

## Healthy Minds Study

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## Outline of Presentation

1. Background and Methods (2 min)
2. Key Findings and Possible Implications (7 min)
3. Next Steps (3 min)

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## Background and Methods (2 min)

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## Research Collaborators

- Center for Student Studies, at the Survey Sciences Group, LLC (<http://www.surveysciences.com/css.html>):
- Pilot Healthy Minds Study
  - Co-developers and co-authors: Ezra Golberstein, Sarah Gollust, Jennifer Hefner
  - Co-authors: Jim Cranford, Emily Nicklett, Katie Roeder, Alisha Serras
- National Healthy Minds Study
  - Collaborators/co-authors: Jim Cranford, Marilyn Downs, Ezra Golberstein, Sarah Gollust, John Greden, Justin Hunt, Corey Keyes, Alisha Serras, Daphne Watkins, Kara Zivin
  - Study coordinators at 50 colleges and universities

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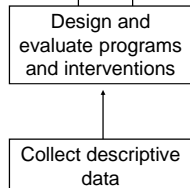
## Funders

- Pilot Healthy Minds Study
  - University of Michigan
    - Office of the Vice President of Research
    - School of Public Health
    - Dept of Health Management & Policy (McNerney Award)
    - Rackham Graduate School (two grants)
  - Blue Cross Blue Shield of Michigan Foundation
- National Healthy Minds Study
  - University of Michigan Comprehensive Depression Center
  - Participating colleges and universities
  - Virginia Department of Health (VDH)
  - Penn State Children, Youth, and Families Consortium

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## Broad Research Agenda

*How can we invest most efficiently in the mental health of college students (What are the returns from potential interventions)?*



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## Key Features of *Healthy Minds*

- Sample
  - Random samples from full student populations
  - Methods to boost response rates and adjust carefully for differences among non-responders
  - Longitudinal design (comparisons over time)
- Topics
  - Focus on help-seeking and access to care
  - Also, broad range of factors related to mental health (e.g., stigma, social support, academic outcomes, substance use)
- Collaborative networks of schools

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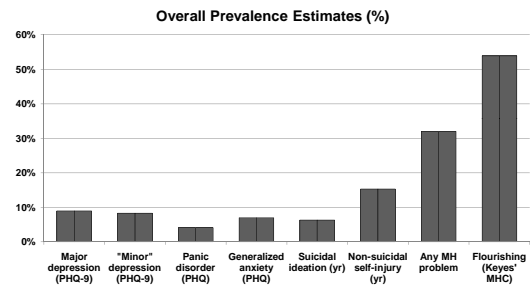
## Healthy Minds Sample, 2007-2009 (26 campuses, 14,175 respondents)



## Seven Key Findings from 2007-2009 Sample (in Seven Minutes!)

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### Finding #1: High Prevalence of Mental Health Problems, But also “Flourishing”



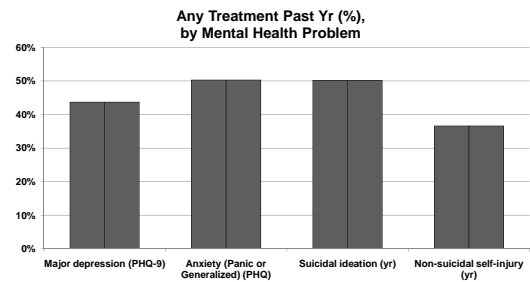
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### Finding #1: Implications

- Affirms importance of more effective prevention and treatment of mental disorders in this population
- Also points to importance of promoting positive mental health (tapping into protective factors of students and campus settings)

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### Finding #2: Fewer than Half of Students with Mental Health Problems Receive Treatment



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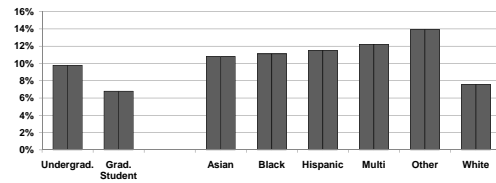
## Finding #2: Implications

- Affirms importance of programs and interventions to increase detection and linkage to treatment

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## Finding #3: Substantial Variation Across Student Characteristics

