

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

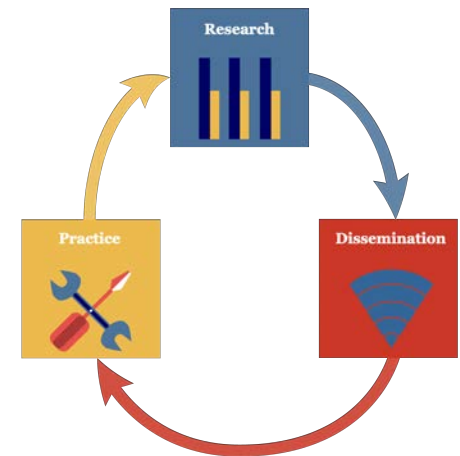
The Healthy Minds Network

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*)



Research-to-Practice Agenda

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

```
graph BT; A[Design and evaluate programs and interventions] --> B[How to invest most efficiently in health (and long-term success and wellbeing) in youth populations?]; C[Collect descriptive population data] --> A; D((Practice)) --> A; E((Practice)) --> C;
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The diagram illustrates a research-to-practice agenda. At the top is a box containing the central research question: 'How to invest most efficiently in health (and long-term success and wellbeing) in youth populations?'. Below this box are two rectangular boxes: 'Design and evaluate programs and interventions' and 'Collect descriptive population data'. To the right of these boxes is a yellow circle labeled 'Practice'. Arrows indicate the flow of information: two arrows point from the 'Design and evaluate programs and interventions' box up to the central question box; one arrow points from the 'Collect descriptive population data' box up to the 'Design and evaluate programs and interventions' box; and two double-headed arrows connect the 'Practice' circle to both the 'Design and evaluate programs and interventions' box and the 'Collect descriptive population data' box.

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 lives⁵

Diagnoses: AN: 3% female, 0.4% male; BN: 2% female, 0.2% male⁶

- Co-occurring psychopathology

Depression, anxiety, self-injury, substance use⁷

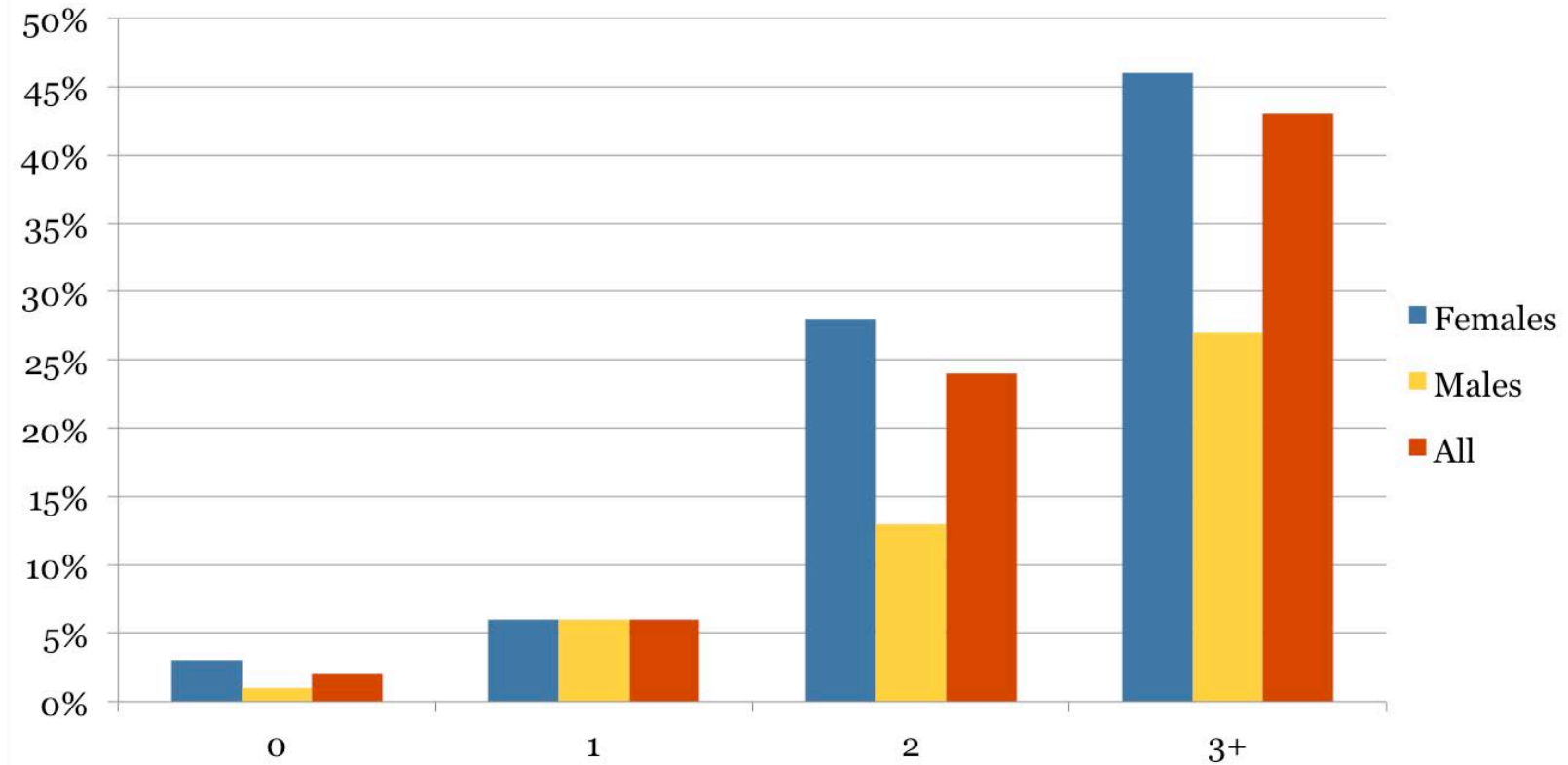
- Treatment utilization

Prevalence rate 3 times tx rate⁷

What's at Stake?

