Reimagining Behavioral Health on Campus

NECHE
New England Commission
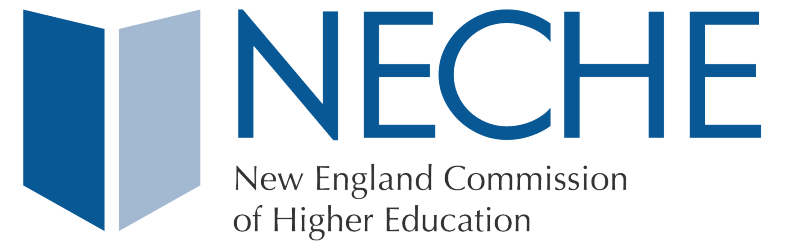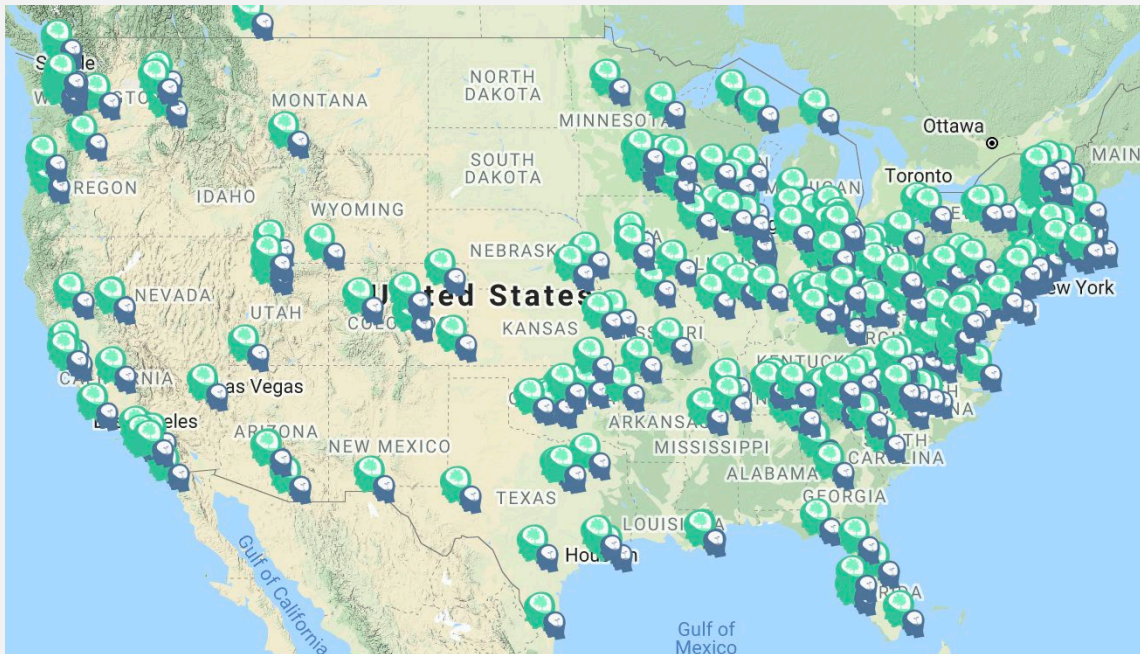of Higher Education

State of campus mental health

Statistics from the national Healthy Minds Study

ABOUT THE HEALTHY MINDS STUDY

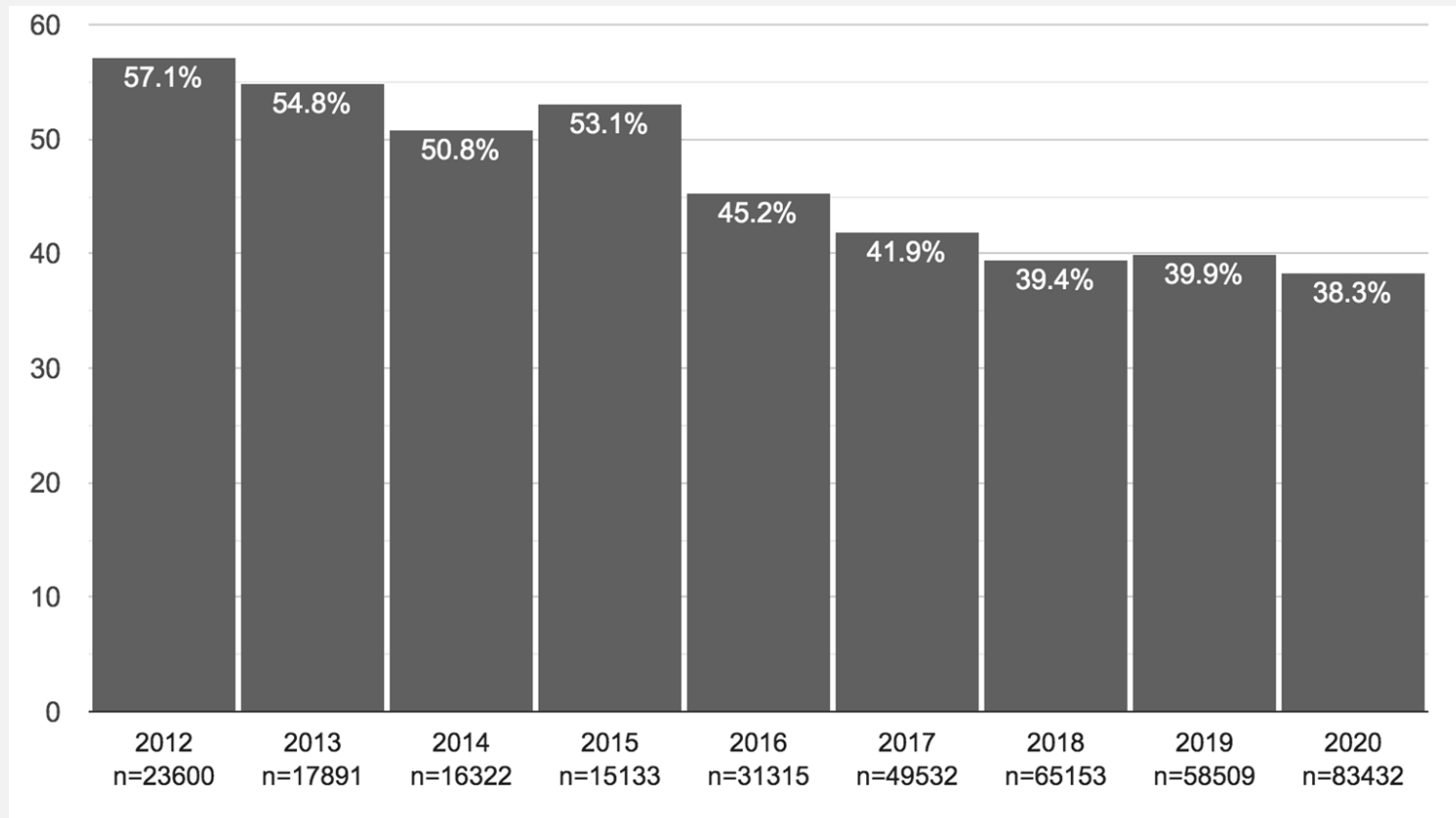**>450 campuses, >450,000 student respondents**

HMS team:

- PIs: Sarah Lipson, Daniel Eisenberg, Justin Heinze
- Morgan Daugherty, Afra Kamal, Divya Manikandan, Kevin Michaels, Jasmine Morigney, Michaela Murphy, Laila Odeh, Akilah Patterson, Ellie Repp, Maithelee Sathe, Meghna Singh, Liadan Solomon, Amber Talaski, Adam Wheeler, Hidaya Zeaiter, Sasha Zhou
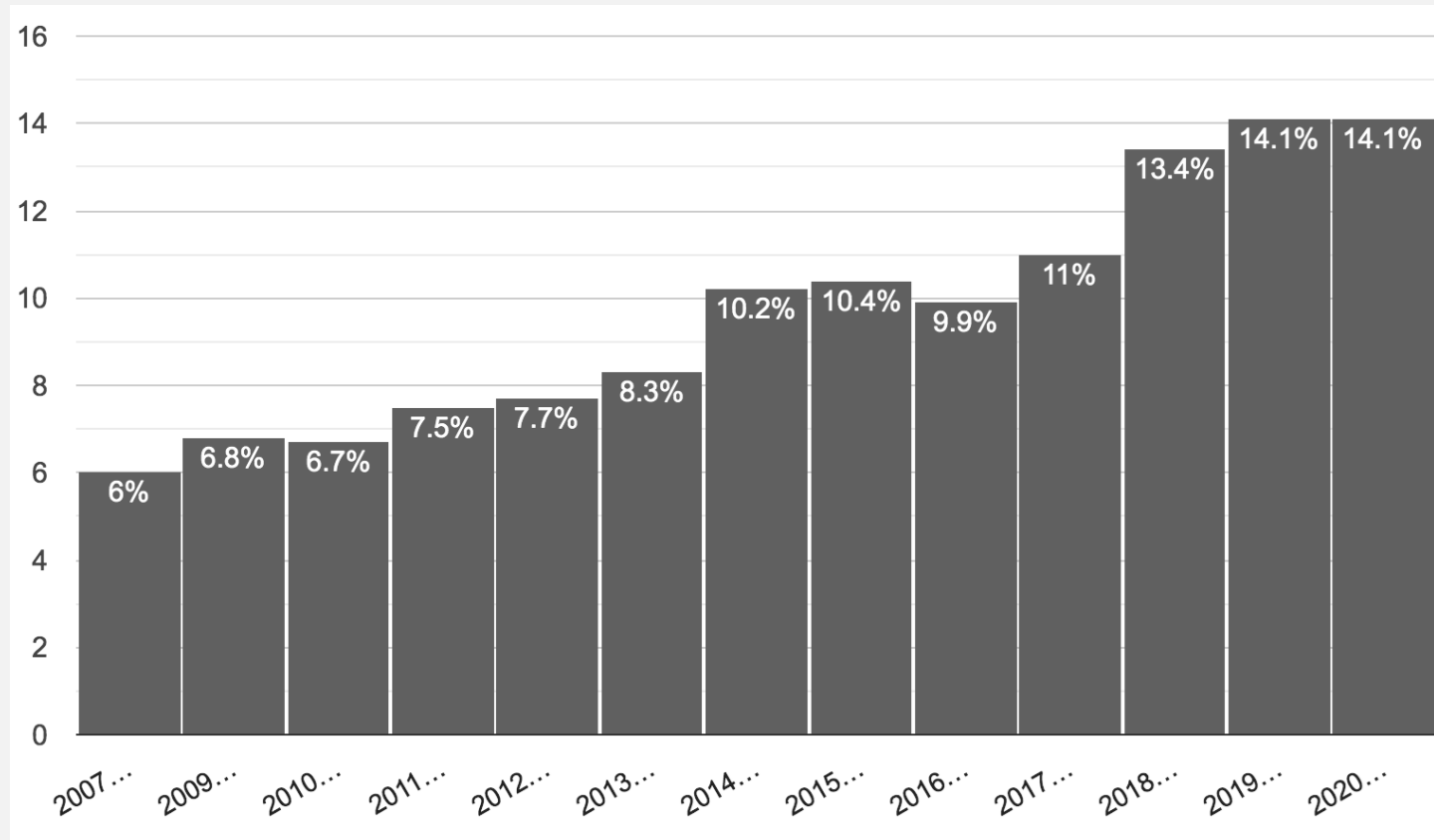
The Healthy Minds Network

Decreasing rates of flourishing (positive mental health) over time

Year	Rate	n
2012	57.1%	n=23600
2013	54.8%	n=17891
2014	50.8%	n=16322
2015	53.1%	n=15133
2016	45.2%	n=31315
2017	41.9%	n=49532
2018	39.4%	n=65153
2019	39.9%	n=58509
2020	38.3%	n=83432

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INCREASING RATES OF SUICIDAL IDEATION OVER TIME

The Healthy Minds Network
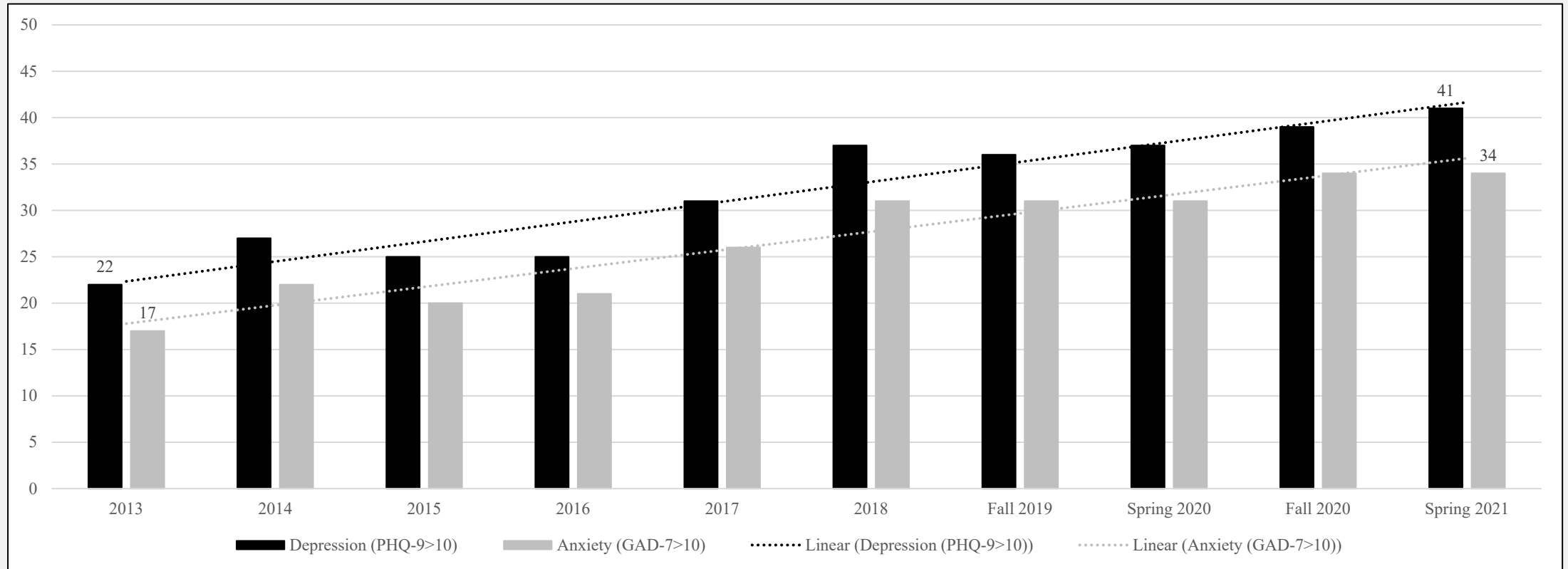
RISING DEPRESSION BY RACE/ETHNICITY OVER TIME


Figure 1b. Depression (PHQ-9≥10)
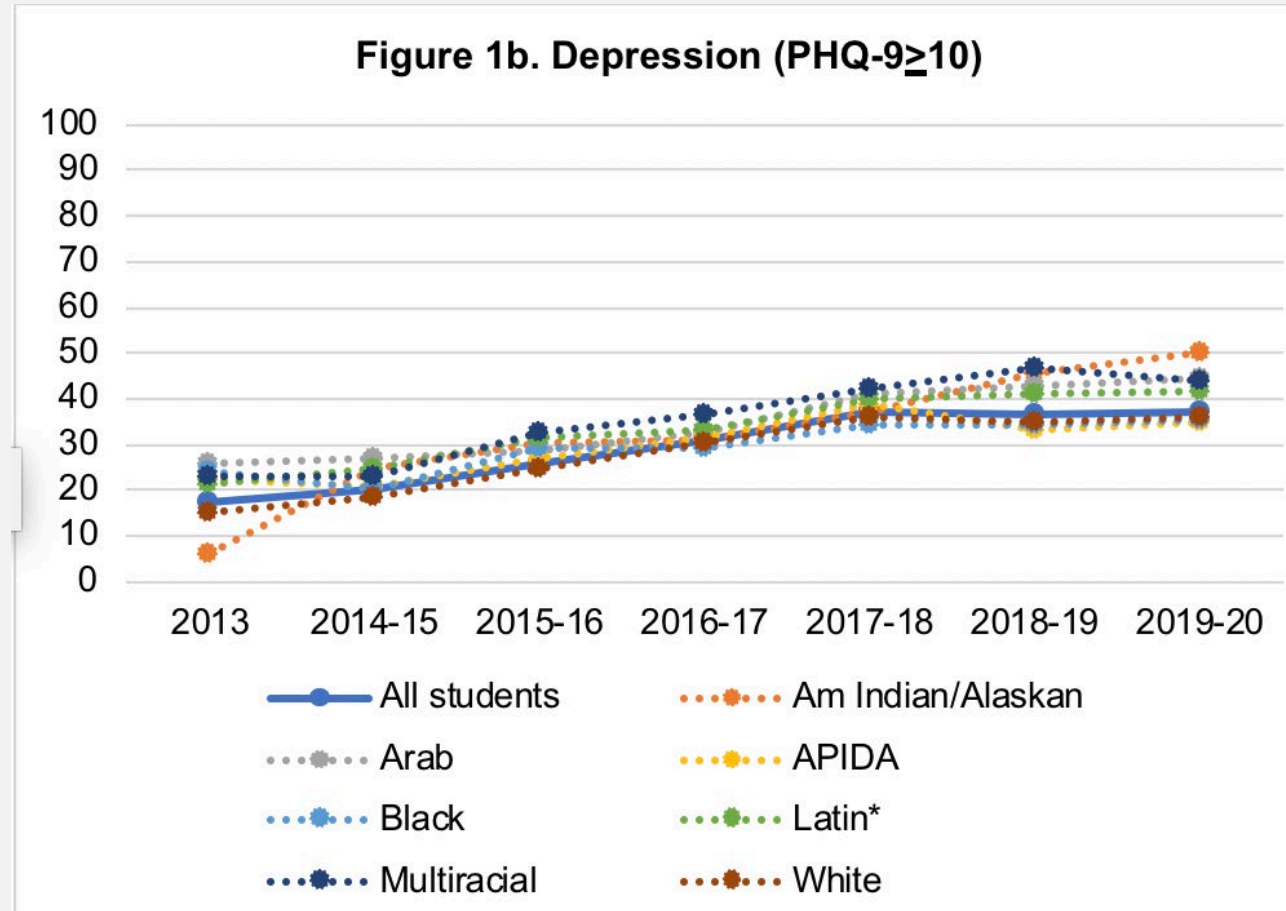
PREVALENCE, SPRING 2021 (N=103,748)

