UM Mental Health Town Hall

Central Student Government Mental Health Taskforce
January 25th and January 30th
Agenda

▶ Background
▶ Resource Innovation
   ▶ Summary of findings
   ▶ Potential recommendations
   ▶ Discussion
▶ Classroom Climate
   ▶ Summary of findings
   ▶ Potential recommendations
   ▶ Discussion

Have to leave early? Please make sure to sign in so we can email you this presentation and comment form.
Disclaimer

- Resources at UM
- Student-Professor interactions
- What CSG can do
- Your wellness
  - CAPS: (734) 764-8312
  - National Suicide Prevention Lifeline: 1-800-273-8255
Background

Three mental health surveys, created by CSG and Active Minds - UM, were sent to the UM Community with support from CAPS.

▷ Resource Innovation - All
▷ Classroom Climate - Students
▷ Classroom Climate - Faculty
Mental Health Taskforce Background

- Commissioned Fall 2016
- Goals:
  - Analyze results of the surveys and answer Executive Order questions
  - Provide recommendations on policies and programs to the Office of Student Life
Taskforce Makeup

- Representation from:
  - LSA, Engineering, SMTD, Ross, Public Health, STAMPS.
  - Both graduate and undergraduate students, central and north campus representation
  - CSG, ESG, LSA SG, SAAC, Athletes Connected, Active Minds, Wolverine Support Network, CAPS, PULSE, Healthy Minds Coalition, NAMI
Taskforce: Looking Forward

- Creating a report on recommended policies and programs to the Office of Student Life.
- Support from:
  - CAPS - Counseling and Psychological Services
  - CSG - Central Student Government
  - GEO - Graduate Employees’ Organization
  - LEO - Lecturers’ Employee Organization
  - CRLT - Center for Research on Learning and Teaching
  - SSD - Services for Students with Disabilities
  - Faculty Senate
    - Student Relations Advisory Committee
    - Committee for Inclusive University
  - Pierpont Commons Board of Representatives
  - Healthy Minds Network
Town Hall
Your Role

Helping us tailor recommendations for mental health policies and programs!
Questions?
Surveys
Demographic Data

Total Respondents:
- Resource Innovation: 1.6k
- Classroom Climate - Students: 1.2k
- Classroom Climate - Faculty: 466

Have you dealt with a personal mental health concern (e.g. stress, academic problems, self-esteem, relationship difficulties, grief)?
- 91.3% of students answered yes
- 75.43% of faculty answered yes
Demographic Data

Top three mental illnesses that our respondents identified with or have been diagnosed with:

Students
1. Anxiety 43.1%
2. Depression 39.7%
3. Eating Disorders 8.4%

Faculty
1. Depression 21.94%
2. Anxiety 21%
3. PTSD 4.7%
Resource Innovation

Students do have an accurate understanding of resources available on campus, but there are significant barriers to utilize them.
Findings - Resources that people are aware of

- 90.32% of students are aware of CAPS
- 27% of students are aware of the CAPS embedded model
- 18.41% of students are aware of the UM Psychological Clinic
- 16.96% of students are aware of the Department of Psychiatry and Outpatient Clinics
Findings - Barriers

▸ Previous negative experiences with CAPS, both personally and those heard from others (rumors, image, perception)
▸ General anxiety making appointments
▸ Fear and stigma
▸ Accessibility:
  ❖ Student side: Hard for students to prioritize mental health, cost barriers
  ❖ U-M side: Limited to a certain number of sessions, unable to treat student, only open during business hours (when students are generally in class), location only on central campus in Union
Two

Which resources are students comfortable utilizing on campus?
Findings

▷ Students utilize in-person counseling the most, whether this be through the University (which is most convenient), or a private provider.
▷ Students would be comfortable utilizing the following resources in order of:
  ▸ Wellness zone (42.07%)
  ▸ Texting (38.51%)
  ▸ Video chatting (21.99%)
Three students on North Campus felt that they do not have equal access to utilizing mental health resources on campus.
Findings