- Longitudinal study: 1 symptom at baseline corresponded to elevated risk of a positive screen of 3 symptoms 2 years later⁷
- 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 Symptoms⁷



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



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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



**TECHNISCHE
UNIVERSITÄT
DRESDEN**



STANFORD
SCHOOL OF MEDICINE
Stanford University Medical Center



Washington
University in St. Louis

ThriveOn

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 treatment⁷



Using Internet-Based Programs for ED Intervention⁸⁻¹⁰

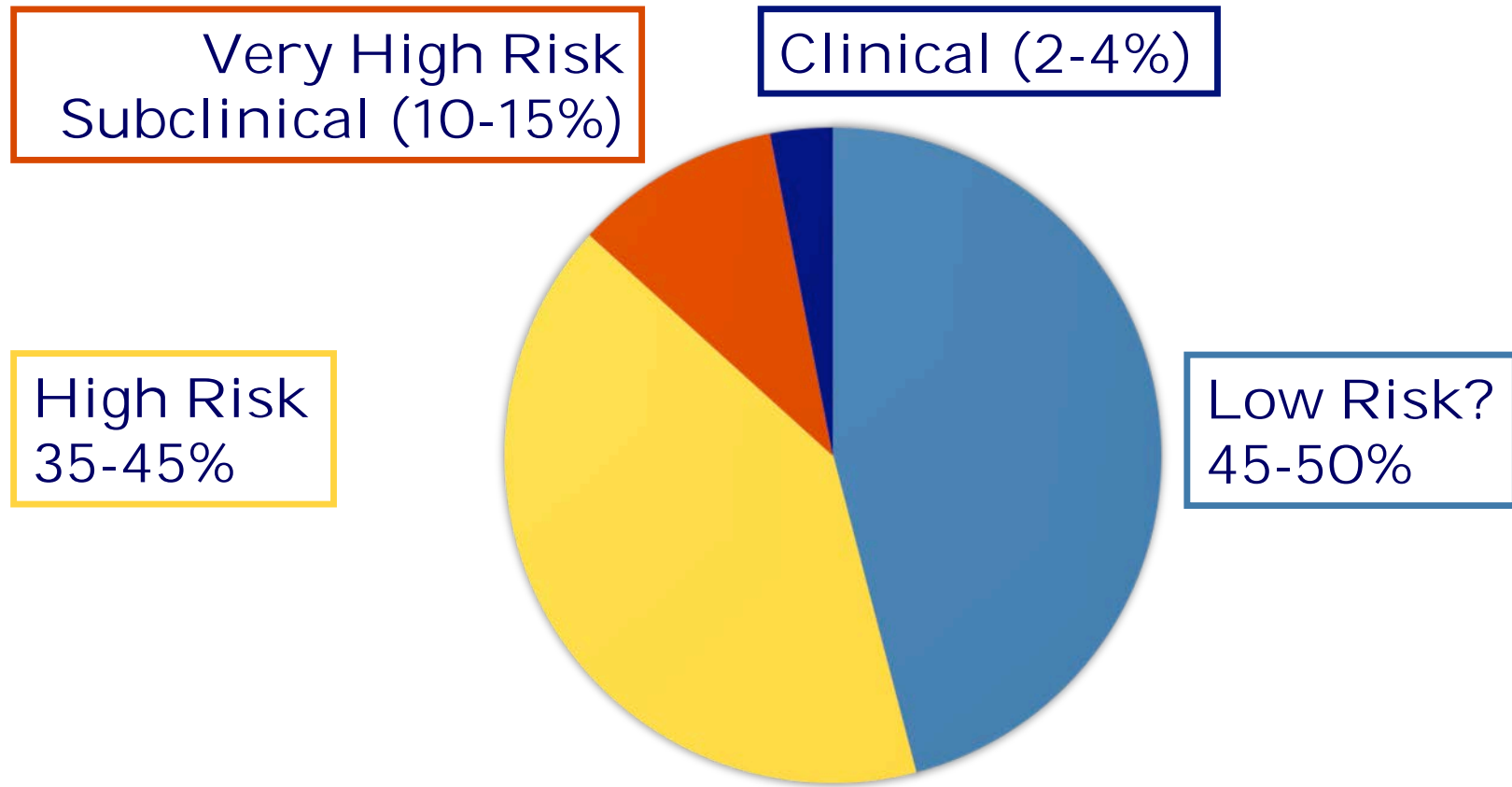


Prevent ED onset in college women

Reduce risk factors for EDs

Eliminate ED behaviors

EDs & ED Risk in College Students^{8,9,11}



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



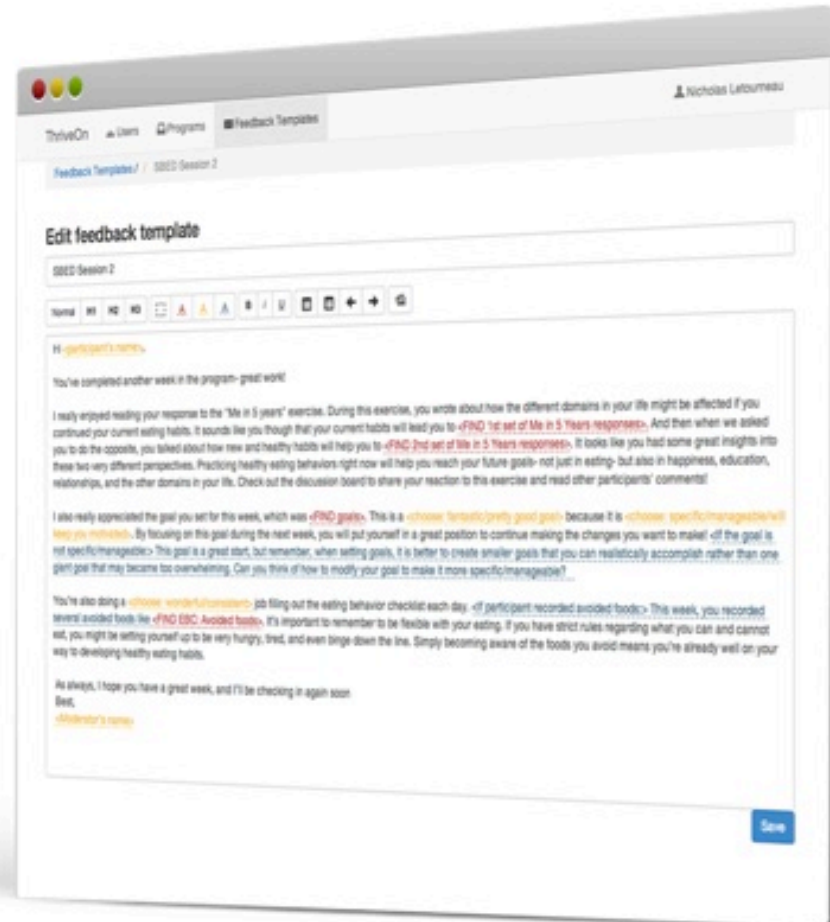
Custom Program



Mobile Access




Remote "Coach"



Healthy Body Image Model⁸

Screening Algorithm: Stanford-Washington ED Screen

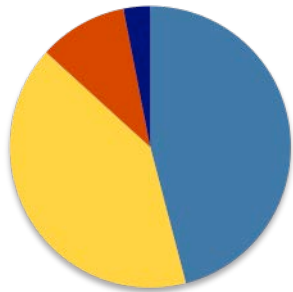


High risk for ED
WCS > 45
ED screen

Assigned to on-line targeted
ED prevention
StudentBodies*

Healthy Body Image Model¹⁰

Screening Algorithm: Stanford-Washington ED Screen