DEPRESSION SCREEN

Depression is measured using the Patient Health Questionnaire-9 (PHQ-9), a nine-item instrument based on the symptoms provided in the Diagnostic and Statistical Manual for Mental Disorders for a major depressive episode in the past two weeks (Spitzer, Kroenke, & Williams, 1999). Following the standard algorithm for interpreting the PHQ-9, symptom levels are categorized as severe (score of 15+), moderate (score of 10-14), or mild/minimal (score <10).
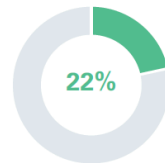
Severe depression	Moderate depression	Any depression
22%	19%	41%
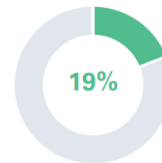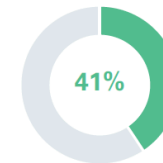
ANXIETY SCREEN

Anxiety is measured using the GAD-7, a seven-item screening tool for screening and severity measuring of generalized anxiety disorder in the past two weeks (Spitzer, Kroenke, Williams, & Lowe, 2006). Following the standard algorithm for interpreting the GAD-7, symptom levels are categorized as severe anxiety, moderate anxiety, or neither.
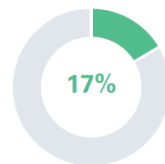
Severe anxiety	Moderate anxiety	Any anxiety
17%	18%	34%

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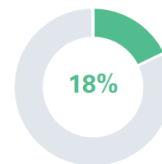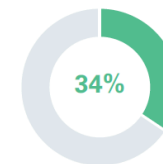
INEQUALITIES BY GENDER IDENTITY

Bar chart comparing Cisgender and TGNC across three categories:
- Depression: Cisgender 25, TGNC 60
- Anxiety: Cisgender 21, TGNC 44
- Suicidal ideation: Cisgender 10, TGNC 35

■ Cisgender ■ TGNC

The Healthy Minds Network

LONELINESS, SPRING 2021

lack companionship

36%
43%
21%

left out

32%
45%
23%

isolated from others

32% Hardly ever
40% Some of the time
28% Often

The Healthy Minds Network
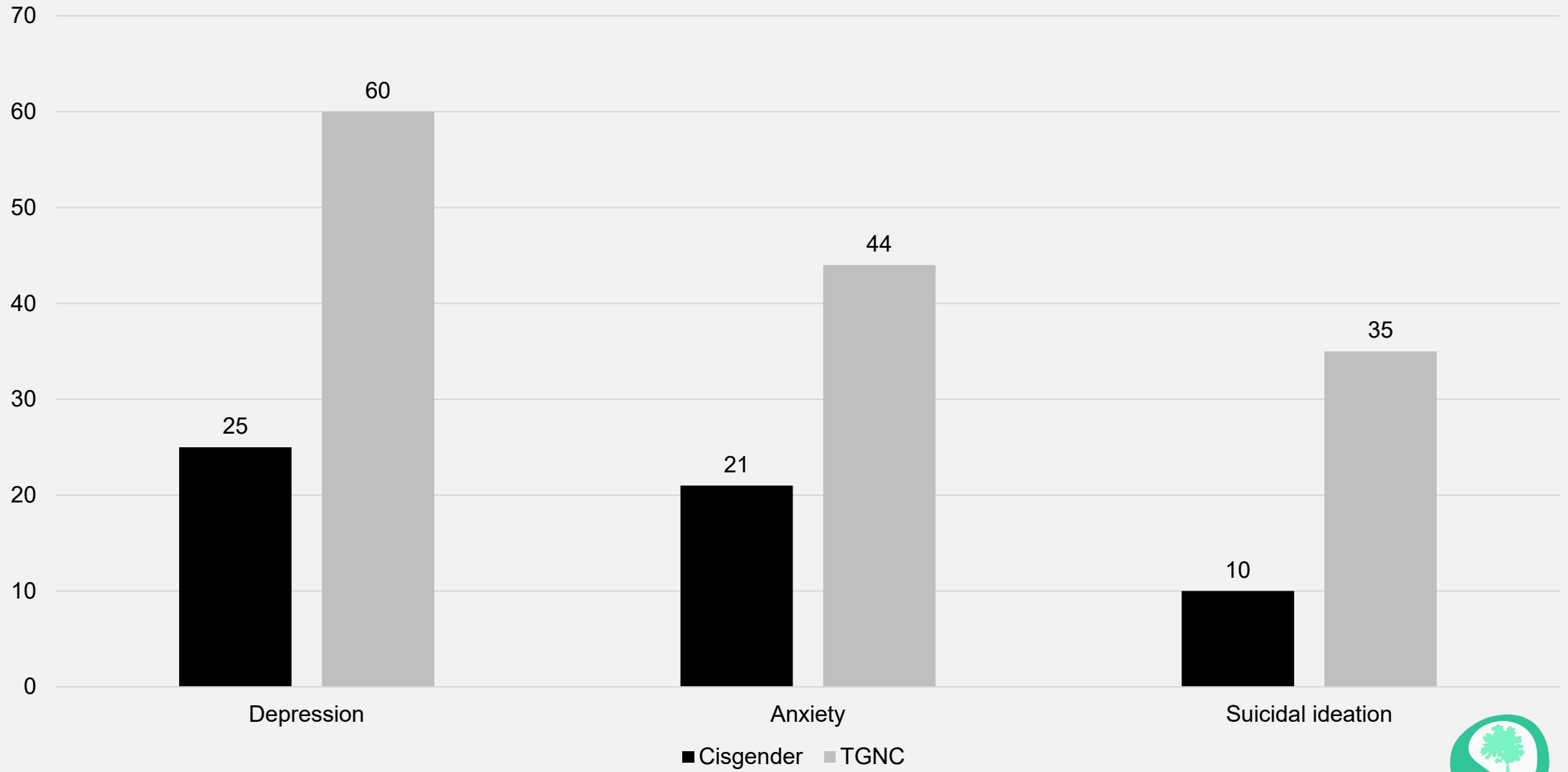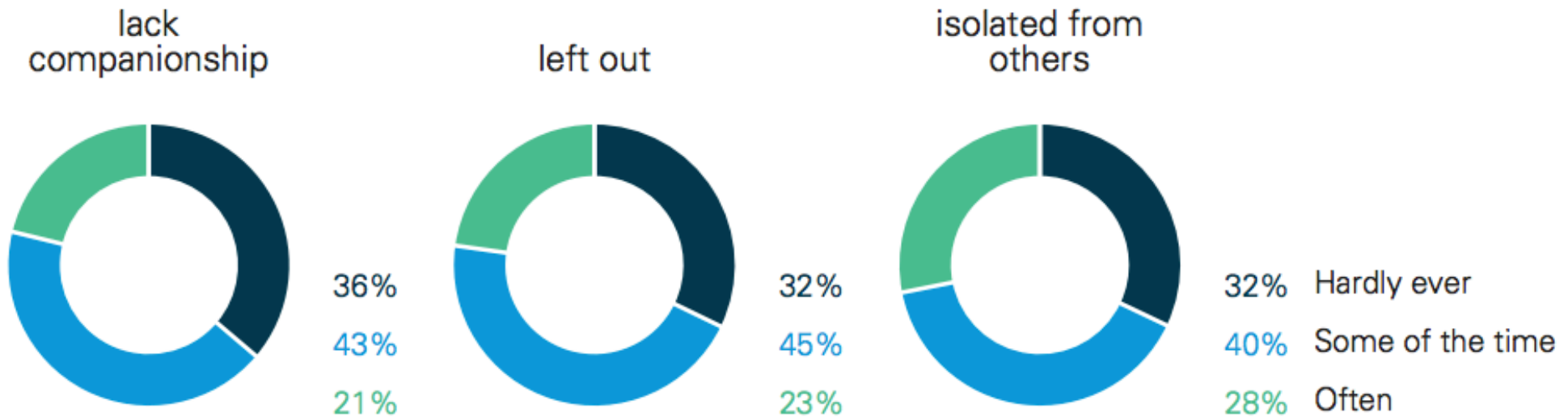
RISK FACTORS: FINANCIAL STRESS

Current frequency of financial stress

- Never stressful: 6%
- Rarely stressful: 18%
- Sometimes stressful: 37%
- Often stressful: 25%
- Always stressful: 14%

Strong correlation with mental health

- Never stressful: 29%
- Rarely stressful: 30%
- Sometimes stressful: 32%
- Often stressful: 45%
- Always stressful: 60%

