

Next presentation:
**Mental health disparities:
Four studies**



Presentation will begin at:
1:45 p.m.

Please type your answer in chat: How
are you feeling today in meteorological
terms (i.e., sunny, hazy, stormy)?



MENTAL HEALTH DISPARITIES: FOUR STUDIES

Tri-Campus Adviser Symposium 2020



WHO WE ARE



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OVERVIEW

- > Context-setting and intro to studies
- > Mental health disparities:
 - > First-year students
 - > Race/ethnicity
 - > Sexual and gender identity
 - > Degree program and field of study
- > Discussion/Q&A

BACKGROUND

THE FOUR STUDIES

- > UW EXP
- > UW Resilience Lab
- > Healthy Minds Study
- > Spring quarter 2020 student project

HEALTHY MINDS STUDY

- > Part of work with the JED Campus Program; national study from University of Michigan
- > Tri-campus sample
- > First survey in spring 2017, second in spring 2020
- > Cross-sectional

UW EXP

- > Part of a two-campus study on student well-being
- > School of Social Work, College of Engineering, and others
- > Longitudinal
- > Uses biometrics, app and surveys to capture student experience
- > Link to student database

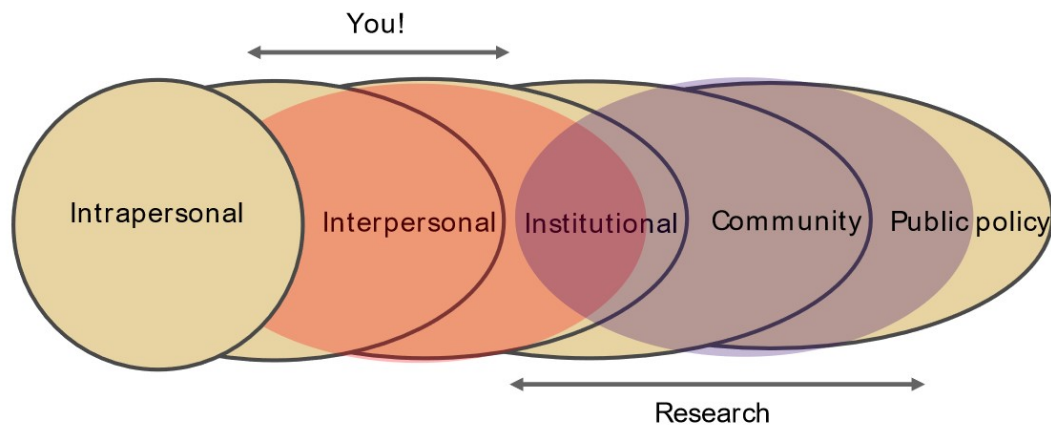
UW RESILIENCE LAB

- > Longitudinal
- > Focus on first-year students as they transition
- > Surveys
- > Link to student database

STUDENT PROJECT

- > Partnership between SPH and Hall Health – undergraduate capstone program and graduate MPH course
- > Cross-sectional survey; convenience sample (non-random)
- > Focus on generating info about student experiences quickly during COVID
- > No link to student database

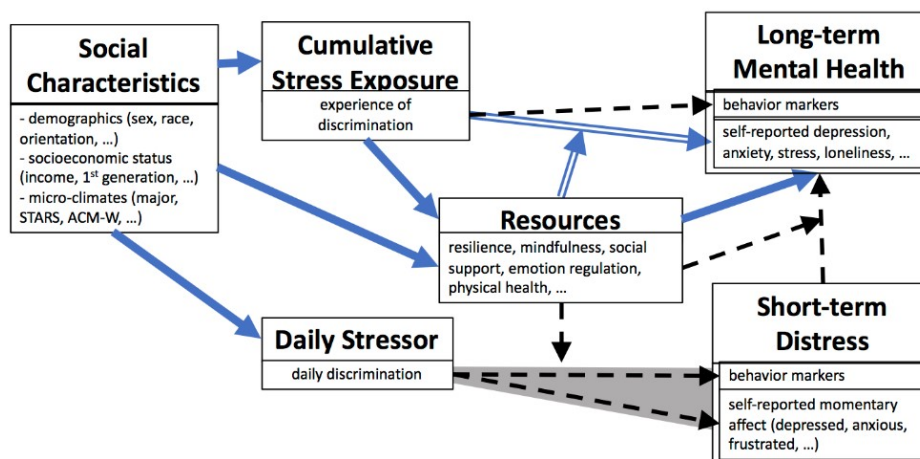
WHY WE'RE HERE, NOW, WITH YOU



- > One-third of adults reported experiencing stress, anxiety, or great sadness that was difficult to cope with alone since the COVID outbreak began.

