



Task Force on Student Mental Health Support

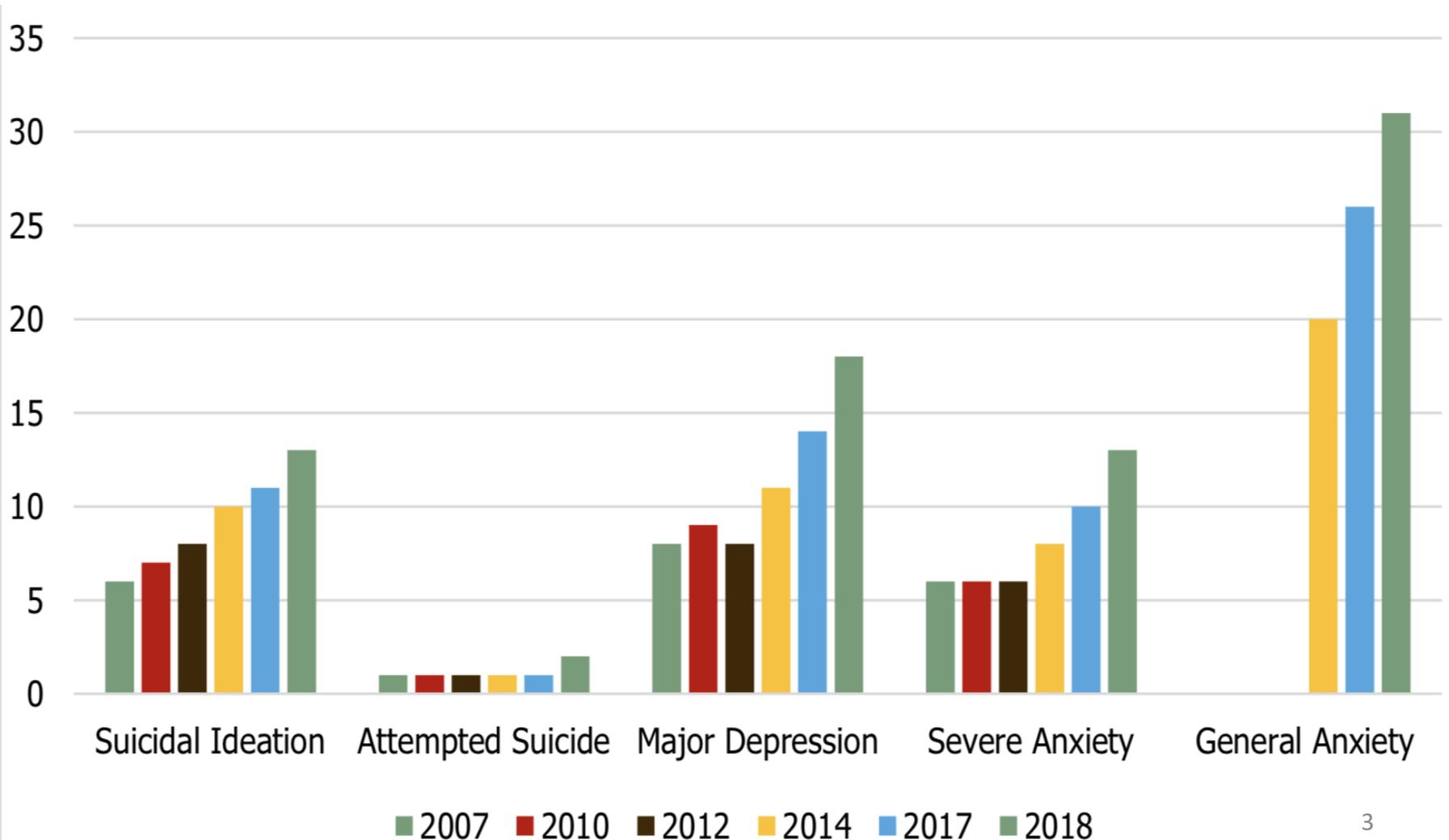
December 13, 2018

Senate Bill 231

Context of the Problem

- **75% of individuals report experiencing mental health challenges** before the age of 24 (National Alliance on Mental Illness).
- **1 in 7** full-time students ages 18-22 was classified as having **drug/alcohol dependence or abuse** (2015 National Survey on Drug Use and Health).
- From 1993-2005 the use of opioids among college students **increased by over 300%** (Malone, 2017).
- **Suicide is the second leading cause of death for college students** (Turner, Leno, & Keller, 2013; ACHA, 2016).

Mental Health and Substance Abuse are Increasing



Spotlight on Oregon



- Mental Health America ranks Oregon as one of the **worst states** for mental health care access and one of the **highest prevalence rates of mental health** challenges for both adults and youth.
- Oregon is in the top ten states where those seeking help with crisis lines are **most affected by suicidal thoughts** (Crisis Text Line, crisistrends.org).

Impact on Student Success

- Poor academics: lower grades (.2/.3 decrease in GPA), reduced attendance, assignment completion, participation, and productivity.
- School drop-out (up to 64% withdrawal).
- Every dollar invested in effective mental health programs could yield at least \$2 in tuition revenue and more than \$4 in **productivity and earnings for the student and society**.
- Mental health challenges in post-secondary education have **long-term implications for future occupational challenges:** missed work, reduced job performance, and unemployment.

