

Be a Devil 4 Devils

Toolkit



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Overview

Devils 4 Devils is Arizona State University's student-led solution to fostering an emotionally healthy campus and community where students support students through good times and bad.

Why is college mental health important?

College is challenging and many students experience feelings of loneliness, anxiety, depression, being overwhelmed, sadness and exhaustion. There are professional resources in and outside of ASU that can help, but being an empathic, supportive peer is often the first step in helping someone who is struggling. Our hope is that this toolkit provides a foundation for initiatives that will help to build a safe, caring and empathic community where everyone feels safe talking about mental health and seeking help.



Current Devils 4 Devils leadership

Carter Bower, President
cdbower@asu.edu

Carrie Monica, Associate Director
caroline.monica@asu.edu

Grace Kirker, Assistant Director
grace.kirker@asu.edu

What does a Devils 4 Devils chapter look like?

A Devils 4 Devils chapter is meant to meet the needs of your specific community. In general, a Devils 4 Devils chapter will fall under one of two categories. The first category consists of using the Devils 4 Devils toolkit to supplement efforts that your student organization or group is already conducting. The second category involves establishing a new student organization or group revolving around implementing the Devils 4 Devils toolkit and other mental health initiatives. All Devils 4 Devils chapters are encouraged to identify their own leadership team, central to the community specific goals you will be working toward.

Roadmapping

An important step to a successful initiative is creating a roadmap. A roadmap is a strategic plan that maps out each component of your initiative including ideas, strategies, activities and events. When designing the roadmap, think about what the key messages are and why the activity is important. Use the roadmap below to help you plan your initiative by identifying the month, activity, who is responsible, resources needed and completion date. The roadmap will help you keep on track and assist with the success and sustainability of your initiative.

School	College/Student Organization or Initiative	Date

Mission

When designing the roadmap, think about what the key messages are and why the activity is important.

A roadmap for impact is a plan:

- of action for your club throughout the year.
- of ideas, strategies, activities and events.
- of well-being month-by-month.

How will we get there?

- Student driven
- Leverage existing resources and strategies
- Engage other clubs and students
- Adapt for your major and college
- Identify key ASU community partners

Key message examples:

- You are not alone, depression is real.
- Help is available, just ask.
- Know the signs and symptoms of...

Why is it important?

- Raises awareness
- Reduces stigma
- Promotes help-seeking behaviors
- Creates a safe and caring community

Mission Statement Brainstorm

Summarize the issue, challenge, problem or idea your group will address.

Creating a roadmap for impact

- 1 Describe activities
- 2 Identify who is responsible
- 3 Identify resources needed
- 4 Set completion dates

Activity examples:

- Posters
- Social media campaign
- Tabling
- Informational flyers
- Community Circles
- Training
- Event collaboration with other student organizations
- Fundraiser

Who is responsible?

- Club members or leadership
- Advisor
- Other key university staff or faculty
- Other student groups
- Community Partners

What resources are needed?

- Art supplies
- Access to shareable platform
- Printed copies
- Training
- Snacks
- Reminders for students
- Swag items- wristbands, buttons, stickers

Design the roadmap

	Description of activity	Who is responsible	Resources needed	When will it be complete
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				

Training

This toolkit will provide you with access to a series of trainings. Training can be utilized for events, presentations and activities as your organization sees fit. Please ensure that when utilizing these presentations that you adhere to the fidelity of content and messaging by following the associated facilitation guide.

Option 1: Devils 4 Devils self-paced Canvas course

• Description

The Devils 4 Devils self-paced Canvas course consists of a series of videos on college mental health, available to any ASU community member. The videos can serve as a stand-alone training that you provide to students, staff or faculty.

• What participants will learn

The Canvas course will provide participants with an understanding of the internal experience of mental health, building community, well-being strategies, connecting with others and the roadmap of support. Video descriptions are provided below.

○ **The internal experience of mental health**

- **Learning objective** for students to know that they are not alone in their mental health experience and help is available at ASU.
- **Video features:** the national mental health landscape of college students, how to recognize the signs of mental health distress, and ways to reduce the stigma surrounding mental health.

○ **Building community**

- **Learning objective** how to reduce loneliness in college.
- **Video features:** moving beyond your inner circle, how to identify loneliness, connecting with others to build your own community within and outside of ASU.

