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Student Mental Health: A Campus-wide Public Health Approach

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Agenda

- Overview
- Provost's Committee on Student Mental Health
- Public Health Approach
- Questions
- Application on Your Campus
- Unexpected Benefits
- Future Directions
- Next Steps on Your Campus

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Quiz

- 11% of college freshman come to campus with a mental health diagnosis
- 21% of college students would meet criteria for a psychiatric disorder (axis I) within the last 12 months
- Most college students think others will think less of them if they seek mental health treatment
- Fewer than 60% of college students with a mental disorder sought treatment within the last year
- Nearly 1% of college/university students have attempted suicide in the last year

-Blanco et al, 2008
-U of MN 2007 Student Health Survey
-U of Michigan Healthy Minds Study, 2008

Quiz (Answers)

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- 23% (11%) of college freshman come to campus with a mental health diagnosis. False
- 40% (21%) of college students would meet criteria for a psychiatric disorder (axis I) within the last 12 months. False
- Most college students think others will think less of them if they seek mental health treatment. True
- Fewer than 25% (60%) of college students with a mental disorder sought treatment within the last year. False
- Nearly 1% of college/university students have attempted suicide in the last year. True

Blanco et al, 2008
 U of MN 2007 Student Health Survey
 U of Michigan Healthy Minds Study, 2008

**Provost's Committee on
 Student Mental Health
 2004-2009**

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Overview of the Grant

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Needs Assessment Project: Exploring Barriers and Opportunities for College Students with Psychiatric Disabilities (completed June 2003)

- Gather comprehensive data on the needs of college students with psychiatric disabilities
- Identify the real and perceived barriers facing these students on college campuses
- Identify strategies that may reduce or remove barriers to full participation in post secondary education

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Overview of the Grant: Barriers

- Stigma and stereotypes
- Complex nature of psychiatric disabilities
- Organizational and institutional barriers
- Limited student resources and insurance
- Limited access to information and services

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Overview of the Grant: Strategies

- Improve coordination and collaboration
- Ensure access to resources and training
- Use the principles of Universal Instructional Design (UID)
- Reduce student isolation

Provost's Committee on Student Mental Health 9

- | | |
|------------------------------------|--|
| • Student | • International Student and Scholar Office |
| • Housing & Residential Life | • Distributed Education and Technology |
| • Disability Services | • Academy of Distinguished Teachers |
| • Counseling | • Health Promotions |
| • Mental Health Center | • Student Affairs |
| • Center for Teaching and Learning | • Graduate School |
| • Campus Police | • Multicultural Affairs |
| • Parent Program | |

Charge to the Committee

- Raise awareness about student mental health
- Affect policy change
- Improve conditions on our campus for students with mental health disabilities
- Serve as a model for campus collaboration

2008 National Survey of Counseling Center¹ Directors

Of the 284 counseling center directors that responded to the survey, 269 (95.7%) indicated that students with significant psychological concerns continue to be a major problem on their campuses.

They further reported that 49% of last year's clientele have what they consider to be severe psychological problems and 7.5% have problems so severe that they cannot remain in school without extensive and ongoing psychological or psychiatric help.

2009

Disability Compliance June

Reactive Approach

- Problem based (Medical Model focused)
- Individual accommodations
- Respond to campus fear
- Supports myths about MI
- Supports internalized stigma

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Public Health Approach

- Needs Assessment
- Prevention
- Informative/Educational
- Systemic/Sustainable
- Intervention
- Accessible/Environmental

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Needs Assessment

Boynton Health Service 2007 Student Health Survey

- 24,018 students surveyed at 14 colleges and universities. 41.6% response rate
- 27.1% lifetime diagnosis of a mental illness
- 15.7% 12 month prevalence of mental illness diagnosis
- 9.0% rate of depression in the last 12 months
- 0.8% attempted suicide
- Over half (55%) of students with mental health concerns report these concerns negatively impact their academic performance.

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Prevention

Stress management and sleep

- 27.7% report an inability to manage their stress level
- 49.1% of students report having received adequate sleep on only three or less days over the preceding 7 days
- Adequate sleep is correlated with ability to handle stress

Access to firearms

- 11.4% of students have immediate access to a firearm (36.3% of these have access to a handgun)

Boynton Health Service 2007 Student Health Survey

Graduate school harassment

- 45% bullied by non-advisor faculty member
- 78% did not report the bullying behavior

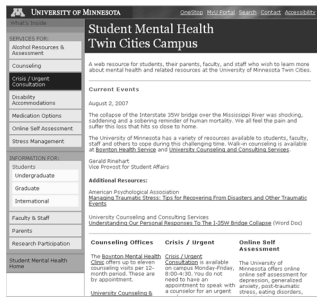
Uncivil Behavior and the Graduate Student Experience at the U of M (2007)

Informative/Educational

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- Central Website which is promoted
- Editorials in the campus and local papers
- Special events
- Information for parents
- Tools for faculty and staff
 - Collaborative training
 - Online training
 - Web site resources
 - Syllabus statement
- Stigma reduction campaign

www.mentalhealth.umn.edu




Website Wallet Cards



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Marketing the Site

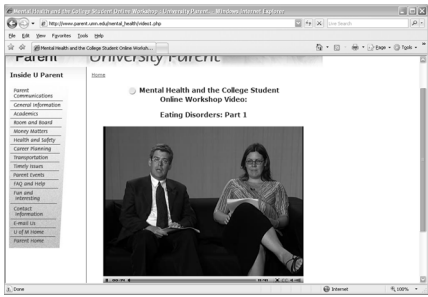



15,000 students viewed the site during the campaign!

