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Summary and Minutes

2018 College Mental Health Research Symposium *University of Michigan, Ann Arbor, Michigan*

The Healthy Minds Network



for Research on Adolescent and Young Adult Mental Health



UNIVERSITY OF
MICHIGAN

The 8th Annual College Mental Health Research Symposium
March 12 & 13, 2018
University of Michigan, Ann Arbor, Michigan
Location: School of Public Health (1415 Washington Heights)



Summary:

The 8th annual College Mental Health Research Symposium was held on March 12 and 13, 2018 at the University of Michigan School of Public Health in Ann Arbor, Michigan.

The symposium brought together approximately 40 researchers, clinicians, campus practitioners, health IT professionals, advocates, media representatives, undergraduate/graduate students, and others to discuss ongoing projects and future trends/challenges in campus mental health. The diverse backgrounds of attendees allowed for the sharing of different perspectives on existing research, and an informal environment to brainstorm new ideas and approaches.

The Symposium was designed to address several key questions, including:

- How might we create an ideal campus mental health system, given the increasing demand for mental health services and the emerging technologies and programs available? What additional data and research do we need most urgently to answer this question more confidently? What new research and data are most needed?
- What are new opportunities for collaboration?

The first day of the symposium focused on specific topics and issues facing the field of college student mental health and the role of research in understanding and addressing each of these. The second day focused on using research and translation research into practice. The first day included introductory presentations to provide the state of campus mental health, innovation panels based on the three white papers that emerged from the 2017 symposium, and a panel discussion around sense of belonging and climate. The second day included three research-to-practice panels. Minutes from each of these sessions are included in this document.

This document includes the following information:

- 2018 College Mental Health Research Symposium agenda
- Minutes from the sessions
- Attendee bios and contact information
- A list of additional resources and references mentioned during the Symposium

You can view the slides of the Symposium: <http://healthymindsnetwork.org/events/research-symposium/>

The 8th Annual College Mental Health Research Symposium

March 12 & 13, 2018

University of Michigan, Ann Arbor, Michigan
School of Public Health (1415 Washington Heights, SPH I)



DAY 1 Monday, March 12

Arrival & Registration (SPH 1 lobby)	1:00-1:30pm
Welcome & Overview (room 1680)	1:30-2:20pm
Symposium Overview The State of College Student Mental Health	
Innovation Panels & Discussion (room 1680)	2:20-3:35pm
<i>Data Dashboards: Leveraging Data to Promote Student Health and Success</i> Panelists: Adam Partes, Megan Phillips	
<i>Resource Warehouse: Mobile Apps for Health and Wellness</i> Panelists: Emily Lattie, Martha Neary	
<i>Wellness Paradigms on College and University Campuses</i> Panelists: Laura Horne, Dorothy Kent	
Break	3:35-3:45pm
Panel Question & Answer (room 1680)	3:45-5:30pm
<i>Sense of Belonging, Campus Climate, Marginalized Students, and Mental Health</i> Panelists: Sara Abelson, Tabbye Chavous, Daphne Watkins, Sasha Zhou Moderator: Peter Ceglarek	
Happy Hour (room 1680)	5:30pm

DAY 2 Tuesday, March 13

Breakfast & Day 2 Overview (room 1680)	8:00-8:30am
Research-to-Practice Sessions (room 1680)	8:30-11:30am
<i>Strategies for Monitoring and Evaluating System Change</i> Introductory presenters: Sarah Ketchen Lipson, Allison Smith	
<i>Collaborations: Cross-Campus and National</i> Introductory presenters: Allison Smith, Lee Swain	
<i>Data and Research Resources on College Student Mental Health</i> Introductory presenters: Peter Ceglarek, Sarah Ketchen Lipson	
Wrap-Up (room 1680)	11:30am-12:00pm

Data Dashboards: Leveraging Data to Promote Student Health and Success
Panelists: Adam Partes, Megan Phillips

Minutes:

- University of Michigan's Office of Academic Innovation
 - Benefits of using data to allow student to see where they fall in terms of the rest of the student population
- How does this relate to mental health innovations in relation to confidentiality?
- How do we determine the threshold? Where are they directed?
- How do we incorporate these thresholds but also continue to engage student interest?
 - Healthy Minds Study response rates reflect how we can structure questions
- Integrating the use of mobile apps and the use of push notifications

White Paper: <http://healthymindsnetwork.org/research/whitepapers-briefs>

Resource Warehouse: Mobile Apps for Health and Wellness
Panelists: Emily Lattie, Martha Neary

