University of Iowa Carver College of Medicine Strategic Plan

Suicide Prevention and Wellness Promotion

I. Prevention

1. Strategy: Enhance Life Skills and Wellness

a. Offer ongoing skills-training workshops

Life skills provide an important protective factor for suicide, enhance personal development, and contribute to overall well-being. The Medical Student Counseling Center (MSCC) regularly offers skill-building group workshops during the fall and spring semesters on topics including healthy eating, sleep, exercise, time management, stress management and relaxation techniques, social support/relationships, leisure, emotional self-care, creating healthy habits, resilience strategies for coping with adversity, and challenging unhelpful thinking patterns such as perfectionism.

b. Offer individual wellness consultations

The MSCC offers individual confidential consultations to address sleep hygiene, nutrition and stress management for students who may prefer to consult individually regarding wellness-related questions and concerns.

c. Emphasize personal wellness through the curriculum

- A series of lectures and small group activities is offered through Phase I courses (Medicine and Society/MAS strand) covering topics on personal fitness, nutrition, sleep, stress management, life balance, alcohol/drug use and physician burnout and suicide.
  - Includes lectures and small group discussions led by MSCC counselors (*Clinician Suicide: Protective and Precipitating Factors*, *Maintaining Your Wellbeing While Achieving Your Goals, Recognizing and Responding to Distress in Yourself and Others)*

d. Facilitate student-lead wellness and philanthropic activities

- Students from each Learning Community organize regular activities focused on wellness, such as dodge ball and volleyball tournaments, tricycle races, art projects and meditation. The Learning Community Student Leadership Board has Wellness Liaisons who work with the student leaders on wellness initiatives. OSAC staff facilitate these initiatives and often participate in them.

- The MSTP program has an MSTP Wellness Committee that organizes wellness activities to address the specific needs of this group of students, including:
  - Organizing fitness-related wellness events and encouraging participation in other fitness events in the area, as well as those organized by the Learning Communities (work done by the fitness subcommittees).
  - Maintaining a Wellness Calendar that contains wellness events in CCOM, in the MSTP program and in the Iowa City area.

- Volunteering and involvement with the local community are associated with positive effects on psychological well-being, and CCOM places a strong emphasis on community

service and volunteering among students. Students in each Learning Community volunteer approximately once a month at a variety of local organizations, such as the Domestic Violence Intervention program (DVIP) shelter, the homeless shelter, local low-income senior living centers, and local organizations for children with disabilities and at-risk youth.

- In addition, each Learning Community sponsors a yearly large fund-raising event that benefits local charities and community service centers: McCowen Learning Community sponsors a bench press event, Flocks sponsors a 5K run/walk, Bean sponsors a golf outing, and Boulware sponsors a charity bike ride. By their physical nature, these events promote physical in addition to psychological wellness among students.

e. Sponsor the Student Wellness Committee. The Committee acts to:

- Coordinate and evaluate OSAC and Curriculum initiatives that promote a culture of individual and community well-being at CCOM.
- Assess student wellness needs and identify challenges to well-being encountered by medical and physician assistant students.
- Provide guidance and recommendations to support student self-care and resiliency skill-building including collaboration and coordination with curricular and extracurricular programs as appropriate.
- Educate the community about, and eliminate stigma related to, seeking mental health care and help-seeking in general.
- Propose and/or develop further initiatives to enhance a culture of wellness at CCOM.

f. Provide Headspace meditation app to all CCOM medical and physician assistant students at no cost to students.

g. Maintain a Student Wellness at CCOM webpage on the CCOM website to:

- Provide a comprehensive overview of all available student well-being programs, services, and resources.
- Increase awareness of and promote access to programs, services and resources that support and enhance self-care and well-being.

h. Admissions Pre-M1 Carver Welcome Committee

- OSAC staff are assigned several pre-M1 students to contact three times (June, July and August) via email prior to the start of the Fall semester. The assigned staff person serves as a resource and "go to person" for any questions about transitioning to Iowa City or medical school life in general.

