

The State of Campus Mental Health: Findings from the National Healthy Minds Study



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Introduction

Part 1

Significance of population

Age of **onset**

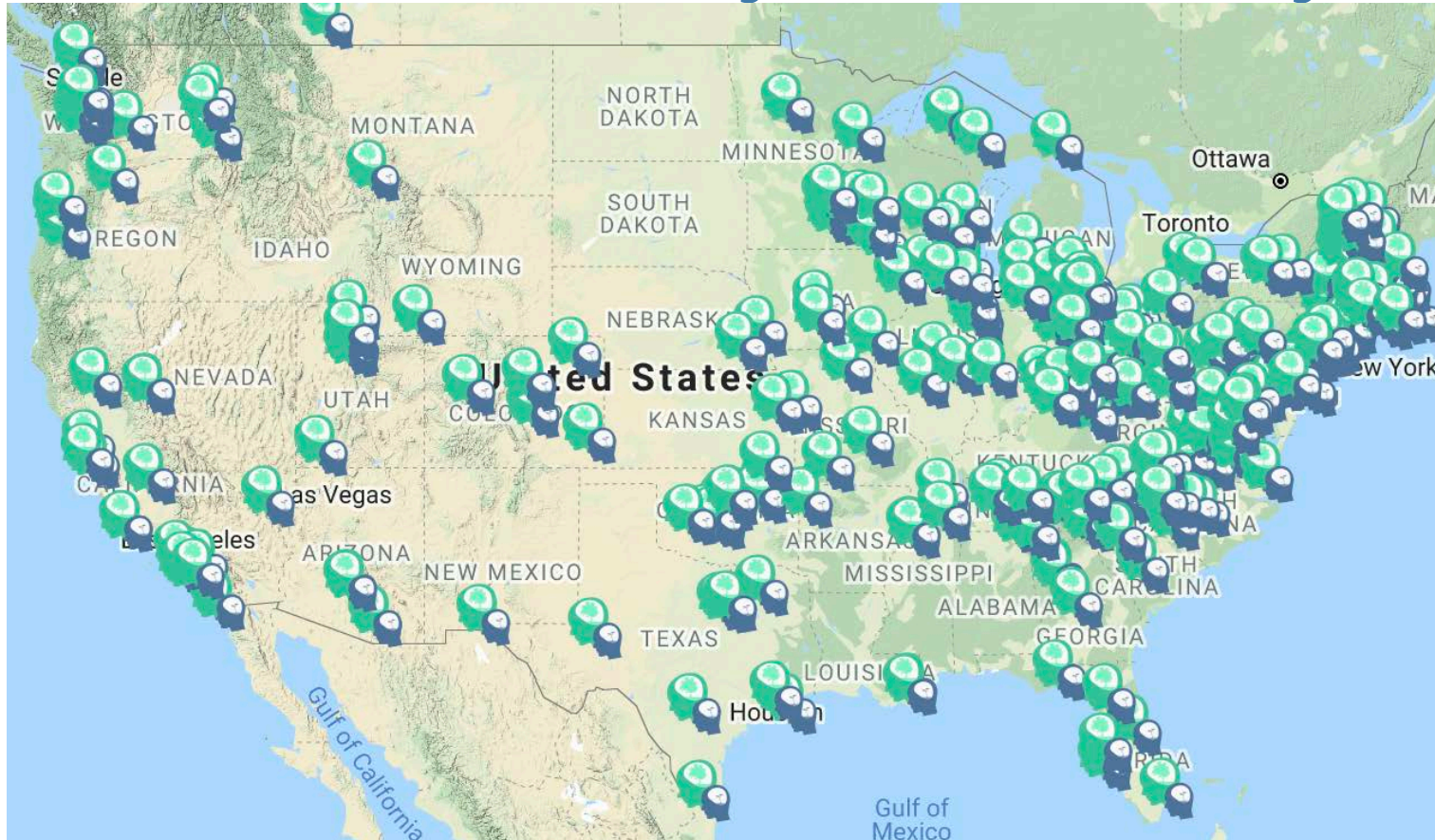
Treatment delay

Prevalence and burden of disease (\$)

Campus settings offer **unique opportunity for prevention and intervention**

- Public health impact: **>22 million students**
- Significance from developmental perspective
- Human resources
- Mental health and lifelong trajectory (economic, educational, social)

About the Healthy Minds Study



HMS team:

- PIs: Sarah Lipson, Daniel Eisenberg, Justin Heinze
- Peter Ceglarek, Morgan Daugherty, Paula Guro, Matt Jirsa, Afra Kamal, Lisa Mei, Divya Manikandan, Kevin Michaels, Jasmine Morigney, Michaela Murphy, Laila Odeh, Akilah Patterson, Ellie Repp, Maithelee Sathe, Meghna Singh, Liadan Solomon, Amber Talaski, Caleb Wang, Adam Wheeler, Hidaya Zeaiter, Sasha Zhou

~450 campuses, >400,000 student respondents

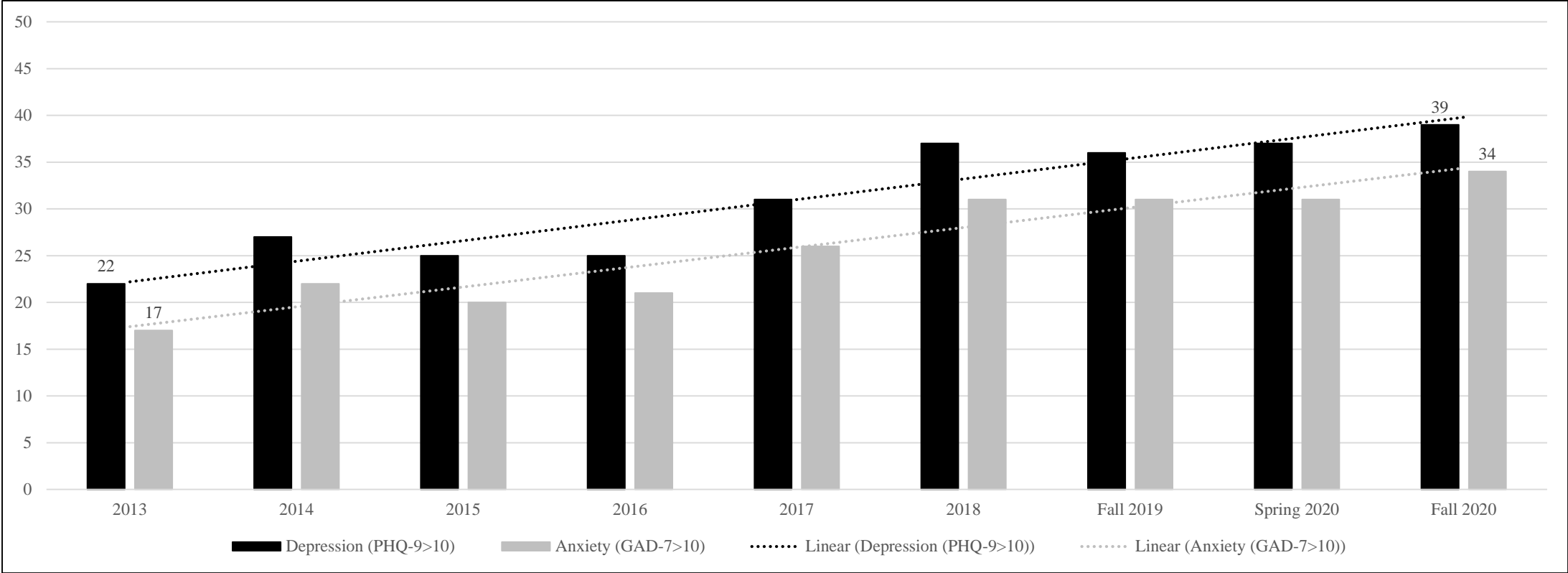
- Annual mental health survey
- Cross-sectional
- Qualtrics
- Random student samples at each campus
- Validated screening tools for mental health