Minutes:

- More students are accessing services, and systems are being challenged
- Where will students go and what will they use?
 - Important to include student input when creating warehouses
 - Different stakeholders are interested in different information (students, counselors, administrators)
- What would a student look for in a resource warehouse?
 - What peers are looking at
 - Accessibility
 - Common platforms
 - Convenient
 - User-friendly
 - Safe and secure
 - Stratification and proper categorization
 - Students screen positive, but are not quite interested in traditional services. What is this "something else" they are looking for exactly?
- What other resources are people seeking?
 - Space for schools to share effective case studies, programs, or policies
- Disseminating a "guide to guides"?
 - New student orientation
 - Data dashboards
 - Counseling center waitlists
 - Engaging student government organizations
 - Customized to campus
 - Guide for campus staff/administrators; products for different stakeholders

- Gaps? Students we are not reaching? Community Colleges?
- App for getting connected to psychological services
 - Association for Cognitive Behavioral Therapies website
 - Psychology today clinician finder
 - Students are currently developing apps (Harvard's Bliss app, Penn State mapped community resources, Brown's ZenCare)
- Discussion of relevant existing resources
 - Everfi Campus Prevention Network
 - Lean on Me (Michigan State)
 - Connects to peer support
 - Mindtools
 - Non-profit evaluating apps/intervention
- Opportunity to convene efforts (PsyberGuide and Mindtools)

White Paper: <http://healthymindsnetwork.org/research/whitepapers-briefs>

Wellness Paradigms on College and University Campuses
Panelists: Laura Horne, Dorothy Kent

Minutes:

- Paradigm shift from "mental illness" to "mental wellness"
- Important to share examples and best practices of this paradigm shift
- What's missing from the strategies/approaches in the paper?
 - Use data to evaluate and support efforts
 - Research is significant to higher administration and faculty; JED using HMS as an initial needs assessment
 - Some schools are resistant to combine mental and physical health (item #7)
 - Many university wide strategic plans now include "wellness", and data helps them prove this
 - Need accreditors to help push wellness as university wide strategic plans
 - Human resource time to actually review and utilize mental health data; easy way to train other staff in data analysis
 - Expand on item #5; increase interdepartmental and inter-organizational collaborations
 - (Item #4) How to increase population-level resiliency, especially on larger campuses?
 - Not only resilience programming in classes but combine item #3 and #4 (wellbeing vision and mission with resilience programming)
 - Normalizing failure; embedding this in existing academic opportunities
 - Create a step by step toolkit for schools lacking resources to implement these strategies

The Wellness Paradigms white paper will be disseminated shortly via the HMN listserv and posted on the website.

Sense of Belonging, Campus Climate, Marginalized Students, and Mental Health
Panelists: Sara Abelson, Tabbye Chavous, Daphne Watkins, Sasha Zhou
Moderator: Peter Ceglarek

Minutes:

- What do we mean by sense of belonging, campus climate, etc.? What does it mean to be a marginalized group?
 - Forced to operate on the fringes of society and don't have a voice
 - Advantages and disadvantages of the term of "marginalization"
 - Better than the term "vulnerable populations", but hesitant to apply a cookie cutter model
 - Be careful we are not labeling in a way that creates more stigma
- How are you specifically defining your populations and measuring these constructs?
 - Do not force language or predetermined ideas. Encourage the community to lead the discussion.
 - How do you feel about the experience? Where do you belong? Where do you feel the least belonging and why?
- What are the trends you are seeing in your work?
 - Outside trends influence our college students just as much as what happens on campus
 - Experiences on campus can exacerbate the trends happening in larger society
 - Some issues around race and exclusion may look the same, but the day to day norms (micro-aggressions) differ amongst different groups
 - Campus climate exists and can be measured but institutions vary
 - Perception/context matters; What is considered normative?
- Important to integrate sense of belonging not only on campus but at home in the community
 - Important with SES, race, first gen
- What is important in belonging with certain groups and what isn't?
 - May have stressors to lack of belonging or may not "care"
 - Students who are first gen welcomed by university, but not made aware of resources
 - Important for student to care about institution but also for institution to care about them
 - Students may feel need to choose home environment or campus environment
 - Bicultural students feel more successful
- Intersection of sense of belonging and academic achievement?
 - Students of color feel more sense of belonging in terms of academic achievement
 - Grades can serve as a bridge in gap sense of belonging
- Gap between institution's implementation and student's feeling of belonging
 - What is the difference/similarity between student sense of belonging and faculty sense of belonging?
 - What role does resistance play in impact of institutional implementations?
- Opportunities/challenges among faculty in meeting needs of students
- What types of campuses take on this climate module
- What resources exist based on gender identity (ex. Women's, Men's, LGBT)?
 - How do you implement these groups?
 - Students more likely to attend groups than individual (food helps)
- What else do we need to fix gaps?

