



# Behavioral Health and the College Transition

## Considerations for Summer Bridge Programs, Post-COVID

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 Student  
Behavioral Health

# Behavioral Health of UW Students - Key Takeaways



Students are reporting **increased behavioral health issues** and seeking help in record numbers



**Anxiety** and **depression** are the most common student behavioral health concerns, and are increasing; **suicide** is also on the rise



Behavioral Health issues significantly **impact the academic success and retention** of our students

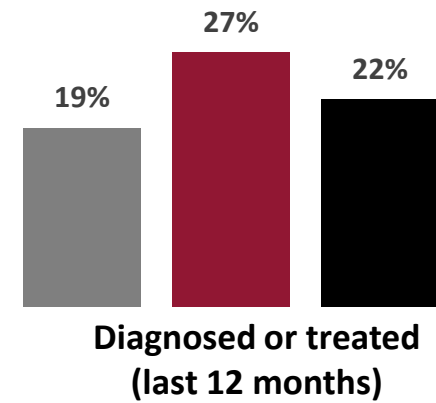
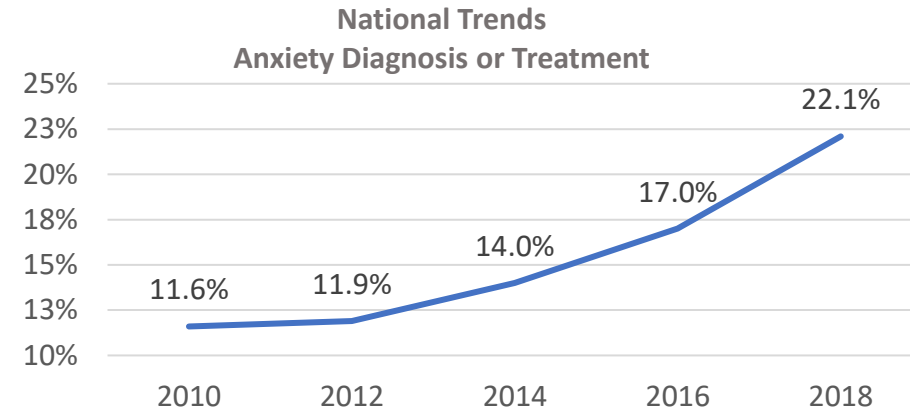
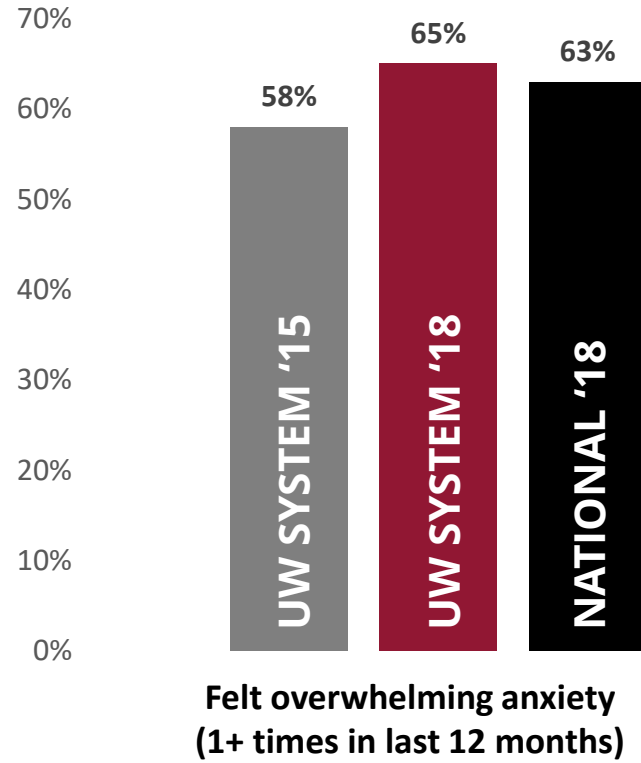
# A Framework For Student Wellbeing



	Scope	Focus	UW Institutional Examples
<p><b>Tier 1</b></p> <p>Critical Behavioral Health &amp; Crisis Response Services</p>	<ul style="list-style-type: none"> <li>Select students; most at-risk for self-harm or suicidal</li> </ul>	<ul style="list-style-type: none"> <li>Provision of timely services and support for students who are in grave psychiatric distress</li> </ul>	<ul style="list-style-type: none"> <li>Counseling and Health Centers</li> <li>Behavior Intervention/CARE Teams</li> </ul>
<p><b>Tier 2</b></p> <p>Targeted Interventions</p>	<ul style="list-style-type: none"> <li>Students identified as part of a “vulnerable” population</li> </ul>	<ul style="list-style-type: none"> <li>Programs and services aimed at helping students experiencing high rates of stress or behavioral issues</li> </ul>	<ul style="list-style-type: none"> <li>UW-Stout: Behavioral health screening for student athletes</li> </ul>
<p><b>Tier 3</b></p> <p>Creating Healthy Learning Environments</p>	<ul style="list-style-type: none"> <li>Majority of students; experience some stress but do not require counseling or an intervention</li> </ul>	<ul style="list-style-type: none"> <li>Preventative efforts to teach students how to create and maintain healthy, balanced lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>UW-Superior: Pruitt Center for Mindfulness &amp; Wellbeing</li> </ul>