Low risk
for ED
WCS < 45
Screen

High risk
for ED
WCS > 45
ED screen

Clinical ED
(DSM V)
No AN
Stable
No SI

Clinical ED
(DSM V)
AN
Unstable
No SI

Prefer

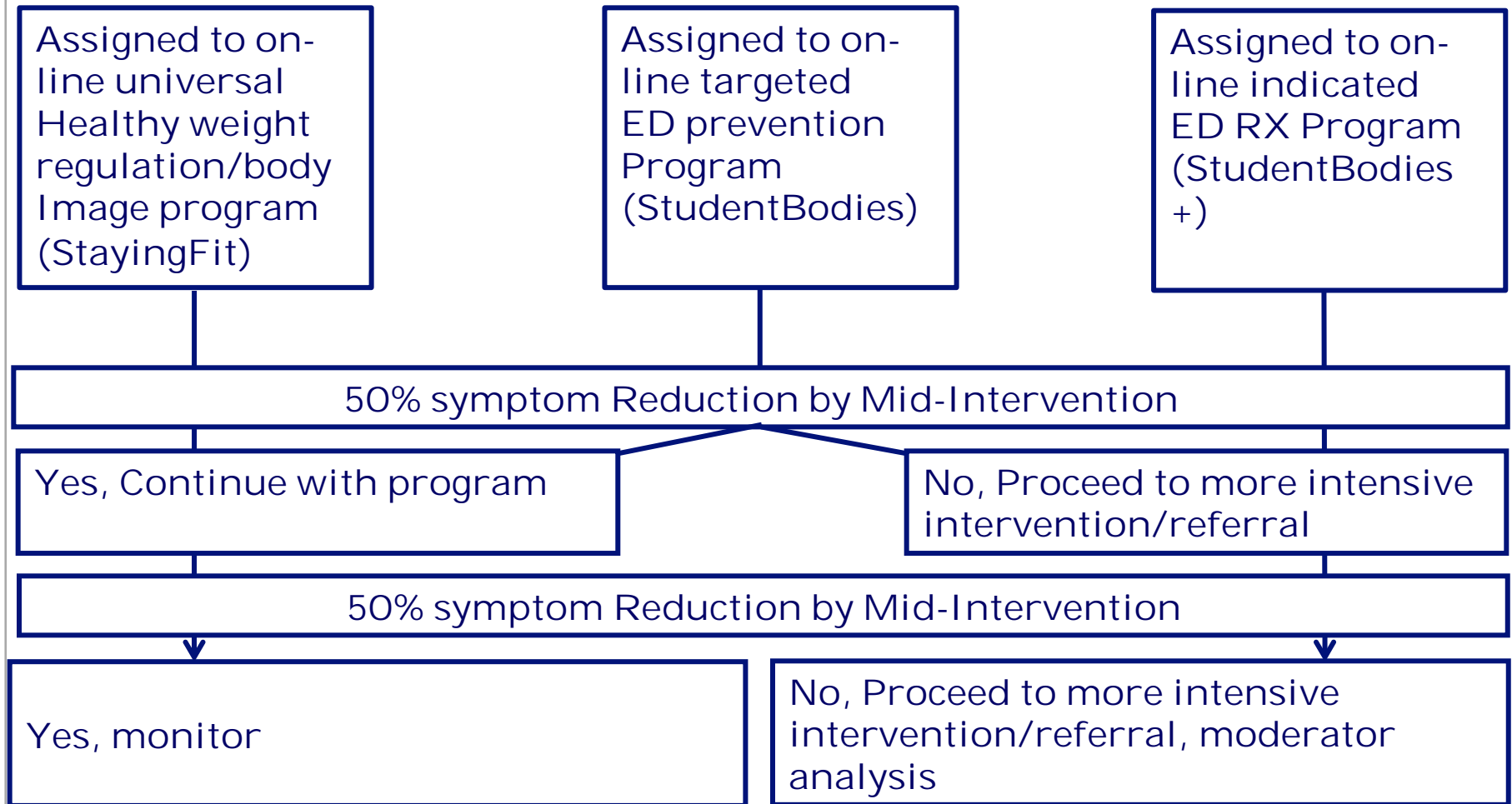
Online universal
healthy weight
regulation/body
image
StayingFit*

Assigned to on-
line ED
prevention
StudentBodies

Assigned to on-
line indicated
ED RX
StudentBodies
+ *

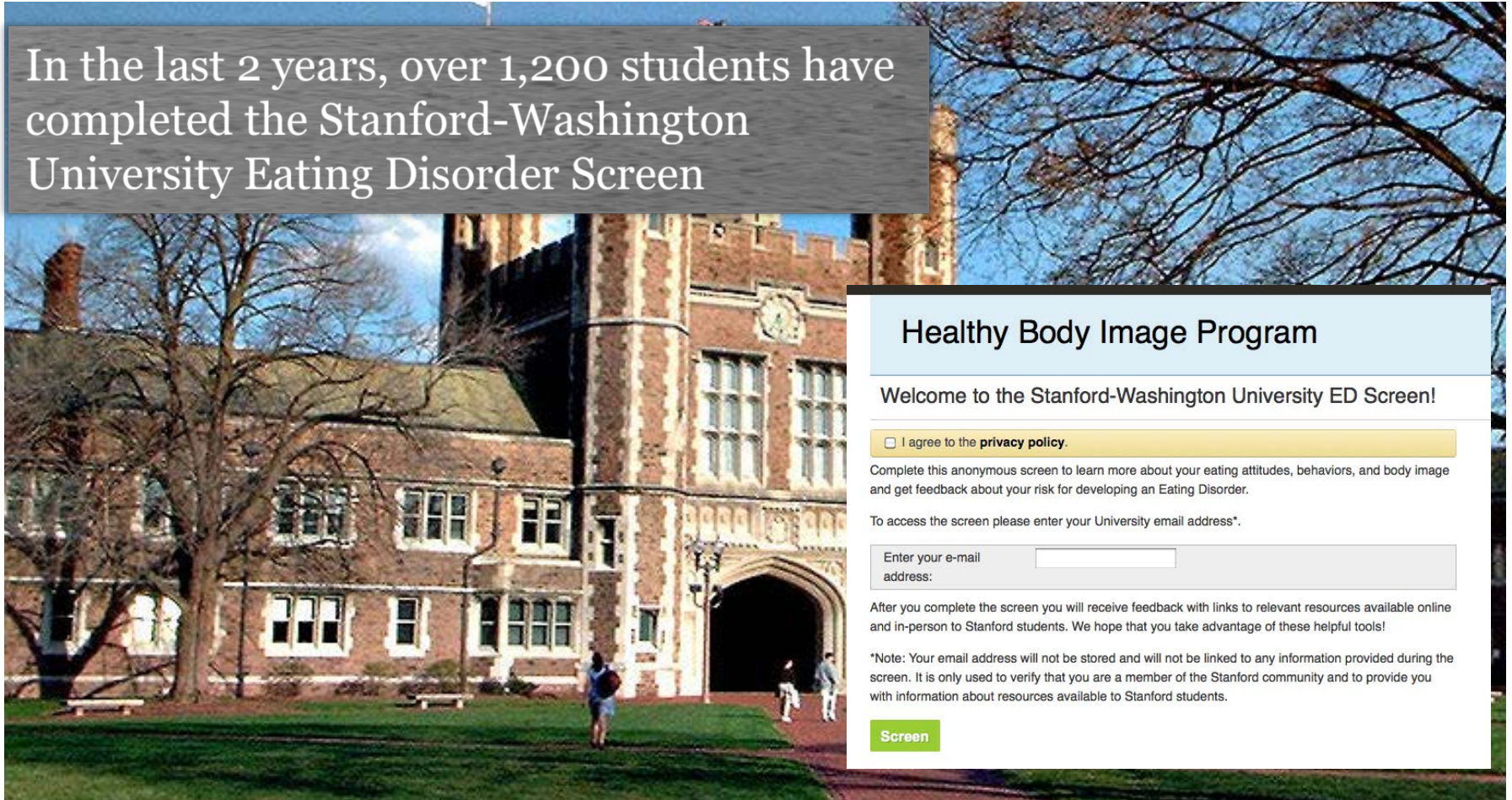
Referral for in-
person eval, rx

Healthy Body Image Model: Follow-up



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

Healthy Body Image Model

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)