Special Events

- Film: *Dark Matter* with discussion
- Guest Speaker: Author, Ross Szabo, *Behind Happy Faces*
- De-Stress Fest

Parent Program: Mental Health Webinar



www.parent.umn.edu/mental_health.php

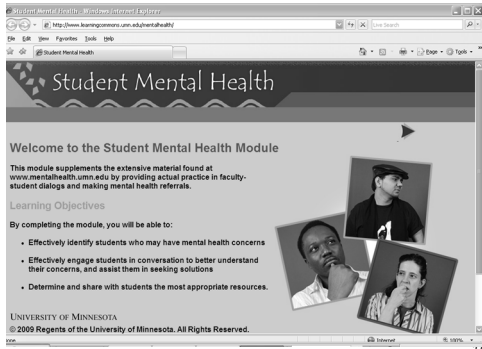
Collaborative Faculty and Staff Training Components



- Campus Mental Health Statistics
- Roles and buy-in
- How to approach students in distress
- Mental health disability and accommodations
- Campus resources

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Online Training



Why should DS be involved?

- Changing campus environment
- Disability is part of campus diversity
- Social Justice
- Reluctant follower or leader

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Consequences of not having a Campus-wide Committee

- Excessive use of staff time and resources
- Increased job stress for faculty and staff
- Reduction in graduation rates
- Personal loss for students
- Potential legal action
- Campus tragedy

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Benefits of a Campus-wide Committee

- A coordinated system of delivering mental health services to students
- A coordinated system of mental health resources that provides support for faculty and staff
- Implementation of campus wide strategies to reduce stigma
- Proactive response to campus issues
- Increase in number of campus allies

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Mental Health Syllabus Statement ²⁷

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu

Developed and endorsed by the Provost's Committee on Student Mental Health, June 2006
Approved by the Senate Committee on Educational Policy June 2009

One in Five Campaign-Clinic Questionnaire



41% had seen the poster
40% reported that the poster had impacted their decision to seek care

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Post-Assessment of Faculty and Staff Demonstrated Improvement in:

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- Recognition of faculty and staff role
- Knowledge regarding mental health on campus
- Awareness of potential indicators of distress
- Comfort in approaching students
- Comfort in discussing mental health
- Awareness of campus resources
- Awareness of helpful information for consultation

Your Campus

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Does your campus take a reactive or proactive (Public Health) approach to student mental health?

1 2 3 4 5

Reactive
Proactive

Systemic/Sustainable

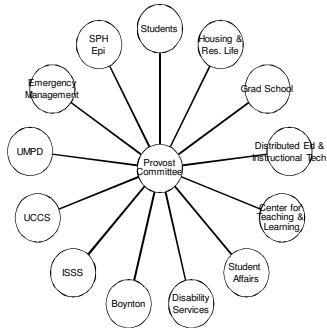
On campus collaboration

- Bring together multiple stakeholders
- Centralize mental health resource information
- Coordinate initiatives and care

Off Campus Collaboration

- No campus will be able to provide all the needed mental health services
- Close ties with therapists, psychometric services, and inpatient services in the community

Provost's Committee on Student Mental Health



Components of an Effective Committee

- Provost appointed
- Co-chairs
- Regular meeting dates
- Consistent, central meeting space
- Minutes and Action Step follow-up
- Subcommittees
- Limit number of members (review commitment annually)
- Food

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Intervention

Early identification

- Faculty, staff, and students: Approaching distressed students

Referral - Campus wide awareness of campus resources

Early and appropriate treatment

- Quick access to care
- Decreased barriers to care
- Provider awareness of student specific issues

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Accessible/Environmental

Reduced barriers

Quality health insurance

- Medication coverage
- No pre-existing condition exclusion
- Affordable
- Mandatory insurance

On-campus resources

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Unexpected Benefits

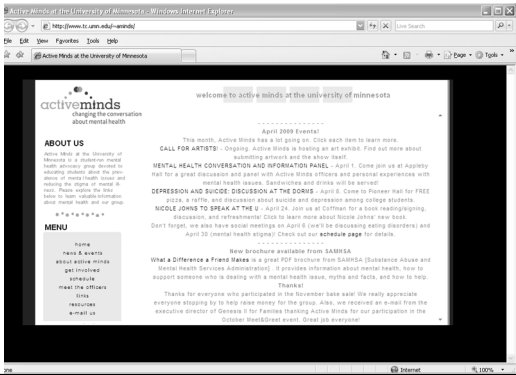
- Collaboration on campus-wide training
- Policy change
- Access to multiple audiences
- Donated resources
- More effective referrals
- Tools for the Administration to use in crisis
- Access to key stakeholders for student organization
- Reduction of duplication of services
- Clarifying and strengthening campus partnerships

Bereavement Policy

Make-up Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement and religious observances.

Local Chapter of Active Minds





Academy of Distinguished Teachers

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University of Minnesota President Robert Bruininks
www.mentalhealth.umn.edu/sos/index.html

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Future Directions

- Continue to market the website
- Expand online training
- Additional outreach to students
- Evaluation of impact of efforts
- Promote to other campuses

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Next Steps on your Campus

1. Who are the key stakeholders on your campus?
2. Who needs to be involved in the first planning meeting and who will initiate the meeting?
3. What is the primary barrier you would like to address on your campus?

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Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it's the only thing that ever has.

Margaret Mead