Ecological model adapted from American College Health Association, 2020; Commonwealth Fund, 2020.

STRESS PROCESS MODEL: MULTIPLE +/- FACTORS & PATHWAYS TO MENTAL HEALTH

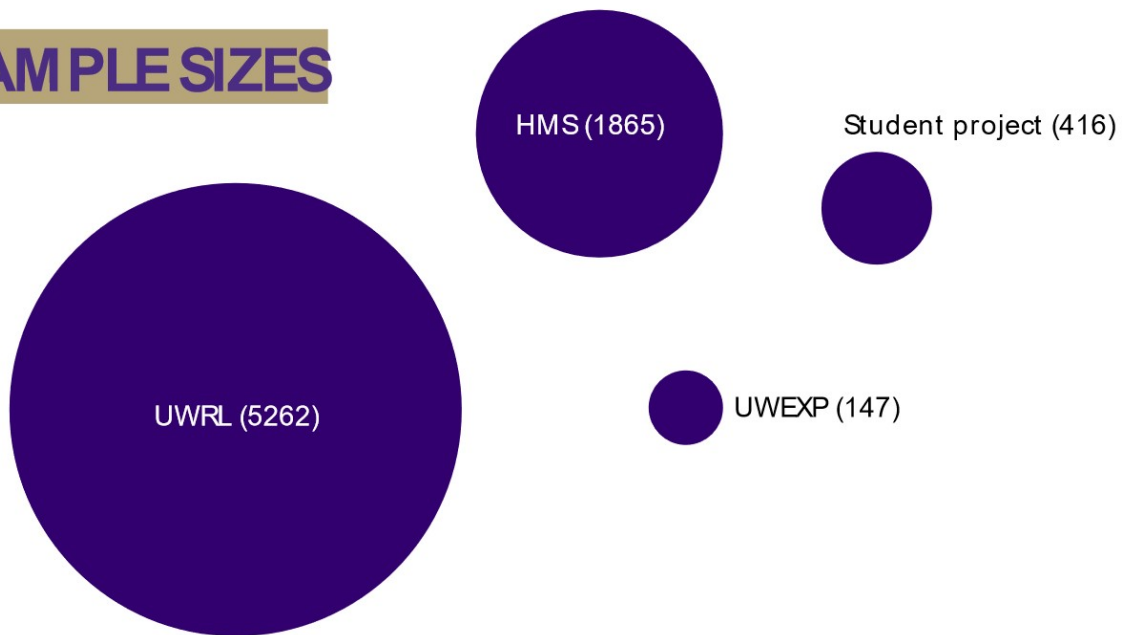


UWEXP Project, Sefidgar, Y. S., et al. (2019). Passively-sensed behavioral correlates of discrimination events in college students. *Proceedings of the ACM Human-Computer Interaction*, 3 (CSCW), 114.

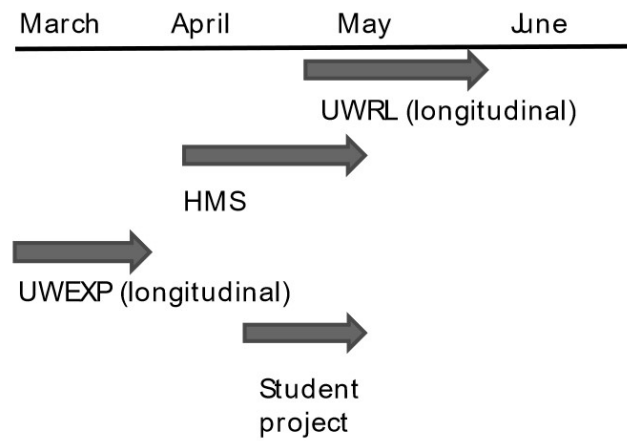
DEMOGRAPHICS – SPRING 2020

	Healthy Minds	UWEXP	UWRL	Student project	Seattle	Tacoma	Bothell
% students of color	46.4% (936)	70.7 (104)	57.62 (3158)	44.65 (192)	59.5 (23819)	59.7 (2630)	64.2 (2700)
% undergrad	60.90 (1101)	100 (147)	100 (5262)	65.32 (243)	66.4 (28959)	85.7 (4225)	90.2 (5093)
%AFAB	68.00 (1269)	55.1 (81)	57.28 (2702)	87.8% (326)	54.6 (17624)	53.3 (2606)	47.8 (3502)
% LGBTQ+	26.01 (484)	16.3 (24)	24.61 (1160)	28.00 (98)	N/A	N/A	N/A
% international	12.50 (234)	10.9 (16)	N/A	N/A	16.8 (7321)	4.6 (226)	8.9 (501)
Average age (years)	23.60	19.70	N/A	23.54	23.7	25.1	23.6

