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Organizational Barriers to Effective University Student Mental Health Services

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2022

Abstract

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MS, Walden University, 2017

BA, Bloomfield College, 2009

Doctoral Study Submitted in Partial Fulfillment

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Behavioral Health Leadership

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Abstract

This study was focused on organizational barriers to effective university student mental health services access in the department of student resources (DSR) at a for-profit university in the northeastern United States. Once such barriers are addressed, faculty may be more successful in reaching out to students needing mental health services who are not self-identifying as needing these services. The Baldrige excellence framework guided this descriptive case study to examine the organizational barriers that prevent university leadership from creating clear policies and procedures for faculty to refer students to mental health services. Data sources included interviews with the behavioral health leader in the DSR, who provided information on policies, procedures, services, and assistance available for students. Analysis included transcribing interviews, manual descriptive coding of the interview data, and identifying key themes relevant to this study's focus and purpose. Analysis affirmed the lack of clear policies and procedures for faculty seeking to refer students to mental health services. Recommendations were made to address organizational barriers in this area, and an implementation plan was developed. Study findings may contribute to positive social change by helping to ensure student access to mental health services. This access is essential for supporting students in program completion and their endeavors in conducting groundbreaking research leading to medical breakthroughs, including disease cures. As a result, the findings of this study have potential implications for positive social change and can promote change across health, social, and economic systems for the betterment of all people.

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Dedication

This is dedicated to my one and ONLY heartbeat, my son, Elijah Zaire Edwards. The only one who knows the beat of my heart from inside out. Everything that I do, I do for you! Mommy loves you and know that my footprints are an imprint for you to follow! Go be GREAT MY SON! Finally, to all the working mothers and women who feel like going further is impossible . . . know that NOTHING is impossible with God!

Acknowledgments

First and foremost, I would like to thank God because without Him, I know that I am nothing and I would not have made it this far and completed this task! I would like to thank my parents for instilling and providing the tools for me to excel in whatever it is that I desire to do. To my mother, one of my biggest cheerleaders, my prayer warrior, my pick me up when I am down and who constantly prayed for me, encouraged and pushed me all the way through the process. My son Elijah who always said "GO MOMMY". My bestie, my sister LaKisha, who always told me "YOU GOT THIS!!" My husband Glenn, who through ups and downs knew what his wife was and is capable of doing. To my nieces and my nephew, De'Ja, Antoine, Deyannah and Jynice, auntie loves you and always wants the best for you; that's why I stay on you all! To my family and especially my little cousin, Sabrina, who "hyped" her big cousin all the way through this process. To my colleagues at work, the few I have the pleasure to call my extended family, who have cheered me on each time my graduation date was extended, who took the time to assist when necessary . . . Thank you. To the behavioral health leader who remains and the other leader at Organization Z who has since gone on to other endeavors, thank you for your unwavering support when called upon. Finally, and definitely not least, my second chair Dr. Reba Glidewell, University Research Reviewer Dr. Richard Thompson, and my chair, Dr. Mark Arcuri. Dr. Arcuri, thank you so much for your continued feedback, the "What is going on here?" "You can do this," and always believing in me. Words cannot describe how appreciative I am that you played a role in this journey!

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Section 1a: The Behavioral Health Organization

Introduction

Organization Z is a for-profit university located in the northeastern United States. The university offers bachelor and doctoral degree programs, advanced practice certificates, and professional development programs in the health field. Students at Organization Z identify medical breakthroughs including cures for diseases; develop medicines to help treat medical issues such as diabetes, heart disease, and cancer; and provide medical services in urban areas via specialty clinics, information fairs, and prescription dispensing (Organization Z website, 2022). Organization Z is one of the largest higher education institutions in the United States with an emphasis on the health professions. There are three campuses in both urban and suburban areas in one state. The student population is diverse, with 60% identifying as other than White (Organization Z website, 2022).

The department of student resources (DSR) in Organization Z was the focus of this qualitative case study. The DSR offers academic advising and peer mentoring programs and addresses student issues and concerns through services such as counseling and support for student wellness, alcohol and drug use, and sexual assault (Organization Z website, 2022). The DSR recommends services based on student expressions of concerns and challenges. The department is headed by an associate director, who was the behavioral health leader (BHL) defined for this study. The BHL is responsible for establishing department structure, operations, and budgets and for implementing new ideas that serve the best interests of the organization. The staff also includes (a) an

assistant director who supports the BHL by managing and training employees; (b) a program coordinator, who helps plan and coordinate programs and activities; (c) a student counselor who works with students to process problems, provides one-on-one guidance, and plans goals and actions; and (d) a program assistant who helps to create, implement, and evaluate programs (DSR brochure, 2019).

Services offered include a student mental health wellness program, which includes free and confidential counseling to help students deal effectively with stressors and pressures related to school and personal problems affecting their well-being, home lives, and/or academic performance (Organization Z website, 2022). An emergency counseling program is available to university employees and students working in health care services during the COVID-19 global pandemic who experience mental health issues. Organization Z provides this program in collaboration with the organization's mental health and addiction services, and the program is funded through a Substance Abuse and Mental Health Services Administration grant (Organization Z website, 2022).

According to information provided by the BHL and from a 2019 brochure on student engagement, the DSR's mission is to encourage an important cocurricular experience by providing programs and services to help students develop into global citizens, advanced researchers, and scholars in the health care community. The DSR's vision is of a future in which students and alumni receive transformative experiences that challenge students to be their best as students and beyond, build collaborative relationships in diverse communities to attain positive change, and become active and engaged global citizens who lead with integrity.

Organization Z's mission is to provide quality education, research, development, and execution of evidence-based leadership while promoting community health (Organization Z website, 2022). The organization's vision is to be recognized for its culture of respect and inclusivity in its search for equity and social justice. Organization Z's values are to have an ideal and engaged community that is determined in the quest of academic excellence as well as to have a clear institutional strategy to achieve (Organization Z website, 2022).

Practice Problem

An initial communication with the BHL indicated barriers to students accessing mental health services because of a lack of clear policies and procedures for faculty seeking to refer students to these services. Faculty have expressed concerns about not having clear policies and procedures or guidelines in place if they identify students who they feel may benefit from mental health services. Specifically, there are no written procedures for referring students for mental health services. As indicated by the BHL, there is no policy mandating counseling services. DSR staff can only make recommendations for mental health services based on student concerns expressed to the BHL or other DSR staff or in response to students seeking assistance accessing mental health services.

Based on the lack of clarity of outlined policies and procedures for faculty seeking to refer students to mental health services, these services might be underutilized, especially among students who may not actively seek assistance for mental health services themselves. The DSR does not maintain data on student usage or assessment of

mental health services, only on students who directly seek assistance with access to mental health services. Findings collected by Organization Z's Office of Research Services and Institutional Research and Assessment shared with departments reports for 2020 that included data from survey results. The data reflected student interactions with offices where they sought assistance for specific services, which included mental health services. The data also indicated student satisfaction or dissatisfaction with obtaining services or lack of obtaining assistance with issue resolution.

Based on this information and faculty complaints, the BHL indicated a lack of policies and procedures for faculty seeking to refer identified students exhibiting behavior indicating the need for assistance to access mental health services. The research question that guided the present study was the following:

RQ: What organizational barriers prevent university leadership from creating clear policies and procedures for faculty seeking to refer students to mental health services?

Purpose

This study's purpose was to identify organizational barriers that may prevent university leadership from creating clear policies and procedures for faculty seeking guidance to refer students for mental health services. A key focus was on determining what impacts leadership's ability to develop effective policies and procedures for faculty seeking to refer students for mental health services. The goal was to review these issues, analyze them, and present findings to help institution leaders. I developed a plan and timeframe for addressing institutional barriers that reflected the organization's mission

and vision of assisting students who face challenges while providing quality education (Organization Z website, 2022).

The Baldrige excellence framework (National Institute for Standards and Technology [NIST], 2017) provides a conceptual framework researchers can use to evaluate, assess, and provide solutions to help behavioral health organizations improve their operations. I used the Baldrige framework to evaluate barriers to establishing defined policies and procedures for referring students who might need mental health services at Organization Z. The framework's leadership criterion describes how organizational leaders can improve an organization's performance, identify performance expectations of other leadership and staff, and the importance of leadership assuming personal responsibility for the organization's actions and decisions. If there is a need for revising or implementing additional policies and procedures to produce the desired outcome of removing barriers to referral to mental health services, Organization Z's leaders are responsible for these actions, as reflected in the organization's mission and vision statements. Information sources included interviews with the DSR's BHL, material from the organization's website, and print materials such as brochures and department information sheets.

Significance

Providing mental health services can benefit the personal and academic lives of postsecondary students who may be experiencing academic difficulties and/or mental health distress. De Somma et al. (2017) noted that mental health issues have become a growing concern on college campuses. The researchers further stated that creating a

supportive campus environment, including offering mental health services, would best assist students in need. Although there is limited research on organizational practices that provide a framework and/or guidance on how universities can identify barriers to establish policies and procedures for assisting students seeking mental health services, researchers have suggested that counseling services be prioritized to support students needing these services (Bilodeau & Meissner, 2018).

The COVID-19 outbreak, which turned into a pandemic, further drove the need to address mental health issues among students at Organization Z. Nehir and Tavşanli (2021) found that the students whose emotional states were affected most during the pandemic were those studying in the social services, physiotherapy and rehabilitation, and nursing and midwifery departments. In addition, it has been reported that extended social isolation may increase the risk of mental illnesses, such as anxiety and mood disorders. Suggestions for further research include determining students' mental health and mental health needs during the pandemic and teaching effective coping methods, which Nehir and Tavşanli stated would greatly contribute to the pandemic management process.

Pownall et al. (2022) stressed how adequate infrastructure and staff support are crucial factors in student education and support during COVID-19. The authors focused on five key evidence-based psychology-informed considerations for higher education educators when preparing students who may experience or may have already experienced issues due to the COVID-19 pandemic, including challenges in helping students reacclimatize to academic work following a period of extended educational interruption,

discussing mental health concerns of COVID-19, and retaining educational delivery that students have experienced as a result of COVID-19. Recommendations were that universities may outline, adjust, and implement policies and procedures as they apply to their own unique settings, with their own sets of local resources and accommodations (Pownall et al., 2022).

