The Healthy Minds Network

Webinar Series, Session #1
June 28, 2013
Welcome

About the Healthy Minds Network (HMN) and webinar series

• Today’s topic: Mental health and college student success

Introductory presentations [25 minutes]

• Sarah Ketchen Lipson & Daniel Eisenberg, University of Michigan
• Amelia Arria, University of Maryland
• Chris Brownson & Teresa Granillo, University of Texas

Discussion [35 minutes]
About the Healthy Minds Network (HMN)

Sarah Ketchen Lipson, University of Michigan
What is HMN?

The Healthy Minds Network for Research on Adolescent and Young Adult Mental Health

- Self-sustaining research-to-practice network based at University of Michigan
- Public health approach to mental health among young people
- Started in late 2012
- HMN core team: Daniel Eisenberg, Sarah Ketchen Lipson, Katie Beck, Blake Wagner III, Rebecca Lindsay, Jun Zhang, John Miller
- HMN working group (20+ people)

Building a collaborative, international network to:

1. produce knowledge (*research*)
2. distribute knowledge (*dissemination*)
3. use knowledge (*practice*)
New Resource: HMN Website

The Healthy Minds Network
for Research on Adolescent and Young Adult Mental Health

Welcome to the Healthy Minds Network

The Healthy Minds Network for Research on Adolescent and Young Adult Mental Health (HMN) is dedicated to improving the mental and emotional well-being of young people through innovative, multidisciplinary scholarship. HMN addresses the connection between the mental health of adolescents and young adults and their health behaviors, physical health, and social, educational, and economic outcomes. Taking a public health approach, HMN focuses on three main objectives: (1) producing knowledge (research), (2) distributing knowledge (dissemination), and (3) building and strengthening an international research-to-practice network (collaboration). Through a rich array of research projects, the network serves as a resource for researchers, clinicians, secondary and higher education administrators, policymakers, and the public. Based at the University of Michigan, HMN is headed by a team of scholars from fields including public health, education, medicine, psychology, and information sciences, many of whom are affiliated with the UM Comprehensive Depression Center.

***Upcoming webinar on mental health and academic outcomes! Free and no special software needed.***

***Click here for details***
Who is Part of the Network?

Researchers
Clinicians
Advocates
Campus practitioners
Schools (colleges, universities, high schools)

How can we work together?
Research-to-Practice Feedback Loop
Survey-based studies
  - Healthy Minds Study
  - U-SHAPE: University Study of Habits, Attitudes, and Perceptions around Eating

Intervention studies
  - *inkblots*, Mental Health First Aid, *e*-Bridge
Participate in HMN Research

Healthy Minds Study enrolling schools for 2014

New enhancements
- Interactive web interface
  - explore your data further
  - generate graphs and tables for presentations
- Improved data reports

Benefits of participation
- Easier than ever to participate
- Many uses of HMN data...
Uses of HMN Data

Assess need
Raise awareness
Compare to peer institutions →
Apply for grants
Advocate for resources
Develop and improve campus programs
Research-to-Practice, from Economic Perspective

How to invest most efficiently in health (and long-term success and wellbeing) in youth populations?

- Design and evaluate programs and interventions
- Collect descriptive population data

Practice
Mental Health and Academic Success in College

Daniel Eisenberg, University of Michigan
Not everyone recognizes the importance of mental health—important to understand the link between mental health and other outcomes.

*Americans are inundated with messages about success—in school, in a profession, in parenting, in relationships—without appreciating that successful performance rests on a foundation of mental health*” (U.S. Surgeon General’s Report on Mental Health, 1999, p. 4-5)

College students report depression and anxiety among top impediments to academic performance (ACHA, 2011)
Research Overview

Study: Eisenberg, Golberstein, & Hunt (2009)

  Detailed descriptive analysis of association between mental health and academic outcomes in college

Question: How does mental health predict academic success in college?