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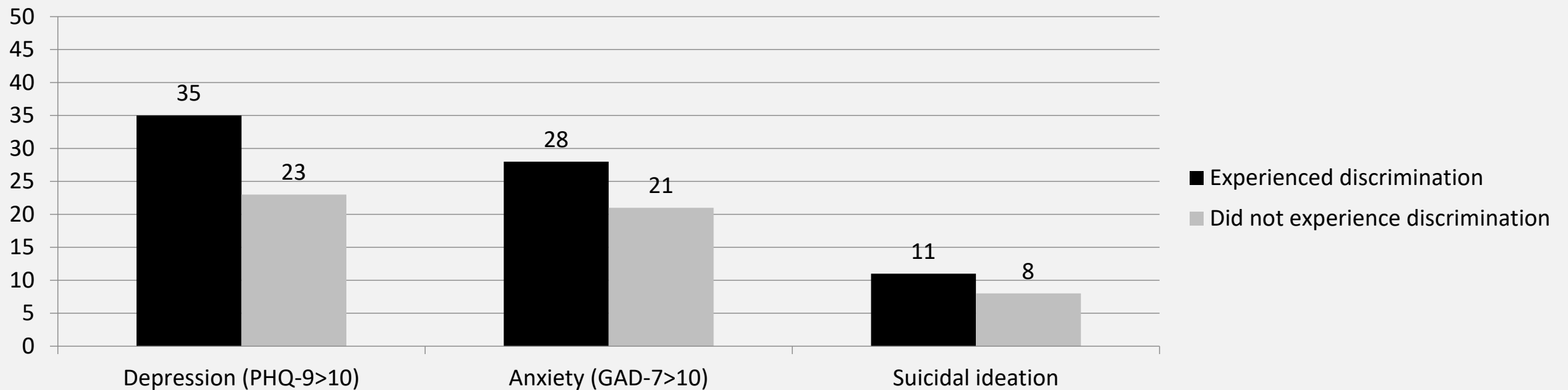
TRENDS IN HELP-SEEKING OVER TIME

Increased Rates of Mental Health Service Utilization by U.S. College Students: 10-Year Population-Level Trends (2007–2017)

Sarah Ketchen Lipson, Ph.D., Ed.M., Emily G. Lattie, Ph.D., Daniel Eisenberg, Ph.D.
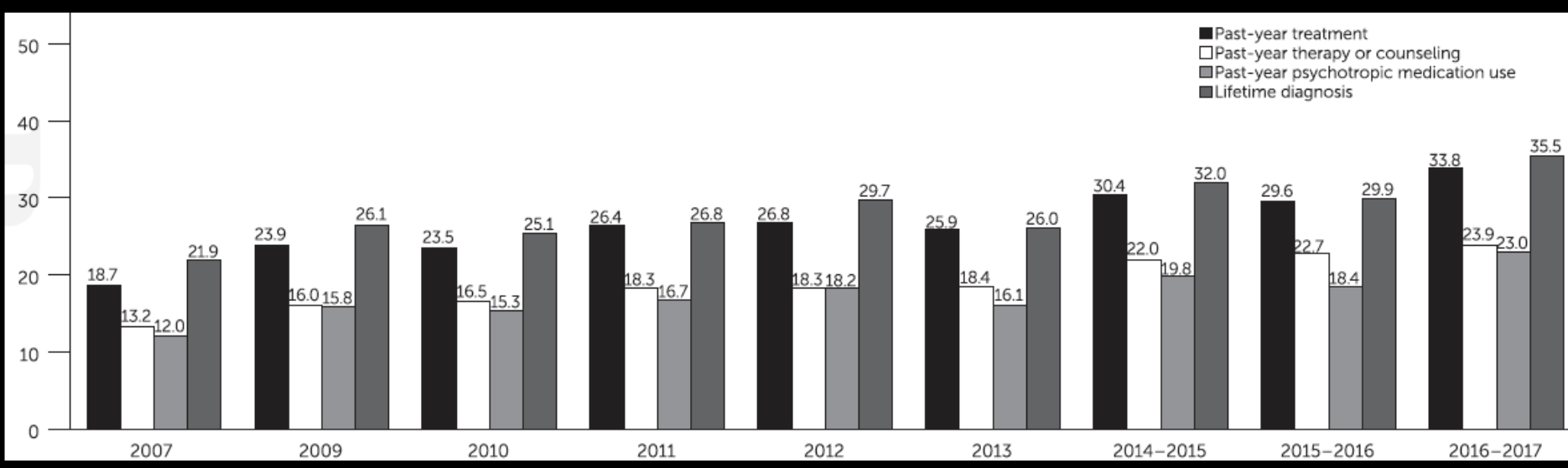
DECREASING LEVELS OF STIGMA OVER TIME

MENTAL HEALTH TREATMENT GAP

63	61	58	47	61
37	39	42	53	39
w/ dep	w/ anx	w/ NSSI	w/ SI	w/ any

■ Tx □ Untx
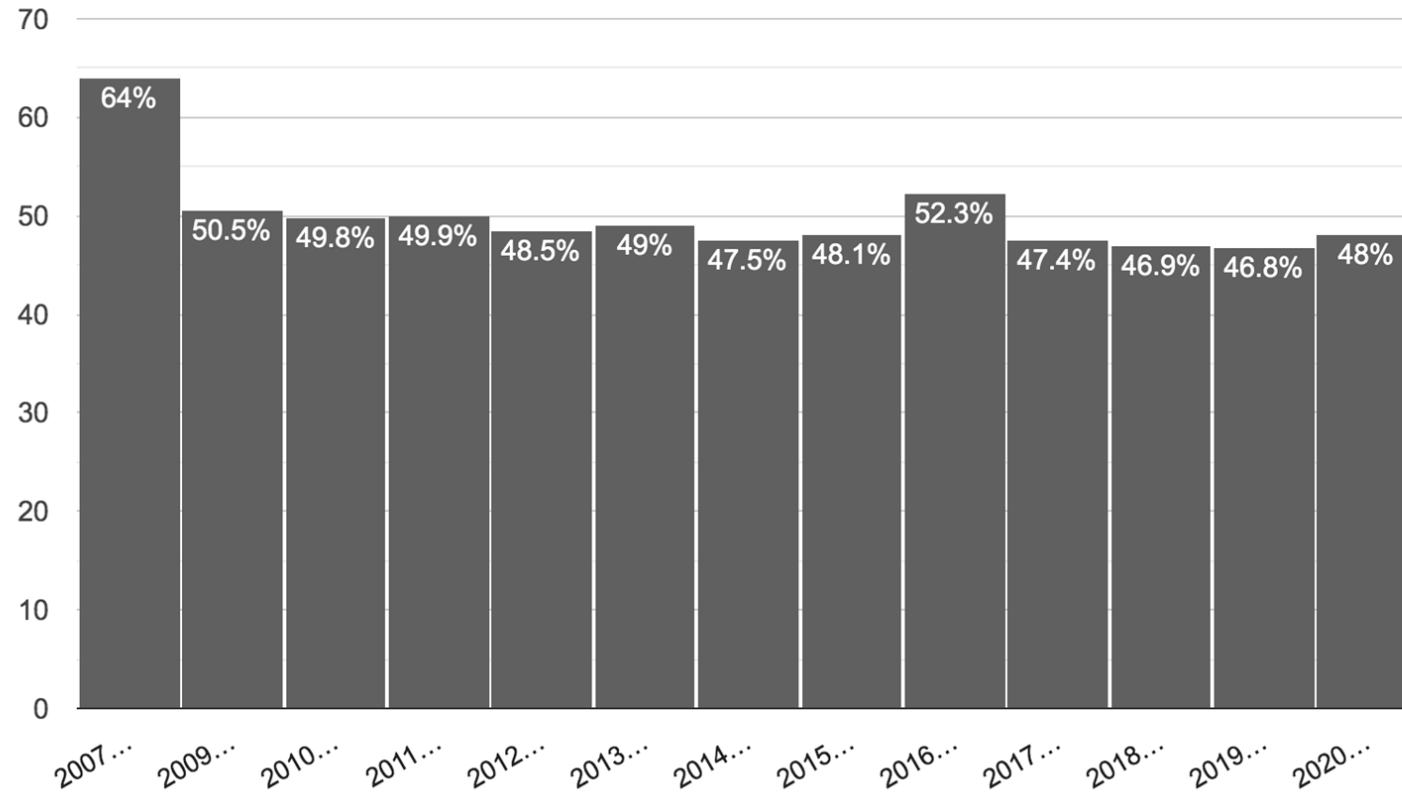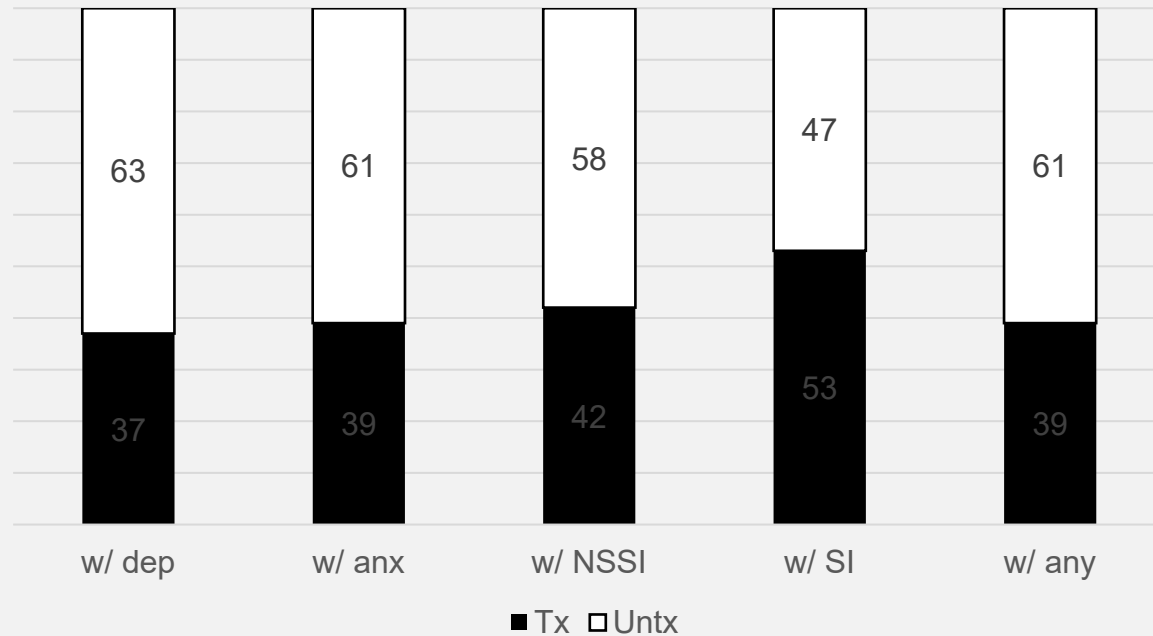
- "Treatment gap": proportion of students with a positive screen and no treatment
- Many who seek tx do so in crisis
  - Missed opportunities for early intervention
- Many identified by peers, other gatekeepers
  - Stigma has gone done, many students are open to talking about mental health