As indicated in the DSR's 2019 brochure, implementing new policies and procedures that serve the organization's best interests is one of the BHL's roles. The present project had value for the organization through identifying barriers to establishing clearly defined policies and procedures for faculty seeking to refer students identified as needing access to mental health services. Discussions with the BHL indicated the need for faculty to have policies and procedures when seeking to refer students to mental health counseling services and that these referrals should be prioritized to develop additional support for students who would best address their issues and assist those in need. Conducting the research resulted in recommendations based on barriers facing the organization and an outline of clear policies and procedures for faculty seeking to refer students identified as needing referrals for mental health services. The findings may result in more referrals to mental health services that will help a greater number of individuals in need.

Organization Z trains students to conduct research, identify medical breakthroughs, including cures for diseases, and develop medicines to help treat medical issues such as diabetes, heart disease, and cancer. Students are also trained to provide professional medical practice and presence in urban areas via specialty clinics,

informative fairs, and medication dispensing. Trained students providing essential services to individuals, families, and communities encourage healthy development and promote good health and health-related practices in society. The study goal was to provide recommendations so that Organization Z can continue to contribute to skill development and preparation of qualified, college-educated professionals who can relate to societal issues and become champions and advocates for social justice while promoting change across health, social, and economic systems, therefore becoming social change agents.

Summary

Organization Z is a for-profit educational institution located in the northeastern United States. The organization is one of the largest postsecondary schools in the United States offering degree programs in the health professions. The DSR in Organization Z offers academic advising and peer mentor programs and addresses student issues and concerns through services such as counseling and support for student wellness, alcohol and drug use, and sexual assault. The lack of policies and procedures for faculty to refer students to mental health services, possibly resulting in underutilization of these services and support for students needing help, was the defined practice problem.

The study focus was on identifying the barriers that may inhibit policy and procedure definitions for faculty seeking to refer students for mental health services. The goal was to provide an action plan with strategies for implementing defined policies and procedures that more effectively meet the needs of students seeking these services as well as faculty who seek to refer students to mental health services. The goal was to more

effectively reach students who may not seek mental health services on their own and

provide recommendations that will help the organization retain, educate, and graduate

students who will become social change agents, benefiting the community and society at

large. Section 1b includes an in-depth organizational profile for Organization Z, using the

Baldrige excellence framework as a guide.

Section 1b: Organizational Profile

Introduction

The problem identified in an initial meeting with the DSR's BHL was the lack of clear policies and procedures for faculty to assist students seeking mental health services. As such, based on faculty concerns and expressed displeasure, there are likely students at Organization Z with unaddressed mental health issues that could prevent them from realizing their educational goals and could cause continued progression of mental illness and issues that contribute to students' mental well-being and the organization's ability to fulfill its mission, vision, and values.

The purpose of this study was to identify the barriers inhibiting the development and implementation of policies and procedures for faculty to follow in referring students with possible mental health issues. The research question that guided this project was the following:

RQ: What organizational barriers prevent university leadership from creating clear policies and procedures for faculty seeking to refer students to mental health services?

Through interviews with the DSR's BHL and a review of secondary data, my goal was to review these issues, analyze them, and present findings that could help institution leaders adopt a plan and a timeframe to resolve existing barriers. The plan and timeframe would reflect the organization's mission and vision of providing quality education while assisting students who face challenges, as articulated on Organization Z's website.

In this section, I discuss the organizational profile and key factors identified as strategically important to the organization. I also detail the organization's background and its context to support the need to conduct this study. The section ends with a summary and transition to Section 2.

Organizational Profile and Key Factors

The host organization for the present study was Organization Z, a for-profit educational institution located in the northeastern United States. Organization Z is one of the largest postsecondary schools in the United States offering degree programs in the health professions. The DSR provides Organization Z's employees and students counseling and support for student wellness, alcohol and drug use, and sexual assault. According to a 2019 brochure, the DSR supports positive cocurricular experiences by providing programs and services that help to develop students into global citizens, advanced researchers, and scholars in the health care community. Table 1 shows these service offerings.

Table 1

Department of Student Resources Service Offerings

Services	Offerings
Academic advising	Peer mentor programs
Registration	Club and organization advising
Leadership development	Leadership training
Orientation	Student recognition ceremonies
Convocation	Scholarships
Student of concern	Career development
Student referrals	Career fairs and resources

One initiative is a student mental health wellness program, described as a free and confidential counseling service that helps students deal effectively with stressors and pressures related to school and personal problems that may affect their well-being, home lives, and/or academic performance (Organization Z website, 2022). Students receive information about services during student orientation, including a web link to student support information at the organization's website, which details how to access these resources and how to navigate the website to find the location of available mental health services. No records or data were available or provided by the BHL on students' abilities to navigate the student support tab on the website or the success rate of students actually obtaining services for mental health issues. Findings collected by Organization Z's Office of Research Services and Institutional Research and Assessment included graphs that identify survey results from student interaction with offices where they sought assistance for specific services that included mental health services and/or indicating their satisfaction or dissatisfaction with obtaining services or lack of obtaining assistance with issue resolution.

An emergency counseling program, provided by Organization Z in collaboration with the organization's mental health and addiction services and funded through a Substance Abuse and Mental Health Services Administration grant, is another initiative available for students working on the frontline during the COVID-19 global pandemic and who may have experienced mental health issues (Organization Z website, 2020). Again, there were no data available on student usage or assessment of services. The BHL indicated a lack of policies mandating counseling services for students exhibiting

behavior indicating the need for assistance to access mental health services. The DSR recommends services based on students' expression of concerns and challenges.

Per information from the BHL, the DSR assists students with various needs, including issues they are experiencing, and provides numerous opportunities for students to participate in clubs, conduct outreach services, and deliver services at community health fairs and many other resources. The BHL identified support information via Organization Z's website advising students they should never feel alone during difficult times. Difficult times students have identified include those related to financial difficulties, family issues, discrimination, and mental health issues. The DSR's organizational structure includes its leaders and staff. Staff support the leaders in enforcing policies and procedures designated by those providing assistance to students, faculty, and other leaders in Organization Z (see Figure 1).

Figure 1

Department of Student Resources Organizational Structure
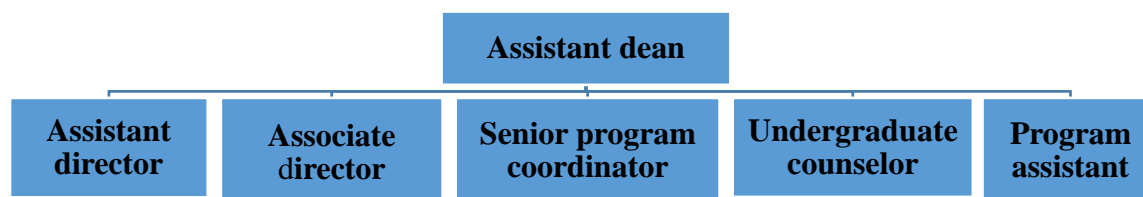
Organization Background and Context

Organization Z is a for-profit educational institution located in the northeastern United States. The institution is noted nationally as one of the largest and most extensive postsecondary schools in the health services arena (Organization Z website, 2022).

Organization Z incorporates advanced teaching and learning strategies promoting learning that is accessible to various populations and health care settings for students, clinical partners, faculty, and community members.

Organization Z has numerous resources and services to assist students experiencing challenges and help them meet their academic goals. The DSR offers academic advising and peer mentor programs and addresses student issues and concerns through services such as counseling and support for student wellness, alcohol and drug use, and sexual assault. In addition, Organization Z provides local, national, and global leadership to ensure students' abilities to provide quality, safe, and cost-effective health care (Organization Z website, 2022).

Organization Mission and Vision

The DSR brochure (2019) stated that the department's mission is to encourage an important cocurricular experience by providing programs and services that strive to develop students into global citizens, advanced researchers, and scholars within the health care community. The organization's overall mission is to educate students who advance the health care profession through research, scholarship, and practice; provide service responsive to the health care needs of various populations; and establish local, national, and international leadership (Organization Z website, 2022). The organizational vision is to be a worldwide leader in education, research, and clinical care that contributes to health care improvement (Organization Z website, 2022).

Governance

Organization Z is directed by a board of governors and a board of trustees (Organization Z website, 2022). The organization's president is the chief executive officer. The president's role is to appoint an administrative council of academic deans, chancellors, vice presidents, and other senior administrators who guide and implement university concerns and initiatives. There are four chancellors who report to the president and implement strategic plans for each of their divisions (Organization Z website, 2022). Organization Z's leadership structure is shown in Figure 2.

Figure 2

Organization Z 2022 Leadership Chart
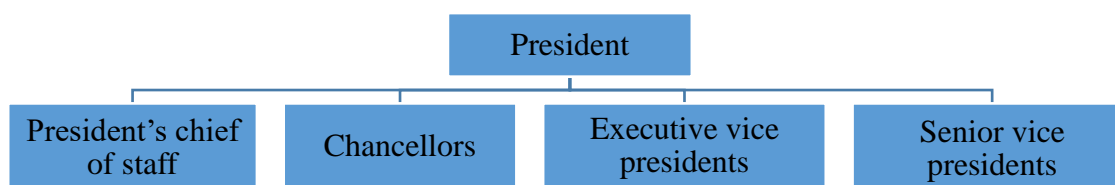
Organization Z's website identifies the organization as a higher learning institution and an employer of choice for individuals seeking employment in higher education; the organization offers competitive salaries, generous benefits, and ethnic diversity among faculty. See Table 2 for Organization Z's faculty racial/ethnic demographics. The organization consists of full-time and part-time faculty and staff members and thousands of students across various campuses.

Table 2

Organization Z 2022 Faculty Racial/Ethnic Demographics

Race/ethnicity	Number of employees
Black or African American	2,367
Asian	2,137
Multiethnic	137
Native Hawaiian or Pacific Islander	0
Hispanic	0
International	0
Unknown	0

The BHL recalled statements several organizational leaders made during a leadership meeting indicating the organization could not have achieved the successes it has in the higher education community without the contributions of its skilled, talented, and hard-working employees. The organization is expanding its understanding of the surrounding society, the development of medical and technical innovation, and educating leaders for the future (Organization Z website, 2022). Organization Z's website lists job postings that include job titles, educational requirements for each position, full- or part-time status, union status, benefits, and salary. Job positions, job descriptions, job areas (e.g., campus) and to whom the individuals directly report are also shown on the organization's website.