○ **Well-being strategies**

- **Learning objective:** to identify well-being strategies to support your mental health and build your best you.
- **Video features:** the pillars of wellness - live, learn, engage, feel; strategies for managing well-being in college.

○ **Connecting with others**

- **Learning objective:** how to create a safe, caring and empathic ASU community.
- **Video features:** empathy as the foundation for connection and feeling safe, seen and heard by others, types of empathy, dynamics of empathy.

○ **The roadmap of support**

- **Learning objectives:** know the steps for connecting with a friend and guiding them to help.
- **Video features:** 4 key elements for helping a friend -be aware, connect, refer, follow up.

○ **How to help a friend**

- **Learning objectives:** observe the steps for helping a friend, in action.
- **Video features:** view a student scenario of the roadmap of support.

- **Time:** Approximately 30 minutes

• **Canvas course link:**

canvas.asu.edu/enroll/8AMM9M

• **Best practices:**

This option for training is best used when it is difficult to convene a group of students as it can be taken at a time that is convenient for the individual. Providing this training opportunity as a resource at tabling events allows you to increase your impact in the community by reaching individuals that may not otherwise be available for a training.

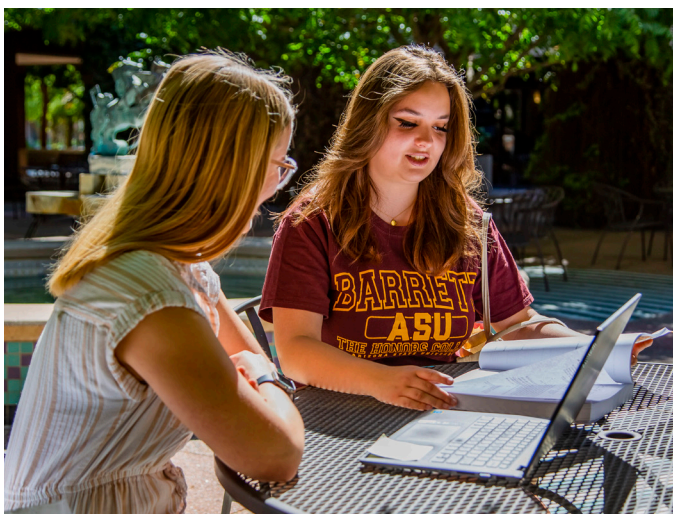
Option 2: Facilitate a discussion

- **Description:**
Encourage participants to complete the self-paced Devils 4 Devils Canvas course prior to the scheduled discussion. The foundational knowledge gained through the Canvas course on empathy and mental well-being is necessary to contribute to the discussion.
- **What participants will learn:**
By participating in the discussion, students will gain additional insight into using empathy in their lives and interactions with others. This discussion will encourage critical thinking and increase confidence in being a supportive peer and help seeking behaviors.
- **Time:** 30 minutes to 1 hour
- **Discussion Guide:**
View in [Appendix on page 13](#).
- **Important tips:**
Prior to facilitating this presentation, please be sure to do your own research on empathy. This will ensure that you are comfortable speaking on the topic. Additionally, prepare for the discussion by familiarizing yourself with the content and following the discussion guidelines.



Option 3: Schedule a presentation

- **Description:**
You can use this training for a group presentation. For this presentation the facilitator will introduce topics on mental well-being and being a helpful, supportive peer, play embedded videos, and facilitate discussions to increase topic understanding among participants.
- **Time:** 1 hour
- **Presentation:**
<https://docs.google.com/presentation/d/1T6mN4xGNsG9rsCDaSwD6LsQM0IDMggte/edit?usp=sharing&oid=100594018446299401888&rtpof=true&sd=true>
- **Facilitation Guide:**
https://docs.google.com/document/d/1clppe1Ot5hw_h_r6SvBxGLunKC23lzxwp0u9eSrmX-c/edit?usp=sharing
- **Important tips:**
Prior to facilitating this presentation, please be sure to do your own research on empathy. This will ensure that you are comfortable speaking on the topic. Additionally, prepare for the presentation by familiarizing yourself with the content and following the facilitation guide.