The Healthy Minds Network

Access to Mental Health Services, pre-pandemic

ELSEVIER

Original article

Mental Health Disparities Among College Students of Color

Sarah Ketchen Lipson, Ph.D., Ed.M.[a,*], Adam Kern, BA[b], Daniel Eisenberg, Ph.D.[c], and Alfiee M. Breland-Noble, Ph.D., M...

The Boston Globe
@BostonGlobe
Following

Racial and ethnic minorities on college campuses nationwide are less likely than white students to seek mental health services or have their problems properly diagnosed and treated, a new study has found. bos.gl/M8jKyqt

Odds of MH Diagnosis (ref: White)

Black	Latinx	Asian	Arab
0.3	0.6	0.4	0.7
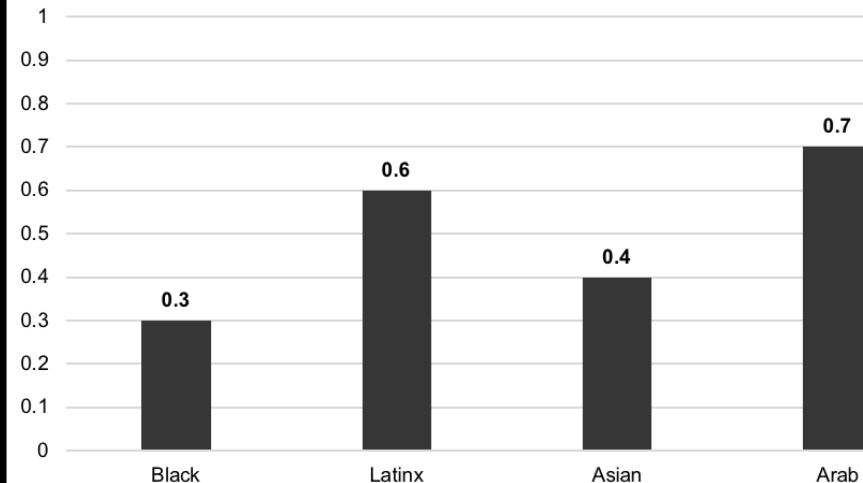
Access to treatment in the pandemic

How has your access to mental health care been affected by the COVID-19 pandemic?

12%	Much more difficult or limited access
18%	Somewhat more difficult or limited access
28%	No significant change in access
2%	Somewhat less difficult or limited access
2%	Much less difficult or limited access
38%	Don't know or not applicable (have not tried to access care)

Current Medications with Positive Screen for Depression or Anxiety by Race

Race	Percentage
White n=25537	40.8%
Black n=2672	24.3%
Hispanic n=4511	26.6%
Native American n=628	39.5%
Arab/Arab American n=813	26.4%
Asian/Asian American n=3776	23.4%
Pacific Islander n=282	28.1%
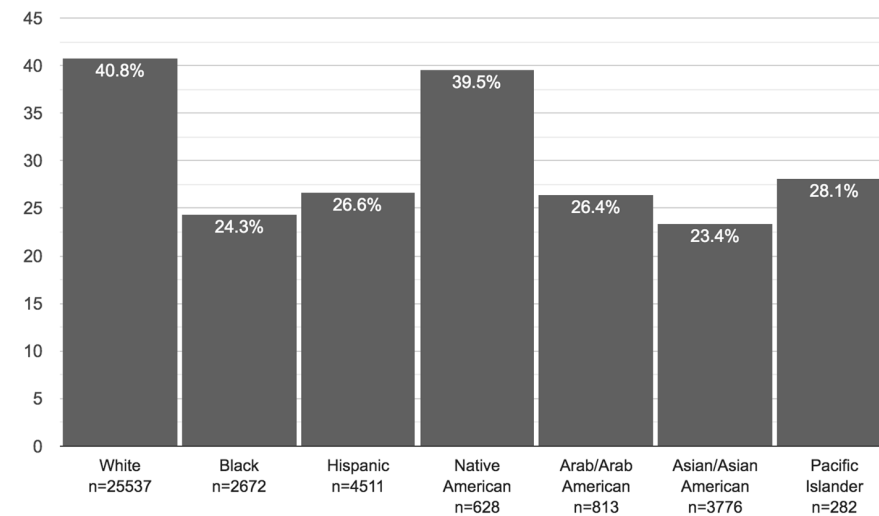
MOST COMMON BARRIERS
INERTIA, LACK OF URGENCY

Though most students w/ untreated symptoms have positive attitudes and beliefs, task of seeking help does not appear to be salient priority

Most commonly reported barriers among students w/ untreated symptoms:

- Haven't had a need (31%)

- Prefer to deal w/ issues on my own (27%)

- Question how serious my needs are (20%)

- Don't have time (17%)

HIGHEST RATES OF ACADEMIC IMPAIRMENT DUE TO MENTAL HEALTH CONCERNS, SPRING 2021
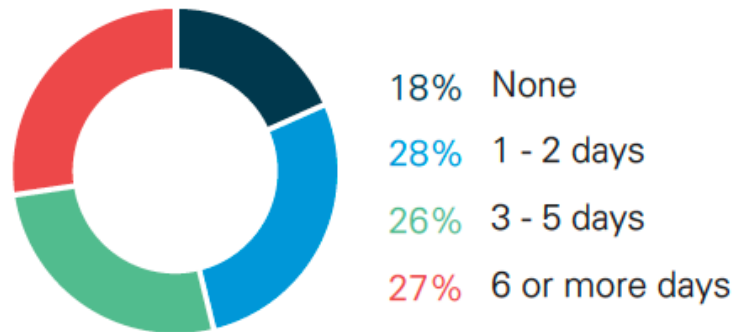
87% OF FACULTY OBSERVE THAT STUDENT MENTAL HEALTH HAS WORSENED IN THE PANDEMIC.

FROM YOUR PRESPECTIVE, HOW IF AT ALL HAS STUDENT MENTAL HEALTH CHANGED SINCE THE COVID-19 PANDEMIC BEGAN?