Leadership Stability

James and Priyadarshini (2021) reviewed the traditional outlook of responsible leadership. The responsible leadership model is used to describe leadership stability and

the value-based relationships of leadership with all stakeholders in and outside an

organization. The researchers noted the importance of responsible leaders hosting various

meetings and communications with stakeholders and how they impact leadership

performance and organizational sustainability (James & Priyadarshini, 2021). James and

Priyadarshini further contended that business success and viable development cannot be

achieved by a single leader but instead require a stable, relational, and ethical leadership

model.

Organization Z has recently appointed a new president who embodies stability

and exhibits responsible leadership skills (Organization Z website, 2022). Based on the

president's statements on Organization Z's website, his mission, vision, and values align

with that of the organization's—specifically, to be leaders in education and champions

for diversity in the communities they serve (Organization Z website, 2022). In addition,

through increasing communication and implementing diversity and inclusion departments

and committees at the leadership level, the newly inaugurated president hopes to place

the organization at the forefront of recognizing diversity and inclusion in the organization

(Organization Z website, 2022).

Stakeholder Communication and Engagement

Organization Z's website identifies and lists contact information and

communication forms for students (e.g., scheduled office hours, email contact,

anonymous phone lines) on a student resource page. The DSR is one office providing

student support. The department provides resources for students experiencing issues or

concerns, seeking assistance with referrals, wanting to participate in peer mentoring

programs, and applying for scholarships. Students at Organization Z can communicate and engage with offices, such as the DSR, that provide specific services.

In addition, Organization Z has programs for enhancing the environment in local communities across the institution's home state. The organization's website lists various stakeholders that benefit from these programs and services. These stakeholders include local medical clinics that look to the organization for innovative resources and technical assistance. Stakeholders also include nutrition counselors who work to educate and protect the local communities' well-being and recycling programs that raise environmental awareness with green initiatives that benefit the local environment (Organization Z website, 2022).

Competitive Environment

Organization Z's undergraduate and graduate specialty program offerings are highly ranked (Organization Z Website, 2022). The organization is renowned for research contributing to the health and well-being of diverse populations. Organization Z fosters research initiatives that inform health policies at the local, state, national, and global levels (Organization Z website, 2022). The organization is recognized as one of the top colleges and universities to offer doctoral and master's programs in the United States (Organization Z website, 2022).

Quality Management

The guarantee of quality higher education has become of interest in recent years. When graduates receive a quality education, they can build and contribute to the national economy and development. There are several factors that higher education institutions

have to consider when addressing quality management, including organizational

structure, leadership approach, and decision-making. All organizational units play a

significant role in providing quality education. By coordinating with staff and other

organizational units and implementing changes necessary to ensure quality education

delivery, Organization Z can attract stakeholders and maintain its status in the market

locally and globally.

Manarbek et al. (2021) found that factors contributing to universities providing

quality educations include effective leadership, advanced approaches, organizational

change, and implementing new technology. Because of the growing demand for quality

education and limited government funding, institutions are finding it necessary to

reevaluate their policies and implement effective quality management procedures

(Manarbek et al., 2021). By ensuring quality management and quality education,

Organization Z can remain as one of the top universities offering degrees in the health

professions field.

In a 2021 Pakistan-based study, Mahmood et al. recommended that universities

employ specific steps and provide clear plans for implementing their missions and

visions. Successful universities focus on strategic quality planning and develop quality

plans based on clear visions and missions (Mahmood et al., 2021). In Pakistan, higher

education commissions establish standards for universities based on student satisfaction,

committed leadership, employee participation, continuous improvement, and shared

benefits.

Changing demands from higher education policymakers illustrate the need to concentrate on providing resources for research with the aim of improving education quality in Pakistan (Mahmood et al., 2021). Students are the main priority in both public and private universities. All the plans, policies, and processes are developed based on student needs and requirements. Student feedback, complaints, and suggestions are considered the key to quality.

By incorporating strategic quality planning management systems, employees can monitor and identify the strengths and weaknesses of the system. To achieve success, organizational leaders, managers, and employees must be committed to fulfilling stakeholder demands. Mahmood et al. recommended further research on quality management in higher education to provide more information. Additional information on quality management in Organization Z was requested from the BHL. This information was also requested from the other leader in place when the BHL was on leave of absence and sought on the organization's website.

Financial Management

Colleges and universities are facing exceptional economic challenges, forcing these institutions to fully reevaluate their operations (Morton, 2019). Economic hardships for colleges and universities may be attributed to considerable reductions in scholarships and grants awarded at the federal and state levels. As a result of state and federal funding cuts and demands for graduates to be workforce ready, higher education leaders are under significant pressure to create new financial models that address economic deficiencies resulting from cuts in federal and state grant funds, decreases in scholarship funds, and

cuts in programs that provide supplemental financial support to students in need (Morton, 2019).

Figure 3 illustrates Organization Z's revenue breakdown. Financial information on Organization Z's website shows its budget for the 2021–2022 fiscal year at $4.8 billion. The organization receives revenue from private and public sources and the government. The latter is a vital part of the organization's annual budget (Organization Z website, 2022).

Also listed in the budget is anticipated revenue from tuition and fees, housing and dining charges, state appropriations, and controlled funds. Controlled funds include grants, contracts, and student aid (Organization Z website, 2022). Organization Z uses its annual budget to guide its instructional, research, and public service missions (Organization Z website, 2022).

Figure 3

Organization Z 2021–2022 Fiscal Year Revenue
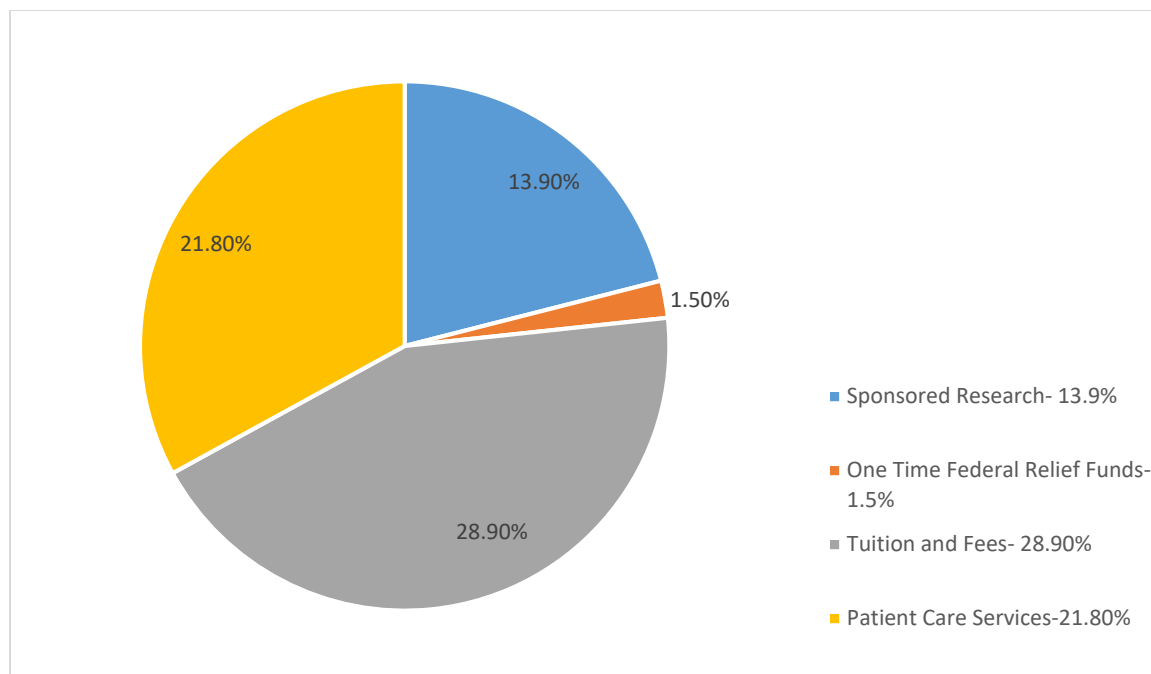
Compliance and Ethics

Higher education's role in ethical compliance is reflected in regulatory acts and regulations such as Title IX and the Clery Act (Buzo, 2017). Title IX regulations prohibits discrimination of individuals based on their sex in educational programs and activities. The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep records and release information on crimes that occur on or near their particular campuses (Buzo, 2017). Training and education for university staff on Title IX and the Clery Act is necessary, and universities need to be committed to students' understanding of policy and reporting procedures (Buzo, 2017).

Organization Z has a health care compliance program and publishes this program's policies on its website. The program is intended to provide guidance and

oversight on clinical programs to ensure that ethical and compliant behavior is a standard and essential part of the organization's clinical operations (Organization Z website, 2022). Organization Z also publishes its code of ethics on its website. This code guides faculty and staff on the main principles of expected ethical behavior (Organization Z website, 2022).

The ethics code also governs and guides the conduct of Organization Z's governors, trustees, faculty, and staff members (Organization Z website, 2022). The code states that it is applicable to all members of the boards of governors and trustees, officers (i.e., president and vice presidents), deans, academic department chairs, administration department heads, faculty and staff members, and student employees (Organization Z website, 2022). Under the president's direction, the executive vice president for academic affairs ensures compliance with the institution's ethical code.

Organization Z's website also includes its disability and reasonable accommodation policy, which prohibits discrimination, harassment, and retaliation based on an individual's disability, guarantees equal involvement, access, and employment opportunities to otherwise qualified individuals with disabilities, and guarantees the right of individuals with disabilities to request reasonable accommodations (Organization Z website, 2022). Disabilities listed include physical deformity, lack of coordination, speech impediment, visual impairment and any mental, psychological, or developmental disability that prevents the normal exercise of any bodily or mental functions (Organization Z website, 2022).

Summary and Transition

The DSR in Organization Z offers academic advising and peer mentor programs and addresses student issues and concerns through services such as counseling and support for student wellness, alcohol and drug use, and sexual assault. A barrier identified upon initial communication with the BHL is the organization's lack of defining and implementing clear policies and procedures for faculty seeking to refer students for mental health services. The purpose of this study was to identify the barriers inhibiting developing and implementing policies and procedures for faculty seeking to refer students who may need mental health services.

Section 2 begins with a review of the literature on mental health issues on university campuses. Included are discussions of literature on policies and procedures on university campuses and how they apply to the present doctoral study. The section also includes discussions on leadership, how policies and procedures are instituted, and planned investigative strategies.