(Bruffaerts et al., 2010; Collins & Mowbray, 2005; Eisenberg, Golberstien, & Hunt; 2009; Haller, Cramer, Lauche, Gass, & Dobos, 2014; Hartley, 2010; Hysenbegasi, Hass & Rowland, 2005; National Alliance on Mental Health, 2012; & Martin, 2010)

Interviews & Focus Groups

Gathering Lived Experiences!



- **Phenomenological** approach.
- Deductive and Inductive approach to codes.
- Qualitative and quantitative content analysis.
- **25 Interviews & Focus Groups** conducted between 9/8/18 & 10/22/2018.
 - 22 Individual Interviews (12 admin and 10 Student)
 - 3 student focus groups (n = 3, n = 13, n = 15)
- **18+ Universities and Community Colleges** represented across the state of Oregon!

Lived Experiences: Recruitment, Retention, & Graduation

“I know a lot of students who don’t go to school because they’re afraid of what might happen in the process.”

- Student, Oregon Community College

“I feel like a lot of my mental health affected my grades...I feel like if I had somebody, I would have not failed so many classes.”

- Student, Oregon University

Key Needs & Barriers

Stigma and/or Discrimination Issues

“But anything serious involving hospitalization, voluntary commitment, that kind of stuff, you have to hide that...Once you get in you have to keep that secret or else you’ll be kicked out... It’s the reality of, you know, social prejudice against people with a disability.” – Student #2.



Key Needs & Barriers



Supports Needed for Special Populations

“We only have...one person of color who’s working in our counseling services. So like, having more staff of color is a pretty major one, especially on a campus that is predominantly white.” – Student #4

“I was a first-gen college student and um, an only child, single mom, and so being at college and not knowing how to navigate was really, really challenging” – Student from focus group #3.

Key Needs & Barriers



Funding Needed!

“We don’t have a lot of money. We’re understaffed and we’re just trying to do our best.” – Admin #1

“The counseling services department is just really under, it’s underfunded or understaffed I think is a better word.” – Admin #9

“The big thing is we need finances” – Admin #12

****Funding also links to other top needs & barriers including long wait and/or not enough services, staff shortages, difficulty finding and/or knowing about services, and other systemic barriers****

Survey Methods



- **Multistep process:** Replication, modification, cross referencing, expert feedback, pilot testing.
- **Accessibility:** Mobile accessibility, universally accessible fonts, language accessible to multiple learning levels (used grade level software).
- **Identifying participants:** Sought out **key university stakeholders** through a search and call process.
 - Administrator: Campus counselors, counseling center directors, deans, professors, student affairs and wellness directors.
 - Students: Any student that has attended an Oregon public higher education institution.

Student Survey Findings

- **46%** felt so sad or hopeless for at least two weeks that they stopped participating in typical activities.
- **45%** seriously considered attempting suicide.
- **19%** of students attempted suicide at least one time.
- **77%** believe it is the institution's responsibility to provide care for mental illness.

Administrator Survey Findings

- **52%** believe that students are **NOT** receiving the accommodations they need.
- **Under 20%** of Oregon public higher education campuses **screen and assess** their students and programs related to mental health.
- **Only 26%** of institutions have **systems for collecting data** related to substance abuse for enrolled students.
- **78%** believe it is the institution's responsibility to provide care for mental illness.

Differences Across Communities

- University students report their campus has effective mental health programs at a higher rate **(65%)** compared to students from community colleges **(45%)**.
- Community college students report feeling sad or hopeless at a higher rate **(54%)** compared to university students **(36%)**.
- Administrators reported that community colleges and rural campus have less programs targeting substance abuse.

1. Create a Permanent State-wide Task Force (p. 37)

- Convene a body of experts to facilitate the **implementation of the recommendations** set forth by this report.
 - Focus on: Infrastructure for assessment, progress monitoring of mental health and substance use.
- Provide a **5-year plan** to address mental health and substance use on campuses to meet the objectives of HECC and OHA.



2. JED Campus (p. 38)



CAMPUS

- Provide funding for JED Campus **strategic action planning process** at every Oregon public higher education institution.
- Multi-informant and individualized data-collection.
- Access to:
 - **Technical assistance**
 - **Innovative and promising practices**
 - **JED Community**

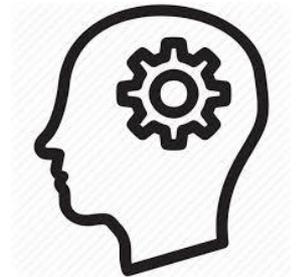
3. Campus Mental Health Liaison (p.39)

- Implement and oversee JED Campus strategic action planning process.
- Oversee **implementation** and monitoring of specific **evidence-based** and **emerging practices**.
- Oversee reporting of collected information to the permanent Mental Health Task Force.



4. Implementation and Evaluation Partnership (p. 40)

- This partnership will consult and provide services to the Mental Health Task Force.
- Provide **access to experts** in implementation science, program evaluation, information management and analysis.
- Provide a **centralized resource portal** to share practices, programs, and data.



Thank You



Questions?

John Seeley Ph.D.

jseeley@uoregon.edu

Chris Knowles, Ph.D.

cknowles@uoregon.edu

Sondra Stegenga M.S., OTR/L, M.Ed.

sondras@uoregon.edu

Sloan Storie, M.A.

sloans@uoregon.edu

James Sinclair, Ph.D.

jamesin@uoregon.edu