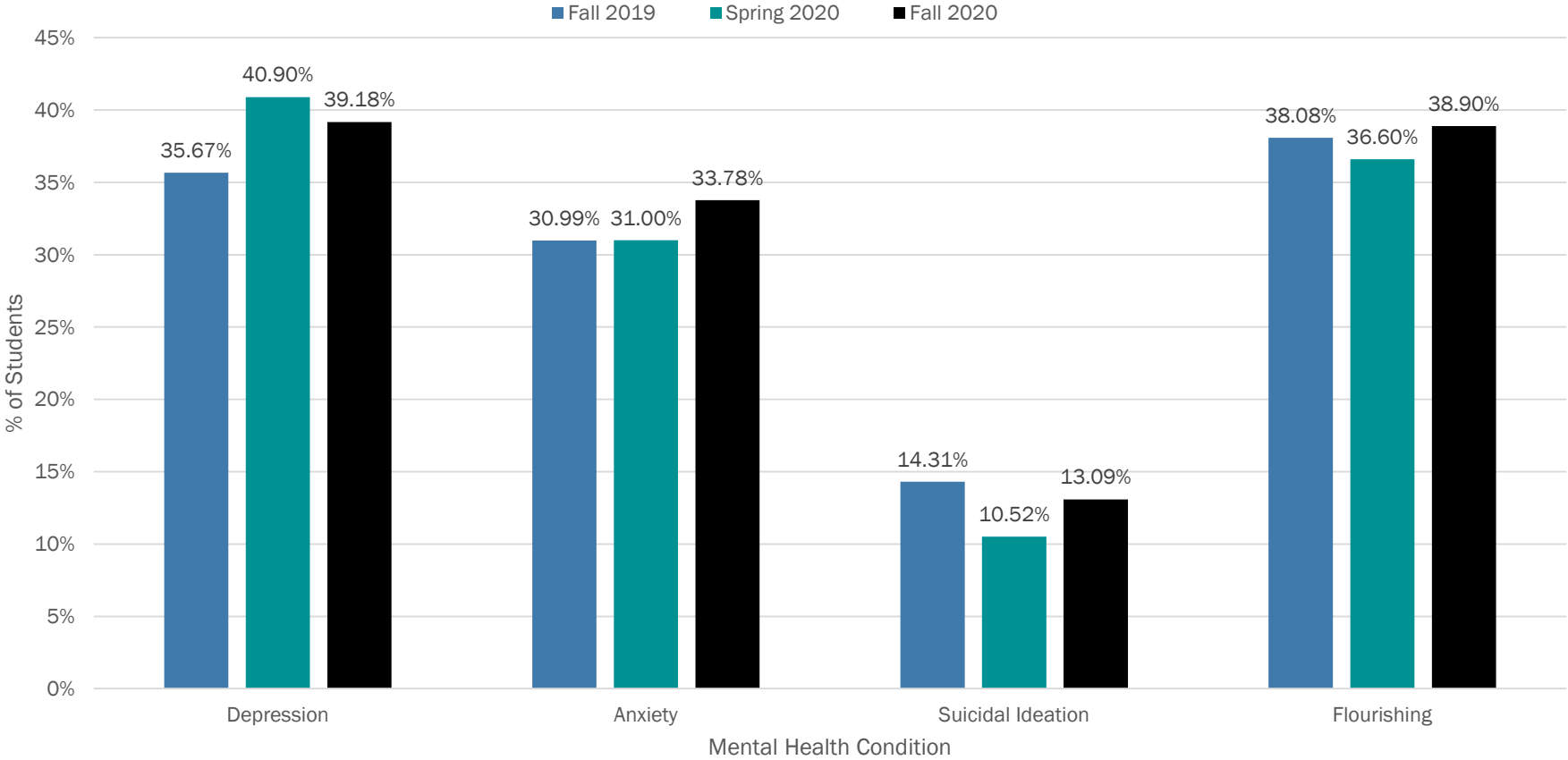
Symptom prevalence, rates and trends over time

Part 2

Rising prevalence of depression and anxiety symptoms, Healthy Minds Study 2013-2020



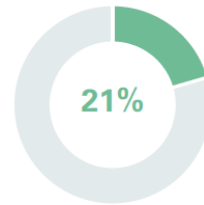
COVID prevalence data



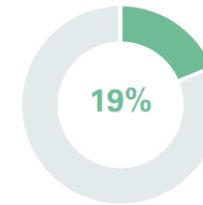
Depression

Fall 2020

Severe depression

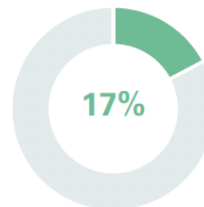


Moderate depression

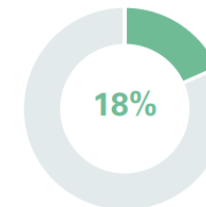


Fall 2019

Severe depression

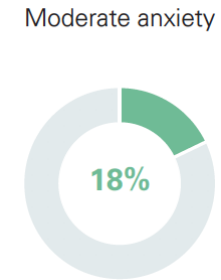
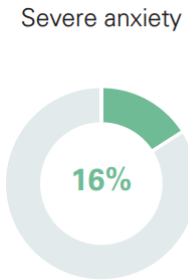


Moderate depression

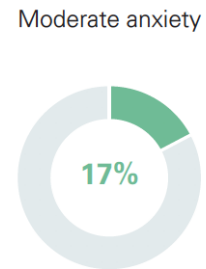
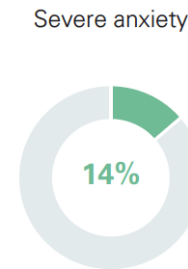


Anxiety

Fall 2020



Fall 2019



Increase in anxiety

Risk factors: sense of belonging

“I feel a part of the campus community.”

