



University of Maryland, Baltimore

THE HEALTHY MINDS STUDY

2016-2017 DATA REPORT

ABOUT THE HEALTHY MINDS STUDY (HMS)



STUDY TEAM

Principal Investigators: Daniel Eisenberg, PhD & Sarah Ketchen Lipson, EdM, PhD

Research Study Coordinators: Adam Kern, BA and Peter Ceglarek, MPH

GRAPHIC/LAYOUT DESIGNER

Sarah Fogel
University of Michigan School of Art and Design, Class of 2014

REPORT AUTOMATION

Andy Inscore
Software Engineer

TABLE OF CONTENTS

| | |
|--|----|
| STUDY PURPOSE | 1 |
| STUDY DESIGN | 1 |
| ABOUT THIS REPORT | 2 |
| KEY FINDINGS | 3 |
| SAMPLE CHARACTERISTICS | 4 |
| PREVALENCE OF MENTAL HEALTH PROBLEMS | 5 |
| POSITIVE MENTAL HEALTH | 6 |
| HEALTH BEHAVIORS AND LIFESTYLE | 7 |
| ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES | 7 |
| USE OF SERVICES | 8 |
| REFERENCES | 10 |

STUDY PURPOSE

The Healthy Minds Study provides a detailed picture of mental health and related issues in college student populations. Schools typically use their data for some combination of the following purposes: to identify needs and priorities; benchmark against peer institutions; evaluate programs and policies; plan for services and programs; and advocate for resources.

STUDY DESIGN

The Healthy Minds Study is designed to protect the privacy and confidentiality of participants. HMS is approved by the Health Sciences and Behavioral Sciences Institutional Review Board at University of Michigan. To further protect respondent privacy, the study is covered by a Certificate of Confidentiality from the National Institutes of Health.

SAMPLING

Each participating school provides the HMS team with a randomly selected sample of currently enrolled students over the age of 18. Large schools typically provide a random sample of 4,000 students, while smaller schools typically provide a sample of all students. Schools with graduate students typically include both undergraduates and graduate students in the sample.

DATA COLLECTION

The HMS is a web-based survey. Students are invited and reminded to participate in the survey via emails, which are timed to avoid, if at all possible, the first two weeks of the term, the last week of the term, and any major holidays. The data collection protocol begins with an email invitation, and non-responders are contacted up to three times by email reminders spaced by 2-4 days each. Reminders are only sent to those who have not yet completed the survey. Each communication contains a URL that students use to gain access to the survey.

NON-RESPONSE ANALYSIS

A potential concern in any survey study is that those who respond to the survey will not be fully representative of the population from which they are drawn. In the HMS, we can be confident that those who are invited to fill out the survey are representative of the full student population because these students are randomly selected from the full list of currently enrolled students. However it is still possible that those who actually complete the survey are different in important ways from those who do not complete the survey. The overall participation rate for the fall 2016 study was 27%. It is important to raise the question of whether the 27% who participated are different in important ways from the 73% who did not participate. We address this issue by constructing non-response weights using administrative data on full student populations. All of the 9 schools in the fall 2016 HMS were able to provide administrative data about all randomly selected students. The analysis of these administrative data, separated from any identifying information, was approved in the IRB application at the University of Michigan and at each participating school. We used the following variables, when available, to estimate which types of students were more or less likely to respond: gender, race/ethnicity, academic level, and grade point average. We used these variables to estimate the response propensity of each type of student (based on multivariate logistic regressions), and then assigned response propensity weights to each student who completed the survey. The less likely a type of student was to complete the survey, the larger the weight they received in the analysis, such that the weighted estimates are representative of the full student population in terms of the administrative variables available for each institution. Finally, note that these sample weights give equal aggregate weight to each school in the national estimates. An alternative would have been to assign weights in proportion to school size, but we decided that we did not want our overall national estimates to be dominated by schools in our sample with very large enrollments.

ABOUT THIS REPORT

This data report provides descriptive statistics (percentages, mean values, etc.) from the sample of respondents at your institution for a set of key measures.

EXPLORING YOUR DATA FURTHER

There are two options for exploring your data beyond what is in this report. First, you can use statistical software (e.g., SPSS, Stata, etc.) to analyze the full data set for your students, which has been provided to your school. Second, you will eventually be able to log on to a user-friendly website with drop-down menus, at data.healthymindsnetwork.org, or email us at healthyminds@umich.edu to request the full national data sets.