Additional recommended training

If you or your organization are interested in further honing your skills to create a safe and caring community, check out these offerings from other ASU partners.

C3 Motivational Interviewing

For faculty, staff and student leaders, motivational interviewing is a collaborative conversation that can strengthen a person's own motivation for and commitment to change. It is a tool that you can use to identify and support the needs of students who may be engaged in high risk drinking, opioids or other substance use. Through evidence-based training, participants will learn, develop and practice motivational interviewing skills. Instruction will be provided on how to administer a brief screening and refer individuals to resources and treatment.

Sun Devil Civility

A student-led, staff supported initiative, Sun Devil Civility provides students, faculty and staff with the tools to build an inclusive campus culture rooted in civil dialogue and action. Through workshops, programs and social media initiatives, student facilitators develop peer-to-peer and staff learning opportunities that emphasize cultural intelligence, problem-solving and conflict management from a student perspective.

SafeTALK

Learn suicide alertness skills in a half-day training. Participants will gain confidence in asking someone directly about suicide, connecting them to lifesaving resources and keeping them safe until the warm handoff to those resources occurs. SafeTALK requires a minimum of 6 participants and cannot be offered virtually due to safety considerations surrounding suicide prevention. Contact Grace.Kirker@asu.edu to schedule a training.

Community Circle Facilitation Training

This training is recommended for any student that will be facilitating a Community Circle. Participants will gain an increased understanding of Community Circles and skills in active listening, setting boundaries, ethics and professionalism. Explore the [Community Circles facilitation guide](#).

Sexual and Relationship Violence Prevention Program

The Sexual and Relationship Violence Prevention Program provides the ASU community education for individual reflection and skills building, social marketing to reinforce positive community norms, and opportunities for structured involvement to contribute to violence prevention. Get involved in violence prevention today:

Sexual Violence Prevention Leadership Program:

6-week, community-based prevention program where students come together to create community action plans to prevent sexual and relationship violence.

- **Sun Devil Support Network:** Peer support program which equips students with the skills necessary to support victims and survivors in our community.
- Request additional presentations and workshops: sexualviolenceprevention.asu.edu/education/request-education

Live Well @ASU Healthy Living Series

The Healthy Living Series are peer facilitated presentations designed to help you make the most healthy and informed choices that best fit your lifestyle. All presentations are interactive, discussion based, and led by trained peer health educators. Please complete the form at least two weeks prior to your expected event date with as much information as possible to assist us in serving you and your group.

To Be Welcoming

By understanding each other, we deepen connections. To encourage more meaningful conversations on this topic, leaders at Starbucks reached out to experts at Arizona State University to create this 15-course curriculum, designed to address bias through understanding the human experience.

Student engagement strategies

Marketing

Marketing is a great way to activate your campus. Campus activation ideas include social media posts, posters and handouts like stickers, brochures or other promotional items. If you would like to request stickers, brochures or other promotional items (dependent on availability) please contact an individual from Devils 4 Devils leadership.

To assist in the activation of your community, you may use social media materials from [**Devils 4 Devils Helpful Messaging.**](#)

Key activation dates

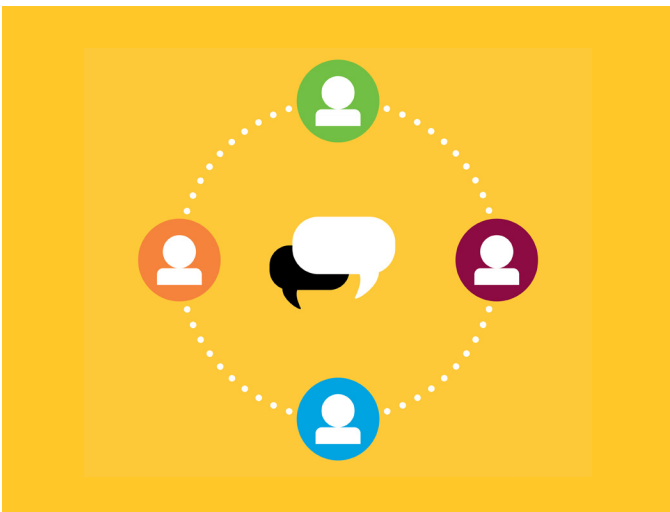
As you utilize this toolkit and roadmap for your organization, keep in mind these key activation dates.