1.6% Somewhat improved

0.4% Significantly improved

10.9% About the same

42.8% Significantly worsened

44.4% Somewhat worsened
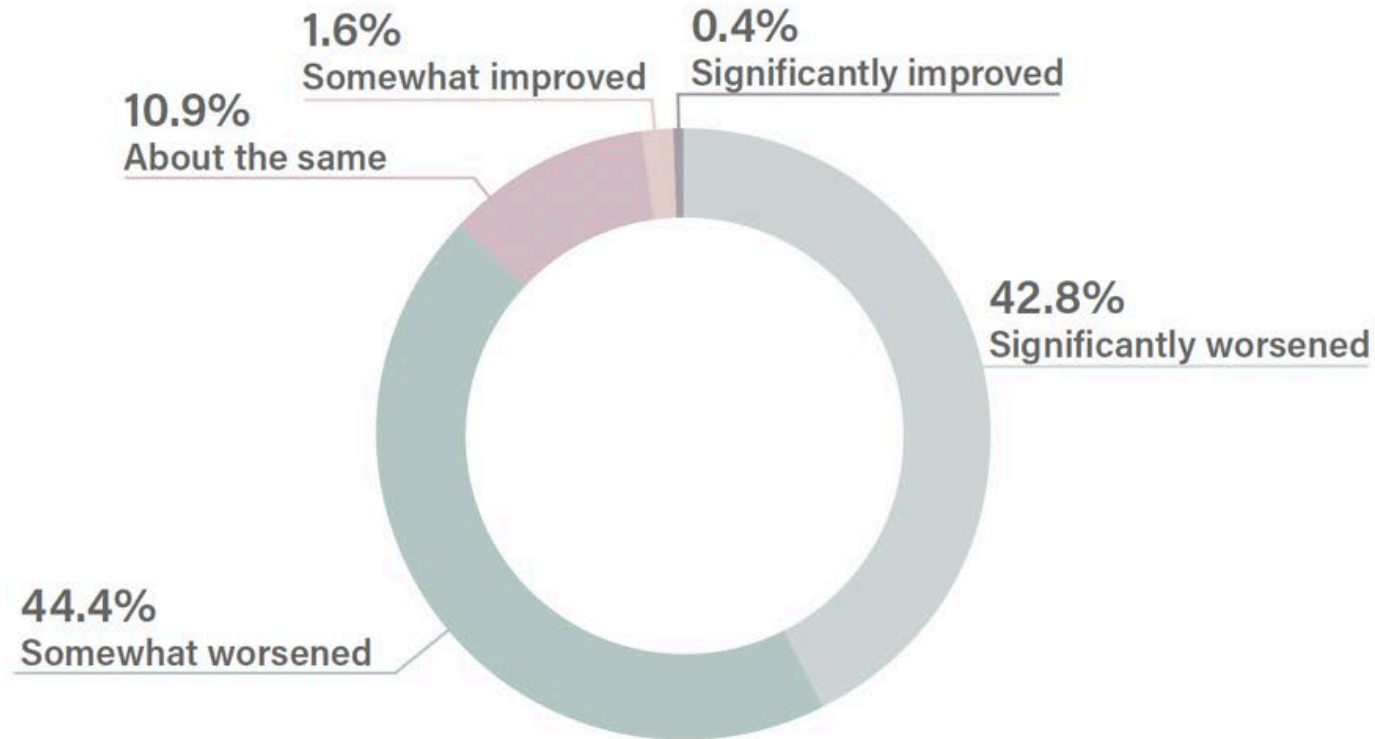
Economic case for investing in mental health

- Mental health problems strongly associated with negative academic outcomes
- There is a strong economic case for investing in student mental health ($\rightarrow$tuition $$)
- Anticipating drop-out
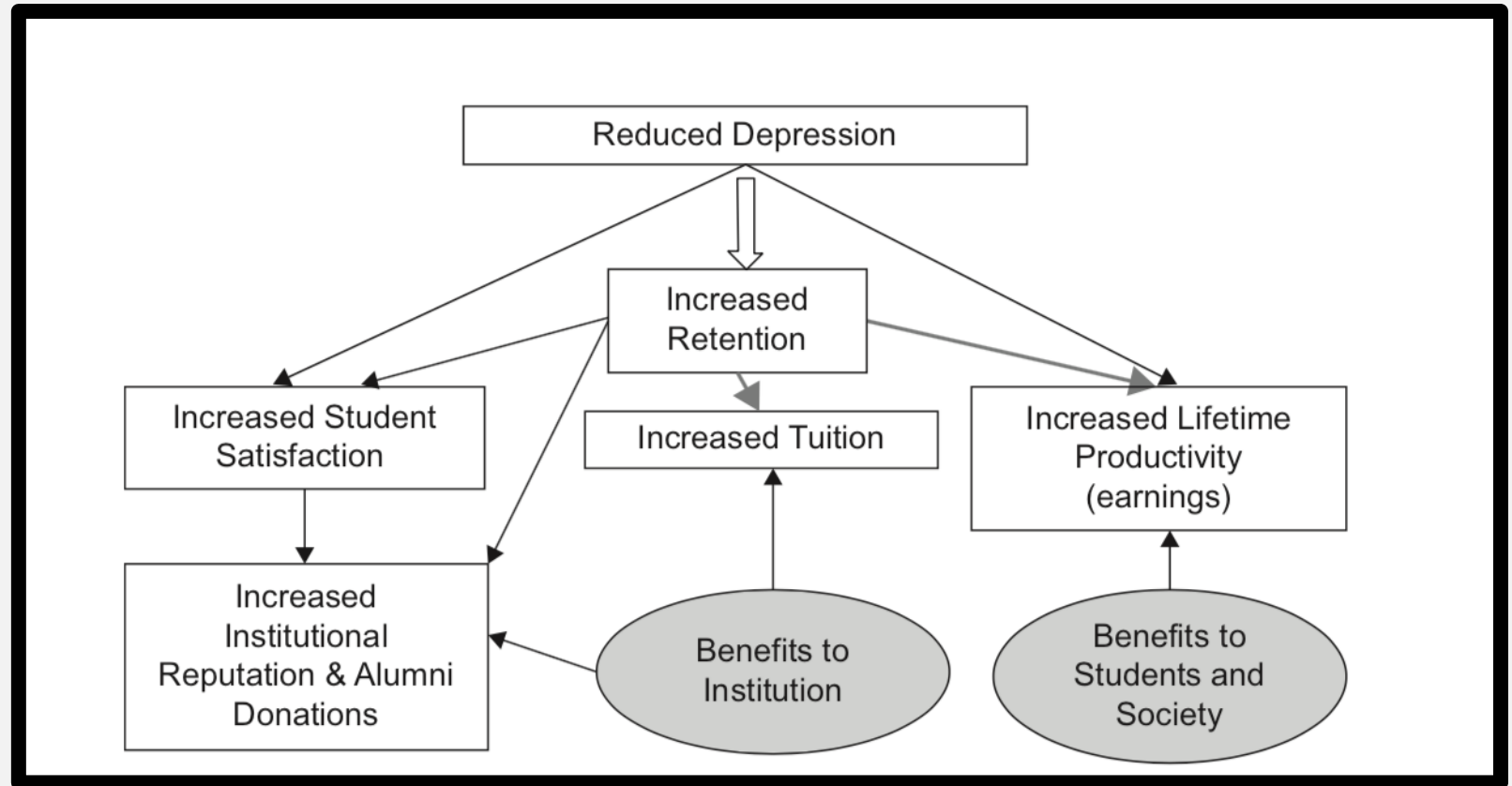
R.O.I. CALCULATOR (ONLINE TOOL)
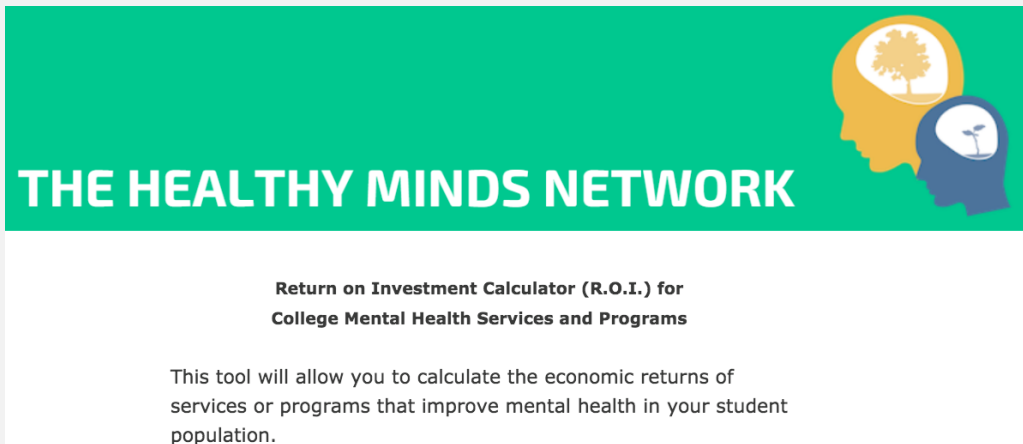
This tool will allow you to calculate the economic returns of services or programs that improve mental health in your student population.

You will be asked a handful of questions about your campus, including:

- Enrollment size
- Approximate institutional drop-out rate
- Approximate per student tuition rate

Based on the information you provided, the calculator will give economic estimates for both your institution and students.

Your proposed services or programs could be focused on mental health treatment or could also seek to prevent mental health issues. They could be new or expanded offerings that your campus is considering, or they could be existing services.

THE HEALTHY MINDS NETWORK

Return on Investment Calculator (R.O.I.) for College Mental Health Services and Programs

This tool will allow you to calculate the economic returns of services or programs that improve mental health in your student population.

https://umich.qualtrics.com/jfe/form/SV_6xN9QUSIFtgtRQh

MENTAL HEALTH, ACADEMICS, AND EQUITY

- Mental health is largely absent from national dialogue about college persistence

- We know certain practices are negatively associated with mental health

  - Grading on a curve

  - Academic competitiveness (particularly for students underrepresented in their fields)

- Similar patterns for untreated mental health problems and poor academic outcomes

  - Students of color, first-gen, low-income students, on average, less likely to seek treatment when symptomatic and more likely to drop out/stop out

- Of course there are other factors (like financial aid) that are important determinants of academic performance/retention and mental health outcomes

PRACTICAL ACTIONS TO SUPPORT STUDENT WELLBEING

- Faculty play an enormous role in shaping student success
  - Personal connection with faculty member → higher student satisfaction and sense of belonging
  - Having supportive professor/advisor → higher retention
  - On the "front lines" in terms of being able to identify students in distress and refer to help
- Make all assignments due at 5pm
- Stop grading on a curve
- Be flexible with grading and deadlines (drop lowest grade, lay out process to request extension, remove shame)
  - Give students the benefit of the doubt
- Include mental health resources in syllabus
  - Note that addressing mental health is likely to have a positive impact on learning and academic outcomes

Thank you!