SAMPLE SIZES



DATA COLLECTION TIMEFRAME - 2020



FINDINGS

BIG PICTURE MENTAL HEALTH - SEATTLE

- May 2020 student project (non-randomized) survey found:
 - 80% of respondents rated mental health was "fair" or "poor"
 - 60% of students said they were experiencing poorer sleep since the pandemic began
 - About one-quarter of students had used campus mental health services over the last 12 months (compared to about ~11% of HMS respondents)
 - Many students unsure what support is available, how to access during COVID

Not tested for statistical significance. Student project, spring quarter 2020.

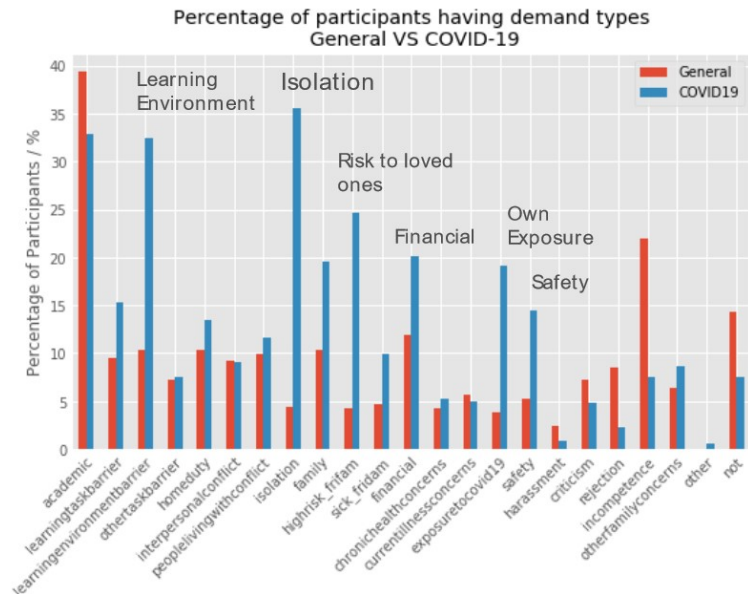
ADVISERS MATTER

- One-third of students said they would talk to their academic advisor if a mental health issue was affecting their academic performance, more than any other person at school they were asked about

Not tested for statistical significance. HMS Seattle, spring quarter 2020.

DEMANDS RELATED TO COVID-19

- > COVID-19 context greatly amplifies concerns, anxiety
- > Availability of formal supports during this time was/felt less accessible

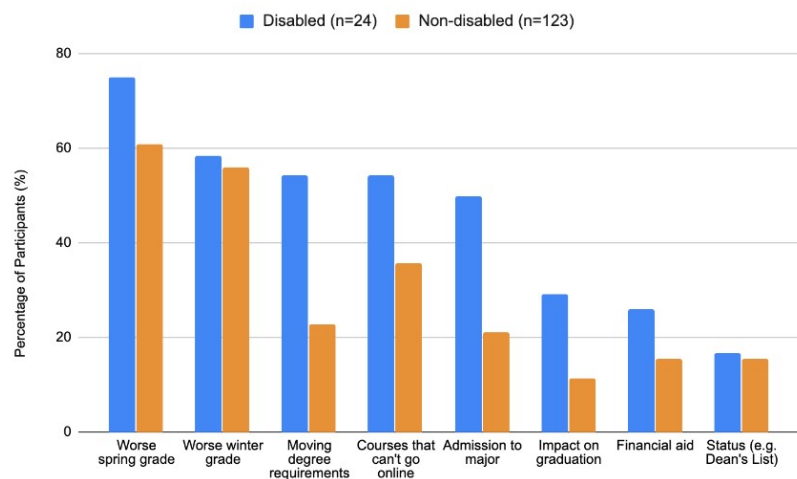


UWEXP Seattle, March 2020.