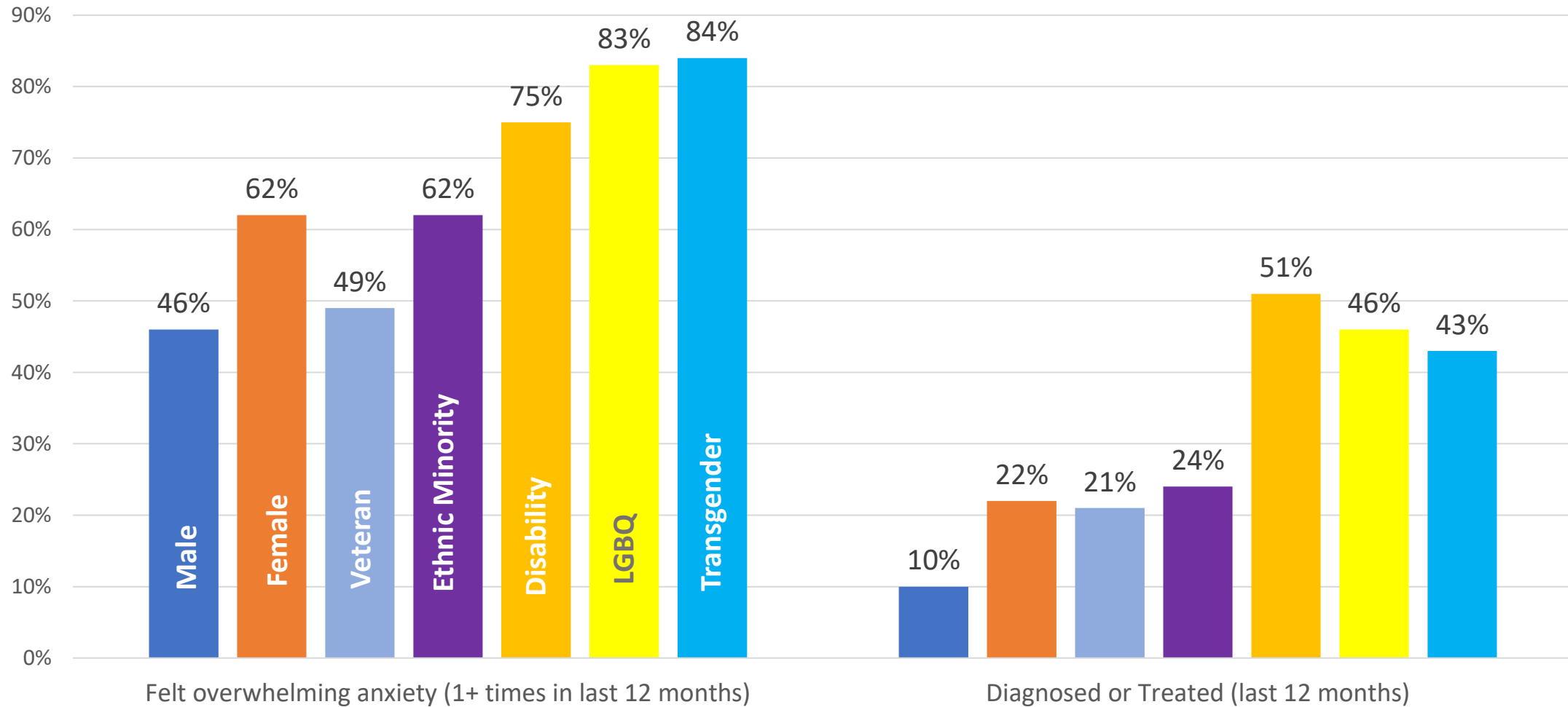
Source: Adapted from the University of California Student Mental Health Resources & Promising Practices Report, 2006

# Anxiety - UW System vs. Nationwide



Source: National College Health Assessment (NCHA), Spring 2015, Spring 2010- 2018