Sarah Ketchen Lipson

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www.healthymindsnetwork.org

The Healthy Minds Network

Reimagining
Mental Health
On Campus

Smaller Number of Individuals

Some Individuals

All Individuals

Tertiary Prevention

Intensive & Individualized Plans That Address the Unique Biological, Psychological, and Social Needs of an Individual to Ensure Success in the Home and Community

Secondary Prevention

Early Identification and Intervention for Minor Problems and Challenges That Occur in the Home, School, Work, and Community

Primary Prevention

Universal Intervention Strategies for Preventing Problem Behavior for All Individuals Living in a Home and Living in the Community

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Late Adolescent Development

Extramural Education

Tasks

- Develop identity
    , sexuality, values, roles, assets, liabilities
- Experience intimacy and loss
- Renegotiate autonomy with parents/caregivers
- Accept mature physique
- Establish more stable peer relationships
- Form a relationship with substance use
- Sort out a professional direction
- Gauge risks and rewards
- 1 in 5 must manage a serious mental illness

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COLLEGE
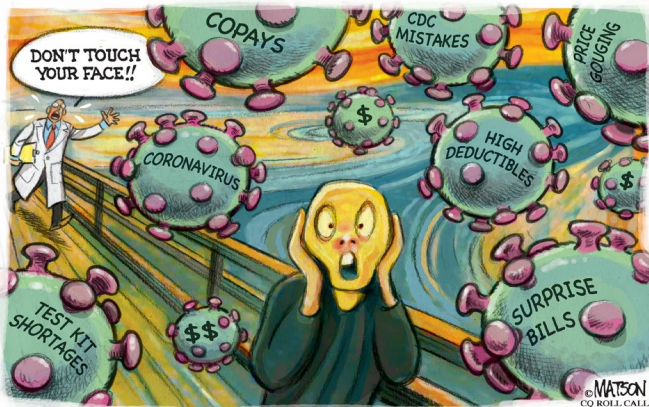
Ψ Consequences of COVID

For nearly two years, the country has experienced social conditions that facilitate Anxiety, Depression, PTSD, Substance Use Disorder, Suicide

Stress, Trauma

Social Isolation

Helplessness

COVID on Campus

Hyperarousal /Secondary Trauma, Isolation & Learned Helplessness have led to:

Emotional Dysregulation
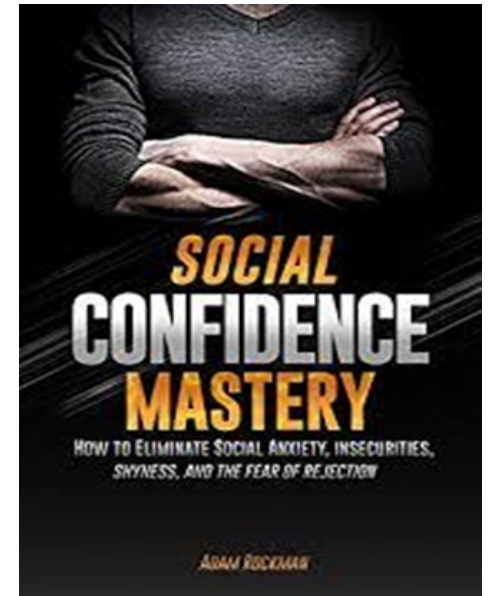
Diminished Agency

Loneliness

College is a Social Emotional Environment Built for Mastery

MENTAL HEALTH IS EVERYONE'S RESPONSIBILITY.

Emotional Engagement
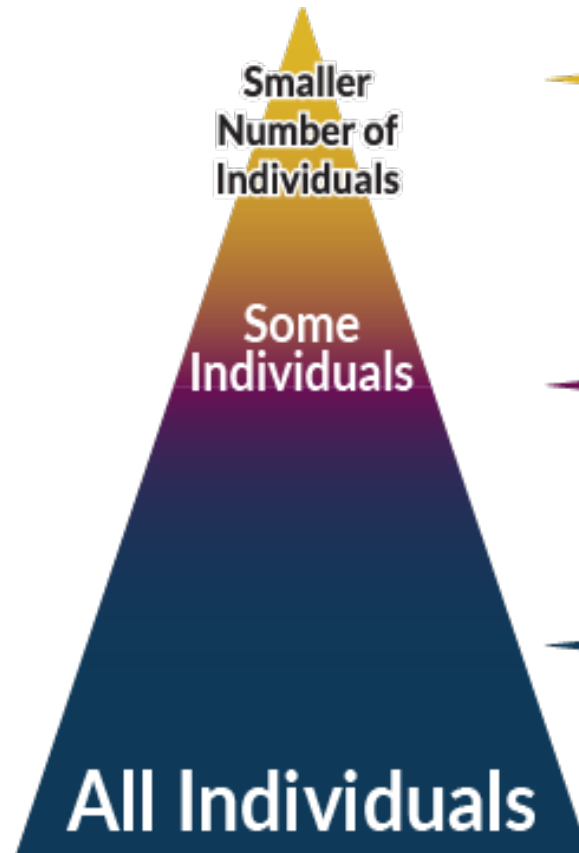
Relationships

Agency

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Reimagining Mental Health On Campus

MENTAL HEALTH IS EVERYONE'S RESPONSIBILITY.

Smaller Number of Individuals

Psychiatric Emergencies, Chronic Disease Management, Brief Therapies, Care Coordination with community and home caregivers

Some Individuals

CBT Workshops: Managing Depression, Anxiety, Eating Disorders
Workshops: "Staying Safe on Campus",
Wellness Groups: Nutrition, Substance Use, Stress Management,
Mental Health First Aid for Coaches, Residence Hall Staff
Telementalhealth Services

All Individuals

Healthy Relationships, Preventing Sexual Violence and Harassment
Mental Health Education
Public Health Education (Wellness, Insomnia, Drug Use, Suicide Prevention)
Psychological First Aid Training for Professors and Staff
Diversity, Equity, Inclusion
Social Emotional Learning for Professors

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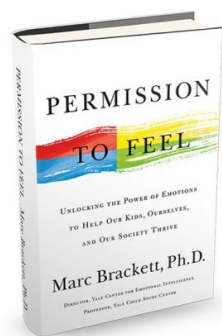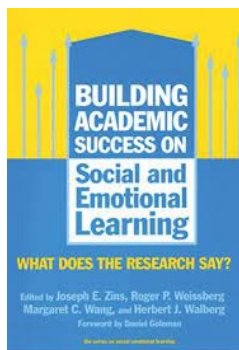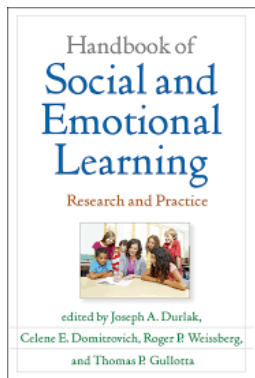
A review of school climate research (Thapa et al., 2013)

Meriden school climate survey (Gage et al., 2015)

Impact of enhancing students' SEL (Durlak et al., 2011)

Self-awareness
The ability to accurately recognize one's own emotions and thoughts and how these influence behavior.

Relationship skills
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

Social awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.

SEL

Responsible decision-making
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.

Self-management
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

Achievement Tests 11-17 percentile points; Motivation; Mental Health

Self-Criticism; Absenteeism; Substance Abuse; Suspension

SEL Goes to College: Mental Health is everyone's responsibility

Engage Emotions, Facilitate Relationships, Foster Mastery

Engage Emotions

Make a Connection with Each Student
Create Time for a Brief Check-in
Include the News of the Day when relevant
Invite Emotions into the class
Utilize Journaling and Meditation
Provide Constructive Feedback

Facilitate Relationships

Construct a Learning Community
Explore Cultural Differences
Create Team Projects
Pose Conflicts that need Resolution
Invite Empathy
Require Multiple Perspectives
Assign Dilemmas

Foster Mastery

Allow Flexibility
Solve Problems
Assign many Small Projects to enable Mastery
Reward Responsibility and Repairing Errors