2. <u>Strategy: Promote Social Connectedness and Support</u>

a. Coordinate peer mentor programs

- The MSCC "Peer Mentor Program" is an optional program that links members of each incoming class with a mentor from the second-year class. Relevant information (age, gender, marital status, children, residence, undergraduate major, hobbies/interests) is gathered from potential mentors and mentees to facilitate the process of matching incoming students with a second-year student.

Beginning the summer prior to the first year of medical school, peer mentors provide support to incoming students to build connections and facilitate the transition to medical school. Mentors and mentees are encouraged to maintain their relationships throughout their medical school careers. As a second-year student wraps up basic science classes and moves toward the clinical years, his or her mentor can provide useful information about studying for the first step of the licensing exam, and scheduling clerkships and rotations. Likewise, the third-year student can gain valuable insight on the residency application and interview process from the fourth-year student mentor who has just been through it.

Peer mentors are recruited from the M2 class during the spring semester. All pre-M1's are electronically sent an invitation and optional registration web site in the early part of the summer. However, students may request and receive a peer mentor assignment at any time during medical school.

- The MSTP Wellness Committee sponsors a "Buddy Program" that pairs every incoming M1G student with an M3G student and facilitates regular meetings between the "buddies". The M3G students serve as a resource for the M1G students regarding life in Iowa City, life within the MSTP program and coursework. In addition to providing an upper-classman resource for junior students, this program also serves to bring distant classes closer together.

b. Offer opportunities for peer connections and discussions through group workshops, student support and discussion groups, and peer tutor groups

- Through the wellness workshops described in section I.1.a, the MSCC counselors facilitate small group peer discussions related to personal, academic and career goals and interests.

- Peer tutor groups offer academic support and connections. Tutor groups are available for basic science courses, and tutors facilitate "USMLE Step 1 guide groups" for M3 students preparing for Step 1. Tutors are medical students who have already completed a course of study and have demonstrated their mastery of the material. Groups are generally small (4 to 8 students), meet on a weekly or bi-weekly basis, and offer students a chance to clarify material, ask questions, and build peer connections.

- The MSTP Wellness Committee sponsors regular sessions that encourage connections between MSTP students and that offer an outlet for sharing struggles, experiences, and advice:
  - Informational Session on Graduate Departments and Programs: This informal session takes place in the early summer and seeks to inform junior MSTP students about graduate school departments and programs. Senior students in those programs provide input regarding the nature of their programs, including coursework, academic requirements, and work environment. This session includes opportunities for the students from different classes to socialize and for the first-year students to get to know each other.
  - MSTP Student Personal Struggles Session: This student-only session takes place at the beginning of the fall semester and provides a safe venue for the MSTP students to share personal struggles that they have had during their time in the program. Its mission is to destigmatize failure and mental illness, while providing students with resources to help them through their own struggles.

- Offer support groups and/or discussion group sessions for URiM and other groups of students impacted by bias, racism, violence, microaggression and/or microtrauma.
  - MSCC and DEI will collaborate to offer student support space and/or ongoing support groups based on student needs.
  - DEI and MSCC will provide support to the Black Student Coalition to offer an ongoing peer-led discussion group.

c. Organize regular Nest group meetings

- Nests are small 6-7 person groups from one's Learning Community and class. The goal of the Nest group is to foster student connections, and to provide career and wellness advice.

- The students within each Nest group meet with their Learning Community faculty director on a regular basis, to discuss a variety of topics according to a prespecified schedule and these topics include sharing insight, discussing difficulties and receiving advice regarding their experiences throughout medical school, career choices and test preparation.

- MSTP students stay connected to their original Nest group until their classmates' graduation, after which they are placed similarly to other students who step out of the curriculum for various reasons (Research, MPH, Path Externs, LOA for other reasons) in a new Nest group that best matches their timeline at CCOM.

d. Facilitate regular Learning Community meetings and social events

- Students from each learning community meet over lunch once a month and these meetings are attended by the Learning Community Directors, community faculty and staff. They use these meetings to plan their community activities, to discuss some topics related to their education (such as Match panels, M1 summer programs and research, life on the wards panels, how to be an LGBTQ inclusive provider) and to plan wellness programs as described above in section I.1.d.