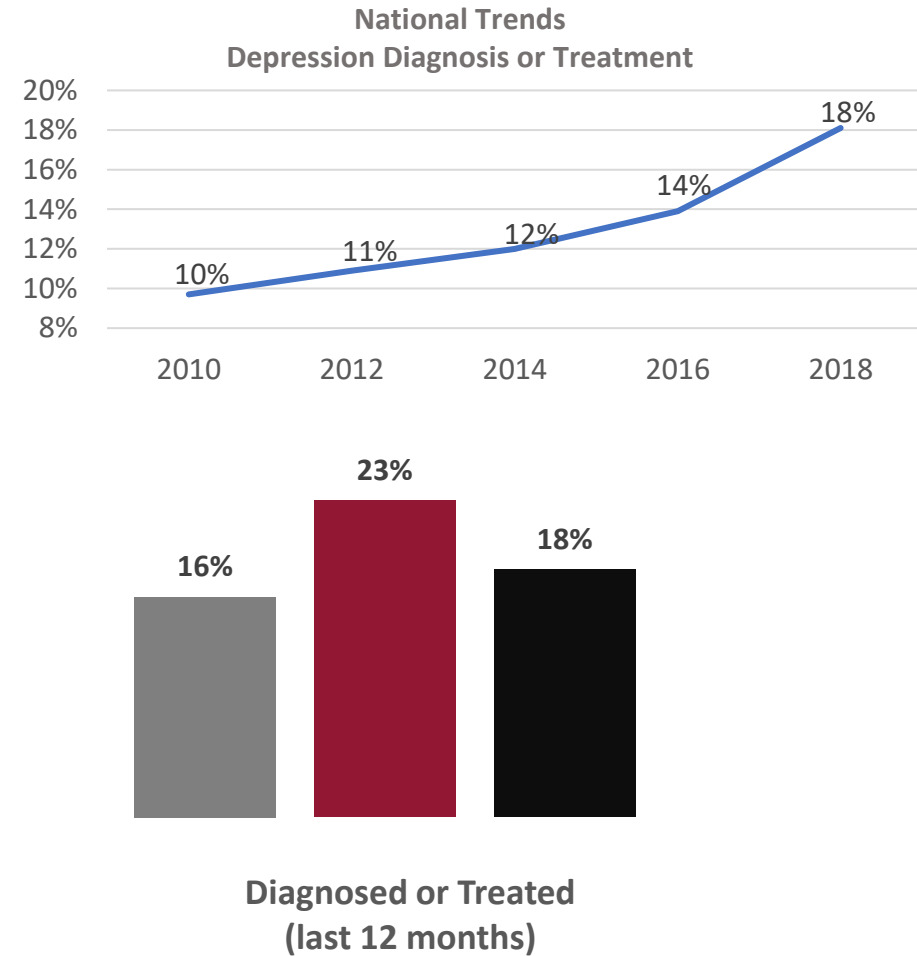
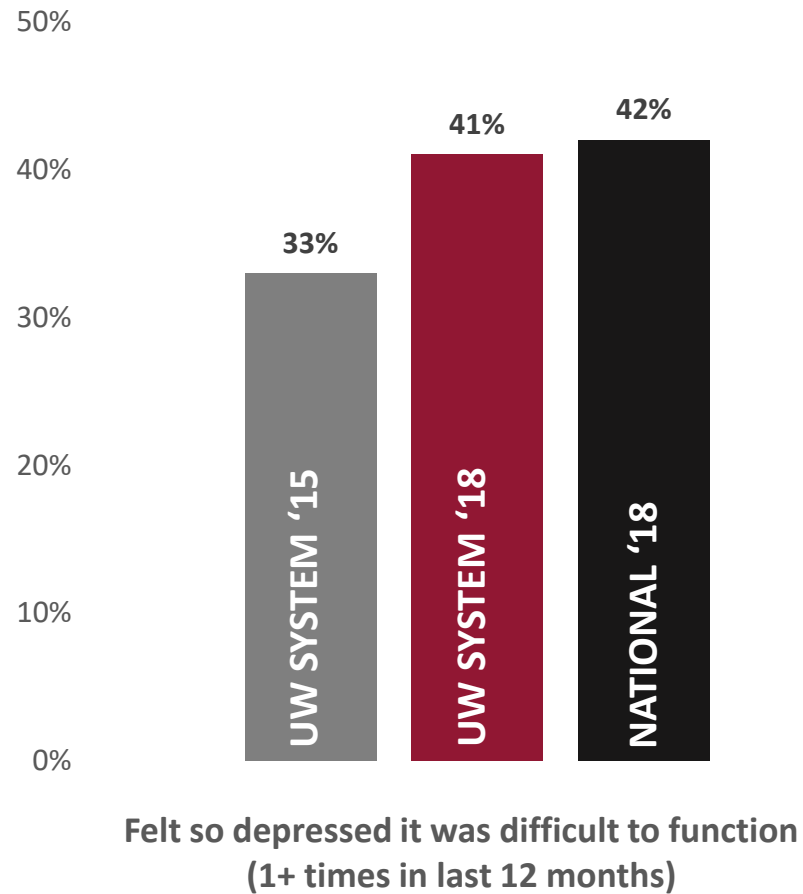
# Anxiety – UW System Demographic groups



■ Male 
 ■ Female 
 ■ Veteran 
 ■ Ethnic Minority 
 ■ Disability 
 ■ LGBTQ 
 ■ Transgender