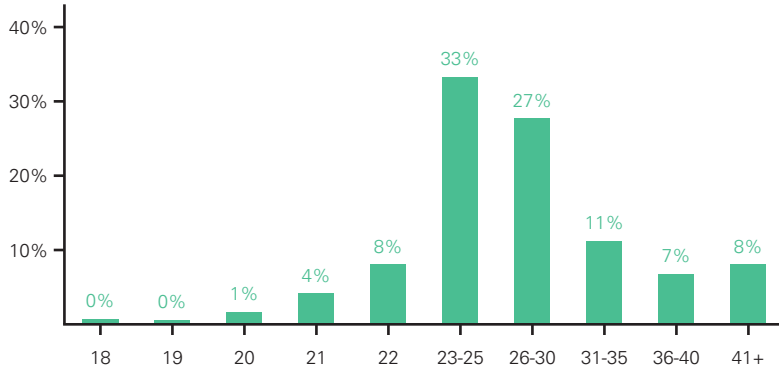
KEY FINDINGS

This section offers a quick look at results that may be of special interest to your institution.

| Estimated values of selected measures for University of Maryland, Baltimore | Percentage of students |
|---|------------------------|
| Major depression (positive PHQ-9 screen) | 7% |
| Depression overall, including major and moderate (positive PHQ-9 screen) | 22% |
| Anxiety disorder (positive GAD-7screen) | 20% |
| Eating disorder (positive SCOFF screen) | 7% |
| Non-suicidal self-injury (past year) | 13% |
| Suicidal ideation (past year) | 5% |
| Lifetime diagnoses of mental disorders | 32% |
| Psychiatric medication (past year) | 24% |
| Mental health therapy/counseling (past year) | 27% |
| Any mental health therapy/counseling and/or psychiatric medication among students with positive depression or anxiety screens (past year) | 51% |
| Personal stigma: agrees with "I would think less of someone who has received mental health treatment." | 8% |
| Perceived public stigma: agrees with "Most people would think less of someone who has received mental health treatment." | 64% |

SAMPLE CHARACTERISTICS (N=1590)

Age (years)

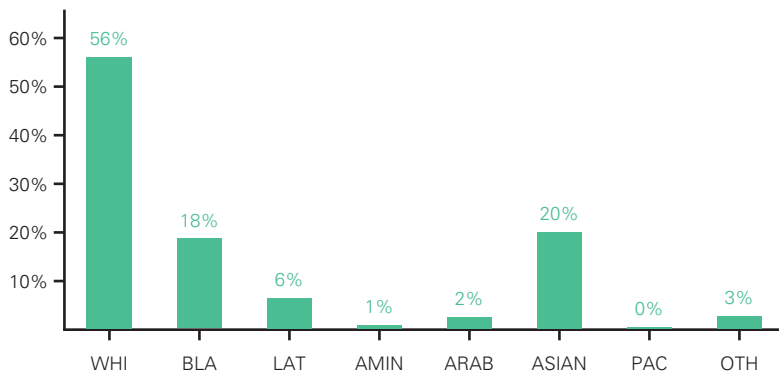


Gender



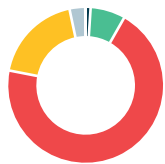
72% Female
28% Male
1% Other

Race/ethnicity



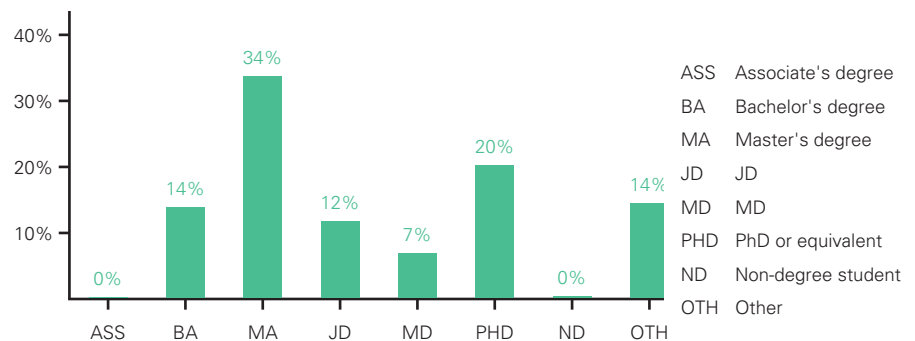
WHI White or Caucasian
BLA African American/Black
LAT Hispanic/Latino
AMIN American Indian/Alaskan Native
ARAB Arab/Middle Eastern or Arab American
ASIAN Asian/Asian American
PAC Pacific Islander
OTH Other