Data: random sample of undergraduate and graduate students at 1 university (baseline: 2005 (N=2,798), follow-up: 2007 (N=747))

Main outcomes: GPA and retention

Key explanatory variables: depression and anxiety (PHQ), eating disorders (SCOFF)

Mental health measures linked to university academic records (including previous academic performance)
Main Findings

Depression (PHQ-9 score) predicts student retention
- Depressed: 10% departure rate
- Non-depressed: 6% departure rate

GPA predicted by depression, anxiety, disordered eating

Economic case for program treating 500 depressed students
- Costs ~ $500,000
- Tuition from retained students: > $1 million
- Lifetime earnings for students: > $2 million
Economic Case for MH Services

- Reduced depression
  - Increased retention
    - Increased student satisfaction
      - Increased institutional reputation & alumni donations
    - Increased tuition
    - Increased lifetime productivity (earnings)
  - Benefits to institution
  - Benefits to students and society
Implications

Strong economic case for mental health services and programs

Opportunities to prevent drop-out (assessing risk based on academic performance and mental health status)
  - Low GPA in previous semester
  - Positive screen for a mental health problem

Applied to sample considered here, adding mental health criteria would increase identification of students who eventually drop out (from identification of 11% to identification of 30% of all drop-outs)
Research Considerations

**Internal validity:** need for more definitive causal estimates of the effects of mental health on college success (RCTs)

**External validity:** how does the MH-success relationship vary across schools (size, location, competitiveness, community colleges, etc.)? (NOTE: replication of analysis at small art and design school found similar results)
Findings from The College Life Study (CLS)

Amelia Arria,
University of Maryland
Impact on Global Competitiveness

“Low college completion rates—as with the declining rates of high school completion—are depriving the nation of college-educated and trained workers need to keep the American workforce competitive globally.”
There are disturbing signs that many students who do earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates. Over the past decade, literacy among college graduates has actually declined. Unacceptable numbers of college graduates enter the workforce without the skills employers say they need in an economy in which, as the truism holds correctly, knowledge matters more than ever.”
College Life Study

Oversampling for illicit drug use in high school

- Screening (n=3,401)
- Baseline Interview (n=1,253)
  - 12 Months: Interview (n=1,142) 91%
- 24 Months: Interview (n=1,101) 88%
- 36 Months: Interview (n=1,097) 88%
- 48 Months: Interview (n=1,019) 81%
- 60 Months: Interview (n=1,001) 80%
- 72 Months: Interview (n=982) 78%
- 84 Months: Interview (n=951) 76%
Major Domains Measured in the CLS

Demographics
- Family Composition
- Gender
- Race/Ethnicity
- Socioeconomic Status
- Parental Education

Individual Characteristics
- Personality/Temperament
- Religiosity
- Sensation-seeking
- Physical Health

Stress & Social Support
Peer Relations
Peer Drug Use

Parent Influences
- Parental Monitoring
- Relationship Quality
- Communication
- Parental Authority Style
- Family History

Alcohol and Other Drugs
- DSM-IV Disorders
- Quantity/Frequency
- Consequences
- Nonmedical Prescription Drug Use
- Sharing & Selling Prescription Drugs
- Perceived Harmfulness

Academic Achievement
- Personal Goals
- Employment
- Quality of Life

Mental Health
- Major Depression
- Bipolar Disorder
- Anxiety Disorder
- ADHD
- Suicidal Behaviors

Health Services
Conceptual Model

Long-Term Outcomes
- Delayed Graduation
- Failure to Graduate
- Attenuation of Goals
- Lack of Readiness for Employment
- Underemployment

Short-Term Manifestations
- Declining GPA
- Dropping Classes
- Lost Opportunities (internships, work, special studies)

Intermediary Processes
- Skipping Class
- Studying Less
- Decreased Motivation
- Poor Quality/Less Sleep
- Cognitive Problems

Drug Use
Mental Health
Alcohol Use
Mental Health Problems Related to Discontinuous Enrollment During College


Individuals who were diagnosed with depression during college were three times more likely to experience early discontinuity, even after controlling for demographics, drug and alcohol use, and high school GPA.
Marijuana Use and Mental Health

Some studies have demonstrated an association between marijuana use and bipolar, major depression and mania (Henquet, 2006).

