive illnesses.

Parents/guardians, your permission is needed for your child to participate. Please complete the attached permission form and have your child return it to <CONTACT>.

If you have any questions please contact me at <PHONE> or e-mail me at <E-MAIL ADDRESS>

Sincerely,

<NAME>

Permission Form

Peer-to-Peer Depression Awareness Campaign, Educational Conference

INSTRUCTIONS: Please write your child's name, sign, fill in your contact information, and date this permission form. Students must return this permission form prior to participating in this conference that is scheduled for <Thursday, Oct. 27 from 8 a.m.-2:30 p.m.> Please return this form by <DATE> to <CONTACT>.

My child _____ has my permission to participate in the Peer-to-Peer Educational Conference at <the Eisenberg Family Depression Center> on <Thursday, Oct. 27 from 8 a.m.-2:30 p.m.>

Parent/Guardian Signature

Phone /Daytime contact

Date

(Note: Transportation will be provided from <YOUR SCHOOL> to <the Eisenberg Family Depression Center on Plymouth Road>)

End of Year Celebration Template

<DATE>

Dear Parent/Guardian,

Your child participated in a program called the “Peer-to-Peer Depression Awareness Campaign” (P2P), part of an educational collaboration with the Eisenberg Family Depression Center.

The Eisenberg Family Depression Center provides education and resources to support teams of high school students in the development of depression awareness campaigns for their school. The process of creating these public awareness campaigns is a learning experience for those involved, and these students then spread their knowledge and understanding to others at <INSERT SCHOOL NAME>. This in turn will help to increase the likelihood of early detection of depression among those who are at greatest risk of experiencing the first onset of a depressive episode.

Participating students and Faculty Mentors will attend an educational conference at <the Eisenberg Family Depression Center (4250 Plymouth Road)> on <Monday, May 15 from 11:30 a.m.-2 p.m.>

During the event, we will celebrate all the hard work your child has done this school year as part of the P2P team. During the celebration, each P2P team will take about 15 minutes to present their school’s campaign to the other participating P2P schools. Parents/guardians, your permission is needed for your child to participate. Please complete the attached permission form and have your child return it to <CONTACT>.

If you have any questions please contact me at <PHONE> or e-mail me at <E-MAIL ADDRESS>

Sincerely,

<NAME>

Permission Form

Peer-to-Peer Depression Awareness Campaign, End of Year Celebration

INSTRUCTIONS: Please write your child's name, sign, fill in your contact information, and date this permission form. Students must return this permission form prior to participating in this conference that is scheduled for <Monday, May 15 from 11 a.m.-2 p.m.> Please return this form by <DATE> to <CONTACT>.

My child _____ has my permission to participate in the Peer-to-Peer Educational Conference at <the Eisenberg Family Depression Center> on <Monday, May 15 from 11 a.m.-2 p.m.>

Parent/Guardian Signature

Phone /Daytime contact

Date

(Note: Transportation will be provided from <YOUR SCHOOL> to <the Eisenberg Family Depression Center on Plymouth Road>)

MICHIGAN MEDICINE Permission to Release Information Including Photographs, Videos, Electronic or Other Media	MRN (REG #): _____ PATIENT NAME _____ BIRTHDATE: _____ CSN: _____
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STAFF: Patient Information above is required if document is sent to Health Information Management

Please release the information for the following person (mark only one):

Patient listed in upper right or Volunteer or Visitor/Family/Other (specify): _____

Name (first and last): _____ DOB: ____/____/____
(mm/dd/yyyy)

Address: _____ City: _____

State: _____ Zip: _____ Phone: _____

Permission to Release:

I give Michigan Medicine and agencies acting on its behalf permission to release information about me, including information about my health. This may include photographs, videos, electronic or other media involving me. Yes No

The items may be released to any radio, television, internet, social media, print or other media outlet. Yes No

The items may be used by Michigan Medicine including its public relations and marketing units and by the media indefinitely for educational, promotional, public relations, or marketing purposes. Yes No

Exceptions: Information may only be released according to the following guidelines.

Liability Release: I understand that the released items may be disclosed to students or trainees, to media outlets, and to the general public. Once released outside Michigan Medicine, my information will no longer be protected. I release Michigan Medicine, its agents, employees and any other persons involved with taking or producing these items from any and all liability that might arise as a result.

Revoking Permission: This authorization has no expiration date; but I understand that I can revoke this permission at any time by contacting Michigan Medicine Department of Communication at (734) 764-2220. However, I also understand that Michigan Medicine has no control over disclosures made outside Michigan Medicine before I revoke my permission. A copy of this form is available upon request.

Release is Voluntary: I understand this permission is voluntary. I do not have to release my information, and whatever I decide will not affect my health care and will not affect my participation in any research study.