January	Mental Wellness Month
February	International Boost Self-Esteem Month Random Acts of Kindness Week/Day Black History Month Black Lives Matter in Education Week
March	Sleep Awareness Week Gender Equality Month Women's History Month
April	Stress Awareness Month National Counseling Awareness Month National Minority Health Month Sexual Assault and Prevention Month Autism Awareness Month Alcohol Awareness Month
May	Mental Health Month National Maternal Depression Month National Children's Mental Health Awareness Day Asian-Pacific American Month Military Appreciation Month
June	LGBTQ+ Pride Month PTSD Awareness Day International Day of Yoga Juneteenth
July	Minority Mental Health Awareness Month
August	Friendship Day Women's Equality Day
September	National Suicide Prevention Month National Recovery Month International Day of Peace Hispanic Heritage Month Starts with Hello
October	National Depression and Mental Health Screening Month ADHD Awareness Month Mental Illness Awareness Week National Health Education Week World Mental Health Day Domestic Violence Awareness Month
November	Anti-bullying Awareness Week International Stress Awareness Day World Kindness Day Native American Heritage Month
December	Naational Stress-free Family Holidays Month Human Rights Day



Recruitment

- Connect with other student organizations and clubs to start the conversation about becoming involved in student mental health in your college.
- Invite leaders from these organizations and clubs to attend regular meetings to learn more about mental health activities, events and strategies for your college.
- Involve student engagement leadership in your college to help with brainstorming and recruitment strategies.
- Use social media to advertise meetings, activities and events, use #devils4devils.
- Identify champions that share a common goal and will help in accomplishing your mission. Champions can be student leaders, staff, faculty or community organizations.
- Identify and utilize a platform that will allow you to communicate with your members and other students. Ideas include Instagram, Slack channels or email.
- Attend events to network and participate in events by reserving a table/booth to share your messaging and recruit like-minded individuals.



Community Circles

Devils 4 Devils Community Circles are peer-led, peer-based, virtual opportunities for students to support and connect with each other. Community Circle topics are endless and can be anything related to student success ranging from digital learning, remote relationships, special interests and hobby-based topics, sharing helpful information and suggestions for social and academic success, building community with other students, learning about how to get involved in student well-being, etc.

Community Circles are facilitated through Zoom and an initial training is recommended for the student leading a Community Circle. All students who participate in a Community Circle will be provided with information on how to access ASU Counseling Services in such instances where more formal support is needed.

Helpful tip: generate Community Circles specific to your college, major, year, student organization or residential housing location.

Access the training here:

<https://youtu.be/Inm55c8MMhI>

Access the facilitation guide here:

docs.google.com/document/d/1DhDjTnoHusZFc444W0JPUK-cYVY9gVUDi596CiE9ZiQ/edit?usp=sharing

Tools for connecting with others

- **It can be challenging to start the conversation when you are concerned someone may be struggling. The empathic starters provided below can help. Starters like these show you really care and invite an open, honest and supportive answer.**

- Empathic starters:
 - Is there anything you want to talk about?
 - You okay? I noticed you've missed class a few times.
 - I feel like something's up. Do you want to talk about what's going on?
 - Whenever you're ready to talk, I'm here to listen.
 - I know life can be overwhelming at times, so if you need to talk, I'm here.
 - Hey, we haven't talked in a while, how are you?

- **When someone shares that they are struggling or going through a difficult time, respond empathically. Empathic responses make an individual feel safe, seen, heard and validated. When we use empathic responses, the individual is more likely to confide in us in the future as well.**

- Empathic responses:
 - I'm so glad you told me.
 - I don't know what to say, but I'm here for you.
 - What can I do to help you get through this?
 - How can I support you?
 - You are not alone.
 - I may not be able to understand exactly how you feel, but I can and I want to help.



- **We can be empathic in more than just the words we use. Here are some ideas for being empathic with your actions.**

- Empathic actions:
 - Sit quietly with the person.
 - Offer to call someone with or for them.
 - Ask to meet, just to check-in.
 - Carve out time to listen, even if you are busy.
 - Listen without advice or problem solving.
 - Send an email or text to check-in.
 - Have the courage to have tough conversations.
 - Get help quickly if you are concerned.