19

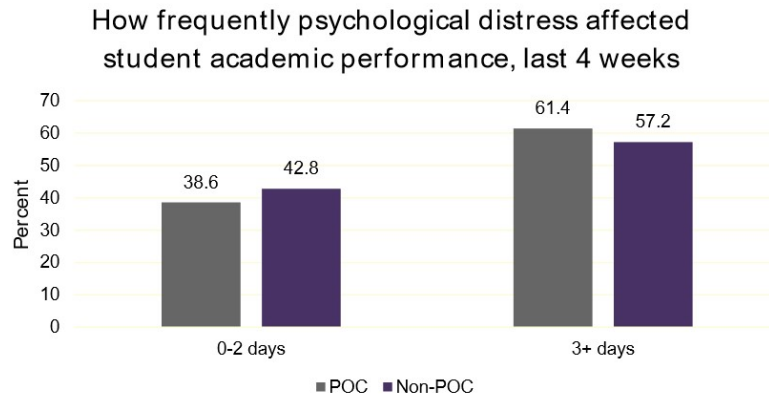
DISABILITY STATUS & ACADEMIC BARRIERS

- > Disparities in many COVID-related factors, including financial stressors, isolation and quarantine
- > Disparities in anxiety, depression, PTSD, discrimination



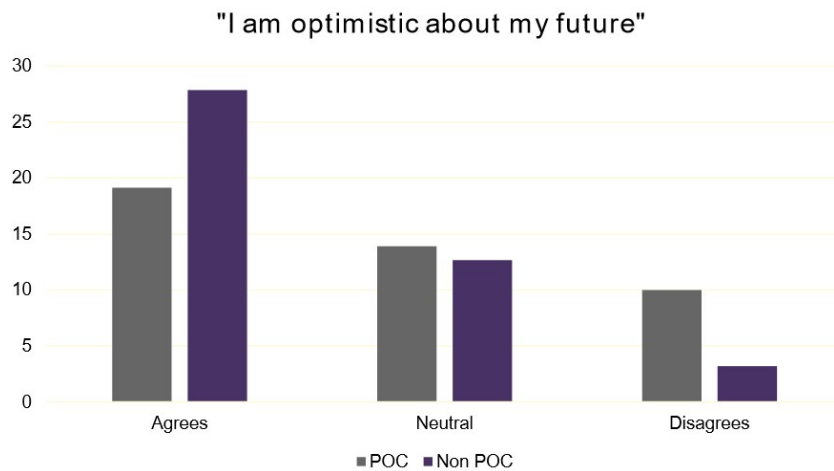
UWEXP Seattle, March 2020.

RACE: MENTAL HEALTH & ACADEMICS



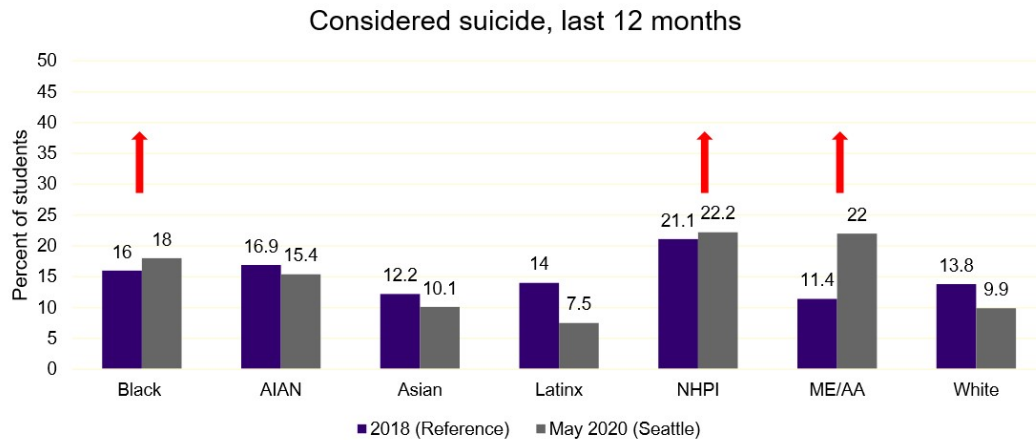
Not tested for statistical significance. HMS Seattle, spring quarter 2020.

RACE: FUTURE OUTLOOK



Not tested for statistical significance. HMS Seattle, spring quarter 2020.

RACE: SUICIDAL IDEATION



Not tested for statistical significance. HMS Seattle, spring quarter 2020.