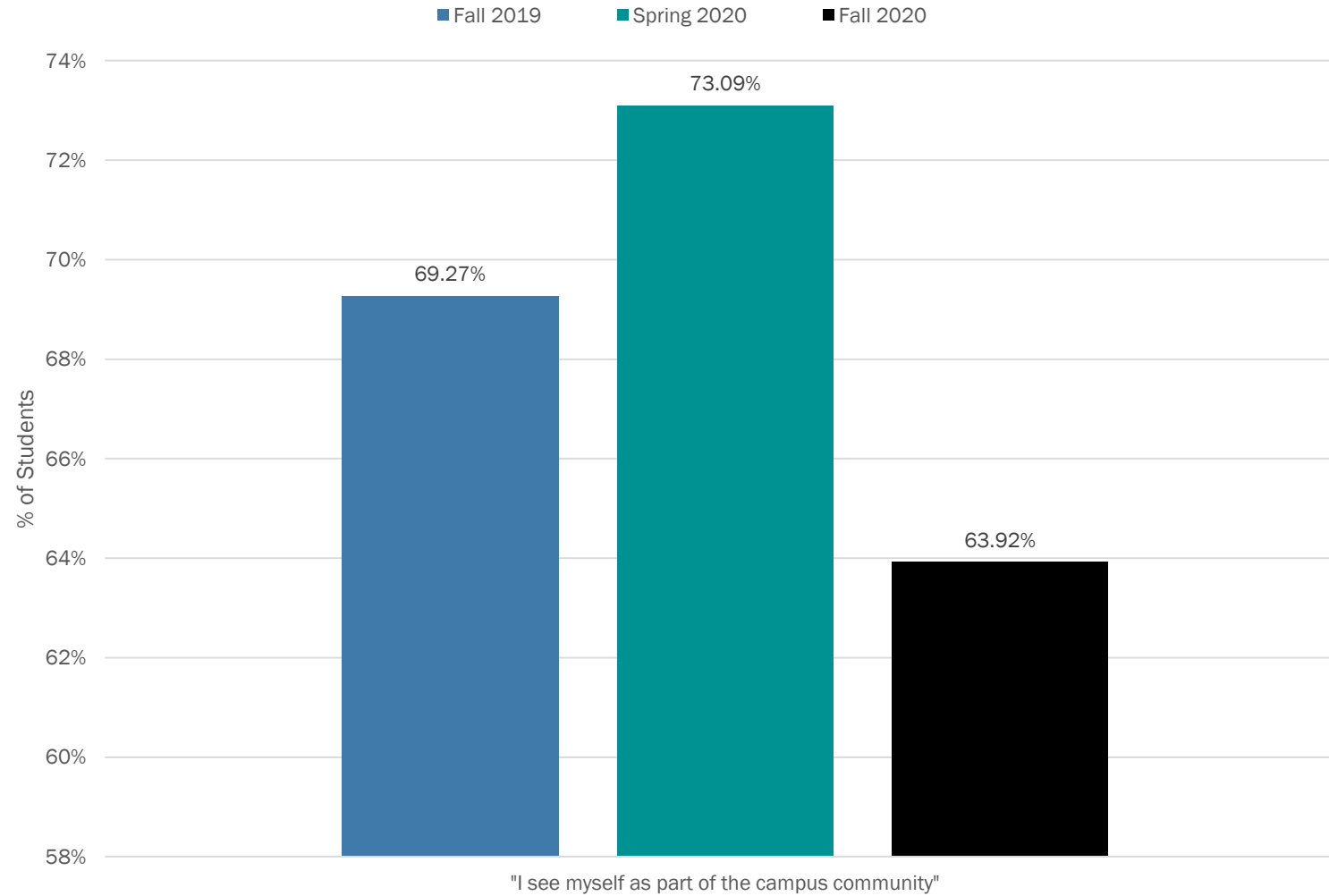
- 14% strongly agree
- 30% agree
- 27% somewhat agree
- 11% somewhat disagree
- 11% disagree
- 7% strongly disagree

Strong correlation with mental health

- High sense of belonging (SA): 27% current mental health problem
- Low sense of belonging (SD): 51% current mental health problem

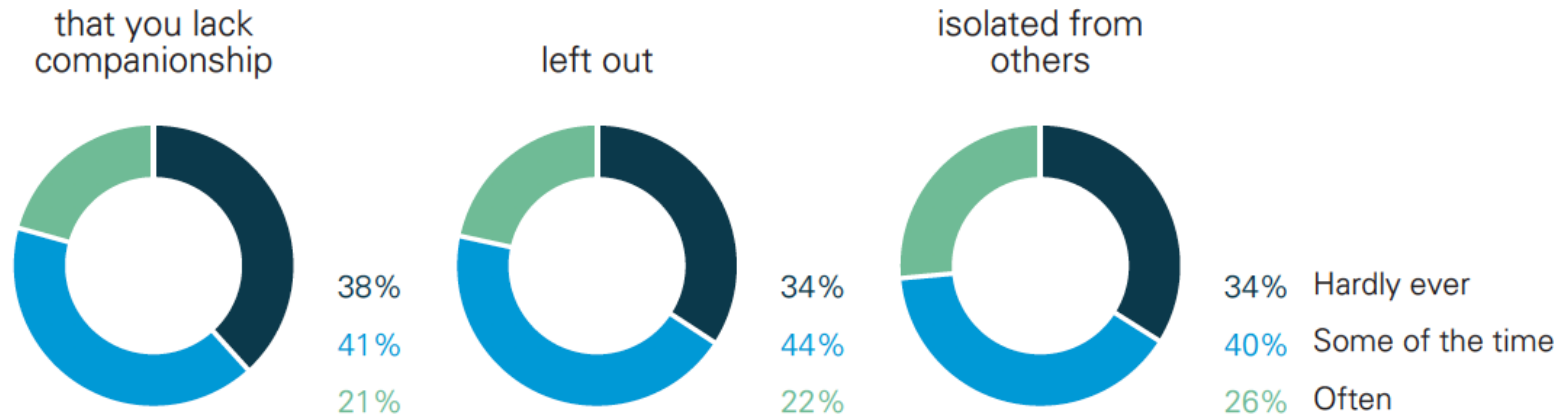


Sense of belonging



Loneliness: fall 2020

How often do you feel...