Section 2: Background and Approach—Leadership Strategy and Assessment

Introduction

The defined practice problem in this study was a lack of clear policies and procedures for faculty seeking to refer students who may need mental health services at Organization Z. In conducting this study, I reviewed the possible barriers preventing Organization Z's leadership from defining these policies and procedures. Feedback on and recommendations for removing barriers may help Organization Z create and implement new processes and clearly defined policies and procedures aimed at increasing student access to mental health services.

Implementing clearly defined policies and procedures may benefit Organization Z's students in two ways. First, Organization Z's success in supporting student mental health may contribute to an increase in the number of students who successfully complete their programs of study, which may benefit society at large as more skilled professionals will enter the workforce. Second, one of the organization's goals is to help students navigate their academic and personal challenges so they can achieve educational success and develop the skills required for entering the workforce.

Section 2 begins with a review of successful policies and procedures for assisting college students' access to mental health services and resources on campuses. I also review current literature on how other postsecondary institutions develop and execute clearly defined policies and procedures. Also included in this review is research discussing organizational barriers resulting from ineffective or nonexistent policies and procedures. The supporting literature was incorporated in creating an action plan that

Organization Z may use to overcome challenges in defining clear policies and procedures for faculty seeking to refer students who may need mental health services. Section 2 also contains a discussion of the barriers inhibiting Organization Z's developing and implementing effective policies and procedures and strategies to overcome these obstacles.

Supporting Literature

In conducting this literature review, I used Walden University's institutional databases to search keywords (see Table 3). The date range searched was 2016–2021.

Table 3

Keywords and Databases Used in Literature Review

Databases	Keywords
SAGE Journals	Student support services, university policies and procedures
PsycINFO	Student mental health issues, university policies and procedures, university students
PsycARTICLES	Mental health policies and procedures, eliminating barriers to policies and procedures
	Student mental health issues due to the COVID-19 pandemic
	Ways universities can provide mental health services to postsecondary students

Mental Health Service Needs of Students

Mental health issues such as anxiety and depression are high among college students and are a concern (Linden & Jurdi-Hage, 2017). Smith (2019) reported an increase in the number of students in U.S. universities experiencing mental health issues.

One particular mental health issue is stress, which can lead to anxiety and depression. The causes of stress among students include taking out loans for education and feeling the need to be able to use their college education to produce a return on this investment, which is ideally obtaining a well-paying job after college (Smith, 2019). Although there is no guarantee of obtaining well-paying jobs after graduating, this scenario can cause additional stress for students. Smith noted that students attending Illinois State University had resources to use if they began feeling overwhelmed.

Unhealthy behaviors related to mental health concerns include substance use, lack of physical activity, and poor sleeping habits (Wiens et al., 2020). Wiens et al. (2020) stated that mental health crises among college students may require colleges to emphasize mental health resources available on campuses. The researchers urged campuses to respond to students' unmet mental health needs.

In discussions with Organization Z's BHL, COVID-19's effects on students at Organization Z were identified as a concern. Prowse et al. (2021) investigated the pandemic's effects on postsecondary students' academic experiences, relationships, and mental health. Challenges identified as possibly being exacerbated during the pandemic were related to lack of student socialization, difficulties of adjusting to classes online as opposed to in person, and lacking college preparation due to education disruptions . Prowse et al. found that students ages 18 to 25 years have been strongly impacted by COVID-19.

Addressing Student Mental Health Service Needs

Not providing adequate support to students with mental health issues may negatively affect their academic performance (Kwakye & Kibort-Crocker, 2020). Kwakye and Kibort-Crocker (2020) recommended that universities implement programs and mental health services to ensure students receive necessary support. The authors also suggested that faculty and staff can benefit from gatekeeper training to help them identify students in distress and intervene when needed (Kwakye & Kibort-Crocker, 2020). Interacting with students to properly gauge behavior that may indicate mental health issues can facilitate better student access to mental health support services.

Noga et al. (2016) found that when identifying and providing mental health services, using an action learning method to engage staff in training materials development was necessary. Action learning methods are used to improve and understand professional practice in organizations where practitioners are directly involved in creating or adapting mental health procedures. This method encourages dialogue between organization stakeholders, resulting in greater engagement between stakeholders and enhanced practice implementation (Noga et al., 2016).

Linden and Jurdi-Hage (2017) found that social support from other students living on campus resulted in positive mental health outcomes for students with these issues. The positive outcomes were the most effective because of the students' abilities to build strong social support systems with other students. These study findings support colleges identifying and focusing on student mental health issues and assisting with finding

support on campus through services and building relationships with other supportive students.

Prowse et al. (2021) stressed the importance of developing support systems to help alleviate COVID-19's negative effects on university students. Incoming students faced challenges during the pandemic as they could not attend and receive services to help them adjust to campus surroundings and course expectations. Instead, becoming acclimated to a new campus and coursework expectations became a source of anxiety (Prowse et al., 2021). The researchers recommended developing mental health and well-being interventions specific to students impacted by the pandemic, including being sensitive to the effects students have experienced, considering educational expectations, adjusting curricula to allow students to come up to par, and providing access to mental health services if needed (Prowse et al., 2021).

Effective Implementation of Policies and Procedures

Searches for previous studies on implementing policies and procedures to assist students with access to mental health services yielded limited results. Lawson et al. (2017) found that employees and stakeholders often oppose implementing policies and procedures to meet organization and client needs. Lawson et al. recommended having all parties involved collaborate to meet desired goals as the best course of action to resolve barriers and factors that prevent implementation in certain instances.

Mavrogordato and White (2020) examined school leaders role in policy implementation and found them to be the negotiators. Specifically, Mavrogordato and White found that school leaders shape reclassification policy implementation by

controlling meeting agendas, prioritizing different data sources, and integrating policy changes. Communication is critical to building interactive and mutual trust for successful and innovative policy implementation (Lawson et al., 2017).

The trust–communication connection in and between schools and districts provides an important example of these crucial relationships (Lawson et al., 2017). To assist effective implementation, Lawson et al. recommended further exploration on how school leaders implement other types of educational policies. Both Mavrogordato and White (2020) and Lawson et al. (2017) found that communication among leaders and negotiators and building trusting relationships can support successful implementation of policy changes.

Havers et al. (2020) explored policy implementation in hospitals and aged care facilities to identify characteristics influencing policy intervention and implementation. Effective policy implementation included training on how to engage in leadership that supports change and how to develop and maintain skills for positive workplace relations (Havers et al., 2020). In the hospital setting, implementation depends on how best to design and develop policy-effective interventions.

Identified Barriers to Clear Policies and Procedures

Searches of previous studies on barriers to clear policies and procedures specific to this study's focus also yielded limited results. Schuler et al. (2018) studied wellness policies that enhance student mental and physical activity experiences in school systems and identified barriers to student wellness, such as parents/families, federal/state regulations, students, time, funding, and enablers such as the school system. To raise

awareness of policy barriers faced by justice-involved college students, Schuler et al. recommended reviewing the policies that may be barriers and offered educators assistance in supporting students.

Decreasing challenges such as access to services for specific, diverse student groups should be a goal for all institutions seeking to improve college access and completion (Schuler et al., 2018). Revising or changing current policies would be the most effective method of eliminating barriers. Another suggestion for overcoming barriers is to allow mental health counseling professionals on staff to meet with students experiencing mental health issues and advise these students, who are experiencing any challenges such as financial, sexual harassment/and or abuse or mental health issues, to contact their campuses and professional organizations (Schuler et al., 2018).

Cygan et al. (2020) identified factors and challenges influencing the implementation of school health and wellness policies. Two themes were identified: facilitators that included support and motivation (i.e., internal and external) and policy implementation. The challenges were limited professional service availability, lack of effective health and wellness policy implementation, and budget. Cygan et al. suggested strategies to build on policy implementation and overcome challenges. The authors indicated the importance of obtaining buy-in from a variety of stakeholders, including staff, who play an essential role in aiding change.

Sources of Evidence

In this study, I evaluated how Organization Z's leaders implement policies and procedures, determined if policies and procedures met student, and identified possible

barriers to implementing policies and procedures for faculty seeking to refer students who may need mental health services. Sources of evidence for the present study were structured interviews with the DSR's BHL, secondary data from Organization Z's website, and print literature. The information provided by the BHL provided insights into leadership's roles when collaborating with management and staff to create effective mental health policies and procedures to help students needing access to mental health services do so at their own request or by faculty referral. By evaluating current policies and procedures, I determined existing barriers to referring students with mental health issues for mental health services. As indicated by the BHL, barriers to mental health services may be a major factor in poor student retention and program completion. The objectives of the interviews with the BHL were the following:

- determine how policies and procedures are created;

- understand the professional staff's role in providing referrals for students identified as needing mental health services and how the organization provides assistance;

- review the current student mental health policies and procedures and determine if they fully address student needs;

- clarify the barriers and/or challenges preventing clearly defined health policies and procedures regarding current student mental services; and

- determine the feasibility of revising, removing, or adding to current student mental health policies and procedures to meet the organization's institutional goal

of contributing to the skills of qualified, college-educated students entering the
workforce.

Leadership Strategies and Assessment

Per information provided by the BHL and from Organization Z's website, the
university is led by the president, who also serves as the chief executive officer.
Additional leaders under the president are chancellors and two chief operations officers.
The chancellors are the chief executive officers of their respective areas (Organization Z
website, 2022). The president appoints an administrative council comprising deans,
chancellors, vice presidents, and other senior administrators who aid in guiding and
implementing university priorities and initiatives. There is a board of governors and an
advisory board of trustees who are selected as the governing body of the university with
certain trusted responsibilities over university assets (Organization Z website, 2022).
Figure 2 shows Organization Z's leadership.

Organizational Strategic Planning

Recommendations to leadership, including strategic directions and priorities, are
provided in a strategic plan (Organization Z website, 2022). Planning includes forming a
strategic planning steering committee, identifying and improving strategic themes and
cross-cutting areas, developing a list of actionable goals, and creating objectives,
including standards and criteria, to measure progress toward achieving the expected
outcomes by engaging with internal and external stakeholders (Organization Z website,
2022). In addition, based on internal and external setting assessments, Organization Z
seeks to identify new challenges or opportunities and propose organizational and

operational alignment with all units to support implementation of the strategic plan (Organization Z website, 2022).

Key Strategic Challenges

Organization Z has several committees and boards to address current strategic challenges. As stated on the organization's website, one identified key challenge is developing a stronger sense of operation as a single institution, which stems from integrating the organization with another organization. This integration requires merging the policies and procedures of both organizations. Organization Z's leadership has developed a strategy for doing so that includes fostering a beloved community, raising the organization's academic profile, and bringing strategic clarity to the organization (Organization Z website, 2022). The Office of University Strategy is charged with increasing the thinking that brings togetherness, establishes solutions, and has the organization on the same track (BHL personal communication, April 2020).