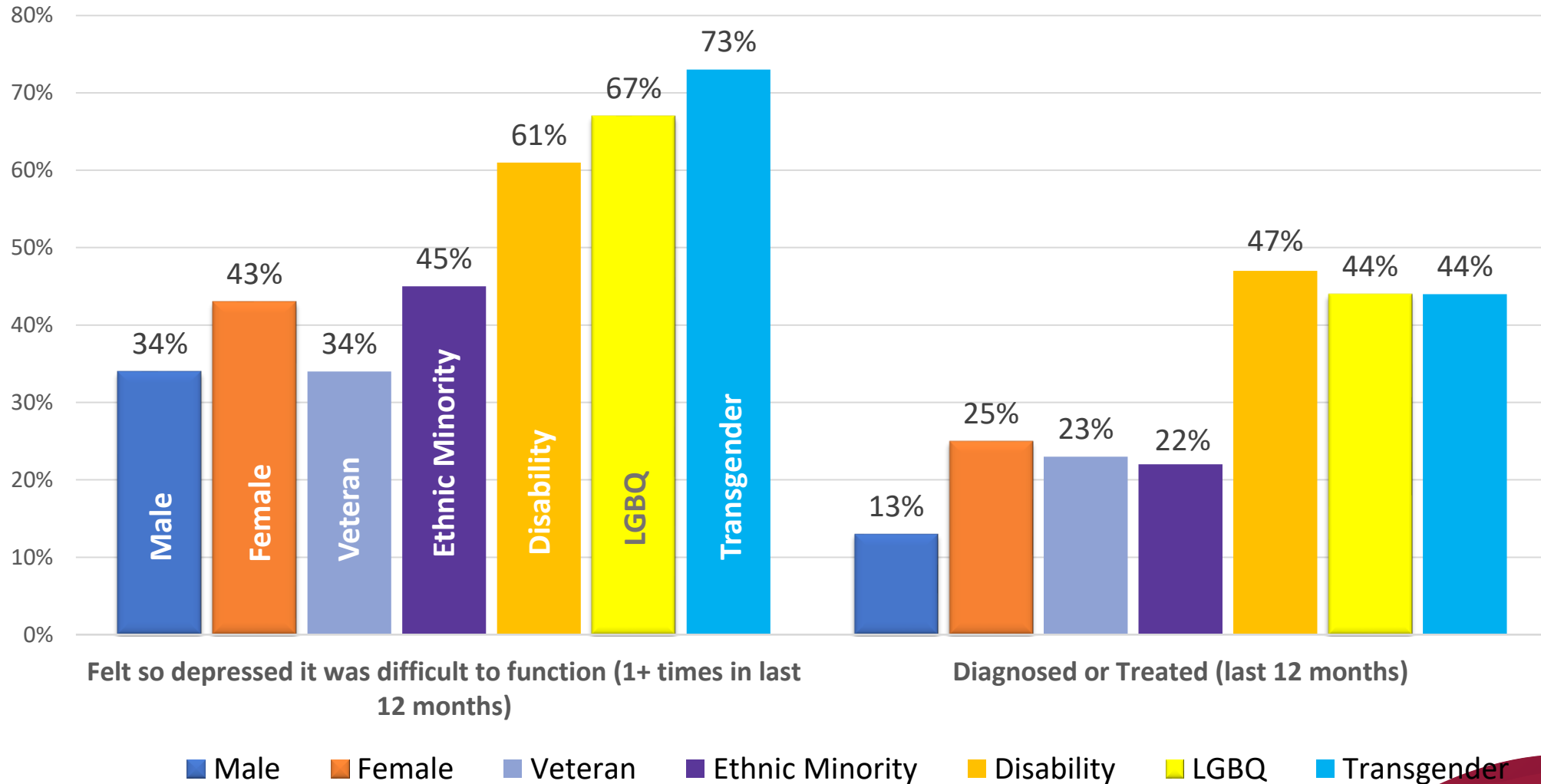


# Depression – UW System vs. Nationwide



Source: National College Health Assessment (NCHA), Spring 2015, Spring 2010- 2018