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COLLEGE

Take Care of the Faculty First

Offer Training

Connect and Check In

Provide Support if Needed

Incentivize Involvement

Share the Psychosocial Rationale

Identify Resources

Share the Academic Research

Reassure ≠ Psychotherapy

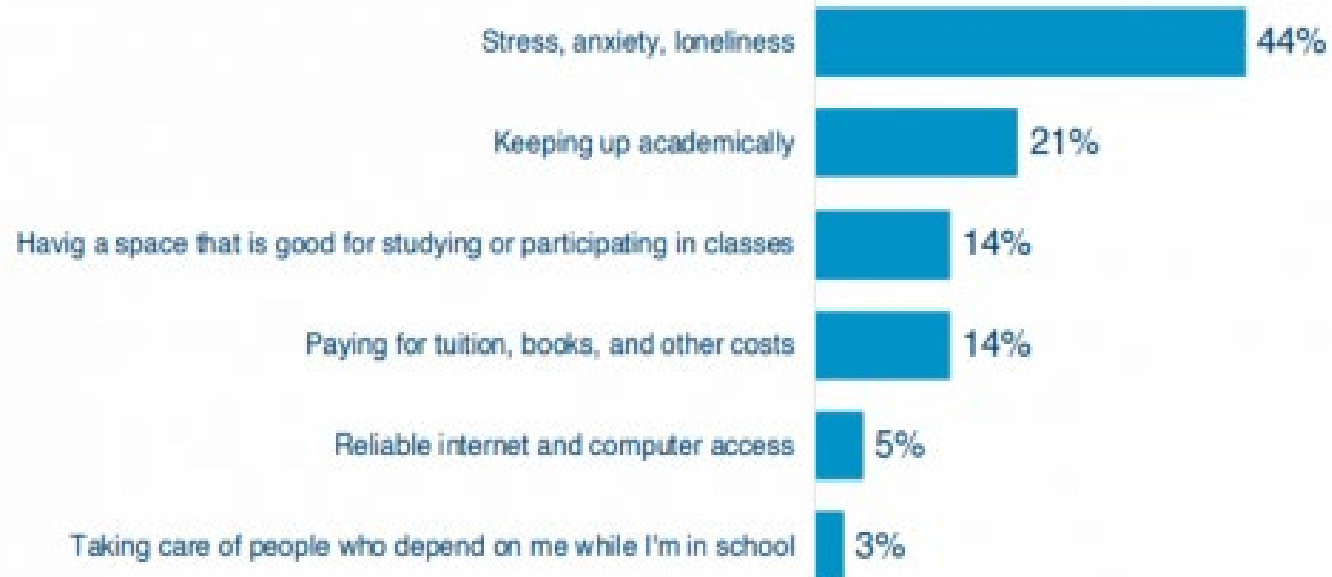WILLIAM JAMES COLLEGE

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Mental Health on Campus

Emotional well-being is students' biggest challenge this fall

Which of the following has been the **biggest** challenge or struggle for you this fall?

Stress, anxiety, loneliness	44%
Keeping up academically	21%
Havig a space that is good for studying or participating in classes	14%
Paying for tuition, books, and other costs	14%
Reliable internet and computer access	5%
Taking care of people who depend on me while I'm in school	3%

Strada-College Pulse survey, Sept. 10-25. Base: current college students enrolled at four-year institutions, n=3,389.

Information about
# Worcester Polytechnic Institute

- 5000 Undergraduate Students + 2000 Graduate Students
- Primarily STEM Education, project based learning
- Undergraduates have four 7-week terms
- 50% of students live on campus or in Greek Housing
- 12% under-represented, 10% international
- 60% male, 40% female

Counseling Center Staffing (SDCC)
- 8 full-time, 3 part-time (abt. 30 hrs each), 4 clinical interns

Number of students seen in SDCC

# of Students seen in Counseling
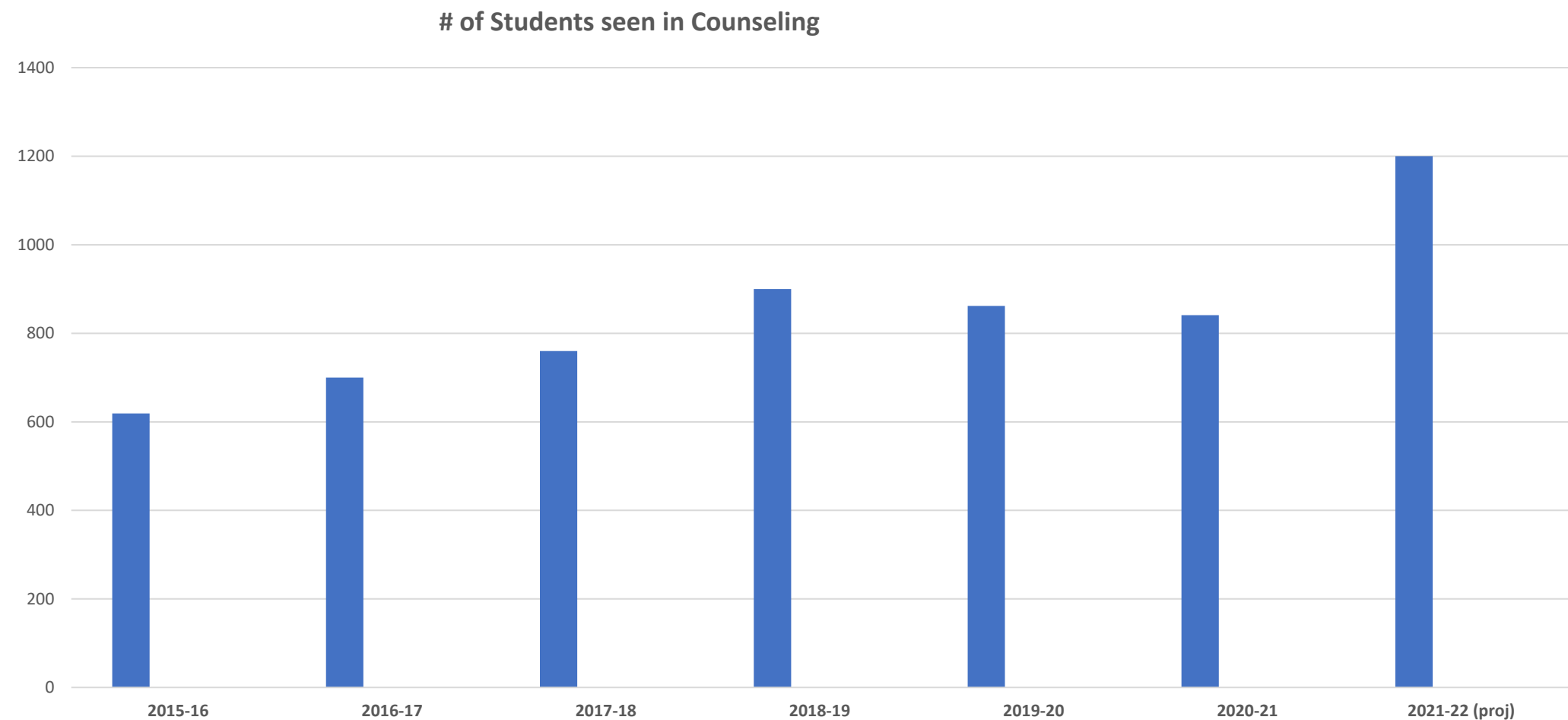
WPI Center for Well-being – The Process

- Working group made up WPI faculty, staff and students convened on four occasions Spring of 2020 then reconstituted in January 2021

- Four working subgroups formed:
  - Gathering benchmarking data on "comparable" campuses in regard to "Health Education Infrastructure"
  - Identify "best practices" from other campuses in terms of student well-being promotion
  - Identify opportunities and challenges associated with launching academic opportunities for students to engage in projects associated with student well-being
  - Envision strategies to promote cultural change towards better self care and well-being for the entire campus community

- Recommendation to establish WPI Center for Well-being which is a centrally located hub for strategic planning, coordination and implementation of best practices in health promotion for the entire campus community.
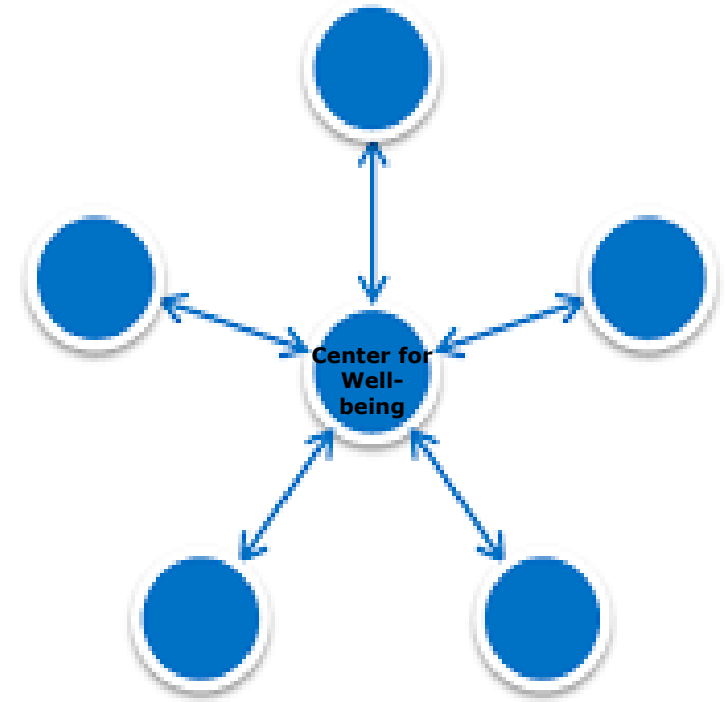
The Outcome
Establish a Center for Well-being at WPI

- Located in the heart of campus in a high traffic area
- Adjacent to dining, fitness, health and counseling
- Open, inviting space with additional private meeting areas
- Staffing to include professional staff, administrative support, postdoctoral position and faculty fellows, resources for student staffing and master's level intern
- Core financing from University funds, with additional resources from grants and donors

WPI Center for Well-being – The Plan

- Mental Health Awareness Training

- Peer Initiatives: advocacy, education, support

- Academic Initiatives: projects, research, classes

- Population based Interventions

- Well-being coaching/consultation

- Leadership for campus cultural change

Questions