Risk factors: financial stress

Current frequency of financial stress

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

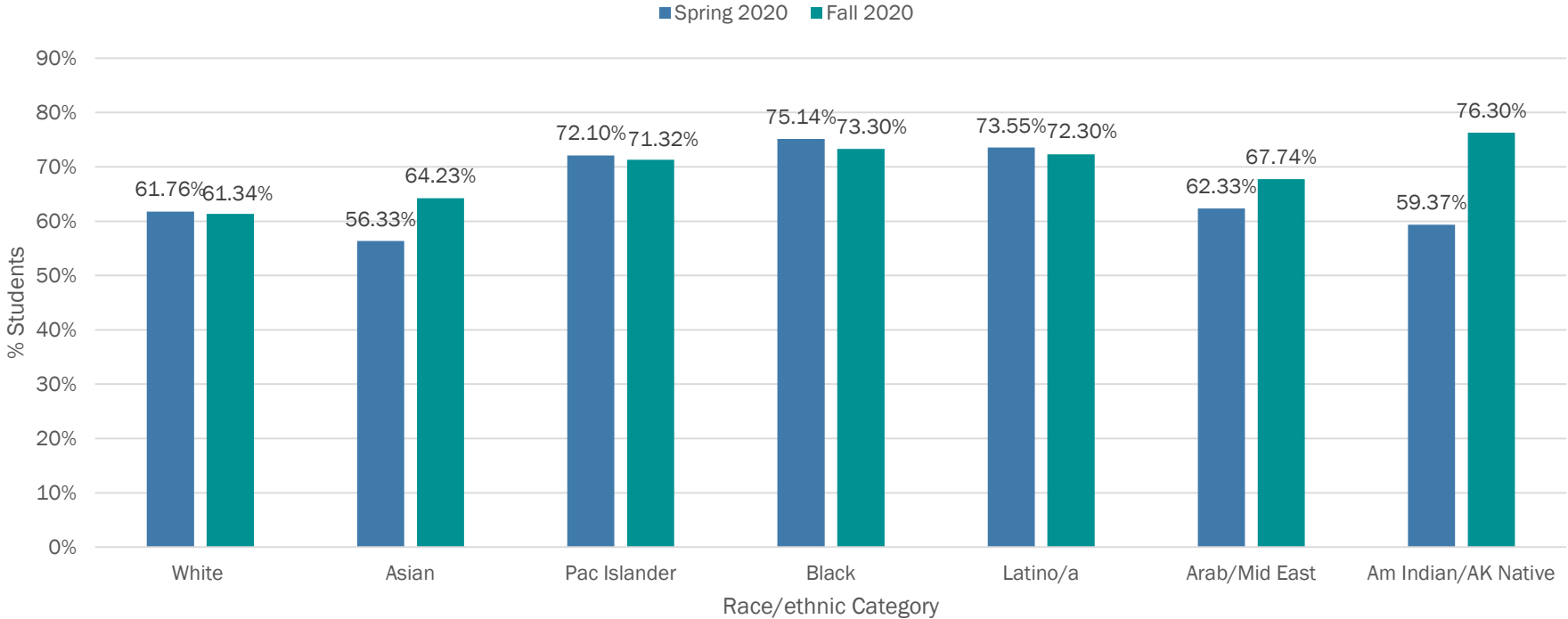
Strong correlation with mental health

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

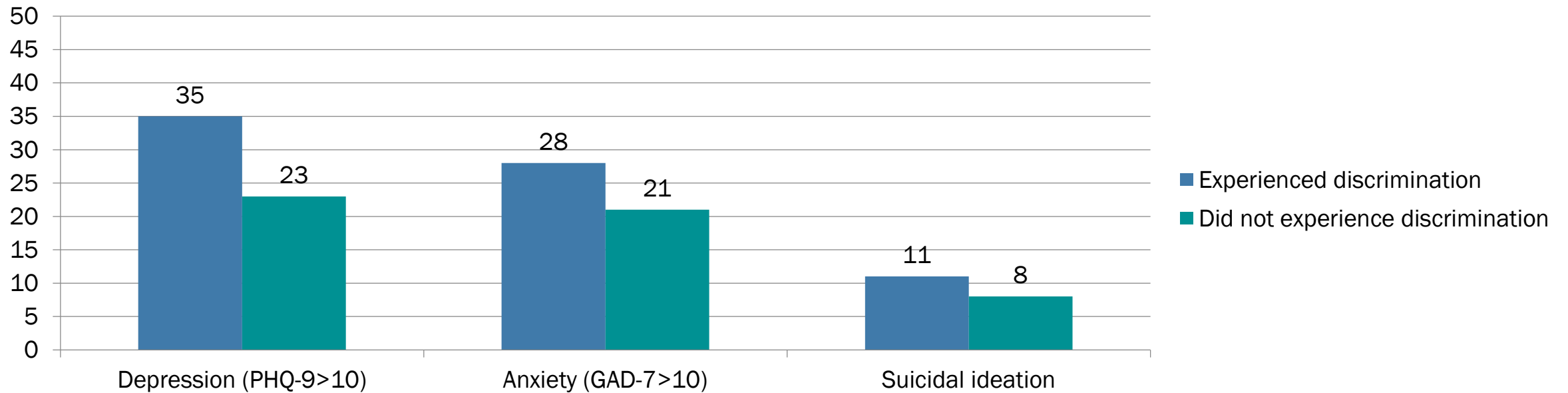
“Perhaps the most common risk factor for mental health problems among college students is **financial stress.**”
—College Student
Mental Health: The National Landscape (2018)

Financial impact of COVID-19 on students by race/ethnicity

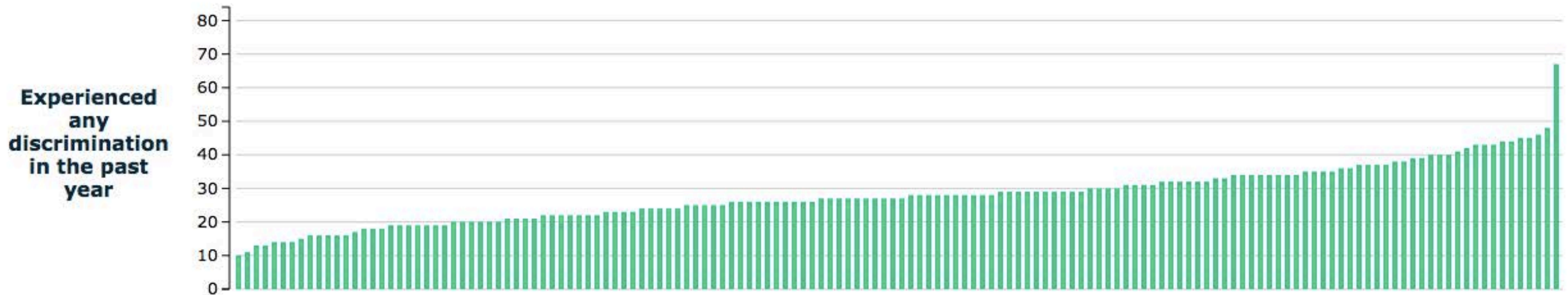
(% students reporting "more stressful" financial situation)



Risk factors: discrimination



Risk factors: discrimination across institutions



Risk factors: discrimination by race/ethnicity

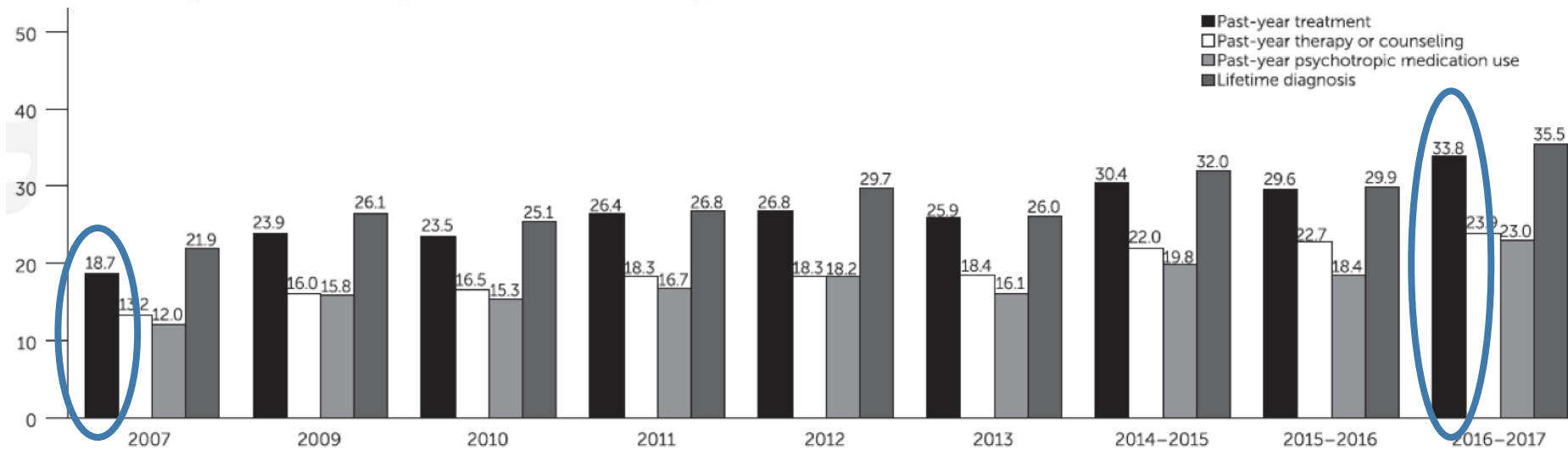
Racial identity	Any discrimination
White	35%
African American	63%
Asian	57%
Other	58%
Multi	53%