Diversity and inclusion among faculty and staff is another identified strategic challenge. Organization Z's website states that the organization has signed on as one of nearly 2,000 leaders who are committed to developing diversity and inclusion in the workplace (Organization Z website, 2022). According to Organization Z's leadership, this act signals that the organization's focus is on a workplace where employees can openly address challenges and share viewpoints. This act is one more way Organization Z is affirming its ongoing commitment to building a more diverse and inclusive university and recognizing the experiences and needs of their staff (Organization Z website, 2022).

Population Served

Organization Z is one of the largest and most comprehensive universities in the United States and is dedicated to pursuing excellence in education, research, evidence-based health care delivery, and promotion of community health (Organization Z website, 2022). The university offers programs at all levels: (a) bachelor's, (b) advanced practice, (c) doctoral, (d) certificates, and (e) professional development. Organization Z's student population, which averages about 60,000 annually, is ethnically diverse, reported in 2020 as 40% White, 25% Asian/Pacific Islander, 15% Hispanic, 15% African American, 4% multiracial, and 1% other. Most students are in state, but there are also many out-of-state students (Organization Z website, 2020).

Organizational Information for Students

From Day 1, students are made aware of resources and point persons for resources through an orientation program (BHL personal communication, April 18, 2020). Organization Z builds and manages student relationships through program offerings, noncurricular services such as these, and self-care and wellness promotion (Organization Z website, 2020). In addition, per the BHL, Organization Z provides students with information and support via email and on the organization's website. Many students work full time and juggle multiple responsibilities, so accessing information virtually is essential to finding resources at convenient times.

Students are advised that undergraduate and graduate counselors are the point people for general complaints and concerns at student orientation (BHL personal communication, March 2020). Additionally, students can discuss complaints with their

advisor or take concerns to higher leadership. Students can evaluate faculty at the end of

each semester through an anonymous evaluation form. Should students experience any

level of discrimination, they are welcome to file formal complaints through the

university's Equity Office or Title IX Office.

Engaging Students Through Service and Building Relationships

Faculty and staff of Organization Z seek to engage and build relationships with

students through collaborative partnerships with state communities and health

professional scholars to improve care outcomes and educational opportunities for

students in a variety of practice settings (Organization Z website, 2022). In addition, the

organization partners with various health care settings to design educational and research

experiences that enrich the environment of care and raise curriculum improvement.

Students are further engaged by participating in various clubs, career fairs, advising, and

peer mentoring programs. Some clubs and programs offered to students through DSR are

the Community Ambassador Program, Sigma Theta Tau International, National Honor

Society, peer mentoring, and the Student Governance committee.

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Analytical Strategy

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Case study methodology allows researchers to consider multiple pieces of

evidence to develop more complete pictures for a better understanding of identified issues

and develop stronger research findings (Poon, 2017). Semistructured interviews with the

BHL in Organization Z's DSR were the main data source for the present study. The

purpose of interviews with the BHL was to identify the university's current priorities and

future plans for addressing organizational barriers to effective university student mental

health services. The advantage of using interviews as a data collection strategy for case study research is that the interviewee can provide important background information about the case study organization and provide comments on the specific interview questions (Poon, 2017).

The BHL has program development and management responsibility at the university, which made her a valid source of evidence because she has first-hand knowledge of data, policies and procedures, and other pertinent information to assist students seeking guidance. Other sources of information included analysis of documents such as the organization's operational data. These data included current policies, resources provided for students, and survey results that reflect student satisfaction or dissatisfaction observations, which served as a verification technique to validate the credibility of the study results. All interviews were recorded and transcribed.

Data analysis began after the interviews and review of organization's operational data were transcribed. Thematic analysis was used to sort and sift through the data and identify similar phrases and/or relationships. The data were then categorized and coded. Skjott Linneberg and Korsgaard (2019) described coding as an important step in turning the raw qualitative data into an open and trustworthy description. The main process of coding involves examining a sensible portion of empirical material (i.e., a word, paragraph, or page) and labeling it with a word or short phrase that summarizes its content. Open coding in qualitative research offers opportunities for subcoding data (Williams & Moser, 2019). Coding is also described as a way to ensure validity, meaning the questions asked are the questions answered.

Data analysis involved thematic coding that reflected the themes identified from the data gathered for the study. The codes were then grouped into categories that reflected the same topics or general content. Once the themes were defined, they were analyzed to determine their relevance to the research question. Developing themes allowed me to provide suggestions to resolve the practice problem in Organization Z. The suggestions were reported along with supporting data to explain the suggestions and the basis for them.

Procedure for Evidence Collection

Information obtained from the BHL, including the initial interview, and a review of information from Organization Z's website provided insights on the organization's mission, vision, leadership structure and roles. In addition, the goal was to seek to obtain more information from the organization's BHL. This included interviews, email interactions, documents with graphs and survey results, procedures, and public-facing information from the organization's website. In addition, secondary research information (i.e., past and current research studies of similar problems at other organizations, data, surveys, and resolutions) was used to provide insights on the practice problem.

Relevance of Information to the Practice Problem

Through initial communication with the BHL, I found that Organization Z did not have defined policies and procedures on how faculty can refer students identified as needing access to mental health services. According to information provided by the organization's BHL, the lack of these policies and procedures has been voiced by concerned faculty and identified as an issue that could negatively impact carrying out the

organization's mission and vision statement. While the organization helps students navigate their academic and personal challenges, greater assistance may be possible by implementing policies and procedures that faculty can follow when seeking to refer students for services.

The goal in conducting the present study was to determine the feasibility of revising, removing, or enhancing current policies and procedures at Organization Z to better meet the organization's institutional goal of assisting student with challenges, which will in turn prepare qualified, college-educated students to enter the health care workforce. Organization Z's mission is to produce students who are well-trained health care professionals. These trained health care professionals will continue on in the profession and become global citizens, innovative researchers, and scholars in the health care community. In doing so, they will contribute to society through information on research, updates on medical breakthroughs based on current research, and expansion of community clinics and services that provide training and information to help people implement healthy lifestyles.

Summary

Section 2 included a review of current literature on how postsecondary institutions develop and use policies and procedures for faculty to refer students needing assistance to mental health services. The identified practice problem in Organization Z is ineffective or nonexistent policies and procedures for faculty seeking to refer students displaying behavior or identified as benefiting from access to mental health services. In

Section 3, I analyze the workforce, operations, measurement, analysis, and knowledge

management components of Organization Z.

Section 3: Measurement, Analysis, and Knowledge Management Components of the

Organization

Introduction

Organization Z, a for-profit university located in the northeastern United States,

lacks policies and procedures for faculty seeking to refer students needing mental health

assistance to mental health services. The desired outcome of the present study was to

identify solutions to resolve barriers associated with the lack of these policies and

procedures. Interviews with the BHL and data from the organization's website and print

materials were the sources of evidence. The goal was to formulate solutions for

eliminating organizational barriers and a timeline for developing policies and procedures

for faculty seeking to refer students needing mental health assistance.

Analysis of the Organization

Workforce Environment

Providing a positive work environment and helpful culture helps employees

engage in activities that align with organizational values and can prevent high employee

turnover rates (Naz et al., 2020). Strategies for creating positive work environments and

helpful cultures include (a) performance feedback, (b) trust, (c) acknowledgment, (d)

information sharing, (e) idea sharing on job-related issues and personal issues, (f)

problem solving, (g) teamwork, and (h) positive work behaviors and attitudes (Naz et al.,

2020). These strategies seek to limit the turnover rate of experienced employees who may

not feel supported by the organization or who view themselves as an adequate fit for the

organization. Jeong and Shin (2019) suggested the organizational implementation of

changes and processes reflecting practices that include collective employee input, training to learn additional skills that in turn yield high employee performance practices, and creativity, all of which could help to provide positive work environments in organizations.

Organization Z's website indicates that it builds an effective and supportive workforce by being "committed to delivering quality service, confirming fair employment practices, offering professional development, and encouraging a work environment that attracts and motivates excellence." The aim of the organization is to create an environment that allows faculty, students, and staff to flourish. Many resources and training opportunities—such as continuing education courses, the ability to attend the university tuition free, and cross training with the duties of others—are also offered to produce an effective workforce that will ensure all possible needs are met and that continuous learning and the desire to excel are reflected for everyone in the organization (Organization Z website, 2022). Based on information provided by the BHL, leadership at Organization Z supports faculty and staff. Per information obtained from the organization's website, working at the organization is more than taking a job; it is about being part of an environment where the ideals of excellence are built and encouraged while taking a lead role in impacting the future. In creating a supportive work environment, Organization Z's leadership provides a supportive work environment that creates a workforce vested in delivering services for customers and students, which gives them a feeling of satisfaction (Organization Z website, 2022).

Organization Z's human resources website lists services for employees who may experience personal challenges, including mental health issues. Stress management tools are provided such as a wellness portal that provides access to a video library with wellness videos and spiritual resources (Organization Z website, 2022). Another resource offered is the employee assistance program (EAP). The EAP, a university-funded benefit, offers the support and resources needed to address personal challenges and concerns that may affect employee well-being or work performance. EAP resources are confidential and free to all faculty, staff, and eligible family members, including spouses and dependent children (Organization Z website, 2022).

Supporting Staff to Achieve High Performance

Management support and encouragement of positive employee performance can significantly impact employee retention (Wassem et al., 2019). Management support including suggested continuing education courses and other services, such as mental health services and how to handle personal and professional issues, are offered by the organization to assist employees with the capability of handling situations in organizations and may reflect positively based on the employee's work performance. This assistance and support from management will in turn provide opportunities for organizational growth. Employees who desire maximum growth and the possibility for continued growth in an organization are likely to exhibit excellent skills, seek training for additional skills, and successfully execute the responsibilities assigned to them, which may result in their being identified for promotion in other organizational areas (Wassem et al., 2019).

Organization Z's employees are offered several resources for developing skills in their current roles and gain additional skills for other positions. These resources include annual online skills testing on organizational expectations and training on the Family Educational Rights and Privacy Act, which protects the privacy of student records, and the Health Insurance Portability and Accountability Act, which outlines how health-related information is stored, accessed, and transmitted. Employees are also offered continuing education courses annually, tuition reimbursement, and tuition remission (i.e., full tuition coverage when attending and pursuing a degree program at Organization Z; Organization Z website, 2022).