# Depression — UW System Demographic Groups

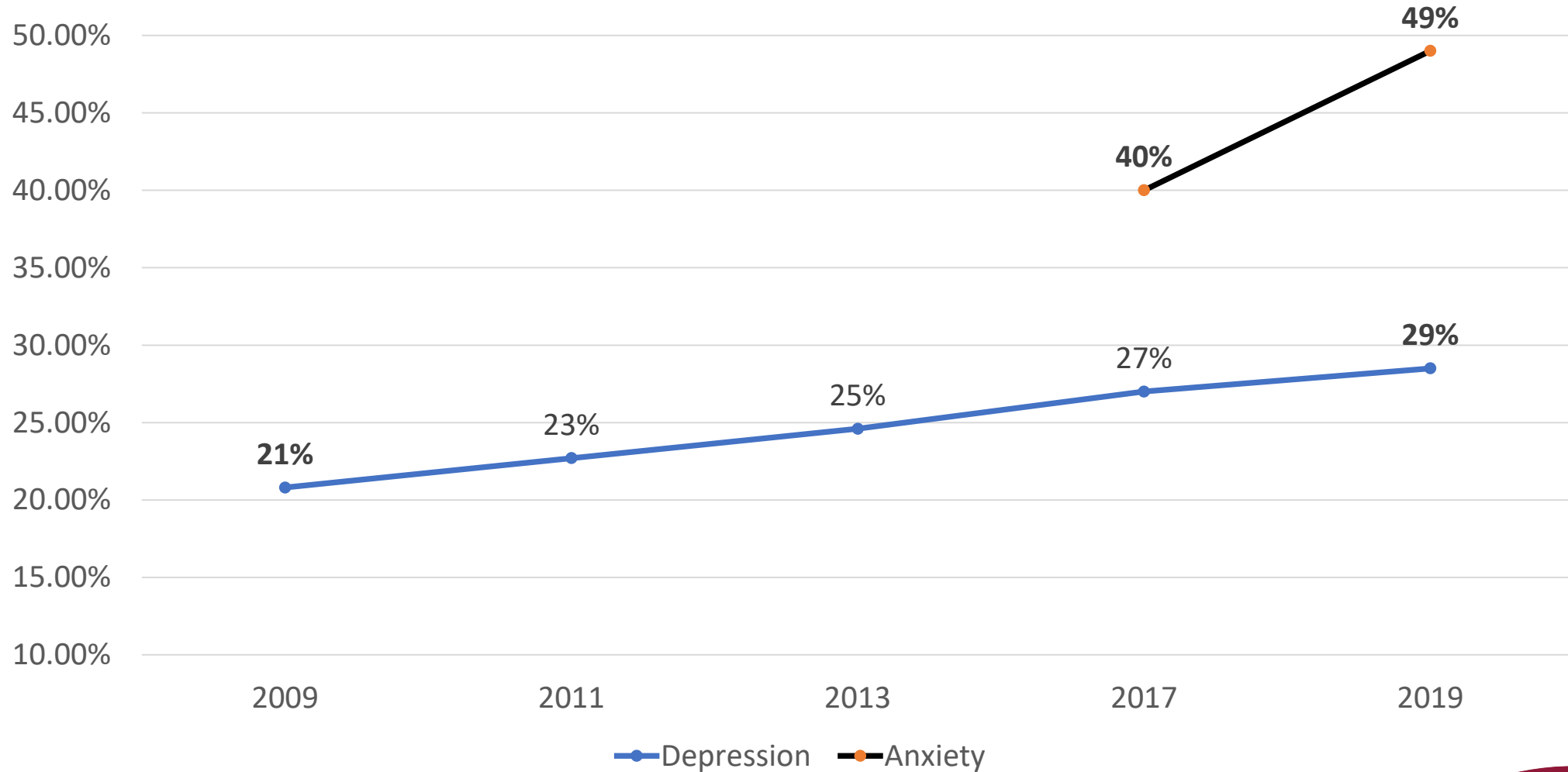


Source: NCHA-Spring 2018

# Wisconsin High School Students



## Self-Reported Rates of Anxiety and Depression



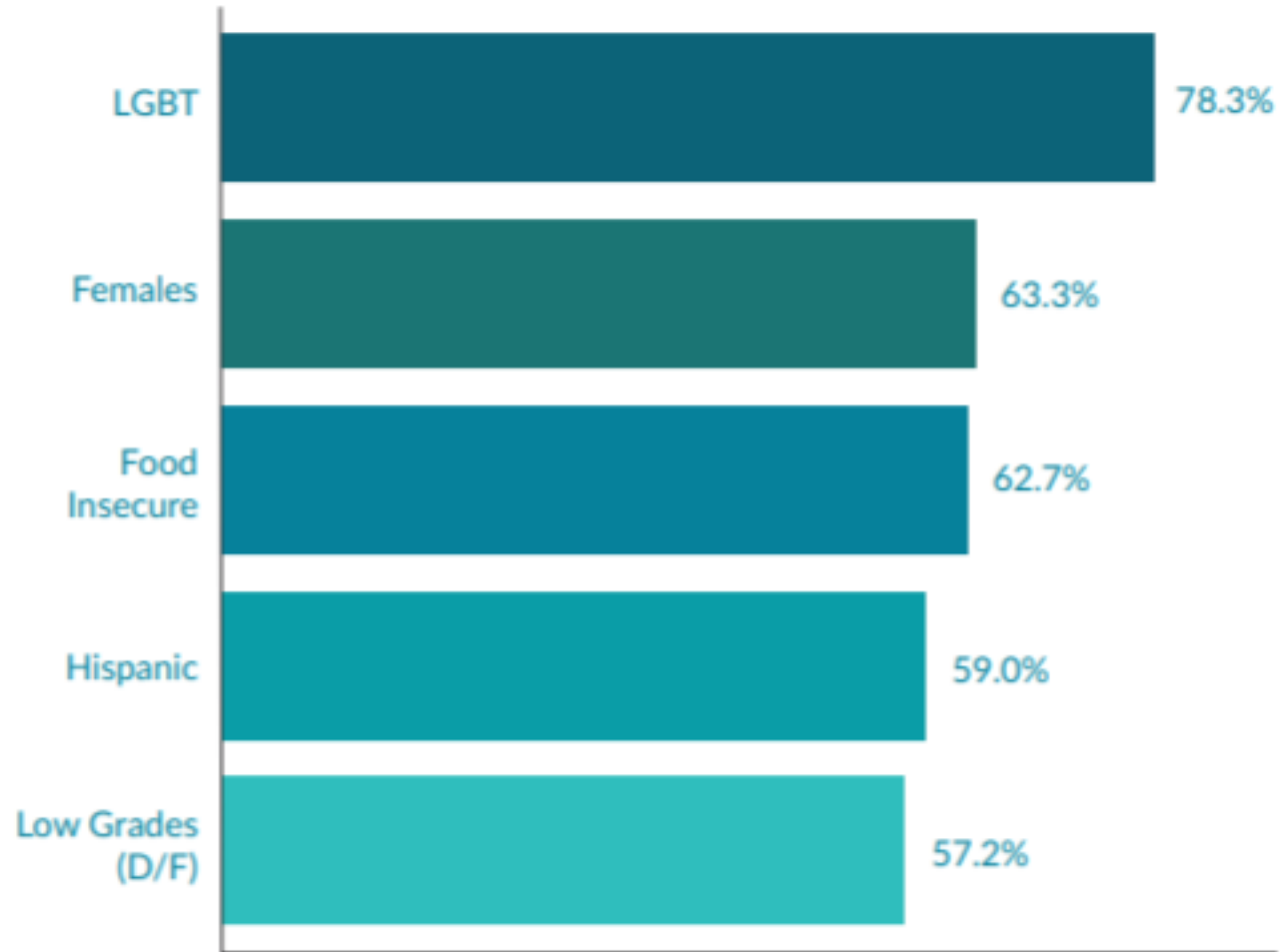
Source: Department of Public Instruction (DPI) – Wisconsin Youth Risk Behavior Survey (YRBS), 2017, 2019