- With support from OSAC staff, the Learning Communities individually and collectively host several weekend and evening social events throughout the year that allow them to connect with each other and that promote physical, social and mental wellness. These events take place on the CCOM premises, at a student or faculty member's home, or at local parks/businesses. Examples include potlucks, brunch after exams, apple picking trips, bowling, tailgating, pumpkin carving parties, super bowl watch parties, trivia nights, picnics and talent shows.

3. Strategy: Reduce Access to Means of Suicide

It has been established that reducing access to the means to self-harm can prevent suicide and even limit accidental deaths. This is referred to as "means restriction." Means restriction for the University of Iowa Carver College of Medicine may include limiting students' access to poisonous chemicals, medications, rooftops and other high places, and weapons. Additional information about means restriction can be found on the Means Matter Campaign's website: http://www.hsph.harvard.edu/means-matter/

a. Provide counseling regarding lethal means

While means restriction is broadly the responsibility of appropriate UIHC and University departments, MSCC counselors may have unique opportunities to intervene to reduce individual access to medications and firearms. Medical Student Counseling Center professional staff members engage in the practice of *lethal means counseling*. Lethal means counseling includes asking suicidal students and/or their families and significant others about access to lethal means, especially firearms and medications, and seeking to limit such access.

4. Strategy: Promote effective studying skills and career planning

a. Offer academic support through MSCC

- Provide access to a full-time Learning Specialist.
- Arrange tutor groups for nearly every course – free of charge.
- Advise individuals on time management, study skills, and test taking strategies, etc.
- Provide individuals with academic counseling to assist in making educational and life decisions.
- Screen for learning disabilities, make referrals for assessments and facilitate the disability accommodations process (Students with questions about academic disability accommodations are encouraged to meet with a counselor).
- Assist in communicating with instructors.
- Offer library resources available for check out.

b. Offer career support through MSCC

- Present programs on exploring career interests and values (M1 and M2 years), choosing a specialty (M3 year) and applying for residency (M4 year).
- Conduct individual mock interviews and assist with preparation of personal statements, curriculum vitae, and resumes (M4 year).
- Provide individual career counseling and advising to help students identify needs, investigate options, make career-related choices, and plan for the future.
- Offer a one-credit spring semester Career Life Planning elective course to first through third year students.
- Facilitate the use of career assessment tools including Careers in Medicine (CiM) program.

c. Offer career advice through Nest groups

Nest groups are described in section I.2.c above. These groups meet with the community faculty director at least once per semester in Phases I and II of the curriculum. The regular Nest group meetings provide structured opportunities to discuss career opportunities at multiple junctures in students' medical education.

d. Facilitate career support events through the Learning communities

Students receive early exposure to all the available clinical specialties (18) at the UIHC through two mandatory Specialty Fairs, first one in the Spring of the M1 year and the second one in the Fall of the M2 year. In addition, the Learning Communities host many annual events such as "Specialty nights", "Residency fairs" and "Post-Match panels" to acquaint students with different career options.

e. Offer career support and advice through the Curriculum

- After completion of the core clerkship year (Phase II), every student is paired with a Specialty Specific Career Mentor (UIHC clinical faculty members representing the different medical specialties), their learning Community Director or an OSAC Dean in order to decide what selective and elective rotations will be most useful for them, and in what sequence, based on their career pathway of choice. CCOM has developed a pathway advice handbook to aid in this process.

- A formal M3 class meeting takes place every year in the fall semester and is recorded and available by videoconference at the branch campus. During this meeting, the Phase III/advanced pathway schedules are discussed, and the students are instructed on the Match application and the MSPE letter processes.

- The Assistant Dean at the Des Moines branch campus serves as a career advisor for students who elect to spend their core clerkship year there. He arranges for students to meet with a faculty advisor/mentor in their specialty area of interest during the year. Each spring the Assistant Dean hosts a meeting with the Program Directors and one intern from each of the 7 residency programs in Des Moines to talk with students about the residency application, interview, and selection process. Additionally, students at the Des Moines Campus have access to all the counseling resources that are offered at the main campus.