Help-seeking and mental health service utilization, rates and trends over time

Part 3

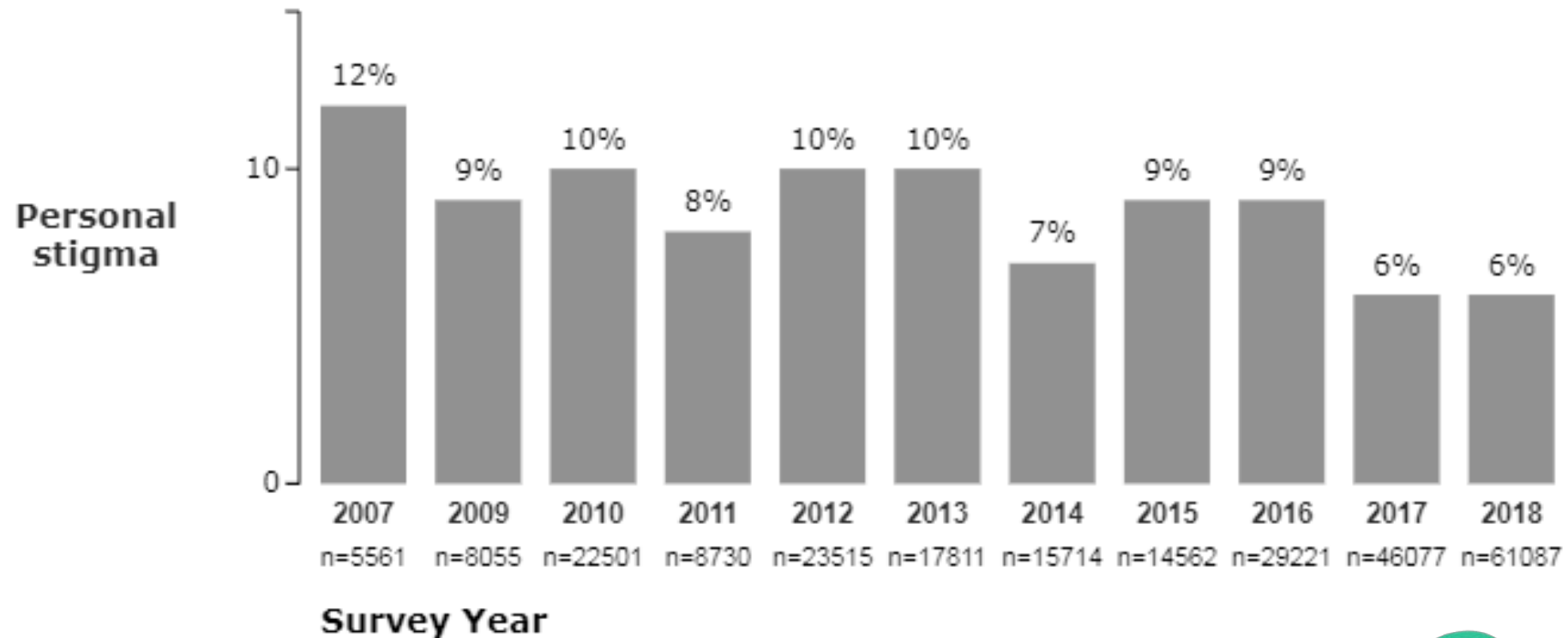
Increased Rates of Mental Health Service Utilization by U.S. College Students: 10-Year Population-Level Trends (2007–2017)

Sarah Ketchen Lipson, Ph.D., Ed.M., Emily G. Lattie, Ph.D., Daniel Eisenberg, Ph.D.

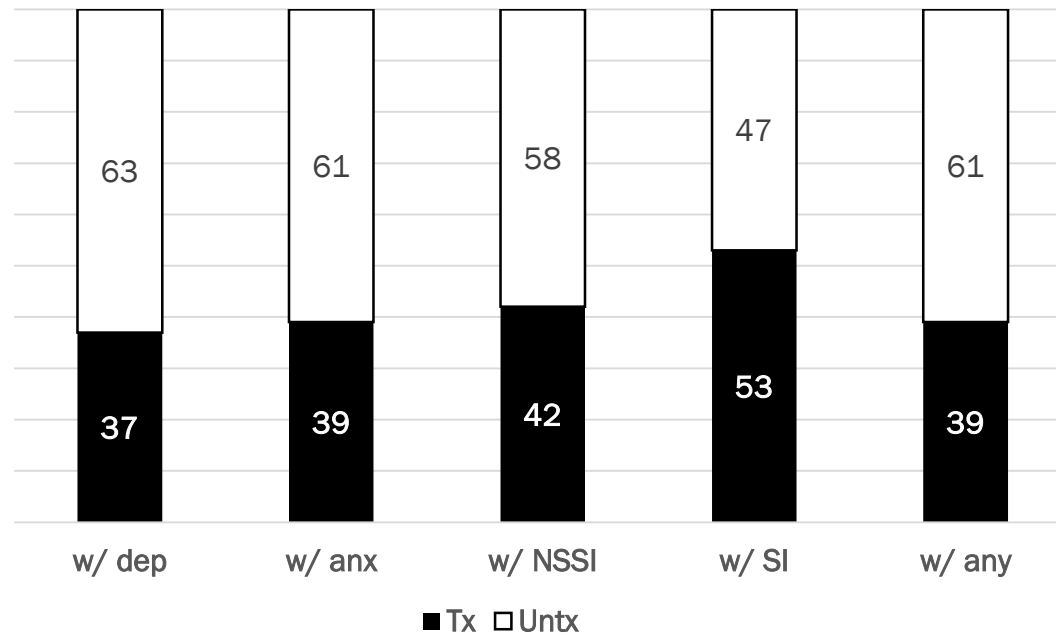


Stigma

“I Would Think Less of Someone...”



Mental health treatment gap: pre-COVID



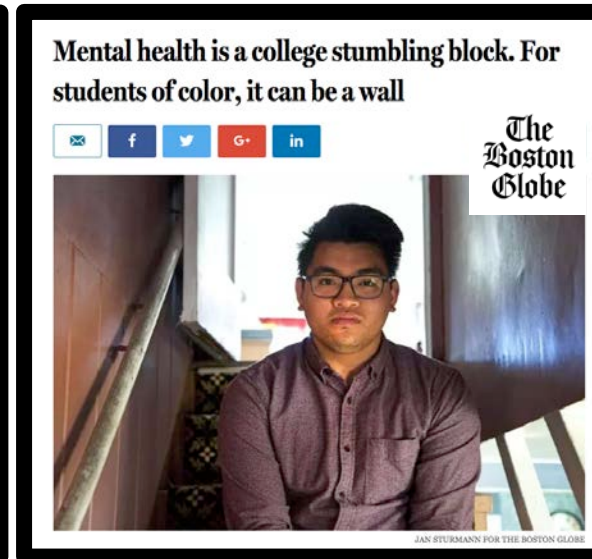
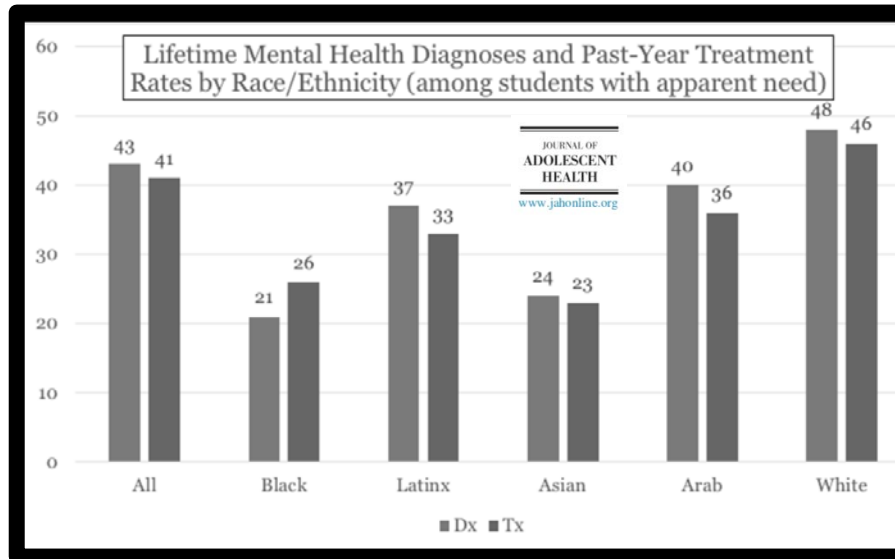
- Many who seek tx do so in crisis
 - Missed opportunities for early intervention
- Many identified by peers, other gatekeepers
 - Stigma has gone down, many students are open to talking about mental health