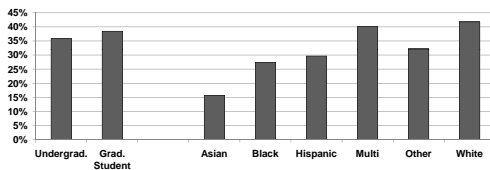
Major Depression (%) by Demographic Group



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## Finding #3 (cont'd): Substantial Variation Across Student Characteristics

Treatment in Past Yr (%) among those with a Mental Health Problem, by Demographic Group



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## Finding #3: Implications

- Supports the value of targeting and tailoring programs and interventions

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## Finding #4: Several Apparent Risk and Protective Factors

- Risk factors
  - Financial stress (both past and present)
  - Experiencing discrimination
- Protective factors
  - Social support
  - Living on campus
  - Religiosity

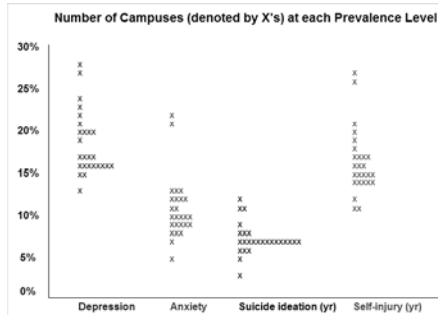
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## Finding #4: Implications

- Programs and interventions that address financial stresses and social context may improve mental health
- Relationship between campus residential setting and mental health warrants further study

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### Finding #5: Substantial Variation across Campuses (but not Types of Campuses)



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### Finding #5 (cont'd)

- On the other hand, little apparent variation across groups of campuses defined by:
  - Public versus private
  - Enrollment size
  - Academic rank

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### Finding #5: Implications

- Campus-level factors are probably important, but more work is needed to understand them

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### Finding #6: Stigma Is Important but Not the Only Important Barrier to Help-seeking

- If we could reduce the level of stigma by half, we project that treatment use among those with major depression would increase roughly from 44% to 60%
- Other factors that also appear to be important:
  - Beliefs in effectiveness of treatment
  - Lack of time
  - Belief that problem will get better on its own

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### Finding #6: Implications

- Affirms value of efforts to reduce stigma
- Also points to need to understand and address other factors more effectively
  - Many students have low stigma but do not seek treatment—mental health care simply does not make it to the top of their busy priority list

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### Finding #7: Mental Health Predicts Academic Outcomes

- Longitudinal analysis of Univ. Michigan students
- Depression associated with:
  - Drop in GPA distribution by 25 percentile points
  - Doubling of probability of drop-out
- Rough economic analysis of a hypothetical screening and referral program indicate that productivity benefits from improved academic outcomes would far outweigh costs of program
- Full manuscript at: <http://www.bepress.com/bejeap/vol9/iss1/art40/>

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## Finding #7: Implications

- “Business case” for mental health programs on college campuses looks good, but requires more definitive studies (ideally, a large randomized trial of a prevention and/or treatment program, with follow-up on academic outcomes)

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## 3. Next Steps (3 min)

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## Current Projects Building on Healthy Minds

- *e-Bridge to Mental Health* online intervention
  - PI: Cheryl King (University of Michigan)
  - Funder: NIMH (2009-2012)
- Peer effects in mental health among college students
  - PI: Daniel Eisenberg (University of Michigan)
  - Funder: W.T. Grant Foundation (2009-2011)
- Evaluation of Mental Health First Aid training for resident advisors (RAs)
  - Co-PIs: Nicole Speer (WICHE) and Daniel Eisenberg
  - Funder: NIMH (2009-2011)

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## Projects in Development

- Multi-campus study of the effects of residential settings on mental health and other outcomes
- Analysis of the role of procrastination in students’ help-seeking behavior
- National survey of law students on mental health and substance use

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## Future Iterations of Healthy Minds

- Plan to continue annually (next iteration will be February-April 2011)
- Aim to include more campuses that are typically underrepresented (e.g., community colleges, HBCUs, Tribal Colleges)
- Most measures will remain consistent over time, but some will change (we welcome ideas)
- More information at [www.healthymindsstudy.net](http://www.healthymindsstudy.net)

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