II. Early Detection

1. Strategy: Identify and Assist Persons At-risk

a. Provide gatekeeper training through MSCC

- *Gatekeeper* refers to "individuals in a community who have face-to-face contact with large numbers of community members as part of their usual routine." They may be trained to "identify persons at risk of suicide and refer them to treatment or supporting services as appropriate" (U.S. Department of Health and Human Services Office of the Surgeon General and National Action Alliance for Suicide Prevention, 2012). For the purposes of CCOM, gatekeepers may include faculty, staff, and students. Those specifically targeted for gatekeeper training include OSAC staff and Deans, Course Directors, Clerkship Directors and Coordinators, Directors of Student Learning Communities, Student Leaders, and all medical and physician assistant students.

- The gatekeeper training program selected for use at CCOM is "QPR Training for Suicide Prevention", which is listed on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) and has trained over 1,000,000 people over the past 20 years. The NREPP review found that QPR participants have increased knowledge, confidence, and skills in responding to suicide concerns. Participants in QPR training learn to:
  - Recognize the warning signs of suicide
  - Know how to offer hope
  - Know how to get help and save a life

- The Medical Student Counseling Center offers in-person QPR training for medical students and physician assistant students 3 times each semester.

- The Medical Student Counseling Center offers annual faculty and staff in-person QPR training.

b. Promote on-line mental health screening

- The University of Iowa Student Health and Wellness department offers anonymous on-line screening for mental health concerns. The on-line screening is a program offered by Screening for Mental Health, Inc (SMH). The mental health screening is anonymous and provides immediate feedback to students regarding their mental health concerns. It also provides information about mental health resources for University of Iowa students, including information about the MSCC for medical and physician assistant students.

- Specific screenings are available for depression, bipolar disorder, post-traumatic stress disorder, alcohol use disorder, generalized anxiety disorder, and substance use.

- The screening is available any time at: screening.mentalhealthscreening.org/HAWKS.

c. Provide in-person mental health screening

- MSCC offers confidential, individual screening sessions to medical and physician assistant students.

- MSCC counselors utilize the Patient Health Questionnaire (PHQ), Generalized Anxiety Disorder 7 Item Scale (GAD-7), the Columbia Suicide Severity Rating Scale (CSSRS) and other appropriate screening instruments as part of the in-person screening, in addition to an interview.

- Students receive feedback from the counselor about the results of their screening. The counselor provides intervention, recommendations and referral resources as needed.

d. Provide education to faculty/staff on helping distressed students

The Medical Student Counseling Center provides a one-hour workshop to staff and faculty upon request on identifying distressed students and effectively referring them to the MSCC or other appropriate resources.

e. Provide outreach to students with academic performance concerns

The MSCC monitors student performance on course exams and sends communications to students who fail and to those with marginal performance that is trending down, offering consultations and counseling for academic, career, or mental health concerns to improve academic performance.

f. Provide support to students with career concerns

The MSCC provides support, counseling, and consultation to medical students to address concerns related to specialty choice, residency match preparation and match outcomes.

g. Provide individual alcohol/substance use consultations

The MSCC provides individual alcohol/substance abuse consultations and assessments to reduce the misuse and abuse of alcohol or other drugs, which is a risk factor for suicide.

2. Strategy: Increase Help-seeking among Students

a. Inform new students of mental health services, academic support, and career counseling services at Orientation sessions and "get-acquainted" meetings

- MSCC counselors provide informational sessions for new M1 students through the IMEI summer program in June and July, and during the New Student Orientation in August.

- Group sessions provide an overview of services and each student receives a written brochure with an overview of all programs and services and contact information.