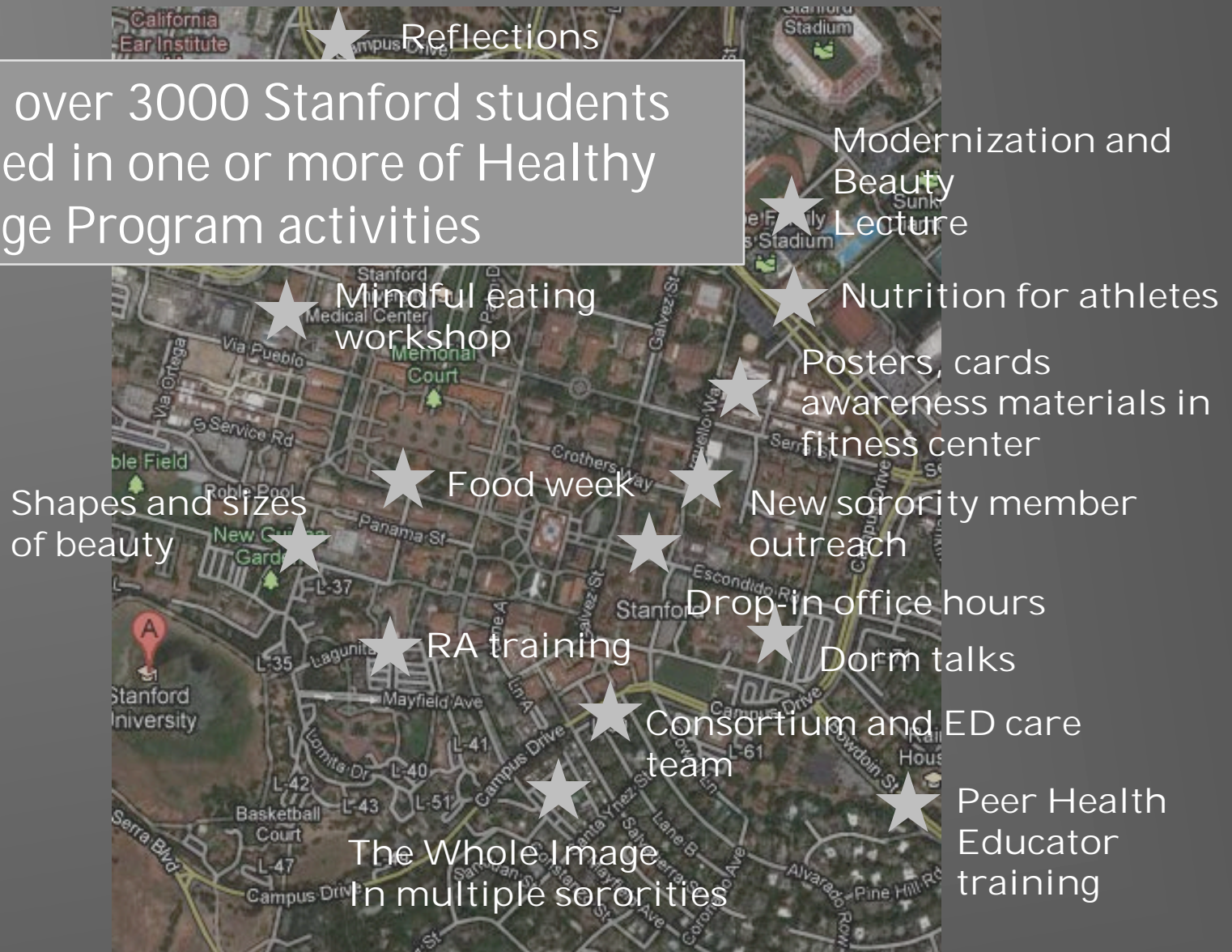
Low risk
for ED
N=395
(62%)

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



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:

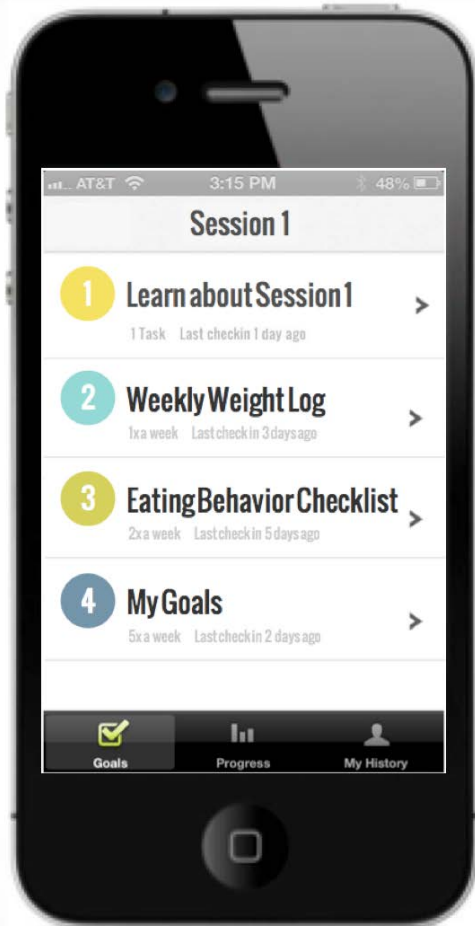


"This program helped me see a side of me I have not seen in a long time. I saw myself as beautiful. I learned that I am not the only one going through what I am going through, and that there are people willing to help."

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 Problem¹²

- 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 Problem¹³

- 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

GET HELP