Annual evaluations are used to assess employee performance. Those who excel are given merit increases and step increases to award their performance. Additional support to help staff achieve high performance includes awarding outstanding employees in various areas who are selected via recommendations from coworkers, leadership, and students.

Key Services and Work Processes

Organization Z's pursuit of excellence is reflected in its curricula, teachings, research, faculty and staff development and policies, and practices (Organization Z website, 2022). The organization integrates groundbreaking teaching strategies that make learning accessible to diverse populations and health care settings, including clinical partners and community clients. Leadership provided at the local, national, and global levels ensures the public has access to quality, safe, and cost-effective health care

(Organization Z website, 2022). The organization's strengths help to create positive change in health care delivery, health policies, and positive health outcomes.

Oversight and Supervision

Effective supervision can increase job satisfaction and retention rates and decrease burnout among employees (Benton et al., 2017). Some barriers to effective supervision include lack of supervisor training, insufficient content information, and organizational culture. Organizational environments can influence effective supervision in positive and negative situations (Benton et al., 2017). Relationships between supervisors and staff are also important for supervision to be effective. Benton et al. (2017) recommended that organizations determine how to balance changing economic needs with continued support of excellent supervision by prioritizing time and providing supportive environments. More information on oversight and supervision in Organization Z was requested from the BHL, but due to time availability and COVID-19 restrictions, no further information was forthcoming.

Workforce Turnover and Engagement

High turnover rates, high burnout rates, and low employee engagement are problems in health care (Willard-Grace et al., 2019). Burnout and low workforce engagement in health care settings may adversely affect patient care, disrupt the workforce, and increase workforce turnover (Willard-Grace et al., 2019). Although reducing burnout among clinicians may help with workforce retention, health care organization leaders concerned about employee turnover need to understand the many

causes underlying turnover to develop effective retention strategies for clinicians and staff.

Workforce development usually occurs through work-based learning and continuous professional development (Petrov et al., 2016). The increased involvement of higher education institutions in offering general workforce development and accrediting training provision offered by other organizations have helped to address employers' needs. Employer engagement requires a partnership approach where people with different backgrounds and experiences work together. Higher education institutions and employers should strive to establish and sustain workforce development partnerships and employer engagement (Petrov et al., 2016). Additional information on workforce turnover and engagement in Organization Z was requested from the BHL but was not obtained.

Organization Z builds an effective and supportive workforce environment by identifying specific suppliers and partners to students meeting educational goals and providing communities and partners with services that contribute to wellness in society. The organization's website outlines internal resources and services shared with faculty, staff, students, and shareholders. These resources can help students with future job opportunities, research facilities, and funding that can contribute to breakthrough medical treatments and health wellness.

Management of Operations

Leadership plays an important role in managing knowledge in organizations (Sayyadi, 2019). The positive effects of leadership influence the knowledge management of internal resources. Effective strategy implementation also contributes to a positive

influence on organizational performance (Sayyadi, 2019). Transformational leadership, as discussed by Sayyadi (2019), can help to ensure that employees' beliefs, knowledge, and practices align along with the organization's vision and mission. Sayyadi encouraged informational sessions, training, and policies and procedures outlined for leadership and staff to ensure that knowledge of organizational expectations and practices are provided and fully executed for those selected to represent the organization.

Knowledge Management

The Baldrige excellence framework (NIST, 2017) provides a conceptual framework that researchers may use to evaluate, assess, and provide solutions to help behavioral health organizations improve their operations. The framework's leadership criteria describes how organizational leaders can improve an organization's performance, identify performance expectations of other leadership and staff, and the importance of leadership assuming personal responsibility for the organization's actions and decisions. The framework states that knowledge management, collection, and transfer of workforce knowledge should blend and correlate data from different sources and that relevant knowledge on best practices is necessary for implementing them in the organization (NIST, 2020).

Organizational Measurement and Analysis Performance

Based on information provided on organization's website, the acting executive director of research services/director of institutional research and assessment conducts internal assessments to measure, monitor, and improve the student experience at Organization Z. The director conducts periodic surveys focused on key metric criteria

such as student retention and admissions. The director writes reports for external

stakeholders, national rankings submissions, and peer comparison groups (Organization

Z website, 2022).

Organization Z uses data drawn from surveys of current students and alumni to

improve faculty, staff, student, and community client performance (Organization Z

website, 2022). Organization Z creates and delivers reports at various intervals that

reflect satisfaction or dissatisfaction of provided services to students. These reports are

based on survey findings from the Office of Research Services and Institutional Research

and Assessment in Organization Z. This office develops strategies and creates solutions

to resolve issues, promote change, and develop ways to ensure that the needs of all

involved are met. Several committees, such as one on diversity, equity, and inclusion,

also review and identify issues, needs, and performance to improve the organization

creating and promoting a diverse and fair environment (Organization Z website, 2022).

Information Technology

Information technology (IT) support is available to staff, faculty, and students at

Organization Z. Tallon et al. (2019) emphasized the importance and the ability of IT to

respond to internal demands and opportunities and the importance of knowing which

factors can better allow IT to prepare organizations for change. In addition, academic

review has shown that IT influences organizational dexterity (Tallon et al., 2019).

IT services at Organization Z include troubleshooting, software updates, and

resolving technical issues (Organization Z website, 2022). These services assist data

information storage as it pertains to staff, faculty, departments, and students. Information

on IT services and support is located under the student resources tab on the organization's website. Contact names for support with computers, instructional design, and facilities for the each of the three campus locations are also provided. For routine requests like software installations, updates, and computer or printer problems, students are advised to create a support ticket by calling or emailing IT support (Organization Z website, 2022).

Summary

In this section, I provided information on the organization's workforce, services, and processes. Details were provided on the organization's workface and studies that supported providing a positive work environment and a helpful culture, which supports employees engaging in activities that align with organizational values and can prevent high employee turnover rates. Also provided were insights on the resources, encouragement, and positive relationships that can be built among employees and leadership that will yield opportunities for professional growth for employees in the organization.

Knowledge management and how leadership can improve an organization's performance and identify performance expectations of other leadership and staff was also discussed in this chapter. I obtained additional information to inform strategies and processes conducive to addressing the barrier identified in the present study and solutions for resolving the barrier at Organization Z. More information via in-depth interviews and documents was requested to provide better insights on the organization's processes for improving key services, much of which, unfortunately, was unobtainable due to the COVID-19 shutdown and the BHL's leave of absence.

Section 4: Results—Analysis, Implications, and Preparation of Findings

Introduction

The DSR in Organization Z was the focus of this qualitative case study. The DSR offers academic advising and peer mentoring programs and addresses student issues and concern through services such as counseling and support for student wellness, alcohol and drug use, and sexual assault (Organization Z website, 2022). Organization Z is one of the largest higher education institutions in the United States with an emphasis on the health professions. An initial communication with the BHL indicated barriers to students accessing mental health services because of a lack of clear policies and procedures for faculty to refer students to these services.

Faculty have expressed concerns about not having clear policies, procedures, or guidelines if they identify students whom they feel may benefit from mental health services. The study purpose was to identify what impacts leadership's ability to develop effective policies and procedures for faculty seeking to refer students for mental health services. Review of Organization Z's data sources, interviews with the BHL, review of redacted data on mental health services, and review of existing policies and procedures on how students can access services facilitated identifying the university's current priorities and future plans for addressing organizational barriers to effective university student mental health services.

Information sources for this study were interviews with the BHL, redacted documents, and the organization's operational data published on its website. The data also included reviews of current policies and procedures, resources provided for students,

and survey results reflecting student satisfaction or dissatisfaction observations. Interviews were manually transcribed and forwarded to the BHL to ensure validity and accuracy.

Analysis, Results, and Implications

Data analysis began after the interviews were transcribed and the review of the organization's operational data was completed. Descriptive coding was used to summarize the content of the text into a description. Codes are words that encapsulate the contents of qualitative data. Descriptive coding can be conducted manually or by using software to identify themes or trends.

Thematic analysis involves the active process of reflexivity, in which a researcher's independent experiences help to determine the relevance of the data. Fischer (2009) described reflexivity as the ability to examine the data and be open to how understanding is developed. Thematic analysis was used in the present study to sort and sift through the data and to identify similar phrases and/or relationships between words that surfaced multiple times.

I manually transcribed interviews conducted with the BHL to establish themes. I then categorized and color coordinated the data to identify key themes relevant to this study's focus and purpose. The next step was manual coding, during which I again used multiple colors to identify any themes or trends. This step led to grouping the data into word patterns and frequent phrases to identify evolving themes. Figure 4 is an illustration of the words and terms identified during coding.

Figure 4

Frequent Words and Terms
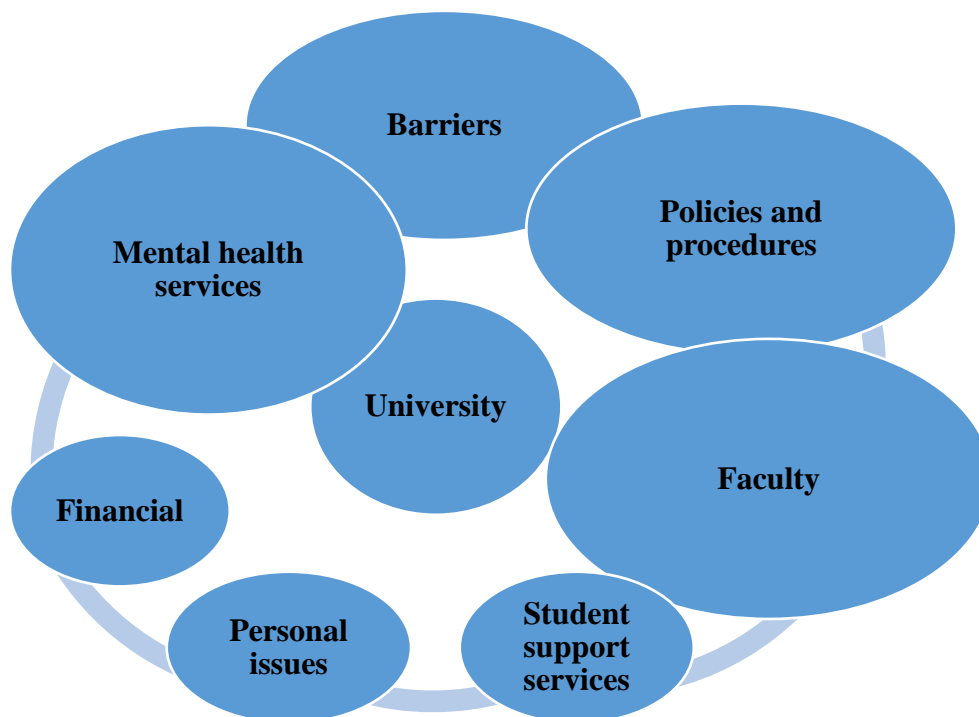
Note. Larger circles denote words more frequently used. Smaller circles denote words least frequently used.

