Welcome to the HMN webinar series!

To ensure the quality of your experience, please:

- Use the *Audio Set up Wizard* (located under *Meeting*) to ensure that your audio is working properly.

- Check to see if your speaker is activated. When activated, the speaker icon at the top of the screen should appear green.

To ask a question/make a comment at any point throughout the webinar, type using the chat room in the bottom of the screen. We’ll address your questions during the discussion portion of the webinar.

Thank you! We will begin shortly!
Addressing Disordered Eating on College Campuses through Research and Practice

The Healthy Minds Network Webinar Series
Session #4, October 2013
Welcome and About The Healthy Minds Network

The Healthy Minds Network
Research-to-practice network based at University of Michigan
Public health approach to mental health among young people

HMN Research-to-Practice Objectives:

1. produce knowledge (research)
2. distribute knowledge (dissemination)
3. use knowledge (practice)
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
Today’s Webinar

- **Overview**: what do we know about disordered eating on college campuses?
  Daniel Eisenberg, The Healthy Minds Network
- **Online intervention/prevention programs**
  Megan Jones, Stanford University/ThriveOn
- **Outreach and programming on college campuses**
  Maggie Bertram, Active Minds, Inc.
- **About The Healthy Bodies Study**
  Sarah Ketchen Lipson, The Healthy Minds Network
- **Discussion**
  Please submit questions at any point throughout the webinar!
Overview

Online intervention/prevention programs

Outreach and programming on college campuses

About The Healthy Bodies Study

Discussion
Prevalence and Treatment

- **Prevalence estimates**
  8-17% of college students screen ED+\(^1-4\)
  20% suspected they suffered from an ED at some point in their lives\(^5\)
  Diagnoses: AN: 3% female, 0.4% male; BN: 2% female, 0.2% male\(^6\)

- **Co-occurring psychopathology**
  Depression, anxiety, self-injury, substance use\(^7\)

- **Treatment utilization**
  Prevalence rate 3 times tx rate\(^7\)
What’s at Stake?

- Longitudinal study: 1 symptom at baseline corresponded to elevated risk of a positive screen of 3 symptoms 2 years later

- Substantial psychological toll associated with sub-clinical symptoms (body image dissatisfaction, eating concerns)

- Symptoms are persistent, may become more serious, more refractory to tx

- Importance of EARLY DETECTION
Persistence of ED Symptoms

Percentage with positive ED screen at 2-year follow-up, by number of symptoms at baseline (Healthy Minds Study, 2005-2007)
Overview

Online intervention/prevention programs

Outreach and programming on college campuses

About The Healthy Bodies Study

Discussion
The Healthy Body Image Program:
An Online Platform for Integrated ED Screening and Prevention for College Students

Megan Jones, PsyD; Andrea Kass, MA; Mickey Trockel, MD, PhD; Jenine Saekow, MS; Corinna Jacobi, PhD; Denise Wilfley, PhD; C. Barr Taylor, MD
Demands Exceeds Resources

- College counseling centers are understaffed and overburdened
- Lack of screening efforts forces students to evaluate the urgency of their needs
- <20% of students with EDs receive treatment
Using Internet-Based Programs for ED Intervention

Prevent ED onset in college women
Reduce risk factors for EDs
Eliminate ED behaviors
EDs & ED Risk in College Students \textsuperscript{8,9,11}

- Very High Risk
  - Subclinical (10-15%)

- Clinical (2-4%)

- High Risk
  - 35-45%

- Low Risk?
  - 45-50%
Our Goal

Develop an Internet-based program that:

- Achieves pre-determined universal, targeted/selected, indicated outcomes in defined populations (all college students)
- Universal
  - Healthy weight regulation
  - Positive body image (self and culture)
- Targeted/Selected
  - Reduces onset of EDs
  - Reduces symptom progression
- Indicated: Reduces symptoms
- Is easy to disseminate (cost-effective, easy to implement)
- Is widely used (most colleges and universities)
A Comprehensive Program