Signature of Patient, Volunteer, Visitor/Family/Other, or Legally Authorized Representative (if person is a minor or unable to sign)

 Printed Name of Legally Authorized Representative (if person is a minor or unable to sign) Date: ____/____/____
(mm/dd/yyyy)
 Relationship: Spouse Parent Next-of-Kin Legal Guardian DPOA for Healthcare Other (specify): _____

Page 1 of 1

70-10069	VER: A/18 HIM: 10/18	Medical Record	 MICHIGAN MEDICINE <small>UNIVERSITY OF MICHIGAN</small>	Media Release Authorization
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Replaces POD-0195

LETTER TO ADMINISTRATORS TEMPLATES

Letter Template 1

If you are looking for administrators to buy-in to start the program.

Dear <Insert Administrator's Name>,

The University of Michigan's Eisenberg Family Depression Center is extending an invitation to [Insert school] to participate in the Peer-to-Peer Depression Awareness Campaign. Since 2009, P2P has collaborated with Washtenaw County to implement a peer-based, primary prevention model to increase awareness of depression and related disorders, reduce stigma, and encourage help-seeking.

By having this early intervention program at our school, I hope:

- Students will be better equipped with knowledge of depression and related illnesses and be able to identify students struggling to help them receive treatment sooner;
- Students will find it normal to talk about their mental health, just like they would talk about their physical health so that we can reduce the stigma of mental illness;
- Students will not feel alone in their struggles and know where to receive help, if needed.

Each year program survey results have shown positive school-wide gains in participating schools:

- Students are more confident in their ability to identify someone who is showing common signs of depression and to help them access mental health support services
- Students are more likely to seek help if they are experiencing symptoms of depression themselves
- Students are less likely to keep it a secret if a friend is thinking about suicide
- Students are more comfortable discussing mental health issues with their peers
- Students report lower stigma toward mental illness in their school environment

Some testimonials the program has received:

- "Thank you for leading this great work with the peer educators. The kids are learning about depression, but they are also seeing your great leadership style and follow through." – School principal
- "I run the Peer to Peer and I have found U-M to be extremely helpful in educating me about symptoms of depression and ways to cope." – Mentor
- "Getting to see the changes you're making in people's lives is truly amazing." – Student

If you have any question about the P2P program, please reach out. I can also connect you with a staff member from the Eisenberg Family Depression Center.

Thank you for your time,
<Insert Menor's Name>

Letter Template 2

If you are looking for administrator buy-in from a new principal.

Dear <Insert Administrator's Name>,

Since <Insert time school started P2P>, <Insert school> has worked in coordination with the Eisenberg Family Depression Center to raise awareness and reduce the stigma of mental health issues, particularly depression and anxiety among teens as part of their Peer to Peer Depression Awareness Campaign program (P2P). In the <Insert past academic year, e.g. 2016-2017> academic year, P2P student team members, as well as a convenience sample of students in the school, completed surveys before and after the implementation of our campaign.

The following are some significant changes found after our campaign:

<Insert your significant changes provided by EFDC staff here.>

- Students were more confident in their ability to:
 - identify someone who is showing the common signs of depression;
 - help a friend access mental health support services in their school or in the community.
- Students reported that they were more likely to ask for help if they had symptoms of depression that lasted for more than two weeks
- Students reported that they were less embarrassed to be seen going into the office of their school social worker or school psychologist.
- Students were able to correctly identify a greater number of depression symptoms.
- Students reported that they would be more comfortable discussing mental health issues with their peers.

Each year program survey results have shown positive school-wide gains in participating schools:

- Students are more confident in their ability to identify someone who is showing common signs of depression and to help them access mental health support services
- Students are more likely to seek help if they are experiencing symptoms of depression themselves
- Students are less likely to keep it a secret if a friend is thinking about suicide
- Students are more comfortable discussing mental health issues with their peers
- Students report lower stigma toward mental illness in their school environment

Examples of past campaign activities include:

<Insert your significant changes provided by EFDC staff here.>

- Mental health awareness poster displays throughout the school
- Classroom mental health presentations
- Daily announcements with positive mental health messaging
- A whole-school assembly featuring Will Heininger, former U-M football player and mental health advocate

This year, the P2P team plans to <insert your future plans here>.

With your support, our P2P team can continue to positively impact the mental health of the student body. Please let me know if you have any questions.

Thank you for your time,
<Insert Mentor's Name>

INSTRUCTIONS FOR ONLINE SURVEY DISTRIBUTION

*** Note: This is a script that is to be read out loud in class ***

Pre-Test

Hello, everyone! As you might know, there is a group of peers working with the Eisenberg Family Depression Center to create a depression awareness program for our school. We are going to ask you to help us today. We'd like to ask you to participate in some surveys that will help us to determine whether the project impacts the way you understand mental illness.

You will be asked to complete this survey twice. Once now, and once again at the end of the year. Your participation is **voluntary** and you may skip over any questions that you would prefer not to answer, though please try to give your best effort. There are **NO** right or wrong answers. This survey is also completely confidential and anonymous. This means that your name will not be connected with your answers. Your teachers, your parent(s), your friends, or anyone else you know will **never** be able to see your responses.

You will be identified by a subject number label that you'll see on your notecard. Although we ask that you write your name on your notecard, it will be kept separate from the online survey, so no one can match your responses to your name. If you have any questions, please feel free to ask me and I will come over to talk with you.