Emerging Themes

Ravitch and Carl (2016) described themes as representing theories that develop over the course of data analysis through grouping or categorizing of codes. Table 4 shows the most frequent words that formulate the emerging themes identified and the focus of the present study. Also indicated in Table 4 are the themes and associated key words resulting from data analysis in the present study.

Table 4

Themes and Associated Key Words

Theme	Key words
Barriers	Lack, access, BHL
Policies and procedures	Mental health services, student services, initiatives, organization
Faculty	Leadership, refer, complaint

Note. BHL = behavioral health leader

Emerging Theme 1: Barriers

Barriers was the first emerging theme from the data analyzed in this study. This barrier was identified through initial communication with the BHL, who stated, "We do not have clearly defined policies and procedures for faculty seeking to refer students for mental health service" (BHL, personal communication, March 23, 2020). Ronto et al. (2020) described barriers of policy implementation as attributed to poor knowledge and understanding of the policy and negative attitudes of stakeholders toward the policy. Further discussion provided additional information that indicated mental health services available for students at their request only and identified the need for barrier resolution to continue assisting students.

Emerging Theme 2: Policies and Procedures

Policies and procedures was the second emerging theme identified from the BHL's responses. Discussions were on current policies and procedures to help students access mental health services. This theme specifically relates to policies and procedures for faculty seeking to refer students to mental health services. The role of DSR staff, as outlined in the department's existing policies and procedures, is to assist students

requesting access to mental health services. The barrier identified by the BHL was the lack of policies and procedures for faculty seeking to refer students to mental health services. As indicated by the BHL, there is no policy mandating counseling services. The BHL stated, "There are policies and procedures in the DSR outlining providing assistance to access to mental health services only if the students themselves come requesting the need" (BHL, personal communication, March 23, 2020).

Emerging Theme 3: Faculty Concerns

Faculty was the third emergent theme. The BHL stated, "Faculty have expressed concerns about not having clear policies and procedures or guidelines in place if they identify students they feel may benefit from mental health services" (BHL, personal communication, March 23, 2020). Many schools rely on individual teachers and other school staff to detect students with emotional and behavioral challenges and mental health issues (Green et al., 2018, as cited in Romer & McIntosh, 2005). Identifying faculty who have close interactions with students and would best be able to identify behaviors warranting referrals was also discussed in Green et al. (2018). Based on Green et al., having faculty at Organization Z involved in developing recommendations for policies and procedures for referring students needing access to emotional and behavioral services could contribute to student wellness. The ongoing COVID-19 pandemic has further driven the need to address mental health issues among students at Organization Z.

Pownall et al. (2022) emphasized how adequate organizational leadership and staff support are crucial factors in student education and mental health support during COVID-19. Providing necessary additional support and access to mental health services

for students who may be experiencing emotional and behavioral issues is essential. The organizational barriers reflected by the lack of defined policies and procedures for faculty seeking to refer students to mental health services needs to be addressed and resolved at Organization Z.

Student Programs and Services

Organization Z has a diverse student population. Many students are from economically disadvantaged backgrounds, and 60% of the study body is identified as diverse (Organization Z, 2022). Organization Z recognizes that diversity, inclusion, and equality are more than just numbers. Campus leadership has embarked on a three-pronged approach to identify and eliminate residual racism and bias in the organization (Organization Z website, 2022).

Organization Z's website and the student handbook detail student services offered and departments where services can be accessed. In my analysis of the handbook, I identified one specific department, the DSR, that serves both prospective and enrolled students. DSR is involved with student recruitment, admission, and progression and graduation. DSR is also a resource for faculty and students to address organization and personal issues that may affect students' educational journeys (Organization Z, 2022).

The student handbook indicates that students with emergencies may see the BHL of the department or another member of leadership at any time. The role of other leadership members is described as planning and implementing new student orientations, planning graduate-specific programming, providing assistance to individual students as they navigate their academic programs, and assisting access to services for students

experiencing financial, personal, and mental health issues challenges (Organization Z

DSR document, 2020).

Information obtained from the BHL, outlined in the student handbook, and listed

on the organization's website covered the mental health services available for students.

Although Organization Z has services available for students and policies and procedures

in place to follow when students inquire about assistance through the DSR, there are no

existing policies and procedures outlining the process for faculty to refer students for

mental health services, which the BHL identified as a potential barrier for students

needing to access these services. Therefore, there is a need to create and implement

policies and procedures to guide faculty seeking to assist students.

Workforce-Focused Results

The Baldrige excellence framework's work profile includes an organization's

workforce and/or group of employees, along with the requirements to become a part of

the organization to assist with meeting its mission and goals and meeting the standards of

operation for the customers served (NIST, 2017). Organization Z strives to build an

effective and supportive workforce by being "committed to delivering quality service,

confirming fair employment practices, offering professional development, and

encouraging a work environment that attracts and motivates excellence" (Organization Z

website, 2022). The organization's aim is to create an environment that allows faculty,

students, and staff to flourish. Many resources and training opportunities such as

continuing education courses, the ability to attend the university tuition free, and cross

training of duties of others are also offered. The goal is to produce an effective workforce

that will ensure all possible student needs are met and that continuous learning and the desire to excel are reflected throughout the organization (Organization Z website, 2022).

Organization Z's human resources website lists services for employees who may experience personal challenges, including mental health issues. Stress management tools are provided, such as a wellness portal and a video library with wellness videos and spiritual resources (Organization Z website, 2022). An additional resource offered is the EAP, a university-funded benefit that offers the support and resources needed to address personal challenges and concerns that may affect employee well-being or work performance. EAP resources are confidential and free to all faculty, staff, and eligible family members, including spouses and dependent children (Organization Z website, 2022).

Based on these findings, Organization Z has services and resources available for employees that are beneficial to their personal and professional growth. Services such as continuing education courses and training and testing on policies and procedures governing students' personal information and insurance information and how this information is obtained, accessed, and stored without revealing personal information ensures that staff, faculty, and leadership are in line with the organization's expectations, mission, and vision. Those leaders in alignment with the organization's mission and vision and who exhibit positive work performance can ensure employee growth in the organization.

Leadership and Governance

A board of governors and a board of trustees oversee Organization Z (Organization Z website, 2022). The university president is the chief executive officer. The president appoints an administrative council that consists of academic deans, chancellors, vice presidents, and other senior administrators who guide and execute the university's initiatives. Four chancellors report to the president and implement strategic plans for their divisions (Organization Z website, 2022).

Organization Z seeks to identify new challenges or opportunities and propose organizational and operational alignment with all units (Organization Z website, 2022). Recommendations to leadership, including strategic directions and priorities, are provided in the form of a strategic plan (Organization Z website, 2022). Planning includes forming a strategic planning steering committee, identifying and improving strategic themes and cross-cutting areas, developing a list of actionable goals, and creating objectives, including standards and criteria, to measure progress toward achieving the expected outcomes by engaging with internal and external stakeholders (Organization Z website, 2022).

Based on feedback from the BHL, leadership is receptive to change when the need is identified. There are committees that identify challenges that may prohibit success in the organization, which then develop strategic plans to address the identified challenges (Organization Z, 2022). Openness to addressing challenges and implementing changes indicates a positive outlook when addressing the present study's practice

problem: barriers to students accessing mental health services because of a lack of clear policies and procedures for faculty seeking to refer students to these services.

Financial Management

Limited information on Organization Z's financial management was available to review for the present study. Budget information was obtained from the organization's website, which shows the institution's budget for the current year, including organizational expenses as well as financial resources available for students who qualify for assistance. The budget was $4.8 billion for the 2020–2021 fiscal year. The organization receives revenue from private and public sources and the government; the latter being a vital part of its annual budget (Organization Z website, 2022). Also detailed in the budget is anticipated revenue from tuition and fees; housing and dining charges; state appropriations; and controlled funds, including grants, contracts, and student aid (Organization Z website, 2022). Organization Z uses its annual budget to guide its instructional, research, and public service missions (Organization Z website, 2022).

Student, Organizational, and Community Impact

Findings obtained from Organization Z's website showed that the institution attracts students who are eager to collaborate with experienced, globally recognized faculty to help solve the greatest challenges in science and health care (Organization Z, 2022). The organization's research and vision are focused on five strategic areas: healthy communities, population health, and public engagement; healthy urban families and children; better health and well-being; quality of care; and innovative educational models. The organization states that its state-of-the-art research is unlocking the possibilities of

quality and compassionate evidence-based care. In addition, the organization has several centers that contribute to research to benefit communities and areas globally (Organization Z, 2022).

Based on these findings, students as well as the organization are identified as fully engaged and impactful for the community and surrounding areas. Students are provided opportunities to engage in the community through various community fairs and health fair services as well as clinical placement sites where they engage with clients. In these clinical sites, they provide health care and education to clients that is beneficial for healthier lifestyles.

Social Impact

Students are trained at Organization Z to conduct research to identify medical breakthroughs with cures for diseases; develop medicines to help treat medical issues such as diabetes, heart issues, and cancer research; and provide professional medical practice and presence at specialty clinics, health fairs, and correct medication intake for the individual's condition (Organization Z website, 2022). Organization Z also seeks to assist students, especially those seeking mental health services (Organization Z website, 2022). The end goal is to improve student success rates and student well-being while addressing the problem of students experiencing mental health issues. Training students to provide essential services that promote health and disease prevention and deliver quality health care services to individuals, families, and communities can help to ensure healthy development, promotion, and practices of healthy lifestyles in society.

Based on analysis of the information collected for this study, the study goal of providing strategies for addressing the lack of policies and procedures for faculty wishing to refer students for mental health services will benefit all of Organization Z's stakeholders. Developing and implementing policies and procedures for faculty to follow will allow the organization to continue contributing to the skill development and preparation of qualified, college-educated students for the workforce who can relate to societal issues, seeking to make a change, work on and breakthrough medical research that address social issues, and as well as become change agents.