- **The Roadmap of Support is a guide to creating a safe, caring and empathic community. By knowing the Roadmap of Support steps, ASU students can learn to feel comfortable discussing mental health, offering support and seeking help.**

Roadmap of Support:



Step 1- Be Aware

Many students feel overwhelmed, exhausted, sad, homesick and anxious. If you notice a friend or peer may be struggling with signs of mental distress or your instincts tell you something might not be right, reach out.



Step 3- Refer

When a friend shares that they are going through a difficult time, offer a helpful resource. This can be a professional, or an activity, or idea that has helped you during a similar situation. See ASU's Helpful Resources in the next section.



Step 2- Connect

Don't be afraid to start the conversation. Tell the other person you care and share what you have noticed. For example, "I noticed you missed class yesterday, is everything okay? You don't seem like yourself lately, want to meet later to talk?"



Step 4- Follow up

Check in with your friend to re-connect and see how they are doing. Following up lets them know you are invested in their well-being and care about ensuring they get the help they need. This can be a quick text, or mentioning it the next time you see them in class.

Resources



ASU resources

- **ASU Counseling Services:** 480-965-6146
- **ASU's Dedicated Mental Health Line - EMPACT:** 480-921-1006
- **ASU Open Call and Open Chat**, confidential support for everyone, when you need it. Call 1-877-258-7429 or download the MySSP app for Android or IOS and register under Arizona State University.
- To search for selected and vetted local community mental health providers, use the Mental Health Provider Network powered by **MiResource**.
- **ASU Dean of Students:** 480-965-6547
- On-line 360 Life Services: 883-223-9883 or <https://goto.asuonline.asu.edu/360lifeservices>

National resources

- **Suicide Prevention Lifeline:** 988
- **The Trevor Project- Saving LGBTQ Lives:** 1-866-488-7386 or text START to 678-678
- **American Foundation for Suicide Prevention**
- **Active Minds**
- **Seize the Awkward**
- **RAINN National Sexual Assault Hotline:** 1-800-656-HOPE (4673)
- **The Jed Foundation**

Appendix

Discussion Guide Devils 4 Devils: Self-paced Canvas Course

Purpose:

The purpose of this discussion guide is to debrief on the Devils 4 Devils self-paced Canvas course. Providing an opportunity to discuss empathy, mental health and well-being, stigma, help seeking behavior and being a supportive peer, will increase understanding of key messages portrayed in the videos.

Pre-requisites:

Prior to facilitating this discussion, ensure that participants have completed the self-paced Canvas course. The Canvas course is accessible by Arizona State University students, staff or faculty. If the group you are working with is not affiliated with ASU, please complete the [Devils 4 Devils Video Interest Form](#).

Devils 4 Devils self-paced Canvas course: canvas.asu.edu/enroll/8AMM9M

Time: 30 minutes to 1 hour

Important tips:

Prior to facilitating this discussion, please be sure that you have done your own research on empathy. This will ensure that you are comfortable speaking on the topic. Additionally, prepare for the discussion by familiarizing yourself with the content and following the discussion guidelines.

Note:

Be aware of the time allocated for the discussion. You may pick and choose which discussion questions you would like to use based on the amount of time you have.

Facilitator:

Begin by introducing yourself and your title/role. "Thank you for joining us for an open discussion on empathy and mental well-being. The purpose of today's session is to debrief on the videos that you viewed in the Devils 4 Devils canvas course. In doing so, our hope is that you gain a deeper understanding of empathy and our role in creating a safe and caring community."

Allow an opportunity for all participants to introduce themselves (name, academic year, major, fun icebreaker question).

Before beginning the discussion, encourage participants to participate at their level of comfort.

Introduce the first discussion question.

1. What stood out to you in the videos?

- a. There are no right or wrong answers. Encourage all thoughts and opinions. Be aware that there is a possibility that an individual may not find videos useful, thank them for their honest feedback.
- b. Common responses include the statistics and empathic responses.
 - i. Statistics mentioned in the videos are from the 2019 National College Health Assessment and include: 87.4% felt overwhelmed, 65.5% felt very lonely, 65.5% felt overwhelming anxiety and 45.2% felt so depressed it was difficult to function. Note that students reported feeling this way in the past 12 months and that these numbers represent distress. Distress occurs when stress becomes unmanageable and begins to interfere with other aspects of your life.