Mental health care access

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

11%	Much more difficult or limited access
18%	Somewhat more difficult or limited access
27%	No significant change in access
1%	Somewhat less difficult or limited access
1%	Much less difficult or limited access
41%	Don't know or not applicable (have not tried to access care)

Equity is more important than ever.



” Perhaps the most common risk factor for mental health problems among college students is **financial stress.**”
—College Student Mental Health: The National Landscape (2018)

Untreated depression associated with a two-fold increase in dropout.

SoC and FGLI have on average...

... ↓ rates of accessing care when in need;

... ↑ rates of dropping/stopping out.



Academic impairment due to mental health concerns, past 4 weeks

Depression associated with two-fold increase in likelihood of dropping/stopping out of college, even when controlling for prior performance (test scores, high school grades)

Fall 2020



Fall 2019



- 17% None
- 29% 1 - 2 days
- 26% 3 - 5 days
- 28% 6 or more days

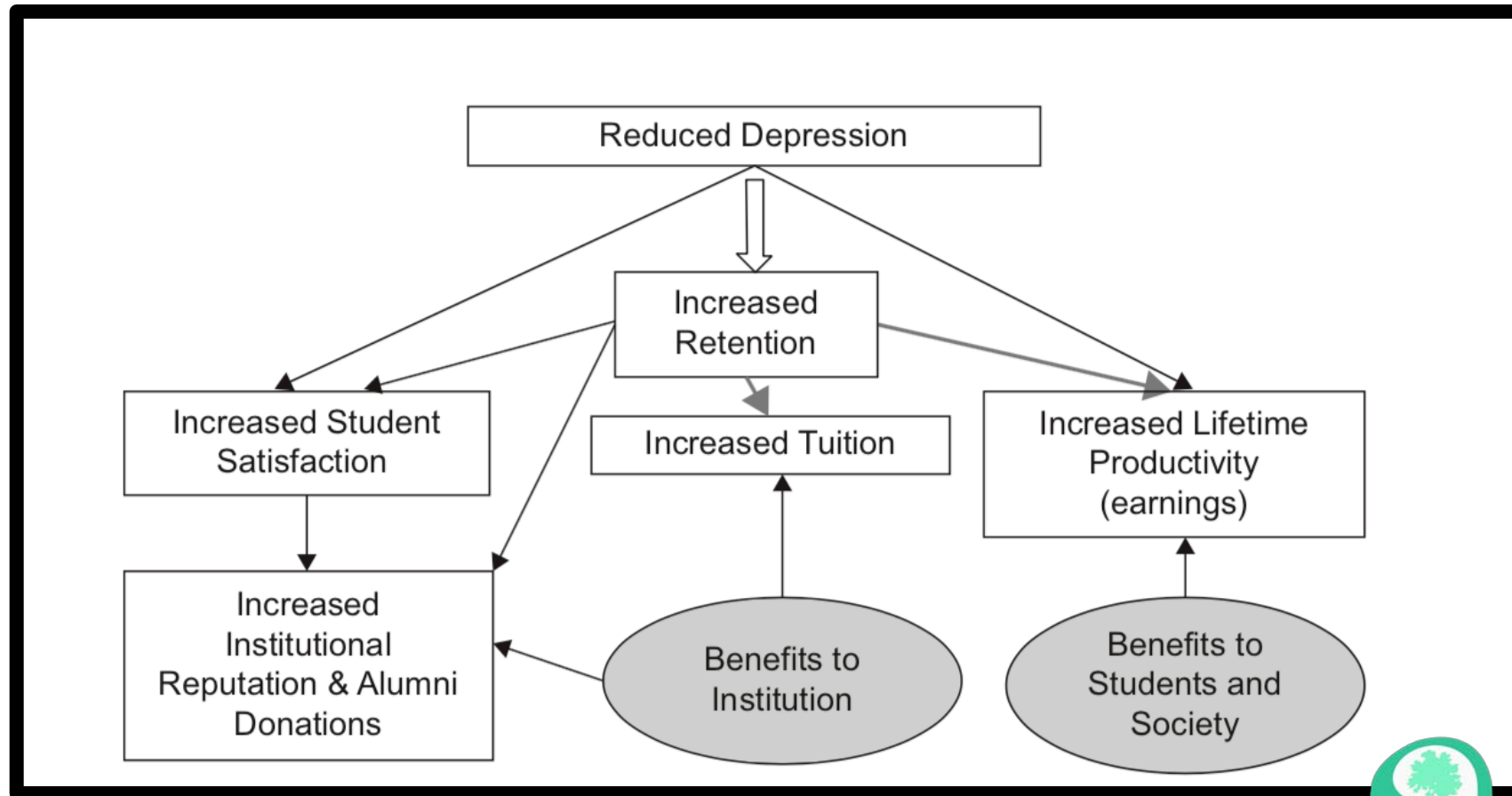
83%
Reported at least 1 day of academic impairment due to MH



- 21% None
- 32% 1 - 2 days
- 24% 3 - 5 days
- 22% 6 or more days

78%
Reported at least 1 day of academic impairment due to MH

Economic case: strong *return on investment* from new resources dedicated to prevention & supporting student mental health



Return on investment calculator (online tool)



**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.

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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.