Clear evidence has accumulated showing that marijuana is a contributory factor for the development of schizophrenia (DiForti, 2009; Bossong, 2010; Arseneault, 2004).
Excessive drinking, drug use, and mental health problems tend to cluster among the same students, but their effects on academic outcomes do not overlap completely.

The effects of mental health and substance use on academic outcomes are separate and additive.

Academic consequences of drinking (e.g., falling behind on work, missing class) can be more pronounced when the drinker also has mental health problems.
Discontinuous Enrollment and Past-month Marijuana Use

(References listed at the end of presentation)
Marijuana and Alcohol Use: Relationships to Discontinuous Enrollment

First year alcohol use (typical number of drinks/day) and frequency of marijuana use was related to late discontinuity, even after controlling for demographics, psychiatric symptoms and diagnosis, and high school GPA.

Expand Role of Academic Assistance Centers

Implement AOD/mental health screening in academic assistance centers.

Focus on students who are struggling academically.

Include questions about concentration problems, missed classes due to AOD use, and personal academic goals.

“Connect the dots” for students regarding the contribution of AOD use to mental health and to academic difficulties.
Expand Role of Academic Assistance Centers

Explain how continued AOD use and untreated mental health problems can compromise long-term opportunities.

Empower staff who work at academic assistance centers to assess and respond to AOD and mental health problems.

Monitor both AOD use and academic performance to chart progress to student.
New Study on Mental Health and Academic Performance

Chris Brownson & Teresa Granillo, University of Texas
Founded in 1991 at UT Austin

6 completed studies to date

Membership is determined study-by-study
# Structure of Proposed Study

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<th>Scale:</th>
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<tr>
<td>National</td>
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<td>Multiple higher education institutions</td>
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<th>Duration:</th>
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<td>Longitudinal, follow cohort of students for 4 or 5 years</td>
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<th>Data Collection:</th>
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<td>Annual or bi-annual</td>
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<th>Goal:</th>
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<td>Explore intersection between mental health, mental health service utilization, and academic outcomes in a non-clinical, college campus context</td>
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Constructs of Interest: Positive & Risk Factors

- Connectedness (e.g., social, school)
- Motivation
- Self-efficacy
- Resiliency
- Coping
- Sense of Coherence
- Mental health literacy
- Alcohol/substance use/abuse

**Mental health:** Wellness, wellbeing, mental health continuum, flourishing vs. languishing, psychological disorders

**Academic outcomes:** GPA, graduation, yearly retention
DISCUSSION
Guiding Questions

How could the work presented today re: mental health academic outcomes inform your work? What more should we do?

How can research inform the development of innovative programs at the intersection of academic and emotional success?

What is an efficient and effective way to get student, self-reported, survey data about mental health from a non-clinical population (i.e.: PHQ, SCL, etc.)?

In the National Research Consortium study, what do you all think of the independent variables listed as they relate to academic outcomes? What is most intriguing? What is missing? What should be deleted?
WRAP-UP
Other Elements of HMN

Regular communication with Network members
- Research briefs (monthly)
- Webinar series (bi-monthly)
- Conversations with participating schools

Annual Research Symposium (March 11-12, 2014)

Next generation of scholars
Getting Involved

Healthy Minds Network: healthymindsnetwork.org

College Life Study: www.cls.umd.edu

The National Research Consortium of Counseling Centers in Higher Education: www.cmhc.utexas.edu/researchconsortium.html

THANK YOU FOR JOINING US!
More information

Email: healthyminds@umich.edu

Web: www.healthymindsnetwork.org
Key References

Findings presented by Daniel Eisenberg come from:


Findings presented by Amelia Arria come from:


Other References


Other References


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