2. What can you do, as an individual, to break down the stigmas associated with mental health and well-being?

- a. Encourage all responses.
- b. Ideas included in the videos are:
 - i. Talk openly about the importance of mental health and well-being.
 - ii. Educate yourself about mental health distress and their causes.
 - iii. Help equate mental health to physical health.
 - iv. Be open about treatment.
 - v. Model asking for help.

3. What are some ways you are prioritizing and taking care of your mental well-being?

- a. Examples include, setting aside time to do something for me, exercising, mindfulness exercises, creating lists, journaling, etc.
- b. If participants are unsure or are not prioritizing their mental well-being, encourage them to think of strategies they can begin implementing in their own lives.

4. Can you increase your ability to be empathic? If so, how? If not, why?

- a. Yes, you can increase your empathic abilities! Think of empathy like a muscle, the more you practice, the better you get. We are not born empathic, it is a skill we learn and must practice in order to be a more supportive peer.
- b. We can increase our empathic abilities by exposing ourselves to new events and groups of people. By getting out our comfort zone, we gain connection and understanding of individuals that are different from ourselves and in doing so become more empathic.

5. What does a safe, caring and empathic community look like? What steps can we take to get there?

- a. Invite participants to imagine what a safe and caring community could look like. How do individuals support and interact with others? How is mental health and well-being viewed?
- b. What are some ways that we can work toward the creation of this safe and caring community? Is it through education/training, empathy, supportive peers, increased resources, reaching out when we think others are struggling? Encourage critical thinking.

6. Think of a time when you noticed a friend or peer was going through a difficult time. How did you approach the situation? Would you approach the same situation differently now?

- a. There is no right or wrong answer to this question. Encourage participants to think about the way they responded to this individual. Was it empathic? What were their actions, were they empathic actions? Did they dismiss or minimize their feelings and experiences?
- b. After viewing the videos, we hope that participants are inspired to be more empathic and more confident in their ability to be a helpful supportive peer by using the Roadmap of Support.

7. In the Roadmap of Support, what does “Be Aware” mean? What should we be aware of?

- a. Being aware means recognizing that your friends and peers may be struggling.
- b. Be aware of signs of mental distress like mentioning dropping out, showing sudden disorganization or repeated absences from class. Physically, an individual may be continually oversleeping or have insomnia, show changes in their appearance and personal hygiene or show signs of drug and alcohol use. You can also keep an eye out for changes in personality, like when a naturally cautious friend starts exhibiting reckless behavior or when a normally resilient person is quick to tears and starts to withdraw from social circles.

8. How do you know when to seek help for yourself?

- a. If you are constantly fatigued, irritable, getting too little or too much sleep, no longer find pleasure in activities you used to enjoy, or have seen changes in academic performance, it might be time to talk to someone. Help is always there. You just need to ask.

9. After viewing the videos and today’s discussion, how comfortable do you feel reaching out to a friend, peer or family member who may be struggling? Do you plan on utilizing the roadmap of support?

- a. It’s important to note that reaching out can feel uncomfortable, but through practice, we can hone our empathic skills and gain comfort in offering support.

Before concluding your discussion, provide helpful resources. These resources should be tailored to your audience.

Example resources for an Arizona State University audience:

- **ASU Counseling Services:** 480-965-6146
- **ASU Open Call and Open Chat,** confidential support for everyone, when you need it. Call 1-877-258-7429 or download the MySSP app for Android or IOS and register under Arizona State University.
- To search for selected and vetted local community mental health providers, use the Mental Health Provider Network powered by **MiResource.**
- On-line 360 Life Services: 883-223-9883 or **goto.asuonline.asu.edu/360lifeservices**
- **ASU's dedicated mental health line EMPACT:** 480-921-1006
- Dean of Students: 480-965-6547
DeanofStudents@asu.edu
- **National Suicide Prevention Lifeline:** 988

Conclude the discussion:

Thank you for participating in today's discussion, I hope that you found it thought provoking and feel more prepared to be a helpful, supportive peer. If any additional questions or concerns come up, please reach out to me, here's my contact information...