As you are passing out notecards... say:

First you will see two sticker labels on the notecard being passed out to you. Please write your name on the bottom label of the notecard passed to you. This is very important. It is how we will connect your surveys.

[Wait a minute, then ask "has everyone written their name on their notecard?" Then proceed after everyone has].

Please now open up the website provided to you on the top label. The website is case sensitive. Please capitalize when needed. When you open up the website, it should say University of Michigan on the top.

[Wait a minute, ask "is everyone able to access the website?" if people cannot reach the website provide them with the alternative website link below]

HS: www.depressioncenter.org/p2survey

MS: www.depressioncenter.org/msp2p

You will be prompted to write in an ID number once you start the survey. The ID number is on the bottom label of your notecard. Again, thank you all for participating in this survey, if you have any questions please raise your hand and I will come over to you.

[Collect notecards as students finish the survey. Keep them in a safe place to use for post-survey]

Post-Test

Same text as the Pre-Test.

[Pass out notecards]

[Collect and discard notecards when done]

WASHTENAW COUNTY MENTAL HEALTH REOURCES

24-Hour Help Lines

Ozone House Crisis Line: 734-662-2222

University of Michigan Psychiatric Emergency Services: 734-936-5900

Washtenaw Country Mobile Crisis Line: 734-544-3050

Free Local Youth Counseling

Ozone House

Licensed social workers provide crisis intervention and ongoing therapy to youth ages 10-20 and their families for issues related to family conflict; running away; homelessness; and negative experiences in school or the community. **Both individual and family counseling are available.**

	Youth Shelter & Office	Drop-In Center
Location:	1600 North Huron River Drive Ypsilanti, MI 48197	102 N. Hamilton Ypsilanti, MI 48197
Phone:	734-485-2222	734-485-2222
Website:	www.ozonehouse.org	

Regional Alliance for Healthy Schools

RAHS has Clinical Social Workers available at all sites to provide comprehensive individual, group, and family therapies and medication reviews to address depression, anxiety, mood disorders, attention disorders, grief and loss, emotional and behavioral concerns, social skills, substance use, and parental guidance. Physical health services available as well. Located within the following schools, but open to all students in Washtenaw County:

- Lincoln High School(734) 714-9600
- Lincoln Middle School.....(734) 714-9509
- Pathways to Success Academic Campus.....(734) 973-9167
- Pioneer High School(734) 997-1862
- Scarlett Middle/Mitchell Elementary Schools(734) 667-2708
- Ypsilanti Community High School(734) 221-1007
- Ypsilanti Community Middle School(734) 221-2271
- Website.....www.umhs-rahs.org

Corner Health Center

The Corner's mission is to provide dugment-free, high-quality, affordable health services to young people aged 12-25. The Corner has psychiatrists and counselors who will listen and help young people through difficult times. Adolescents can come to the Corner for help in a crisis; someone to talk to; help figuring out what's going on; support and encouragement; skills that you can use to make things better. **Mental health services at the Corner are free to patients and 100% confidential.**

Location: 47 North Huron Street
Ypsilanti, MI 48197
Phone: 734-484-3600
Website: www.cornerhealth.org

Family Support Group at the University of Michigan

The Eisenberg Family Depression Center offers a **free** support group for family members of persons with depression or bipolar illness (adult groups are also offered at the same time in a different room). Connect with others to help cope with life's challenges by sharing personal experience, support and encouragement; find resources, learn about depression and bipolar illness, and develop a support network. All groups are facilitated by a social worker and meetings are confidential. **Free, but advanced registration is required.** Visit website for more details.

When: 1st Wednesday of every other month; 6:00-8:00pm
Where: University of Michigan Outpatient Psychiatry Clinic
Rachel Upjohn Building
4250 Plymouth Road
Ann Arbor, MI 48109
Phone: 734-764-0231
Website: www.depressioncenter.org/patients-visitors/workshops-and-groups

NATIONAL YOUTH MENTAL HEALTH RESOURCES

24-Hour Help Lines

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Crisis Text Line: Text “HOME” to 741-741

Crisis Text Line for People of Color: Text “STEVE” to 741-741

Trevor Lifeline (for LGBTQ youth): 1-866-488-7386

JED Foundation // www.jedfoundation.org

JED works with high schools across the country to strengthen their mental health, substance abuse, and suicide prevention programs and systems. They provide the suicide prevention lifeline and crisis text line. JED also has signature programs such as Half of Us, Set to Go, and Love is Louder. Each of these programs has free mental health resources on their website to help high school and college students.

The Steve Fund // www.stevelfund.org

The Steve Fund is focused on supporting the mental health and emotional well-being of young people of color. The Steve Fund works with colleges, universities, non-profits, researchers, and practitioners to stimulate dialogue and promote effective programming and strategies for students of color as they enter, matriculate in, and transition out of higher education.

The Trevor Project // www.trevorproject.org

The Trevor Project provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13-24. They aim to create safe, accepting, and inclusive environments through trainings, online resources, and community spaces.

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