Strengths and Limitations of the Study

Strengths

Mental health issues are a growing concern on college campuses (De Somma et al., 2017). Creating a supportive campus environment, including offering mental health services, would best assist students in need (De Somma et al., 2017). The ongoing COVID-19 pandemic further drives the need to address mental health issues among students at Organization Z. Pownall et al. (2022) emphasized how adequate organizational leadership and staff support are crucial factors in student education and mental health support during COVID-19.

Interviews, review of limited redacted documents (current policies and procedures, student survey results) strongly indicated the need for removing possible barriers to mental health service access at Organization Z by developing and implementing policies and procedures for faculty seeking to refer students to mental health services. The importance of this study is that it highlights the need for college

leaders and support staff to assist students with access to mental health services by developing policies and procedures for referral to prevent treatment delay.

Green et al. (2018) studied teacher decision-making procedures in identifying and responding to emotional and behavioral challenges among their students. The COVID-19 pandemic gave more insights on the need for universities to seek to implement and provide services that address the needs of students who have expressed to desire and need for services. Green et al. (2018) found that teachers generally reported inadequate professional preparation and a lack of confidence in providing support to students presenting with emotional and behavioral challenges and mental health issues. This finding suggests that faculty and support staff at Organization Z should be trained to be able to identify and help to provide students access to mental health services when needed. The strength identified was that my analysis of the organization confirmed that there are mental health services present and that assistance is available through the DSR for students who actively seek mental health services. Another identified strength is that support staff, faculty, and leadership are concerned and vested in their roles and in the need for them to seek to identify, refer and assist the other population of students who may not seek services and who can benefit from available mental health services.

Limitations and Their Potential Impact on the Findings

Limitations in the present study reflect difficulties obtaining information to address the identified practice problem and the sample size. The study was conducted during the height of the COVID-19 pandemic. The request to schedule interviews was limited due to the inability to coordinate times convenient for both me and the BHL. Her

absence during part of this study and extended closure of the organization's campus were also barriers. The ability to retrieve and review data such as current policies and procedures, budgets, and financial allotments is available only to those in Organization Z.

As noted, the BHL was on a leave of absence for an extended length of time and was unavailable during this period. While the BHL appointed another management leader to provide information, most data were still not available or the individual did not participate in higher level leadership meetings that would allow access to certain data or information. As a result, data possibly important to the study were not available for review, hindering my ability to further identify barriers relative to policies and procedures for mental health services.

The sample size for this study only consisted of two participants—the BHL and another leader while BHL was on leave of absence—which could be viewed as a limitation. According to Vasileiou et al. (2018), sample sizes in qualitative research tend to be smaller to support the seriousness of case-oriented analysis. When participants provide quality data, fewer participants are needed. IAHPC Pallipedia (2022) stated that transferability relates to how the qualitative researcher demonstrates that the research study's findings are applicable to similar situations, populations, and phenomena. Based on the small sample size in the present study, showing that the study findings were valid and could be applied to wider populations necessitated my providing enough information about the site for readers to determine if the fieldwork can be applied to other situations.

Frey (2018) described generalizability as the degree to which the results of a research study reflect what the results would be "in the real world," with another sample

of participants or with the variables operationalized in other ways. In other words,

research results are generalizable when the findings are true in most contexts with most

people most of the time. Using more than one method to collect data improves

confidence in the validity of study results. Though secondary data were obtained that

included operational data from the organization's website, the small sample size and the

inability to obtain possible pertinent information may be reasons for questioning the

present study's validity and compelling further research on this organization.

Section 5: Recommendations and Conclusion

Recommendations

Information retrieved from Organization Z's website was used as a primary resource in addition to information provided by the organization's BHL; the student handbook outlined university contacts and services available to students. Services offered include a student mental health wellness program, which provides free and confidential counseling to help students deal effectively with stressors and pressures related to school and personal problems affecting their well-being, home lives, and/or academic performance (Organization Z website, 2022). Minimal information was provided that facilitated identifying possible professional staff and leadership roles on collaborating to create mental health policies and procedures that include faculty and how they can refer students for mental health.

In a 2018 study, Green et al. stated that schools can rely on individual teachers and other school staff to detect students with emotional and behavioral challenges. The researchers noted that this finding suggested there might be opportunities to improve teacher identification of concerning behaviors among students and increase the delivery of supports that have been identified as best practices for students with internalizing and externalizing problems (Green et al., 2018). Green et al.'s findings support the following recommendations for the current study.

Policies and Procedures Implementation

Schuler et al. (2018) studied wellness policies that enhance student mental and physical activity experiences in school systems and identified barriers to student wellness

such as parents/families, federal/state regulations, students, time, and funding and enablers such as the school system. To raise awareness of policy barriers faced by justice-involved college students, Schuler et al. recommended reviewing the policies that may be barriers and offered educators assistance in supporting students.

The BHL stated via interview, "Faculty have expressed concerns about not having clear policies and procedures or guidelines in place if they identify students they feel may benefit from mental health services" (BHL, personal communication, March 23, 2020). The lack of these policies and procedures has been a concern voiced by faculty and identified as an issue that could negatively impact the organization's ability to fulfill its mission and vision statement. The need for evaluating current policies and procedures resulted in suggestions and an action plan created to address specific barriers at Organization Z.

Organizational Challenges

The lack of organizational policies and procedures for faculty to refer students to mental health services was a barrier to services identified by the BHL. This barrier may impact the organization's mission and vision. The barrier to services appears to be associated with the following issues: (a) leadership's failure to implement necessary updates to policies and procedures at specific timeframes, (b) availability of assistance from student services that extends beyond the organization's operating hours, and (c) lack of developed policies and procedures for faculty seeking to refer identified students exhibiting assistance to mental health services.

Recommended Solution

  I have recommended that Organization Z address the barrier of possible lack of access to mental health services by students identified as needing these services. Specifically, I recommended Organization Z create defined policies and procedures for faculty seeking to refer students for mental health services. In addition, I recommend implementing training to assist faculty who may feel they are not adequately trained in identifying behaviors that would warrant referrals for students to mental health services.

Recommended Implementation

  The following should be strategically developed and implemented to ensure efficiency and to determine effectiveness of further assisting students with access to mental health services. Table 5 shows a suggested timeframe for conducting this review.

Table 5

Phases and Timeline of Implementation

Phase	Task	Timeline implementation
Phase 1	Identify leadership in charge of developing and implementing changes to policies and procedures	Month 1
Phase 2	Develop plan to research internal organizational department policies and procedures	Months 3–4
Phase 3	Develop strategic plan for revising current policies and procedures that include faculty's ability to refer students for mental health services	Months 5–8
Phase 4	Implement developed policies and procedures for faculty referrals of students for mental health services	Month 9
Phase 5	Assessment/review to determine if developed policies and procedures successfully meet students' needs	Month 12
Phase 6	Address any limitations or weaknesses found during assessment and review	Month 12
Phase 7	Evaluate biannually regarding additional needs or updates to the implemented policies and procedures	Months 18, 24, and biannually

In Phase 1, identifying leadership responsible for developing and implementing

policies and procedures at Organization Z will be outlined. In Phase 2, identified

leadership will develop a plan to research internal organizational department policies and

procedures to determine how to make revisions; they will meet to discuss identified

barriers and outline approaches that include faculty's ability to refer identified students

for mental health services. In Phase 3, leaders will begin developing a strategic plan to

develop policies and procedures faculty can follow to refer identified students needing assistance with mental health services. In Phase 4, leaders will implement the policies and procedures that outline the inclusion of faculty in referring the population of identified students for mental health services. In Phase 5 and Phase 6, leaders at the specified timeframe (12th month) will conduct assessments to determine how effective implemented policies and procedures have been and determine if there is need to make revisions to the policies and procedures. In Phase 7, leaders will continue to evaluate policies and procedures for continued success and identify any needs to make additional revisions. These implemented policies and procedures may help to resolve barriers to implementing policies and procedures that will allow faculty to be effective with assisting students with access to mental health services.

Recommendations for Future Studies

While researching the current practice problem, I found limited research on possible organizational barriers preventing the development of policies and procedures for faculty to refer students to mental health services. Lawson et al. (2017) stated that employees and stakeholders often oppose implementing policies and procedures to meet the needs of organizations and clients. More research is necessary on the lack of policies and procedures outlining how faculty can refer students to mental health services, to further identify additional barriers experienced at similar organizations, and to identify how similar issues were resolved at other organizations to yield successful outcomes for students and the researched organizations.

Findings in Pownall et al. (2022) emphasized how adequate organizational leadership and staff support are crucial factors in student education and mental heal health support during COVID-19. Green et al. (2018) found that teachers generally report inadequate professional preparation and a lack of confidence in providing support to students presenting with emotional and behavioral challenges and mental health issues. Based on these previous studies, future studies are needed to assess whether it might be beneficial to include faculty training to further identify students in need of mental health services and referrals to mental health services in hopes to improve student's access to care.

Plans to Disseminate This Work to the Organization

My plan for disseminating this work to the organization is to create a well-organized written executive summary along with a power point presentation communicating a summary of the research, discovery, and detailed recommendations. The presentation will be made to the BHL. Time will be allotted at the end of the presentation for clarification, questions, and comments.

Summary

The purpose of this qualitative case study was to identify barriers impacting Organization Z's leadership's ability to develop effective policies and procedures for faculty seeking to refer students for mental health services. Literature searches resulted in very little research on this practice problem. The literature that was found identified stressors that contribute to students exhibiting emotional and unstable behavior and mental health challenges they may face. In addition, this literature showed that

organizational services for assisting students often made a significant difference in student and organizational success in meeting educational and mission and vision goals.

Studying Organization Z's current policies and procedures and identifying barriers led to recommendations to develop policies with the goal of enhancing mental health services accessibility. The recommendation to develop and implement policies and procedures for faculty to follow when referring students to mental health services was the end result. Continuous evaluations and updates are recommended to determine whether the policies and procedures are meeting faculty and student needs and whether the organization is meeting its student support and wellness goals.

The COVID-19 pandemic heightened the awareness of the need for universities to develop and provide services that address students' mental health concerns. This study's results highlighted the need for college leaders and support staff to assist students with access to mental health services by developing policies and procedures for referring students in order to prevent treatment delay. The study findings also highlighted the need for more research to further the understanding of how to effectively prepare leadership in supporting faculty and addressing barriers in faculty seeking to provide emotional and behavioral support for students.

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