# Wisconsin High School Students



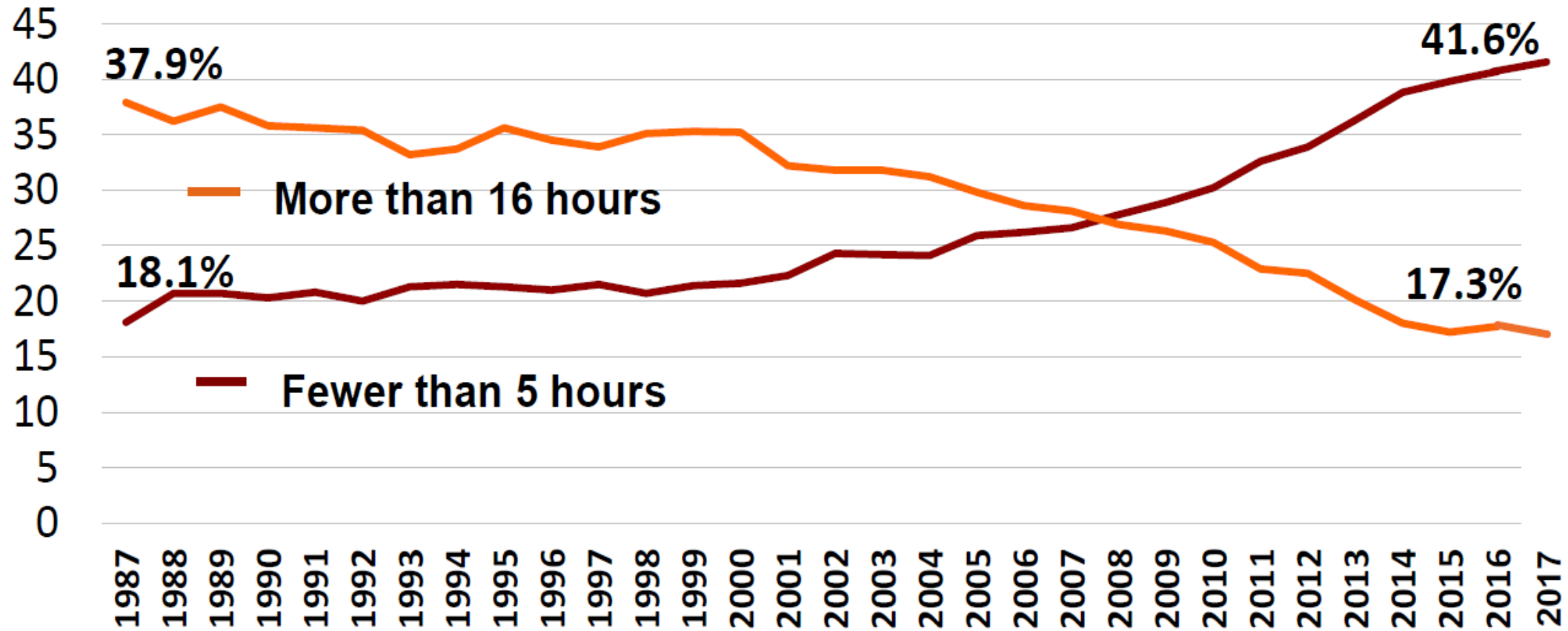
Self-Reported Anxiety Among Select Groups



Source: Department of Public Instruction (DPI) – Wisconsin Youth Risk Behavior Survey (YRBS), 2019