Living arrangement



1% Campus Residence Hall
0% Fraternity or sorority house
7% Other university housing
70% Off-campus, non-university housing
19% Parent or guardian's home
3% Other

Degree program



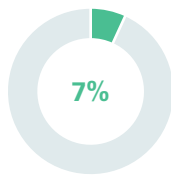
ASS Associate's degree
BA Bachelor's degree
MA Master's degree
JD JD
MD MD
PHD PhD or equivalent
ND Non-degree student
OTH Other

PREVALENCE OF MENTAL HEALTH PROBLEMS

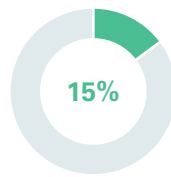
DEPRESSION SCREEN

Depression is measured using the Patient Health Questionnaire-9 (PHQ-9), a nine-item instrument based on the symptoms provided in the Diagnostic and Statistical Manual for Mental Disorders for a major depressive episode in the past two weeks (Spitzer, Kroenke, & Williams, 1999). Following the standard algorithm for interpreting the PHQ-9, symptom levels are categorized as major depression, other depression (less severe depression such as dysthymia or depression not otherwise specified), or neither.

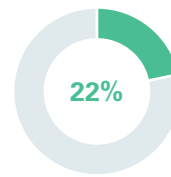
Major depression



Other depression



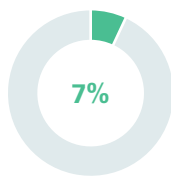
Any depression



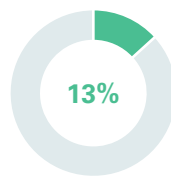
ANXIETY SCREEN

Anxiety is measured using the GAD-7, a seven-item screening tool for screening and severity measuring of generalized anxiety disorder in the past two weeks (Spitzer, Kroenke, Williams, & Lowe, 2006). Following the standard algorithm for interpreting the GAD-7, symptom levels are categorized as severe anxiety, moderate anxiety, or neither.

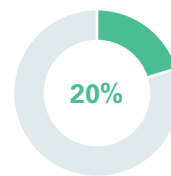
Severe anxiety



Moderate anxiety



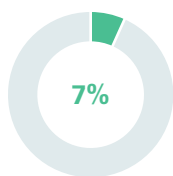
Any anxiety



EATING DISORDER SCREEN

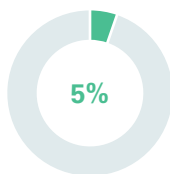
Eating disorders are measured using the written U.S. version of the SCOFF, a five-item screening tool designed to identify subjects likely to have an eating disorder (Morgan, Reid, & Lacey, 1999).

Eating disorders

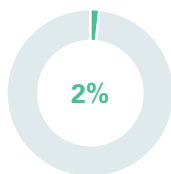


SUICIDALITY AND SELF-INJUROUS BEHAVIOR

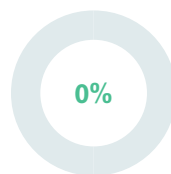
Suicidal ideation (past year)



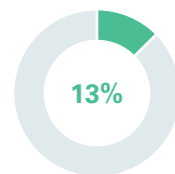
Suicide plan (past year)



Suicide attempt (past year)



Non-suicidal self-injury (past year)



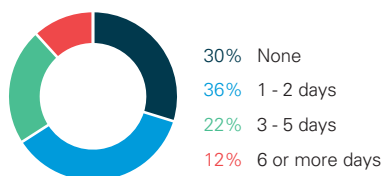
LIFETIME DIAGNOSES OF MENTAL DISORDERS

Have you ever been diagnosed with any of the following conditions by a health professional (e.g. primary care doctor, psychiatrist, psychologist, etc.)? (Select all that apply)

| | |
|-----|---|
| 20% | Depression or other mood disorders (e.g., major depressive disorder, bipolar/manic depression, dysthymia) |
| 22% | Anxiety (e.g., generalized anxiety disorder, phobias, obsessive-compulsive disorder, post-traumatic stress disorder) |
| 9% | Attention disorder or learning disability (e.g., attention deficit disorder, attention deficit hyperactivity disorder, learning disability) |
| 2% | Eating disorder (e.g., anorexia nervosa, bulimia nervosa) |
| 0% | Psychosis (e.g., schizophrenia, schizo-affective disorder) |
| 0% | Personality disorder (e.g., antisocial personality disorder, paranoid personality disorder, schizoid personality disorder) |
| 1% | Substance abuse disorder (e.g., alcohol abuse, abuse of other drugs) |
| 68% | No, none of these |