Strategies for Monitoring and Evaluating System Change
Introductory presenters: Sarah Ketchen Lipson, Allison Smith

Minutes:

- How do we know if policies and programs are effective?
- JED Campus enacting systems-level change on campus to improve student mental health, HMS trying to evaluate the impact of these changes on the individual level
- Quality improvement methods
 - Research often used to generate new methods or test new interventions/programs; quality improvement is a more continuous process of evaluating the implementation of interventions/programs that we already know work
 - Only want to make changes that actually matter to the system. Therefore, it is important to be continuously collecting data over time, to understand trends before and after making a change to programming.
- How do we think about establishing control groups, even in quality improvement or evaluation methods?
- How do we assess strategies and change with respect to variation between campuses, in campus characteristics, in modes of implementation, and in modes of research?

Collaborations: Cross-Campus and National
Introductory presenters: Allison Smith, Lee Swain

Minutes:

- Who are the other influencers of student mental health?
 - Health, Counseling, Health Promotion, Student Affairs, Residence Life, Disability Services, Spiritual Services, Facilities (means-restrictions and space design), Academic Advising, Faculty, Students, Parents, Career Services, Community partnerships
 - How to eliminate silos/competition between departments as well as between campuses and outside organizations
- How to influence those whose primary mission is not necessarily mental health that they should play a role in system change?
 - Collective impact
 - Articulate a strategic plan that is general enough that all partners can identify
 - Plan action steps for collaboration
 - Tapping into personal experiences
 - Training administrative assistants as a “first line of defense”
 - Mandatory active shooter training brings all departments and resources together
 - Targeting Teaching Assistants? Adjunct Faculty?
 - Gatekeeper training; tools for everyday situations
 - Approach department chairs or even human resource departments to communicate with/train transient employees (TAs and adjunct faculty)
- Successful moments or struggles with recruiting task force members?
 - Confidentiality issues; must be extremely concrete about roles and expectations in partnerships
 - Figuring what the “buy-in” will be for senior leadership
 - Approach recruitment from the grassroots level
 - How to prioritize diversity, equity, and inclusion?
 - Recruiting more staff and faculty of color
- Potential national collaborators?
 - American Psychiatric Association Mental Health Caucus
 - Associations focused on recovery

Research Resources on College Student Mental Health
Introductory presenters: Peter Ceglarek, Sarah Ketchen Lipson

Minutes:

- Frequently Asked Questions document review
- Best ways to disseminate and present data?
- Other data sources (item page 4)
 - College life study (longitudinal survey based out of University of Maryland)
 - Well-being survey (Wake Forest)
 - UCLA
 - UM Academic Innovation beginning and end of term surveys
 - YOU at College data dashboard (will need to communicate with each of their schools)
- New questions to add to FAQ document?
 - AUCCCD Director Survey key points
 - Resources for student stories (organizations connected to students on campuses)
 - What are the impacts of mental health on the overall holistic college experience
 - Wellness paradigm examples
 - Impact of mental health prevalence in grade school and high school? What are the differences between students matriculating in college now versus the past
 - What are the common trends related to all of these questions
 - What types of support and services are students seeking/wanting?
 - Why is anxiety now the number one mental health issue college students are facing (NY Times article)?
 - Influence of outside perspectives, trends, and continuum of issues
 - Stress of applying to college; age of onset of those stressors?
 - Evaluating environments that will set up students for success

Additional Resources and References

Active Minds: www.activeminds.org

American College Health Association: www.acha.org

Equity in Mental Health Framework (joint initiative led by the Steve Fund and Jed Foundation):
www.equityinmentalhealth.org

Everfi Campus Prevention Network: www.campuspreventionnetwork.com

Healthy Minds Network: www.healthymindsnetwork.org

JED Campus Program: www.jedcampus.org

LiveWellNYU: www.nyu.edu/life/safety-health-wellness/live-well-nyu.html

NeuroFlow: www.neuroflowsolution.com

PocketConfidant: www.pocketconfidant.com/education

PsyberGuide: www.psyberguide.org

YBMen Project: www.ybmenproject.com

YOU at College: www.youatcollege.com

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