RACE: FIRST YEAR EXPERIENCE

- Of all racial groups, first-year Asian students by far were the most worried about the upcoming year:
 - Time-management
 - Academic performance
 - Living independently
 - Getting into intended major
- And White students were the most worried about:
 - Making friends
 - Looking after mental health
 - Finding community on campus
 - Sexual assault & harassment

Not tested for statistical significance. UWRL, May 2020.

RACE: POSITIVE CHANGE

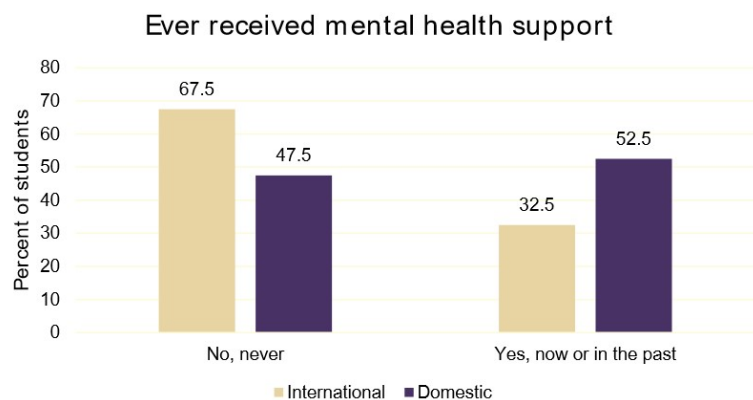
- First-year Asian and White students experienced the most positive growth related to COVID in these areas:
 - Appreciating the value of their own lives
 - Developing new interests
 - Gaining self-reliance
 - Spiritual growth
 - Social supports
- Latinx students had the second best outcomes, with all other racial groups far behind by 2- or 3-fold

Not tested for statistical significance. UWRL, May 2020.

INTERNATIONAL vs. DOMESTIC STUDENTS

- Domestic students were more likely to report needing help over the last 12 months for emotional or mental health issues.

($p=.001$)



$p=.000$

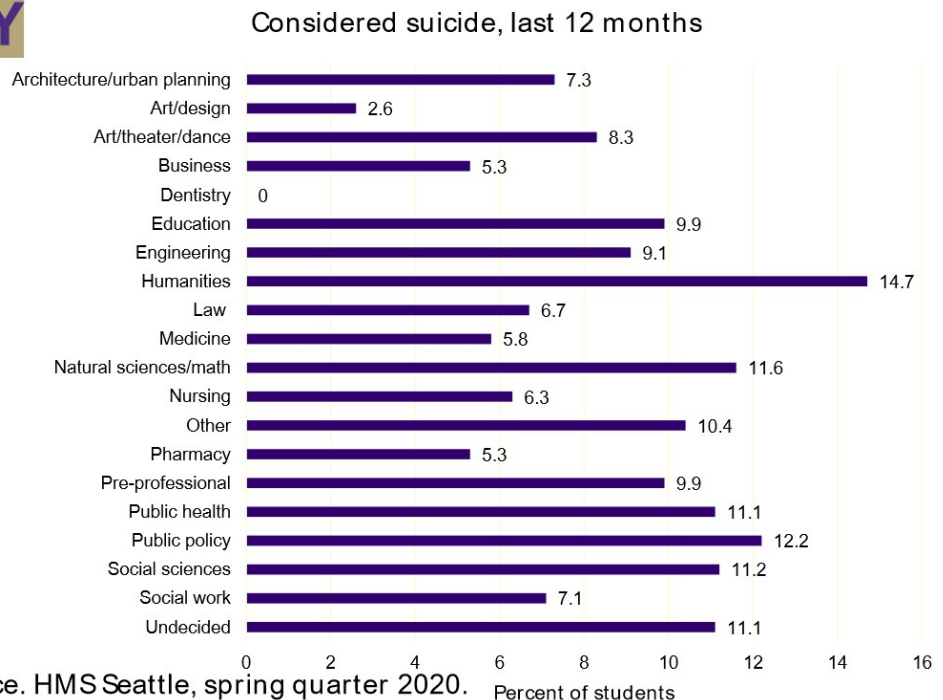
HMS Seattle, spring quarter 2020.

INTERNATIONAL vs DOMESTIC STUDENTS

- Despite their immigration status, international students were *less likely* to have moved to a new residence in spring quarter than domestic students and *more likely* to feel part of the campus community ($p=.000$)
- International students were also more likely to report that they would think less of someone for seeking mental health support ($p=.000$)
- Domestic students were more likely to have sought support from an adviser ($p=.07$), and of all who connected with an adviser, may have had a better experience (not significant due to small sample size).