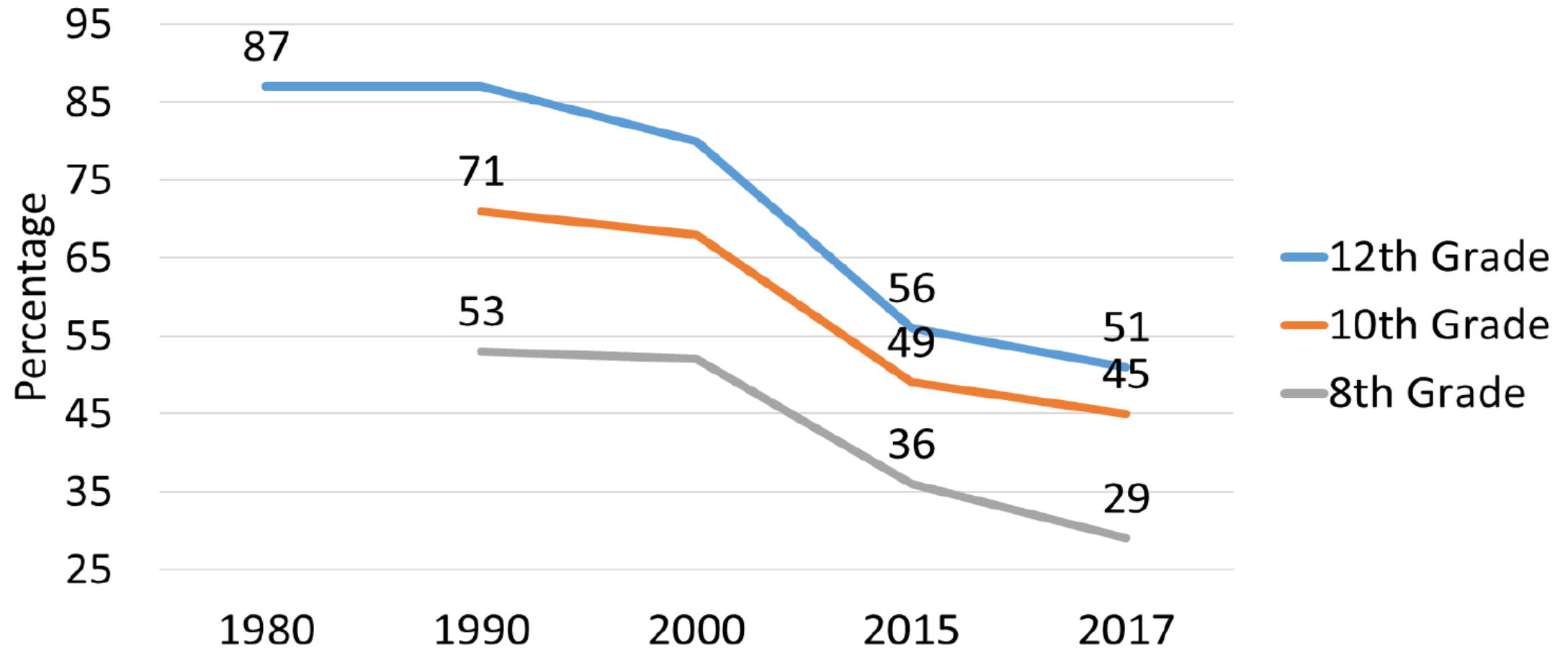


# 12<sup>th</sup> Graders Time Socializing w/Friends In Person (hrs/wk)



Eagan, M. K., Stolzenberg, E. B., Zimmerman, H. B., Aragon, M. C., Whang Sayson, H., & Rios-Aguilar, C. (2018). *The American freshman: National norms fall 2016*. Los Angeles: Higher Education Research Institute, UCLA.