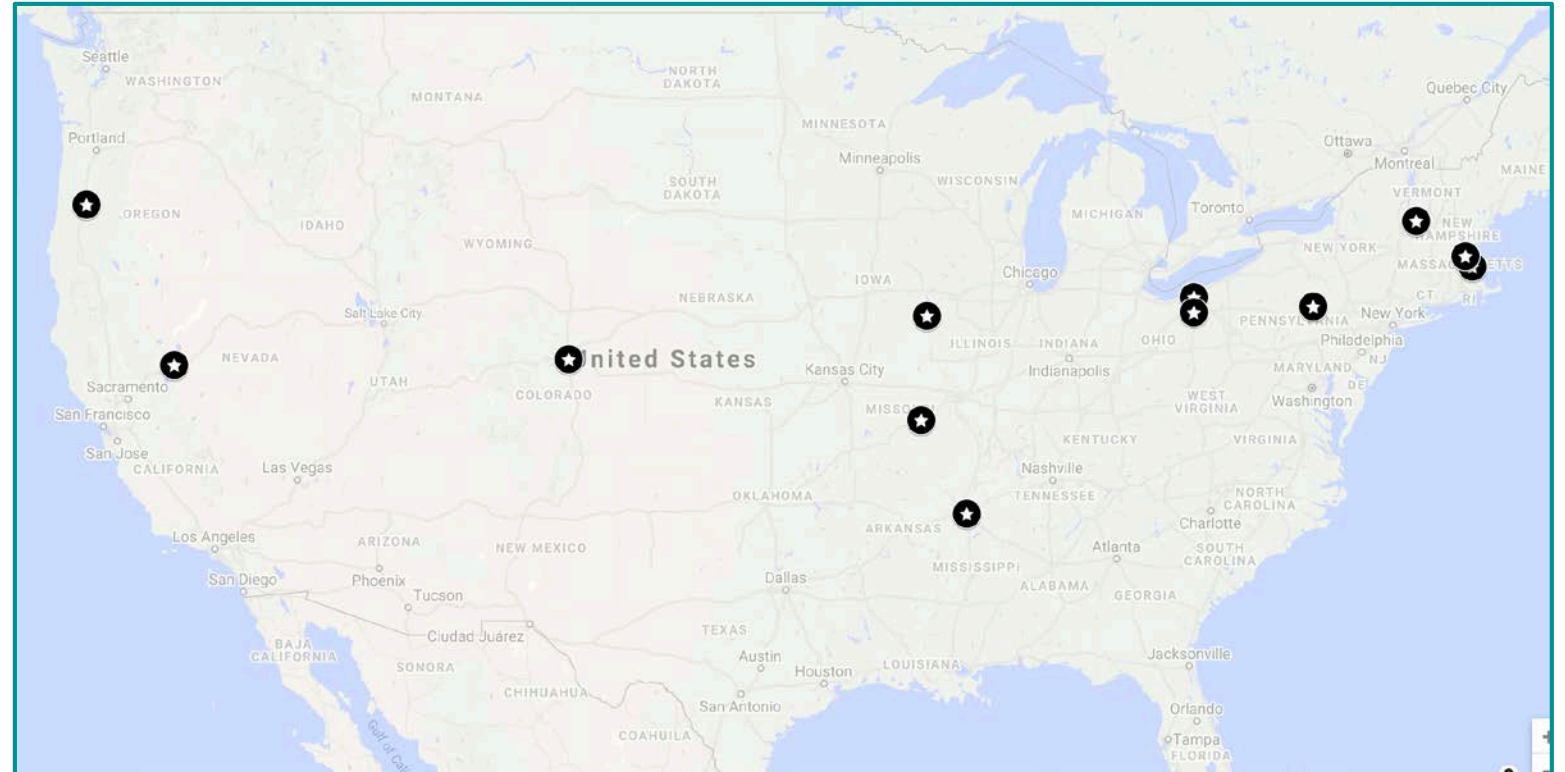
Your proposed services or programs could be focused on mental health treatment or could also seek to prevent mental health issues. They could be new or expanded offerings that your campus is considering, or they could be existing services.

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

Survey overview:

The Role of Faculty in Student Mental Health

- Pilot study
- N=1,685 faculty members
- Data collected through Qualtrics: 1/25-3/10/21
- Four survey sections:
 - Faculty characteristics
 - Faculty knowledge and attitudes
 - Faculty experiences related to student mental health
 - Faculty wellbeing



12 colleges and universities

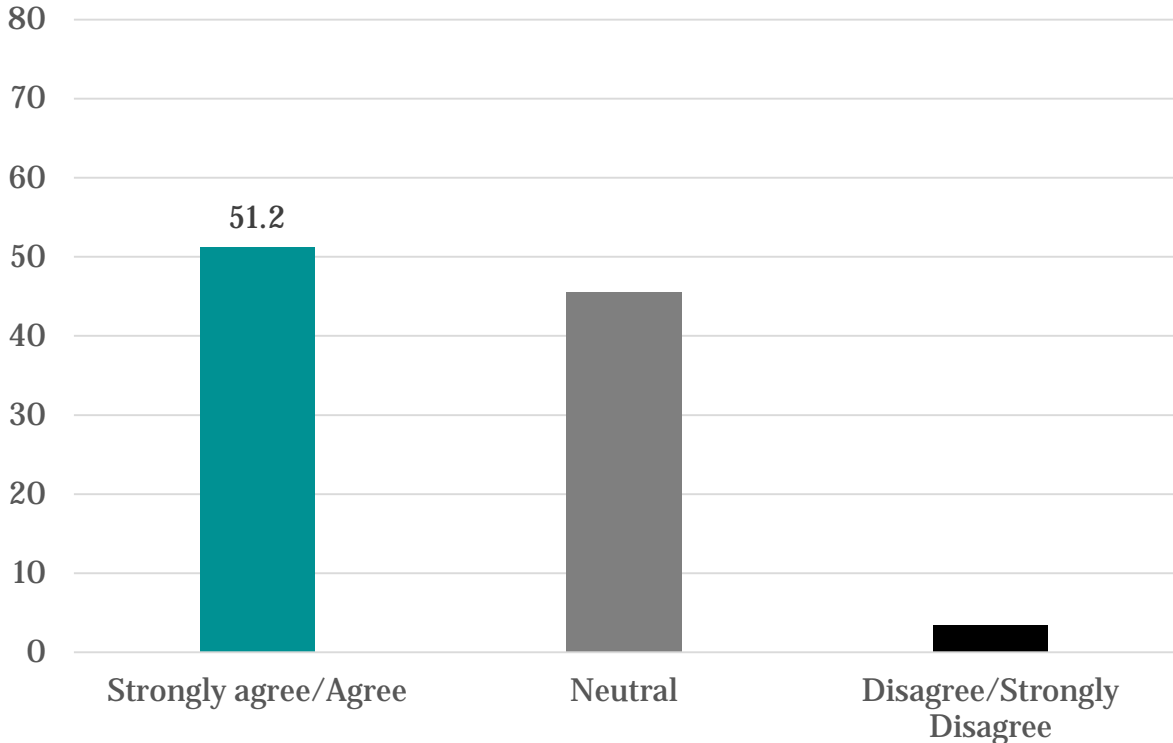
N=1,685 faculty members

~80% of faculty report having 1:1 conversations with students regarding mental health.