The Healthy Body Image Program is an evidence-based platform designed to prevent the onset and progression of eating disorders and foster a positive body image culture.
How It Works

User Assessment

Custom Program

Mobile Access

Remote “Coach”
Screening Algorithm: Stanford-Washington ED Screen

High risk for ED
WCS > 45
ED screen

Assigned to on-line targeted
ED prevention
StudentBodies*
**Healthy Body Image Model**

**Screening Algorithm: Stanford-Washington ED Screen**

- **Low risk for ED**
  - WCS < 45
  - Screen
  - Assigned to online ED prevention
  - StudentBodies
  - Online universal healthy weight regulation/body image
  - StayingFit*

- **High risk for ED**
  - WCS > 45
  - ED screen
  - Assigned to online indicated ED RX
  - StudentBodies
  - Assigned to online indicated ED RX
  - StudentBodies
  - +*

- **Clinical ED (DSM V)**
  - No AN
  - Stable
  - No SI
  - Referral for in-person eval, rx

- **Clinical ED (DSM V)**
  - AN
  - Unstable
  - No SI
  - Prefer
Healthy Body Image Model: Follow-up

- Assigned to online universal healthy weight regulation/body image program (StayingFit)
- Assigned to online targeted ED prevention Program (StudentBodies)
- Assigned to online indicated ED RX Program (StudentBodies+)

50% symptom reduction by mid-intervention

- Yes, continue with program
- No, proceed to more intensive intervention/referral

50% symptom reduction by mid-intervention

- Yes, monitor
- No, proceed to more intensive intervention/referral, moderator analysis
If we build it, will they come?

In the last 2 years, over 1,200 students have completed the Stanford-Washington University Eating Disorder Screen

Healthy Body Image Program

Welcome to the Stanford-Washington University ED Screen!

- I agree to the privacy policy.

Complete this anonymous screen to learn more about your eating attitudes, behaviors, and body image and get feedback about your risk for developing an Eating Disorder.

To access the screen please enter your University email address*

Enter your e-mail address:

After you complete the screen you will receive feedback with links to relevant resources available online and in-person to Stanford students. We hope that you take advantage of these helpful tools!

*Note: Your email address will not be stored and will not be linked to any information provided during the screen. It is only used to verify that you are a member of the Stanford community and to provide you with information about resources available to Stanford students.

Screen
In Just 4 Weeks...

820 students completed the screen
University A: Recommend universal screening, all 1st year students
N=640 (females only)
Healthy Body Image Model

University A: Recommend universal screening, all 1st year students N=640 (females only)

- Low risk for ED, N=395 (62%)
- High Risk, N=224 (35%)
- Clinical ED?, N=21 (3%)
Community Culture Change

Last year, over 3000 Stanford students participated in one or more of Healthy Body Image Program activities.

- Mindful eating workshop
- Food week
- Shapes and sizes of beauty
- RA training
- The Whole Image in multiple sororities
- Modernization and Beauty Lecture
- Nutrition for athletes
- Posters, cards awareness materials in fitness center
- New sorority member outreach
- Drop-in office hours
- Dorm talks
- Consortium and ED care team
- Peer Health Educator training

Reflections

Peer Health Educator training

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Reflections
Healthy Body Image Model

University B: Community based screening
N=332 (females only)
Healthy Body Image Model

University B: Community based screening
N=332 (females only)

Low risk for ED
N=112 (34%)

High Risk
N=166 (50%)

Clinical ED?
N=54 (16%)
Interfacing with the Campus Community

- Student health services
- Residential life
- Health-oriented student groups
High Acceptability

- Appealing to both students and administrators
  Saves administration time/resources since program is online

Student Testimonial:

“This program helped me see a side of me I have not seen in a long time. I saw myself as beautiful. I learned that I am not the only one going through what I am going through, and that there are people willing to help.”
Next Steps: Scaling our Model for Widespread Dissemination
Technological Enhancements

Clinical management dashboards
Online training platforms
Modular interventions
Mobile apps
Rapidly evaluate changes
Basic Science & Innovation

- Identify mediators and moderators to guide program refinement

- Incorporate data capture for comorbid conditions and subgroups with specialized needs
Next Steps

- Evaluate across diverse campuses
- Encourage innovation and exnovation
- Modify the platform if and when it does not fit in the system
Return on Investment

Reduce the burden of eating disorder service delivery:

- Efficient delivery system that transcends existing barriers to care
- Conserve person-based resources
- Decrease costs
- Maximize capacity to serve the entire student body

Potential for rapid dissemination
Overview

Online intervention/prevention programs

Outreach and programming on college campuses

About The Healthy Bodies Study

Discussion
About Active Minds

- Empowers, trains, and represents the student voice in mental health
- Supports student chapters on over 400 campuses nationwide
- Educational programming reaches over 300,000 people a year
- Established in 2003

www.activeminds.org
The Communication Problem

ACHA-NCHA II (2012)

- 67% of respondents did not receive information on eating disorders from their college/university
- 72% were not interested in receiving information on eating disorders from their college/university
- 60% did not receive information on how to help others in distress
- 52% were interested in receiving information on how to help others in distress
The Reliability Problem

- ACHA-NCHA (2008)
  - 67% of respondents believed friends to be neither believable or unbelievable as a source of health information
  - 61% usually went to friends to get health-related information
  - Health centers were most believable (90%), but only 60% sought information from them
ED Resources for At-Risk Students

- Campus counseling services
- Nutritional services
- Referral services
- Intensive eating disorder treatment*
- Peer education groups*
- Transportation to local appointments*
ED Resources for Helpers

- For faculty and staff
  - Campus counseling services
  - Referral to trainings focusing on signs and symptoms

- For friends of at-risk students
  - Campus counseling services consultation
  - Peer education groups*
Approaches to EDs

- Tend to be directed heavily at females
- Tend to focus exclusively on body image and nutrition
- Project uniformity of experience rather than diversity
- Blaming the person with the illness
- Very few resources for bystanders and support people
Promotion and Prevention via Programmatic Initiatives

- **Barriers**
  - Disagreement about the effectiveness of preventative programs
  - Broad cultural norms
  - Pace and characteristics of campus life
  - Campus environment and implicit values
  - Lack of knowledge
Promotion and Prevention via Programmatic Initiatives

- Building Awareness
  - Causes
  - Body image
  - Co-occurring disorders
  - Resources
Promotion and Prevention via Programmatic Initiatives

Eating disorders are the most persistent mental health disorders among college students.

You just need to be there.

- Know the signs
- Reach out
- Support
- Refer

Onset of eating disorders occurs most commonly between ages 19 & 25, and they're not as uncommon as you think.

You don't have to be perfect. You just need to be there.

www.activeminds.org

11 million people in the U.S. struggle with eating disorders every day. Each one of those people needs some support.

You don't need to be perfect. You just need to be there.

www.activeminds.org

Recovery is a team effort.

I proudly support my friend's recovery.

Eating Disorders Awareness Week

www.activeminds.org

Together, we're stronger.

Eating Disorders Awareness Week

www.activeminds.org
Promotion and Prevention via Programmatic Initiatives

- Sharing stories
  - Speaker series
  - Panel discussions
- Safety
Promotion and Prevention via Programmatic Initiatives

- Targeting the Peer Group
  - Position as gatekeepers
  - Ability to soften or interrupt rigid thinking patterns
- Resources
- Preparing for rejection
- Self-care
Promotion and Prevention via Programmatic Initiatives

Targeting the Peer Group

Tips For Supporting a Friend Who is Struggling with an Eating Disorder

- Be an active listener. Show you understand, but let your friend express his/her feelings openly and without judgment.
- Use “I” statements. For example, “I feel concerned about...because I care about you.” (See “I statements” card for more examples.)
- Make a point to schedule some friend time with your friend that is not focused around his/her eating disorder.
- Be positive about your own weight, body, and eating.
- Avoid commenting on his/her weight, eating habits, or appearance; even seemingly positive comments can be interpreted negatively.
- Expect irritability and rejection and know it isn’t personal; your presence is actually a lifeline.
- You don’t have to be perfect; you just need to be there.