- MSCC will develop provider affiliations and referral resources and will incorporate those resources into MSCC communications and publications, to increase access for students who may seek providers who share their identity.

b. Provide ongoing help-seeking guidance and resources through outreach and the MSCC website

- The MSCC distributes a monthly newsletter, called Mental Health Matters! The newsletter is designed to:
  - Engage in an ongoing "dialogue" with students that promotes and normalizes discussions about mental health
  - Raise awareness of, and remove barriers to accessing mental health care in a timely and effective manner
  - Promote resources and early interventions to nurture wellness and bolster stress-management strategies among students

- The publication is distributed electronically to all students via email every month and is also printed and displayed in the Learning Communities and in the MSTP program offices. It informs students of monthly program offerings, provides psychoeducational resources, and help-seeking guidance. The program offerings are also listed on the MSCC website and are communicated to students via weekly emails.

- The MSCC also works with OSAC staff and Deans to regularly remind students and course and clerkship directors/faculty that students are to be excused from rotations and educational activities if they need to use the time to seek physical or mental health care. While students are expected to request permission from course and clerkship directors for health appointments in non-emergent cases, such requests should be granted.

c. Periodic targeted outreach to groups of students impacted by the Covid-19 pandemic and social distancing will be continued as needed throughout the duration of the pandemic.

III. Treatment and Support

1. Strategy: Ensure Access to Effective Mental Health Evaluation and Treatment

a. Assist students with accessing psychiatric services in a timely manner

- The MSCC staff collaborates with the UIHC Department of Psychiatry to provide medical and physician assistant students with psychiatric evaluation and medication management. Through an agreement between the Carver College of Medicine OSAC Office and the UI Healthcare Department of Psychiatry, two UIHC psychiatrists or their

designees dedicate a total of 8 hours weekly for medical student appointments. Students do not incur costs for appointments since the CCOM covers any copayment costs.

- Psychiatry services are also available to students through Student Health and Wellness Services. Two full-time psychiatrists are on staff during the hours of 8AM-5PM, M-F to provide psychiatric services for all University of Iowa students. Appointment costs are covered by student insurance and student fees, with no out-of-pocket costs for appointments. A psychiatric nurse coordinator assists with triaging students.

- Students may also choose to see a psychiatric provider in the community if they prefer.

- While students can contact any of these clinics directly to schedule an appointment, they are encouraged to contact MSCC for assistance with scheduling, since wait times may vary depending of the availability of psychiatric providers and the required services. The MSCC can triage students and especially assist those with more acute needs by contacting clinics directly on their behalf and helping them access mental health care in a timely manner.

- Students at the branch campus in Des Moines have ready access to confidential local mental health services. Free personal counseling services are available through the Employee Assistance Program at UnityPoint Health – Des Moines. These are the same free confidential counseling services available to resident physicians in Des Moines.

- Students with more complicated personal and mental health issues are referred to psychiatrists practicing in Des Moines. Students do not incur costs for appointments since the CCOM covers any copayment costs.

b. Respond Effectively to Individuals in Crisis

Students in need of immediate assistance during regular office hours (M-F, 8AM-5PM) are referred to the MSCC. Counselors provide assessment, crisis stabilization, referral to appropriate level of care, and follow up as needed.

c. Provide ongoing follow up and support to students with mental health and wellness needs

A counselor may request written consent from students for appropriate release of information so counselors may facilitate time off arrangements and follow up care as needed.

d. Ensure that all students are informed of the available crisis intervention resources, including after-hours crisis resources

- Students in crisis are encouraged to contact MSCC during work hours (Monday to Friday 8 AM to 5 PM), who will ensure prompt access to psychiatric evaluation and treatment. Students experiencing a crisis or emergency after hours, are advised to call the psychiatry resident on call at 319-356-1616, the UI Department of Public Safety at 319-335-5022, call or present to the UIHC Emergency Treatment Department, 319-356-2233, or dial 911.

- These instructions and contact information are provided to students in person when services are reviewed at orientation; through the MSCC website; and in a monthly mental health newsletter sent to each student via email and posted in print in the Learning Communities and in the MSTP program offices.

- In addition, students are provided with a "badge buddy" that contains this information that they are asked to attach to their ID badge.

- A direct link to the MSCC website is also provided on the ICON site of every course and clerkship and students are made aware of that during orientation.