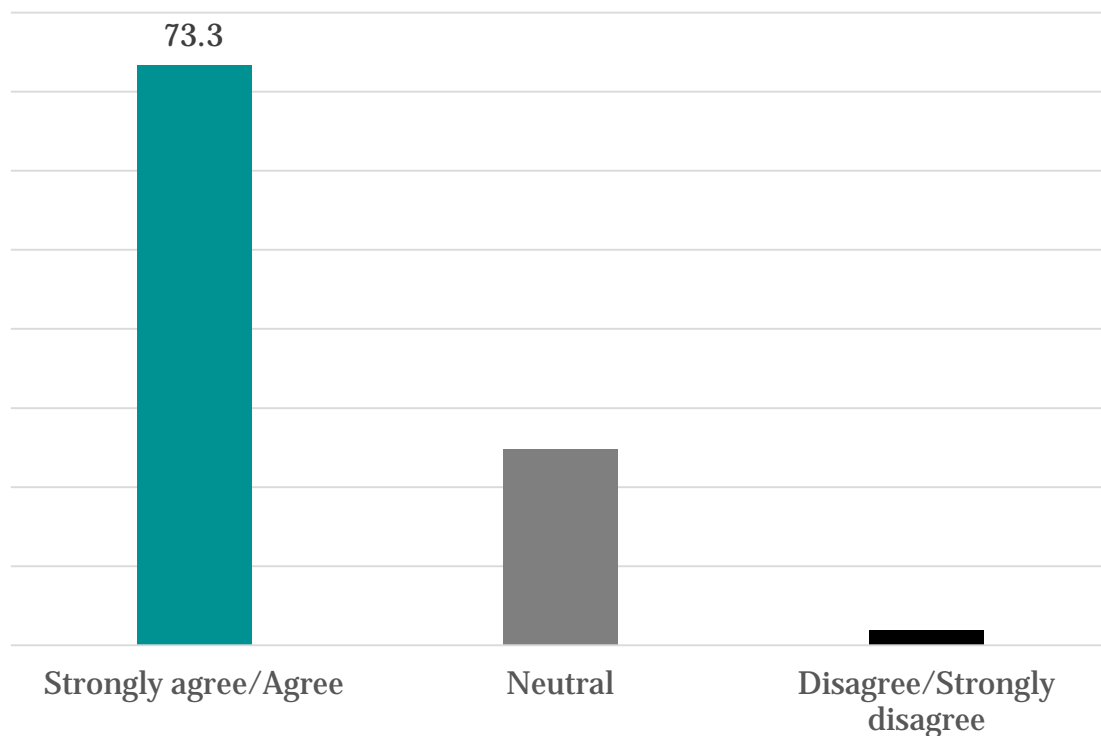
- 79.3% of faculty report having 1:1 phone, video, or email conversations with students in the past 12 months about student mental health
- Likelihood of mental health conversations varies by...
 - Faculty academic discipline
 - + social sciences, humanities, arts
 - - business, law, science, math
 - Faculty gender
 - + female, trans and nonbinary
 - - male

Three-quarters of faculty are likely to reach out if a student is in distress, but only half have a good idea of how to recognize this.

I have a good idea of how to recognize that a student is in emotional or mental distress.



If I think a student is experiencing emotional or mental distress, I am likely to reach out to that student.



Faculty do not want to “make students feel uncomfortable” and feel that “someone else is better suited.”

Which of the following are reasons why you would not reach out to a student if you thought they were experiencing emotional or mental distress?

- None, I would always reach out to a student if I thought they were experiencing emotional or mental distress (50%)
- I would not want to make the student feel uncomfortable (24%)
- Someone else is better suited to do this (21%)
- I worry I could make things worse (21%)
- I’m unsure of what to do/say to a student (20%)
- I don’t feel safe (9%)
- I would feel uncomfortable doing so (9%)
- I don’t have enough time (8%)
- It’s none of my business (5%)
- It’s not my responsibility (3%)

Faculty welcome more resources to better support student mental health.

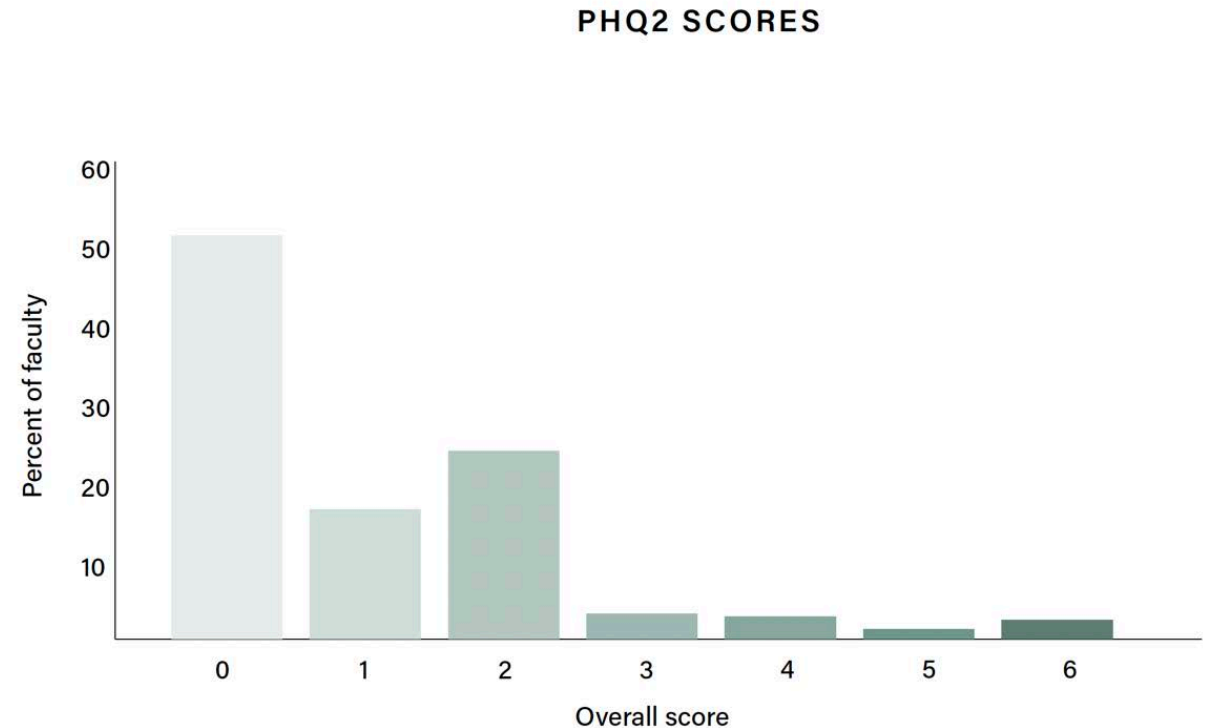
- 69% agree/strongly agree they are motivated to strengthen their role in supporting student mental health
- 73% agree/strongly agree they would welcome additional professional development on the topic of student mental health
- 61% agree/strongly agree it should be mandatory that all faculty receive basic training in how to respond to students experiencing mental or emotional distress
- Faculty would prefer trainings that are: online; offer advice for general student support instead of just crisis training; self-paced; ≤30 minutes

In addition to basic training, faculty want a:

- list of mental health resources available at their institutions
- checklist of things to consider regarding warning signs of mental or emotional distress
- small reference guide for how to initiate a conversation with a student
- statement on mental health to include in course syllabi

Half of faculty report at least one symptom of major depression.

- 33% screen positive with ≥ 2 cutoff
- 10% screen positive with ≥ 3 cutoff
 - 20% Hispanic/Latinx
- 21% agree/strongly agree that supporting students in mental and emotional distress has taken a toll on their own mental health
 - 27% female, 32% trans and non-binary
 - 13% male
 - 33% Hispanic/Latinx
- 46% agree/strongly agree that their institution should invest more in supporting faculty mental health and wellbeing
- Only 30% agree/strongly agree that they know what mental health resources are available for faculty at their institutions



Summary and next steps

- 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 them to help
- Majority of faculty have observed student mental health worsening in the pandemic
- Faculty are having conversations with students about mental health
- Have relatively low confidence to serve as “gatekeepers” and few have been trained
- Are welcoming of more resources
- Development and implementation of training programs (online, brief, mandatory) and resources (checklists, conversation guide, syllabi statements)
- Work needs to be done to support faculty in support students and to support faculty themselves
- Fall 2021: launching annual national survey of faculty (and staff) through Healthy Minds Network

Acknowledgements

- Healthy Minds team
- Student research participants
- Collaborators and partners: ACHA, Active Minds, Campus Pride, CCMH, JED Campus Program, Steve Fund, and many others!
- Funding for Healthy Minds work in recent years: NIMH, Peg's Foundation, William T Grant Foundation

Thank you!

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