Treatment and Referral Helpline
1-800-931-2237



www.eatingforlife.org

www.activeminds.org

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



www

- 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



www.active

- 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

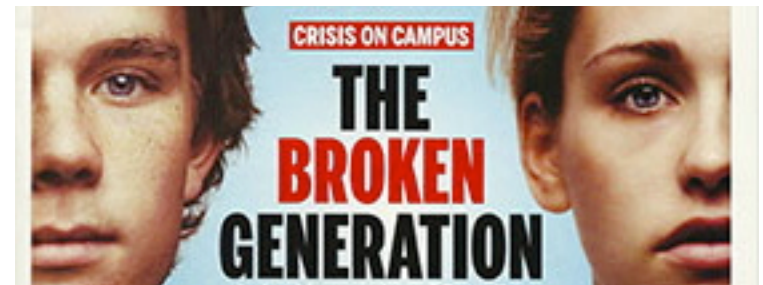
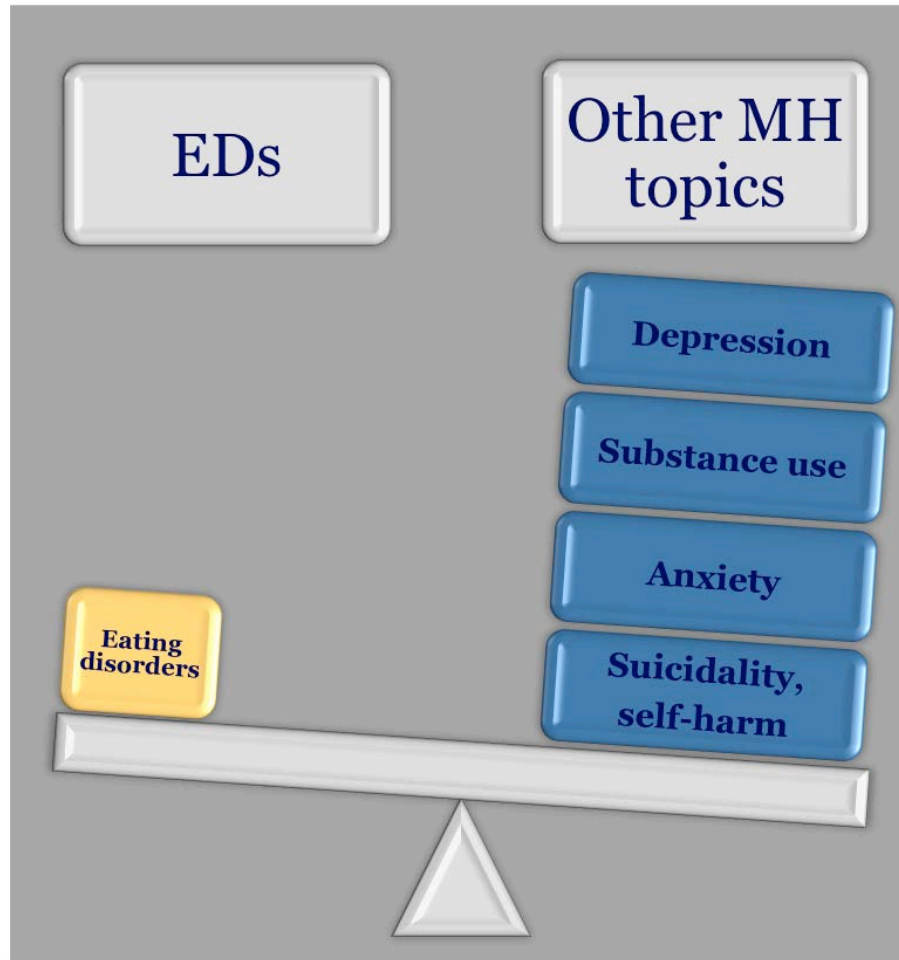
Online intervention/prevention programs

Outreach and programming on college campuses

About The Healthy Bodies Study

Discussion

Campus Mental Health Research



College Faces Mental Health Crisis



Prior ED Research on Campus

- Who's typically studied on campus?