- More burden placed on the student to access resources.
  - With a 30-minute drive distance, the resource of CAPS is not readily available.
- Of the students who currently live on North Campus and have utilized any form of Health Services on campus, 50% answered yes about whether the physical distance from Central Campus CAPS has ever deterred the student.
Potential Recommendations

▸ Actual therapy
  ▸ Implement CAPS referral helper for off-campus resources
  ▸ Improve office space for CAPS in the Union

▸ Wellness
  ▸ Expand Wellness Zones to North Campus
  ▸ Develop peer-to-peer support groups in dorms
  ▸ Build first year experience course

▸ Awareness
  ▸ Increase awareness of existing resources
  ▸ Create Wellness Ambassadors in Residence Halls

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Questions?
Brainstorm Time!

- 20 minutes to discuss:
  - Possible recommendations
  - New recommendation ideas you may have

- Go into groups with one Taskforce member taking notes

- Next: Classroom Climate Survey Section
Classroom Climate

1. Summary of findings
2. Potential recommendations
3. Discussion
Classroom Climate:
For the purposes of this survey, we have defined “classroom climate” to include student-professor interactions that may take place inside the classroom and outside the classroom. This includes office hours, appointments, emails, etc.

Accommodations:
Services that include, but are not limited to: extended test taking time, a private environment or alternate location to take exams, permission to record lectures, modified deadlines, alternate work assignments, retroactive withdrawal from courses, or a leave of absence.
Both faculty and students found the need for a healthy classroom climate surrounding mental health.
Findings

Healthy classroom climate could be defined as one where students are comfortable approaching teaching-faculty about mental health accommodations and/or concerns.

This is our goal!
Findings - Faculty

- 87.65% of faculty respondents strongly agreed or agreed with the following statement:
  
  “University faculty and staff should be well-informed about student mental health and any appropriate accommodations through, among other methods, voluntary trainings and workshops, information dissemination and peer-to-peer support groups.”

- 75% of professors agreed that student mental health was “one of the most important concerns” on campus.
Findings - Students

- 89.43% said that it was important for a college campus to create a supportive environment for mental health.

- 73.6% felt that a professor/GSI/lecturer are moderately or very obligated to provide accommodations for a student mental health concern.

- 88.7% felt that it was somewhat important or important that professors/GSIs/lecturers be trained in student mental health.
Two

Comfortability for both students and faculty in regards to accommodations differed.
Findings

▸ Most faculty members feel comfortable discussing and/or providing mental health accommodations for students.
  ▸ Only 13% don’t feel comfortable encountering a student mental health concern or accommodation request.

▸ Students don’t feel comfortable approaching professors about mental health accommodations.
  ▸ Around 68% of students found that they were uncomfortable or very uncomfortable with approaching professors about a mental health accommodations.
Three

After the approach for accommodations, students generally found faculty to be helpful.
Findings

- 50% of students found faculty to be helpful after the approach for accommodations.

- 33% responded with Neutral.
  - This could mean either a “neither good nor bad” interaction, or multiple interactions with varied results.

- 17% found the faculty to be unhelpful.
Common Concerns

**Faculty**
- Do I need to be a mental health expert?
- Why don’t students stick to asking for SSD accommodations at the beginning of the year?

**Students**
- Can I get accommodations for my mental illness?

**Both Faculty & Students**
- Do accommodations provide an unfair advantage?
What UM students want faculty and staff to know:

- How to support students (83.03%)
- How to communicate with students (78.08%)
- That mental health conditions are real (77.56%)
- General educations on mental health conditions (70.50%)
- That students can be successful with accommodations (65.54%)
Possible Recommendations

▸ Educating professors more about student mental health by providing a handbook in the form of a physical copy, website, and video.
▸ Expand on the CRLT mental health training program by increasing awareness.
▸ Adding a question to the semesterly teacher evaluation form that measures mental health classroom climate experience.

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Questions?
Brainstorm Time!

- 20 minutes to discuss:
  - The possible recommendation
  - New recommendation ideas you may have
- Go into groups with one Taskforce member taking notes.
What you just did!
Thank you!

Google Form Link - bit.ly/mhth2017

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