- Students seeking mental health counseling services at the MSCC receive after hours emergency procedures and contact information at intake as well.

2. Strategy: Support Safe Care Transitions and Create Organizational Linkages

a. Coordinate care with psychiatry and other providers as appropriate
A counselor will request appropriate written consent from students to coordinate care with other treatment providers as needed.

b. Provide ongoing follow up and support to students with mental health and wellness needs

- A counselor may request written consent from students for appropriate release of information so counselors may facilitate time off arrangements and follow up care as needed.

- With student's consent, a counselor will coordinate with OSAC Deans and treatment providers as needed to facilitate aftercare treatment arrangements upon return to classes following a hospitalization or medical leave of absence for a mental health condition.

3. Strategy: Provide for Immediate and Long-Term Postvention

a. Maintain a Crisis response team
The Carver College of Medicine has an established Crisis Response Team and a Postvention Coordinator (Assistant Dean for Student Affairs and Curriculum). The Team is comprised of the Carver College of Medicine VPMA/Dean, Executive Dean, OSAC Deans, Learning Community Directors, Medical Student Counseling Center staff, as well as CCOM/University of Iowa Communications and Legal staff. The Team stands ready to mobilize and respond quickly in the event of a student death, including death by suicide.

b. Maintain and follow an Emergency Response and Postvention Plan
The CCOM Emergency Response and Postvention Plan (see Appendix A) is based on best practices outlined by the American Foundation for Suicide Prevention and includes:

- A Crisis Response Team emergency contact list updated annually.
- A coordinated plan for immediate communication with family following the death of a student,
- A coordinated plan to determine appropriate notification of members of the CCOM community.
- A plan for face-to-face, phone, and written notification of all stakeholders.
- A process to manage media inquiries and social media in coordination with the CCOM/University of Iowa Communication and Legal Staff.
- A plan to provide ongoing support and follow-up to address the short- and long-term postvention needs of students, faculty, and staff.

c. Maintain and follow a stepwise approach to finding a missing student

A medical or physician assistant student not showing up for a required class or clinical experience may be serious problem or a simple mistake. The OSAC step-wise approach to guide the response when a student does not arrive when expected is based on recommendations outlined in the document *After a Suicide: A Toolkit for Medical Schools* and includes:

- Steps to be taken by faculty or designee to contact a missing student and/ or report a concern.
- Steps to be taken by OSAC dean or designee if student is not located in a timely manner and/or to respond to concerns about a student's well-being.

Appendix A

Emergency Response and Postvention Plan for Student Death

Day 1

- Convene/Mobilize Crisis Response Team to coordinate all communications and comprehensive support
- Immediate notifications in person or by phone:
  Phase 1: Institutional leadership; Sr. Associate Dean for Medical Education; Assistant Deans for Student Affairs and Curriculum; OSAC administrators; Learning Community Director of deceased student; Medical Student Counseling Center staff
  Phase 2: Deceased student's emergency contact person/family; Chaplain; deceased student's classmates; members of deceased student's Learning Community; tutor group members and others close to student; residents and others working with deceased student if on clerkship; Legal; Communications/public relations office
- Meetings with individual students as needed, and MSCC offers extended hours

Day 2

- Remaining announcements via email:
  Phase 3: CCOM faculty; CCOM community
  Include campus and community support resources, and 24-hour hotline numbers
- Check in individually with at-risk students
- Assist students with time off from classes/clerkships as needed
- Debrief with groups of students most affected and/or with close affiliations to the deceased students with MSCC counselors present
- Check with deceased student's emergency contact/family regarding funeral arrangements, next steps, and plans to meet
- Class meeting may be held with counselors present
- Debrief with Crisis Response Team

Day 3-4

- Assist students with time off from classes/clerkships as needed
- Ask Course Directors/Clerkship Directors/Learning Community Directors and faculty to check in as needed
- Encourage informal gatherings
- Distribute information to students/faculty/staff about memorial service and/or funeral arrangements and address for condolence cards/social media site
- Class meeting may be held with counselors present
- Debrief with Crisis Response Team

Week 1

- Crisis Response Team continues to meet for debriefing, monitoring of community, and to carry out communication of next steps
- Arrange for regular check-in with those who may be struggling, based on individuals' expressed needs or concerns observed and/or expressed by others.