Tips For Talking to a Friend Who Might be Struggling with an Eating Disorder

- Approach the topic one-on-one.
- Talk in a private place.
- Use “I” statements. For example, “I feel concerned about...because I care about you.” (See “I statements” card for more examples.)
- Know that the person already feels the disorder has control; trying to force them to get help won’t help.
- Find out what treatment options are near you and offer to go with them the first time.
- Expect irritability and rejection and know it isn’t personal; your presence is actually a lifeline.
- If you’re struggling to have this conversation, consider asking a professional for their advice.
- You don’t have to be perfect; you just need to be there.
## Promotion and Prevention via Programmatic Initiatives

**Active Minds Resources**

- Action Kit
- Speakers Bureau
- PostSecretU
- Advocacy Kit
Overview

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About The Healthy Bodies Study

Discussion
Campus Mental Health Research

EDs

Other MH topics

Depression
Substance use
Anxiety
Suicidality, self-harm

College Faces Mental Health Crisis
Prior ED Research on Campus

- Who’s typically studied on campus?
  - Women (sorority members, female athletes)\textsuperscript{1,2,4}
  - Convenience samples (academic departments—psychology, nutrition, residence halls)

- Lack of campus-wide epidemiological research reflective of diversity of students on campus today

\textit{To complement this research, it is critical that we examine the distribution and characteristics of eating pathology at a campus-wide level.}
Introducing The Healthy Bodies Study

- Online, population-level survey designed specifically for college and university students
- Explores individual and environmental factors that influence students’ relationships with eating, exercising, and body image, and how these relationships, in turn, fit into a larger picture of student well-being
- Includes several validated screening tools as well as other items of interest to administrators, clinicians, and researchers
- Eating Disorder Examination Questionnaire; PHQ
HBS: A Comprehensive Survey

Gender, Age

Race, SES, Citizenship

Academics

Behaviors
Eating, dieting, exercising, weight, binging, purging, etc.

Attitudes/Beliefs
Body image, preoccupation, stigma, etc.

Campus Climate
Campus environment, social norms, peers

Sexuality, Relationship

Housing, Clubs, Athletics

Comorbidity
Substance use Abuse Knowledge Functional impairment
What does The Healthy Bodies Study study?

- Body shape and weight
- Eating habits
- Exercise habits
- Campus climate (peer influence, norms)
- Resources and support (formal and informal help-seeking, barriers to care, etc.)
- Overall well-being and lifestyle (depression, anxiety, substance use, abuse)
- Individual characteristics, academic information, campus activities/social engagement
Participation in HBS

- Currently enrolling schools for data collection in winter/spring 2014
  - Goal: Collect data at a diverse set of institutions (U.S., abroad)
  - Annual study

- Hosted online and managed by the HBS team
  - ~15 minute online survey administered to a random sample of students (undergraduate and graduate, if applicable)
Benefits of Participation

- To **assess need**
- To **raise awareness** of eating and body image problems and available campus resources
- To **advocate** for mental health services/programs on campus
- To **evaluate existing programs**
- To **examine prevalence and correlates** among sub-groups
- To make **comparisons with peer institutions**
What Campuses Receive

HMN’s mechanisms for translating research-to-practice:

- Rapid access to data reports
- Data sets and statistical support
- Researchers available to discuss results
- Interactive data interface
Participation Experience