HMS Seattle, spring quarter 2020.

FIELD OF STUDY



DEGREE PROGRAM

- About 6% of Seattle grad students reported considering suicide in the last year, compared to 12% of undergrads – decrease from 7% (grad) and 15% (undergrad) from the 2018 reference group
- Grad students were more likely to say that they needed help for emotional or mental health in the last than undergrads
- PhD and online students were the most likely to say they currently needed support (~28% each) than undergrads (19%).
- Grad students were more likely to seek help from advisers, with master's students reporting more supportive experiences than others (online students least)

Not tested for statistical significance. HMS Seattle, spring quarter 2020.

SEXUAL IDENTITY: SUICIDAL IDEATION & HELP-SEEKING

- LBGQ+ students were twice as likely to report considering suicide in the last 12 months (15 vs 7% of straight students), with bi and questioning students experiencing the most suicidal ideation
- Queer-identified students said they needed help in the last year with mental health issues at higher rates than straight students, and were more likely to have connected with advisers/academic support staff

Not tested for statistical significance. HMS, spring quarter 2020.

GENDER: ACADEMICS & HELP-SEEKING

- Cisgender women and trans students said their mental health affected their academics more frequently over the past 4 weeks than cisgender men ($p=.000$)
- Cisgender men were the least likely to have sought mental health support ($p=.000$)

HMS Seattle, spring quarter 2020.

GENDER & SEXUAL IDENTITY: FIRST YEARS

- First-year queer students more worried about making friends, finding a community on campus, looking after their mental health, experiencing sexual harassment ($p=.000$) in coming year
- First-year GNC students most worried about managing time, academic performance, making friends, finding a community on campus, getting into intended major, living independently, and looking after their mental health this year ($p=>.002$)

UWRL, May 2020.

GENDER & SEXUAL IDENTITY: FIRST YEARS

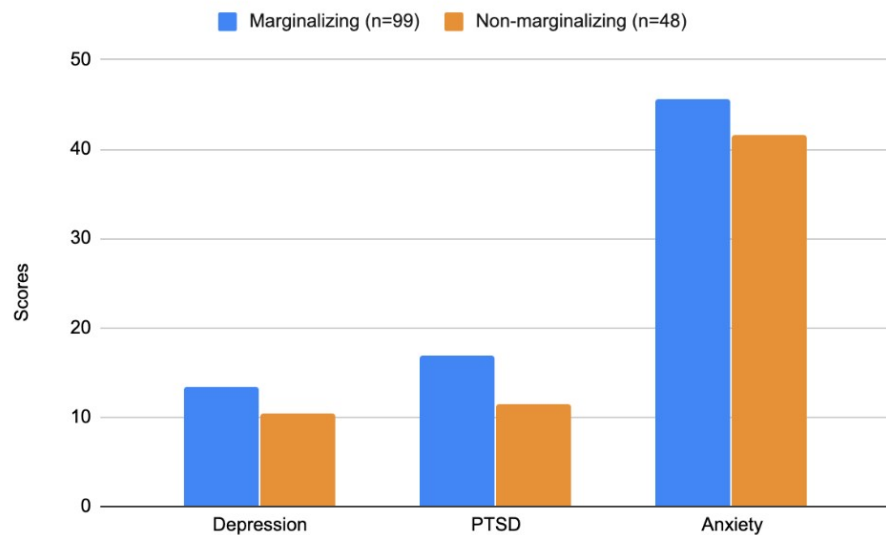
- First-year straight and cisgender students had greater appreciation for the value of their own lives, felt more self-reliant, had a deeper sense of connection to others, and reported a greater understanding of spiritual matters post-COVID than LGBTQ+ and GNC students ($p=.000$)
- LGBTQ+ and non-cis students said that they are more able to express their feelings now and accept the way things work out. ($p=.000$)

UWRL Seattle, May 2020.