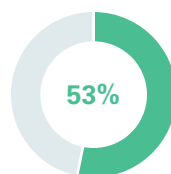
ACADEMIC IMPAIRMENT

In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?



POSITIVE MENTAL HEALTH

Positive mental health



Positive mental health (psychological well-being) is measured using The Flourishing Scale, an eight-item summary measure of the respondent's self-perceived success in important areas such as relationships, self-esteem, purpose, and optimism (Diener, Wirtz, Tov, Kim-Prieto, Choi, Oishi, & Biswas-Diener, 2009). The score ranges from 8-56, and we are using 48 as the threshold for positive mental health.

HEALTH BEHAVIORS AND LIFESTYLE

Drug use

Over the past 30 days, have you used any of the following drugs? (Select all that apply)

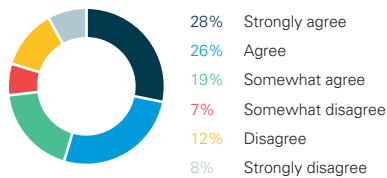
| | |
|-----|---|
| 9% | Marijuana |
| 1% | Cocaine (any form, including crack, powder, or freebase) |
| 0% | Heroin |
| 0% | Methamphetamines (also known as speed, crystal meth, or ice) |
| 2% | Other stimulants (such as Ritalin, Adderall) without a prescription |
| 1% | Ecstasy |
| 0% | Other drugs without a prescription |
| 90% | No, none of these |

ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES

KNOWLEDGE

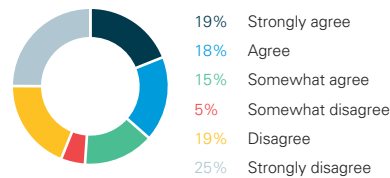
Knowledge of campus mental health resources

If I needed to seek professional help for my mental or emotional health, I would know where to go on my campus.



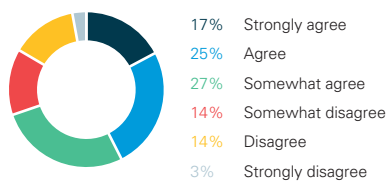
Perceived Need (past year)

In the past 12 months, I needed help for emotional or mental health problems such as feeling sad, blue, anxious or nervous.



Perceived Need (current)

I currently need help for emotional or mental health problems such as feeling sad, blue, anxious or nervous.



USE OF SERVICES

Psychotropic medication use, all students (past year)

In the past 12 months have you taken any of the following types of medications? Please count only those you took, or are taking, several times per week. (Select all that apply)

| | |
|-----|--|
| 8% | Psychostimulants (e.g., methylphenidate (Ritalin, or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexedrine), etc.) |
| 16% | Anti-depressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.) |
| 1% | Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.) |
| 8% | Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.) |
| 1% | Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazepine (Tegretol), etc.) |
| 4% | Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.) |
| 2% | Other medication for mental or emotional health |
| 76% | None |

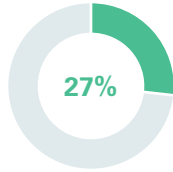
Psychotropic medication use among students with positive depression or anxiety screens (past year)

In the past 12 months have you taken any of the following types of medications? Please count only those you took, or are taking, several times per week. (Select all that apply)

| | |
|-----|---|
| 13% | Psychostimulants (e.g., methylphenidate (Ritalin, or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexedrine), etc.) |
| 26% | Antidepressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.) |
| 0% | Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.) |
| 14% | Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.) |
| 2% | Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazepine (Tegretol), etc.) |
| 7% | Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.) |
| 4% | Other medication for mental or emotional health |
| 63% | None |

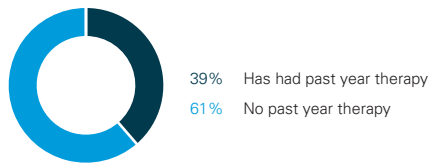
Mental health counseling/therapy, all students (past year)

In the past 12 months have you received counseling or therapy for your mental or emotional health from a health professional (such as psychiatrist, psychologist, social worker, or primary care doctor)?