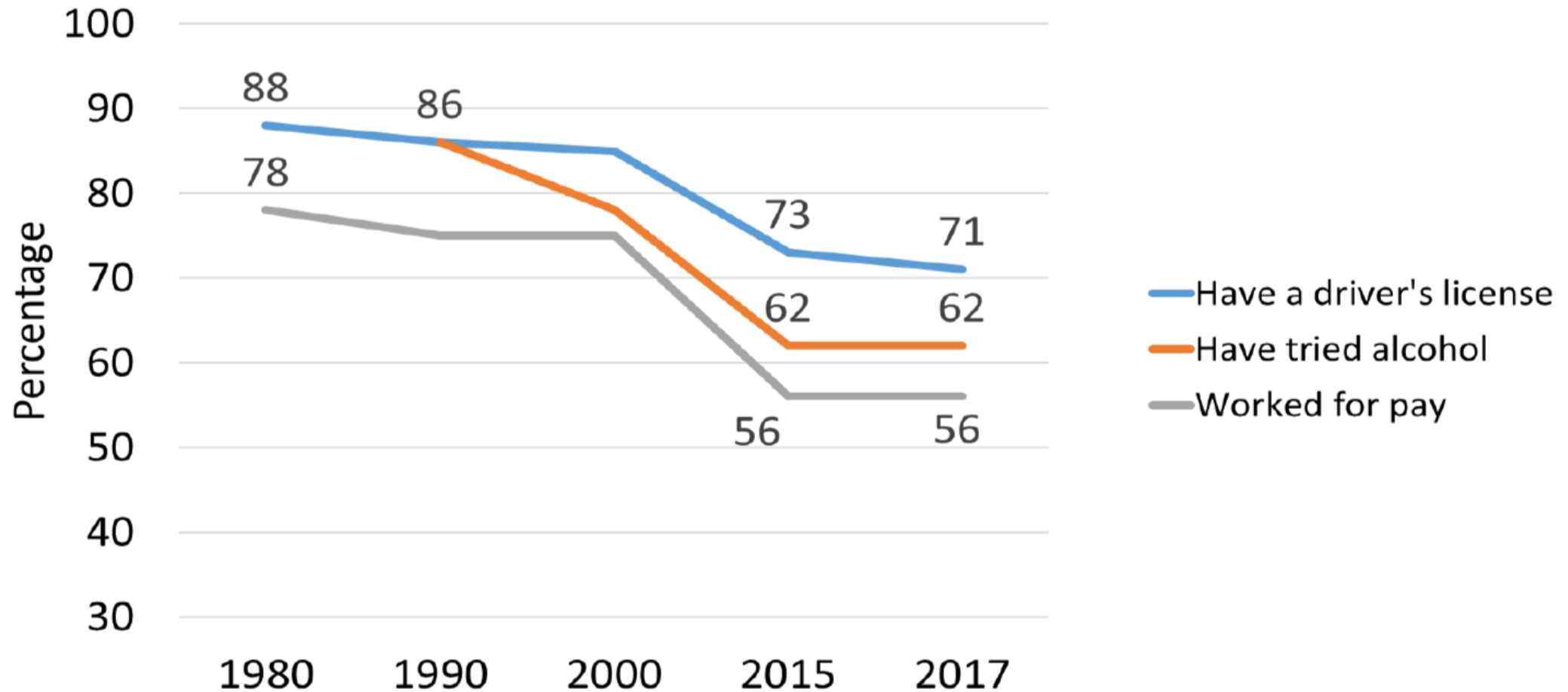
# Percentage of Students Dating



Miech, R.A., Johnston, L.D., Bachman, J.G., O'Malley, P.M., Schulenberg, J.E., and Patrick, M.E. **Monitoring the Future: A Continuing Study of American Youth**, 2019.



# 12th Graders Engagement in Other Activities



Miech, R.A., Johnston, L.D., Bachman, J.G., O'Malley, P.M., Schulenberg, J.E., and Patrick, M.E. **Monitoring the Future: A Continuing Study of American Youth**, 2019.

# COVID Impact on Mental Health



- **Mental health concerns increased:** Approximately 50% of students screened positive for depression and/or anxiety in Fall '20. Previous findings were around 40% (HMS, 2021). 85% of students seeking help at counseling centers (Fall '20) said their mental health was impacted by COVID-19, and those students scored higher on measures of distress.
- **Help seeking decreased:** More students reported mental health concerns, but fewer sought help through counseling centers. Those who did received more service.
- **Presenting concerns changed:** Anxiety/stress, Academic stress, focus/motivation, loneliness/isolation, eating and sleep, trauma, and family issues all showed increases. Social anxiety, relationship issues, and alcohol decreased.
- **Sub-groups of students were impacted differently:** Year in school, Race, First-generation status, LGBTQ+ identification, Disability, and Veteran status affected type of impact reported



# COVID Impact on Mental Health – Subgroup differences



- **Freshman:** Reported greatest impact on mental health, loneliness/isolation, and missed experiences compared to So-Sr students.
- **Seniors:** Reported highest impact on career and finances compared to others.
- **Native students:** Reported above average impact across multiple areas, including mental health, finances, health, grief/loss, and food/housing insecurity.
- **Black students:** Reported lower rates of negative impact than average, except in areas of grief/loss, finances, and food/housing insecurity.
- **Transgender men, non-binary, & queer-spectrum students:** Reported above average impact on mental health, motivation, loneliness, academics and missed experiences.
- **First generation students:** Reported greater than average impact on finances and food/housing insecurity.
- **Students with Disabilities:** Reported higher than average impact on mental health, academics, and health concerns
- **Veterans:** Reported below average impact across almost all categories.

# How to Help Students in Distress

## You do NOT need to:

- Become diagnosticians who are able to diagnose psychological disorders
- Become part-time therapists and counselors.
- Take responsibility for fixing a student's mental health concerns

## You can and should:

- Always communicate that you care
- Be honest about the limits of your ability to help
- Make compassionate referrals and follow-up
- Consult if you are not sure what to do
- Report serious and/or persistent concerns to your BIT/CARE/SOC Team
- Call police in cases of imminent risk to self or others

# How to Help: Resources

## Think “stepped care”

- Start with natural supports: friends, family, significant others
- Inquire about who they feel comfortable talking to on campus – it may be you!
  - Multicultural center, LGBTQ+ office, Student Support Services, RA, hall director, faculty member, coach, etc.
- Meditation apps (Headspace, Calm, Healthy Minds Program)
- SilverCloud and other self help on your Counseling Center website
- Counseling Center
- Health Center
- Disability Services
- BIT/CARE/SOC
- For your self: Gatekeeper training (MH First Aid; QPR; Campus Connect; Kognito)



# Silver Cloud

24/7 Digital mental health platform for depression, anxiety, stress, sleep, and resilience



SilverCloud

# Building a Foundation for Well-Being & Resilience

## Lessons from resilience/protective factors research

- **Safe and healthy environment**
- **The presence of caring, supportive relationships**
- **High expectations of self and others**
- **Opportunities for meaningful engagement**
- **Resilient outlook & good problem-solving skills**
- **Spirituality/Religiosity**



# Large Group Sharing & Q/A