MULTIPLE INTERSECTING FACTORS

Marginality index includes one or more of the following:

- First generation
- Disabled
- Low income
- International
- Immigrant
- Non-heterosexual

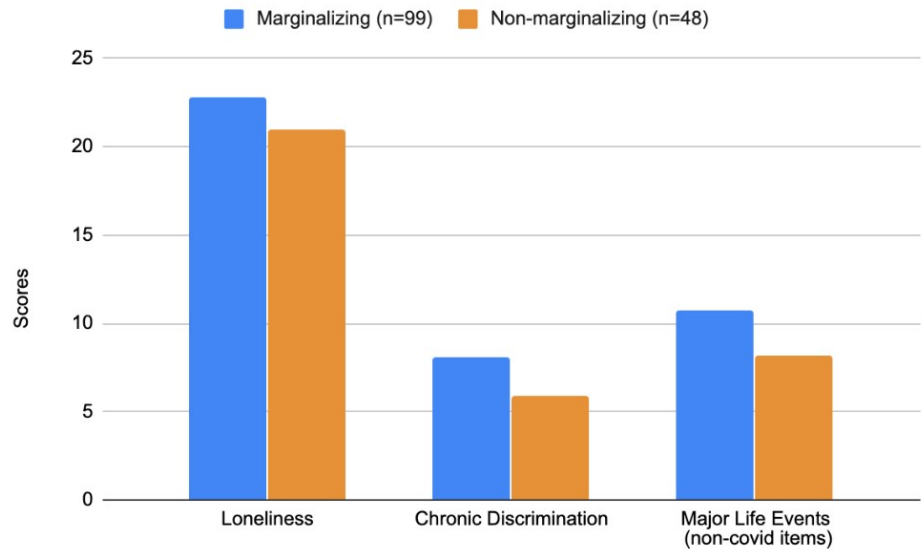


UWEXP Seattle, March 2020.

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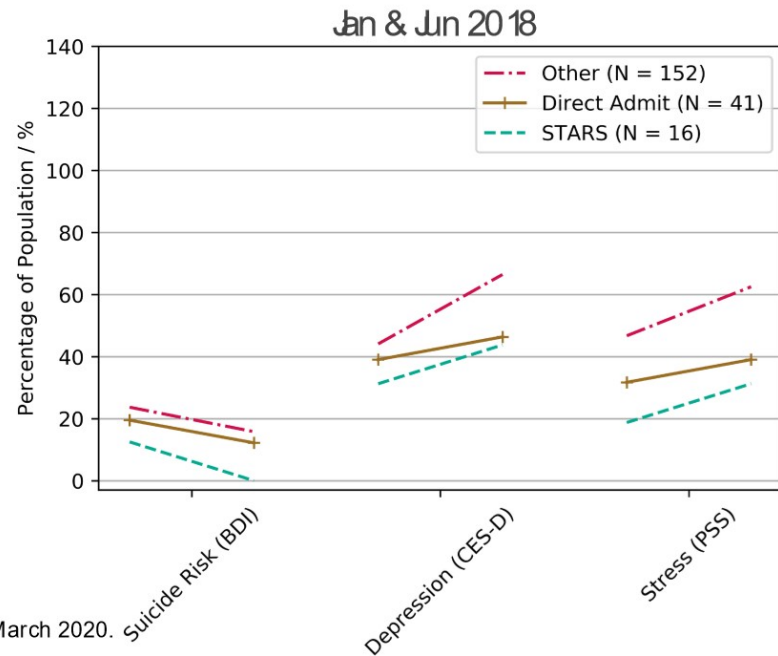


UWEXP Seattle, March 2020.

DISCUSSION

THE ROLE OF CAMPUS “MICROCLIMATES”

- STARS (academic support program) is protective
- Lower rates of depression and suicidality than direct admits & other



Not tested for statistical significance. UW EXP Seattle, March 2020.

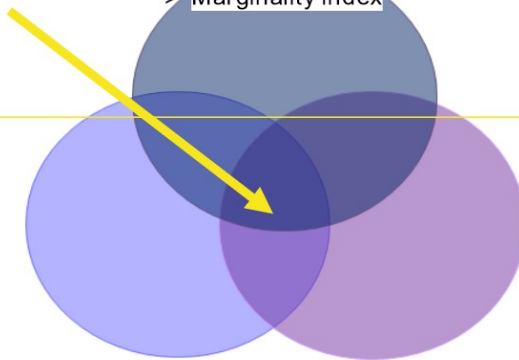
STUDENT STRESS & RESILIENCE FRAMEWORK

Goal to explain:

- Perceived stress
- Anxiety
- Depression

Social characteristics

- > Gender
- > Race/ethnicity
- > Marginality index

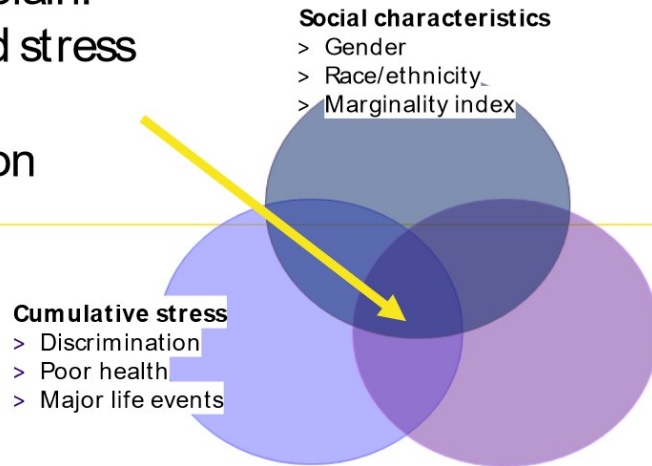


UWEXP project (Seattle): multiple regression analyses

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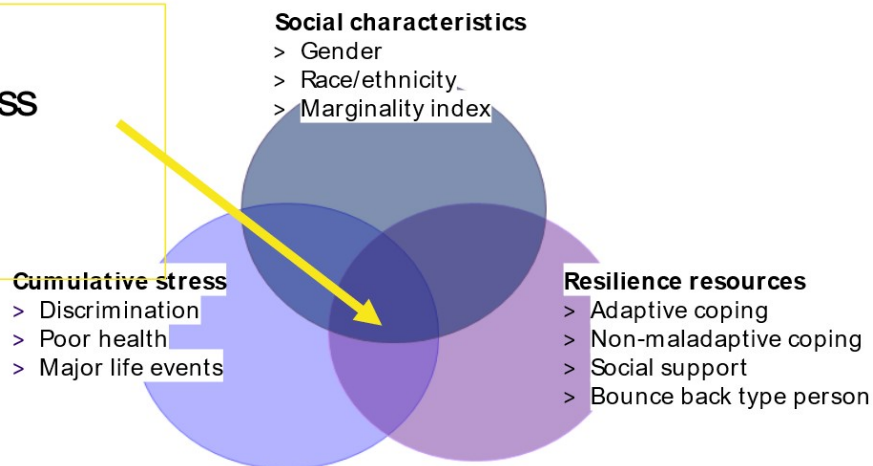


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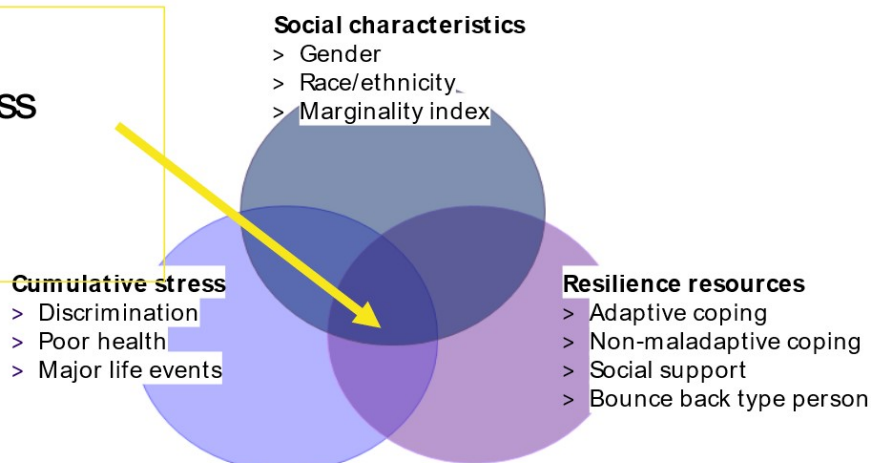


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- > Each set of factors significantly contributes
- > When resilience factors are added both social characteristics and stressor effects lessen
- > Avoiding maladaptive coping and self-perception as a bounce back person strongest in total models
- > Implications for student support

UWEXP project (Seattle): multiple regression analyses

LIMITATIONS/NEXT STEPS

- This is just a first step in integrating data – there are more data sources out there, and much more analysis to do
- With the exception of UWEXP, all findings represent a single point in time
- Tacoma and Bothell have unique populations that are not represented here – advisers at those campuses should connect with their counseling staff about dissemination of HMS findings

DISCUSSION QUESTIONS

- What is your main takeaway from this presentation? What implications does it have for fall planning? What more do you need to know about student mental health?
- How can student mental health researchers and advisers work together to support students?

THANK YOU!!!



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