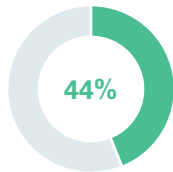
Mental health counseling/therapy among students with positive depression or anxiety screens (past year)

How many total visits or sessions for counseling or therapy have you had in the past 12 months?



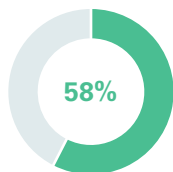
Mental health counseling/therapy, all students (any therapy)

Have you ever received counseling or therapy for mental health concerns?



Mental health counseling/therapy among students with positive depression or anxiety screens (any therapy)

Have you ever received counseling or therapy for mental health concerns?



Informal help-seeking

In the past 12 months have you received counseling or support for your mental or emotional health from any of the following sources? (Select all that apply)

| | |
|-----|--|
| 12% | Roommate |
| 45% | Friend (who is not a roommate) |
| 39% | Significant other |
| 37% | Family member |
| 4% | Religious counselor or other religious contact |
| 2% | Support group |
| 1% | Other non-clinical source |
| 32% | None of the above |

Barriers to help-seeking

In the past 12 months, which of the following factors have caused you to receive fewer services (counseling, therapy, or medications) for your mental or emotional health than you would have otherwise received? (Select all that apply)

| | |
|-----|--|
| 2% | I haven't had the chance to go but I plan to |
| 36% | No need for services |
| 19% | Financial reasons (too expensive, not covered by insurance) |
| 43% | Not enough time |
| 9% | Not sure where to go |
| 13% | Difficulty finding an available appointment |
| 15% | Prefer to deal with issues on my own or with support from family/friends |
| 7% | Other |
| 16% | No barriers |

REFERENCES

MENTAL HEALTH SCREENS

- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.
- Morgan, J. F., Reid, F., & Lacey, J. H. (1999). The SCOFF questionnaire: assessment of a new screening tool for eating disorders *BMJ*, 319(7223), 1467-1468.
- Spitzer, R. L., Kroenke, K., Williams, J. B., & Patient Health Questionnaire Primary Care Study Group. (1999). Validation and utility of a self-report version of PRIME-MD: the PHQ primary care study. *JAMA*, 282(18), 1737-1744.
- Spitzer, R. L., Kroenke, K., Williams, J. B., & Löwe, B. (2006). A brief measure for assessing generalized anxiety disorder: the GAD-7. *Archives of Internal Medicine*, 166(10), 1092-1097.

SELECTED ARTICLES PUBLISHED WITH HMS DATA

- Eisenberg, D., Golberstein, E., Hunt, J. (2009). Mental Health and Academic Success in College. *B.E. Journal of Economic Analysis & Policy* 9(1) (Contributions): Article 40.
- Eisenberg, D., Hunt, J.B., Speer, N., Zivin, K. (2011). Mental Health Service Utilization among College Students in the United States. *Journal of Nervous and Mental Disease* 199(5): 301-308.
- Eisenberg, D., Chung, H. (2012). Adequacy of Depression Treatment in College Student Populations. *General Hospital Psychiatry* 34(3):213-220.
- Eisenberg, D., Speer, N., Hunt, J.B. (2012). Attitudes and Beliefs about Treatment among College Students with Untreated Mental Health Problems. *Psychiatric Services* 63(7): 711-713.
- Eisenberg, D., Hunt, J.B., Speer, N. (2013). Mental Health in American Colleges and Universities: Variation across Student Subgroups and across Campuses. *Journal of Nervous and Mental Disease* 201(1): 60-67.
- Lipson, S., Gaddis, S.M., Heinze, J., Beck, K., Eisenberg, D. (2015). Variations in Student Mental Health and Treatment Utilization Across US Colleges and Universities. *Journal of American College Health*, 63(6): 388-396.
- Lipson, S., Zhou, S., Wagner, B., Beck, K., Eisenberg, D. (2016). Major differences: Variations in student mental health and service utilization across academic disciplines. *Journal of College Student Psychotherapy*, 30(1), 23-41.

Email: healthyminds@umich.edu
Website: www.healthymindsnetwork.org

