

Outside Referral for Student Mental Health Services

School Resources to Support Military-Connected Students is a project by the Clearinghouse for Military Family Readiness an applied research center at The Pennsylvania State University and is funded by the Department of Defense Education Activity Grant number HE1254-19-0009.

For more information on these resources click on the links below:

<https://schoolresources.militaryfamilies.psu.edu/>

<https://militaryfamilies.psu.edu/>

<https://www.psu.edu/>

<https://dodeagrants.org/>

Our goal is to provide school personnel with free, evidence-based resources to support military-connected students. This training is part of our Suicide Prevention series.

Important Reminders

Before starting this training, please read the items below carefully and check the box in front of each item to indicate your understanding.

- The following content discusses suicide and may be upsetting to some individuals.
- Follow all district, local, state, and federal regulations. This training is **NOT** intended to replace or override existing procedures or laws.

Introduction

What is the purpose of this training?

The school's responsibility does not end with assessing suicide risk. Coordination of care for suicide risk begins immediately with the risk assessment process, which requires that a Community Resources Handout is shared with parents. Is your school's Community Resources Handout up-to-date?

Objective

The goal of this training is to increase your confidence in your ability to:

Evaluate the ability of community resources to support students experiencing suicidal ideation.

How confident are you in your ability to do this now?

Please click on the link below to submit your response.

https://pennstate.qualtrics.com/jfe/form/SV_6Gp3iBHLvhcTluR?modulenumber=suicide26

Verify that you have completed each of the tasks below before proceeding with this training.

Answered the survey question in the link.

Clicked the arrow underneath the survey question to submit your response.

Recorded the ID number provided after you submitted your answer to the survey question. You will need it to complete the survey at the end of this training.

Research

What is most important for me to know?

During or following parent notification, a school-based case manager should obtain a Release of Information (ROI) to the student's outside therapist to facilitate consultation and referral. If there is any suicidal ideation, even at the elementary school level, the school should insist upon follow-up with an outside provider. The exchange of information could be especially useful in the formation of a safety plan.

School personnel should be aware about violating FERPA and or HIPAA guidelines if they communicate with an outside provider without the express, written permission of the parent through an ROI. For FERPA specifically, be sure that parental consent (1) specifies the records that may be disclosed, (2) states the purpose of the disclosure, and (3) identifies the party or class of parties to whom the disclosure may be made (SAMHSA, 2012).

The school should be familiar with community resources for referral (Jacob, Decker, & Hartshorne, 2011). It is notable that student services personnel working in schools may struggle to find services for students with mental health problems even when families are open to receiving help. Care coordination and service provision are serious concerns for student services personnel working in this setting. Schools should keep an updated list of community resources for distribution and meet with their local medical treatment providers to coordinate the referral process for mental health support and requirements for emergency evaluations. This should be a priority at the beginning of each school year, before any crises occur.

Following parent notification of a risk assessment and referral to an outside provider, it is helpful to tell the parents to expect a follow-up from the school in the next few days, where contact with a community mental health provider can be confirmed.

If contact has not been made, the school personnel member who was involved in assessing student risk should return to a conversation about the importance, using OARS skills to discuss any resistance or difficulty with getting help, and offering to assist with the process. It can be helpful for parents to know what to expect throughout the referral and treatment process.

One potential community resource is an inpatient psychiatric unit at a hospital. While useful for keeping a student safe in a crisis, inpatient hospitalization is typically too brief to constitute treatment. Intensive outpatient programs or partial hospitalization programs may or may not be available in your area. Hospitalization is one circumstance that would require a re-entry conference. Click the button below to navigate to a training to learn more about best practices regarding re-entry procedures.

Application

How might this look in my professional practice?

Remember that the goal of this training is to increase your confidence in your ability to:

Evaluate the ability of community resources to support students experiencing suicidal ideation.