- Provide all members of the CCOM community with suicide loss resources (e.g. https://afsp.org/find-support/ive-lost-someone/ and afsp.org/AfterALoss)
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Week 2

- Continue outreach to convey this is still early in the grieving process, reinforce continued availability of MSCC and other support resources
- Check in with family regarding any institutional issues.
- Ask Learning Community Directors to check in with students within their Learning Community Debrief with Crisis Response Team

Week 3-4

- Consider a follow up meeting to debrief with groups of students most affected and/or closely affiliated with deceased student with MSCC counselors present
- Continue check-in and supportive outreach to those most affected based on needs expressed by individuals or concern expressed by others
- Coordinate with Course Directors, Clerkship Directors and Learning Community faculty/staff to monitor student coping on regular basis
- Debrief with Crisis Response Team and refine plans as needed

Beyond First Month

- Monitor and address student wellbeing needs
- Consider ongoing process groups with mental health professionals to provide continuing support if indicated and desired by students.

Postvention Internal Communication List

Phase 1: Immediate Notification by Phone or In-person	Who	When	Notes/Completed
Institutional Leadership (VPMA Dean and Executive Dean)			
Sr. Associate Dean for Medical Education			
Assistant Deans for Student Affairs and Curriculum			
OSAC administrators			
Learning Community Director of deceased student			
Medical Student Counseling Center staff			

Phase 2: Same day notification in person or by phone			
Deceased student's emergency contact person/family			
Chaplain			
Deceased student's fellow classmates, Learning Community members, tutor group members, others close to student			
Residents and others working with deceased student if on clerkship			
Legal			
Communication/public relations office			
Phase 3: Notification within 24 hours by email			
CCOM faculty			
CCOM community			

Adapted from:
After A Suicide: A Toolkit For Medical Schools https://chapterland.org/wp-content/uploads/sites/13/2018/09/13719_AFSP_Medical_School_Toolkit_m1_v3.pdf
Checklist for After a Suicide, pp. 4-5
Suggested Internal Communication List, pp. 24-25

https://afsp.org/our-work/education/healthcare-professional-burnout-depression-suicide-prevention/

Appendix B

OSAC Stepwise Approach to Finding a Missing Medical/ Physician Assistant Student

A medical or physician assistant student not showing up for class or clinical experience may be a serious problem or a simple mistake. It is important for medical schools to have a process in place to respond when a student does not arrive when expected. Therefore, the following steps will be taken by faculty and OSAC if such a situation arises:

If a student does not show up when expected, e.g. a required class, clinical experience, exam:

1. The course/clerkship director or designee will page, call, text and/or email the student.

    (a) If the student responds and there is no concern about the student's well-being, the course/clerkship director or designee will determine appropriate follow-up.

    (b) If the student responds, and the response raises concern about the student's well-being, the course/clerkship director or designee will notify an OSAC Dean. An OSAC Dean or designee will reach out to the student and determine appropriate follow up. The Dean or designee may notify a counselor or other staff as appropriate to assist with responding to the student's needs.

2. If the student does not respond within a reasonable amount of time, the course/clerkship director or designee will notify an OSAC Dean. An OSAC Dean or designee will call the student's cell or home phone. The Dean or designee may notify a counselor or other staff if deemed appropriate.

    If there is no response within a reasonable amount of time, a Dean or designee may call the student's emergency contact/family.

3. If the student cannot be located within several hours, local police or campus security may be contacted to request a welfare check.

Whenever possible, a phone and/or email message will be sent to the student notifying them that if a response isn't received, further steps will be taken to check on their well-being within a given timeframe, prior to making additional contacts.

Adapted from

After A Suicide: A Toolkit For Medical Schools https://chapterland.org/wp-content/uploads/sites/13/2018/09/13719_AFSP_Medical_School_Toolkit_m1_v3.pdf
Missing Medical Student, p. 8