Example school: Hope Hill College

Size: ~8,000 students

Random survey sample: 4,000
Sample typically provided by Registrar’s Office

Dates for data collection: February 1-22, 2014
Dates selected by school contact
Interactive Data Interface

Using a simple drop-down menu, the data interface allows users to:

- Auto-generate graphs/tables for reports, presentations, meetings
- Compare sub-groups of interest
  - e.g., EDs among female vs. male students; help-seeking among international vs. U.S. students
- Compare with peer institutions
  - e.g., How does Hope Hills’s rate of EDs compare with other medium-sized, private universities? (peers not identified by name)
Question of interest: *What are the relative rates of eating disorders among male and female students at Hope Hill?*

You can further limit to only undergraduates and make other specifications to meet your interests.
Output: EDs by Gender

Question of interest: What are the relative rates of eating disorders among male and female students at Hope Hill?

- Females (F): 18
- Males (M): 8
Question of interest: How does the rate of help-seeking among students with positive eating disorder screens at my school compare to my peer schools?

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<thead>
<tr>
<th>Compare:</th>
<th>Peer schools</th>
<th>Subgroups</th>
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<tbody>
<tr>
<td>Eating disorders</td>
<td>&gt;</td>
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<tr>
<td>Anxiety</td>
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<td>Depression</td>
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<td>Substance use</td>
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</table>
Output: Help-Seeking Across Campuses

Question of interest: How does the rate of help-seeking among students with positive eating disorder screens at my school compare to my peer schools?
Participation Fee

Varies by institutional size/type ($500-$3,000)

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Participation Fee</th>
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<tr>
<td>Large colleges/universities (&gt;15,000 students)</td>
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<td>Medium-sized colleges/universities (5,000-15,000 students)</td>
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<td>Small colleges/universities (&lt;5,000 students)</td>
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<td>Community colleges</td>
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<td>$600</td>
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Partnership with The Healthy Minds Study
All fees support HMN research and resources
Research-Practice Partnerships

- Partnership with The Healthy Body Image Program/ThriveOn
  - Natural partnership of public health and clinical
  - Population-level surveys to feed into online interventions
  - Contact: HBI-HBSinfo@umich.edu

- Partnership with Active Minds
  - The student voice to inform research
  - Research to inform advocacy

- Always open to new opportunities for collaboration
Overview

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About The Healthy Bodies Study

Discussion
About Participating

Please submit questions using the “Chat Room” in the bottom corner of the screen.
Discussion Questions

- For ED research on college campuses, what more could be done to strengthen the link from research to practice?

- How can counselors use research to advocate for resources?

- What more can be done to target males, international students, other groups that we don’t often have programs for?

- How should we title presentations/peer groups? "Disordered Eating" seems like it would turn folks away.
Discussion Questions

- How can healthy body programming and ED prevention messaging dovetail with healthy weight management programs on campus? What do you feel is the best approach to address both dieting and obesity on campus?

- How can we promote student involvement and awareness for ED prevention and healthy body image promotion (not just among students with an ED hx)?

- I am interested in hearing about early identification of EDs and implementation of early intervention programs.
Discussion Questions

- How do we best encourage students who are showing signs of an ED to seek counseling and/or treatment when they may be resistant or in denial?

- Are there any good smart phone apps that may be beneficial for ED recovery clients?

- We are interested in how students are impacted by EDs in the academic setting.

- What should the scope of practice be for a university counseling center when it comes to treating students with EDs?

- What online resources can assist students with an ED?
More Information

The Healthy Minds Network: www.healthymindsnetwork.org
healthyminds@umich.edu

The Healthy Bodies Study: healthybodiesstudy.org
healthybodies@umich.edu

ThriveOn: https://thriveon.com/#hbi
meganjones@stanford.edu or megan@thriveon.com

Active Minds: http://www.activeminds.org/
maggie@activeminds.org


References