Locate your school's community resource list and compare it to the list of community providers that SAMSHA recommends you include on your list (2012). Check the boxes below next to community providers below that can be found on your school's community resource list and the associated contact information is correct and up-to-date. Any boxes left unchecked should be added or updated to your school's community resource list.

- Leaders representing the cultural communities of your students
- Mental health providers/community mental health agency staff
- Substance abuse counselors

- Crisis center workers
- Healthcare providers
- Community health department staff, including injury and violence prevention and maternal and child health professionals
- Hospital staff, including emergency department staff
- EMTs, fire and rescue personnel, and first responders
- Police
- Clergy
- County social services staff
- Child welfare providers
- Juvenile justice professionals
- Coroner
- Media representatives
- Immigrant and refugee organization staff
- LGBT youth-serving program staff
- Youth development professionals (e.g., YMCA, Boys and Girls Club, community youth center)
- In tribal communities consider including Indian Health Service hospitals, clinics, and primary care providers, and tribal behavioral health and social service programs.

Implementation

How can I effectively implement this content in my professional practice?

Please review the considerations below regarding potential implementation strategies, barriers to implementation, and collaboration strategies related to this content. This will help you coordinate the next steps as you begin to incorporate the information presented in this training into your professional practice.

This information can also be found on a handout that you will be able to download at the end of this training.

Implementation Strategies

- Develop, update, or expand your school's community resources list.
- Distribute this list to all student support personnel and have copies ready to offer to parents and caregivers.

Overcoming Barriers to Implementation

- Some parents may hesitate to sign a release of information (ROI) due to concerns about privacy. It is important to emphasize to parents that information sharing can be limited to only that information which is necessary to help their child at school (e.g., changes in medications, information about coping skills they are practicing).

Collaboration Strategies

- Develop relationships with local mental health providers, social services employees, and law enforcement in order to support better continuity of care for students.

Resources

Are there any resources available to help me implement this content?

Click on the link below to download a tool that you can use to implement this content in your professional practice.

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:ce8365d3-ef72-49a5-8b7f-f1cfcdbf4a67>

Below you can find other supplemental materials that may be helpful for you in your professional practice.

<https://img1.wsimg.com/blobby/go/6f351b1d-5ae1-4308-855c-eacec363cfc2/downloads/06%20Screening%20Mental%20Health%20Providers.pdf?ver=1600961345809>

Feedback

How can I help improve this training?

The objective of this training was to increase your confidence in your ability to:

Evaluate the ability of community resources to support students experiencing suicidal ideation.

Answer the questions in the link below to let us know how well this training increased your confidence in your ability to accomplish this objective. Once you have answered all of the questions, click the blue arrow button underneath to submit your responses.

https://pennstate.qualtrics.com/jfe/form/SV_d771mLr9ZgW3kyx?modulenumber=suicide26

Verify that you have completed each of the tasks below.

Answered all of the survey questions above. You may have to scroll to see all of the questions.
Clicked the arrow underneath the last survey question to submit your responses.

Additional Readings

Where can I learn more about this content?

The following resources were used to create this training. If you would like more information about the information presented in this training, we encourage you to start here.

Jacob, S., Decker, D. M., & Hartshorne, T. S. (2011). *Ethics and law for school psychologists* (6th ed.). John Wiley & Sons Inc.

Substance Abuse and Mental Health Services Administration. (2012). *Preventing Suicide: A Toolkit for High Schools*. (HHS Publication No. SMA-12-4669). Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

Thank You!

Thank you for taking the time to complete this training. If you have any questions or comments, please email us at schoolresources@psu.edu.

Proceed to the next training

Click on the link below to move on to the next training titled *Re-entry and Management Following Student Absence*. In this training, you will increase your confidence in your ability to implement best practices regarding re-entry and management following a student absence.

https://learning.militaryfamilies.psu.edu/school-resources/modules/suicide_27-re-entry-and-management-following-student-absence_201022/

Return to the module directory

Click on the link below to return to the module directory.

<https://schoolresources.militaryfamilies.psu.edu/modules/>