Women (sorority members, female athletes)^{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

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

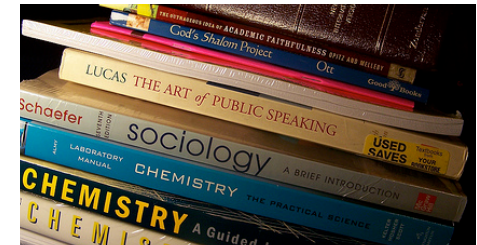
Gender, Age



Race, SES, Citizenship



Academics



Behaviors

Eating, dieting, exercising,
weight, bingeing, 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)

Data Interface Example [1]

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

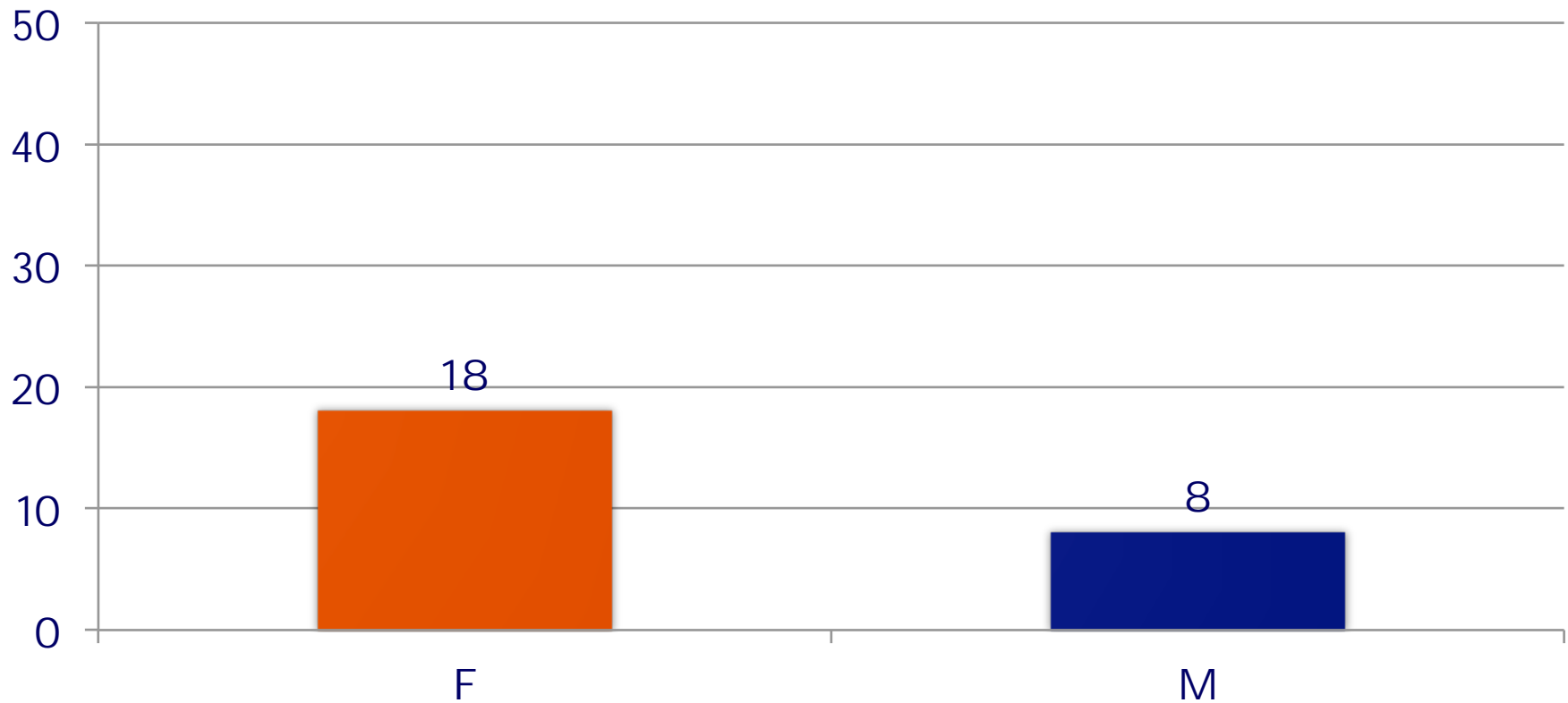
Compare:	Peer schools	Subgroups >	
			Citizenship
			Field of study
		Gender >	Eating disorders
		Race/ethnicity	Anxiety
			Depression
			Substance use

SUBMIT

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?*



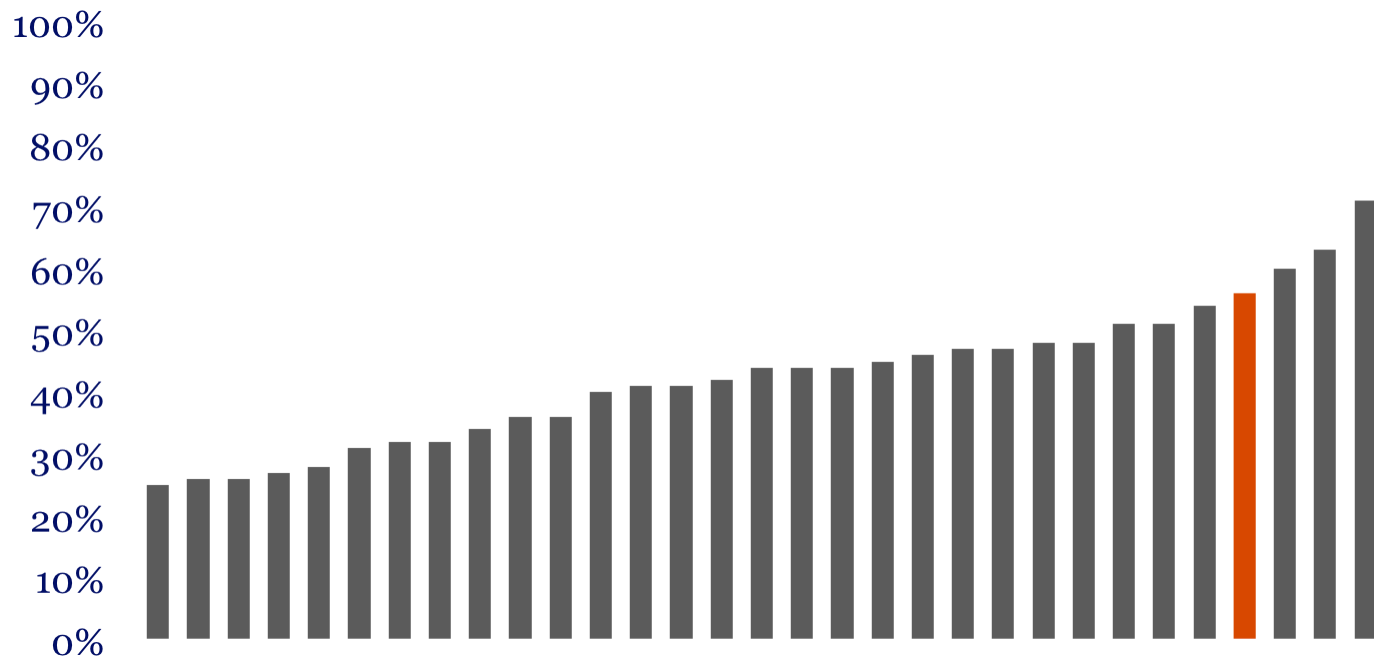
Data Interface Example [2]

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?*

Compare:	Peer schools >	Subgroups
	Eating disorders	
	Anxiety	
	Depression	
	Substance use	

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)

Type of institution	Participation Fee	
	HBS only	HBS and HMS
Large colleges/universities (>15,000 students)	\$3,000	\$3,500
Medium-sized colleges/universities (5,000-15,000 students)	\$2,500	\$2,750
Small colleges/universities (<5,000 students)	\$2,000	\$2,250
Community colleges	\$500	\$600

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

Online intervention/prevention programs

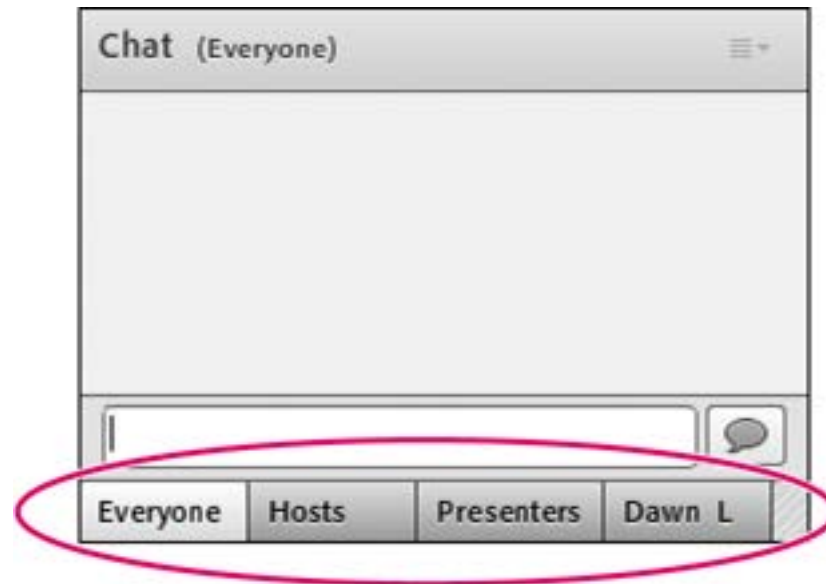
Outreach and programming on college campuses

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

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