ABOUT THE HEALTHY MINDS STUDY (HMS)

STUDY TEAM

Principal Investigators: Daniel Eisenberg, PhD & Sarah Ketchen Lipson, EdM, PhD
Research Study Coordinators: Peter Ceglarek, MPH and Megan Phillips, MA
Data Specialist: Sasha Zhou, M.P.H., M.H.S.A.
Associate Study Coordinators: Jasmine Morigney and Amber Talaski
Communications Coordinator: Shelby Steverson

REPORT TEAM

Graphic Designer: Sarah Fogel, University of Michigan School of Art and Design, Class of 2014
Report Automation: Andy Inscore
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

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 2018-2019 study was 17%. It is important to raise the question of whether the 17% who participated are different in important ways from the 83% who did not participate. We address this issue by constructing non-response weights using administrative data on full student populations. Most of the 36 schools in the 2018-2019 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 Advarra 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 be able to log on to a user-friendly website with drop-down menus, at data.healthymindsnetwork.org.
KEY FINDINGS

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

<table>
<thead>
<tr>
<th>Estimated values of selected measures for Kenyon College</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elevated level of depression (positive CCAPS-34 screen)</td>
<td>38%</td>
</tr>
<tr>
<td>Elevated level of generalized anxiety (positive CCAPS-34 screen)</td>
<td>39%</td>
</tr>
<tr>
<td>Elevated level of eating concerns (positive CCAPS-34 screen)</td>
<td>36%</td>
</tr>
<tr>
<td>Non-suicidal self-injury (past year)</td>
<td>18%</td>
</tr>
<tr>
<td>Suicidal ideation (past year)</td>
<td>17%</td>
</tr>
<tr>
<td>Lifetime diagnoses of mental disorders</td>
<td>48%</td>
</tr>
<tr>
<td>Psychiatric medication (past year)</td>
<td>34%</td>
</tr>
<tr>
<td>Mental health therapy/counseling (past year)</td>
<td>52%</td>
</tr>
<tr>
<td>Any mental health therapy/counseling and/or psychiatric medication among students with positive depression or anxiety screens (past year)</td>
<td>72%</td>
</tr>
<tr>
<td>Personal stigma: agrees with &quot;I would think less of someone who has received mental health treatment.&quot;</td>
<td>5%</td>
</tr>
<tr>
<td>Perceived public stigma: agrees with &quot;Most people would think less of someone who has received mental health treatment.&quot;</td>
<td>48%</td>
</tr>
</tbody>
</table>
SAMPLE CHARACTERISTICS (N=626)

**Age (years)**

- 18: 28%
- 19: 26%
- 20: 15%
- 21: 24%
- 22: 5%
- 23-25: 2%
- 26-30: 0%
- 31-35: 0%
- 36-40: 0%
- 41+: 0%

**Gender**

- Female: 53%
- Male: 43%
- Other: 4%

**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**

- Campus residence hall: 73%
- Fraternity or sorority house: 0%
- Other university housing: 26%
- Off-campus, non-university housing: 0%
- Parent or guardian’s home: 0%
- Other: 0%

**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

- ASS: 1%
- BA: 96%
- MA: 0%
- JD: 0%
- MD: 0%
- PHD: 0%
- ND: 2%
- OTH: 0%
PREVALENCE OF MENTAL HEALTH PROBLEMS

DEPRESSION SCREEN

Depression is measured using the CCAPS-34, a 34-item instrument related to psychological symptoms and distress in college students (CCMH, 2015). The CCAPS-34 contains 6 items that are used to measure depression. The depression score ranges from 0-4, with 1.76-4 being categorized as elevated levels of depression, and 1.01-1.75 being categorized as mild levels of depression.

Elevated level of depression

- 38%

Mild level of depression

- 21%

ANXIETY SCREEN

Generalized anxiety is measured using the CCAPS-34, a 34-item instrument related to psychological symptoms and distress in college students (CCMH, 2015). The CCAPS-34 contains 5 items that are used to measure generalized anxiety. The anxiety score ranges from 0-4, with 2.11-4 being categorized as elevated levels of generalized anxiety, and 1.31-2.10 being categorized as mild levels of generalized anxiety.

Elevated level of anxiety

- 39%

Mild level of anxiety

- 28%

EATING DISORDER SCREEN

Eating concerns measured using the CCAPS-34, a 34-item instrument related to psychological symptoms and distress in college students (CCMH, 2015). The CCAPS-34 contains 3 items that are used to measure eating concerns. The eating concerns score ranges from 0-4, with 1.51-4 being categorized as elevated levels of eating concerns, and 1.08-1.50 being categorized as mild levels of eating concerns.

Elevated level of eating concerns

- 36%

Mild level of eating concerns

- 8%
**SUICIDALITY AND SELF-INJURIOUS BEHAVIOR**

Suicidal ideation (past year) - 17%
Suicide plan (past year) - 11%
Suicide attempt (past year) - 2%
Non-suicidal self-injury (past year) - 18%

**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)

- 33% Depression or other mood disorders (e.g., major depressive disorder, persistent depressive disorder)
- 4% Bipolar (e.g., bipolar I or II, cyclothymia)
- 36% Anxiety (e.g., generalized anxiety disorder, phobias)
- 4% Obsessive-compulsive or related disorders (e.g., obsessive-compulsive disorder, body dysmorphic disorder)
- 4% Trauma and Stressor Related Disorders (e.g., posttraumatic stress disorder)
- 9% Neurodevelopmental disorder or intellectual disability (e.g., attention deficit disorder, attention deficit hyperactivity disorder, intellectual disability, autism spectrum disorder)
- 6% Eating disorder (e.g., anorexia nervosa, bulimia nervosa)
- 1% Psychosis (e.g., schizophrenia, schizoaffective disorder)
- 1% Personality disorder (e.g., antisocial personality disorder, paranoid personality disorder, schizoid personality disorder)
- 0% Substance use disorder (e.g., alcohol abuse, abuse of other drugs)
- 52% 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?

- 19% None
- 30% 1 - 2 days
- 30% 3 - 5 days
- 21% 6 or more days

**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.

Positive mental health - 31%
HEALTH BEHAVIORS AND LIFESTYLE

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Drug Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>Marijuana</td>
</tr>
<tr>
<td>2%</td>
<td>Cocaine (any form, including crack, powder, or freebase)</td>
</tr>
<tr>
<td>0%</td>
<td>Heroin</td>
</tr>
<tr>
<td>1%</td>
<td>Opioid pain relievers (such as Vicodin, OxyContin, Percocet, Demerol, Dilaudid, codeine, hydrocodone, methadone, morphine) without a prescription or more than prescribed</td>
</tr>
<tr>
<td>2%</td>
<td>Benzodiazepenes</td>
</tr>
<tr>
<td>0%</td>
<td>Methamphetamines (also known as speed, crystal meth, or ice)</td>
</tr>
<tr>
<td>6%</td>
<td>Other stimulants (such as Ritalin, Adderall) without a prescription or more than prescribed</td>
</tr>
<tr>
<td>0%</td>
<td>Ecstasy</td>
</tr>
<tr>
<td>2%</td>
<td>Other drugs without a prescription</td>
</tr>
<tr>
<td>66%</td>
<td>No, none of these</td>
</tr>
</tbody>
</table>

Binge drinking
The following questions ask about how much you drink. A “drink” means any of the following:
- A 12-ounce can or bottle of beer
- A 4-ounce glass of wine
- A shot of liquor straight or in a mixed drink

During the last two weeks, how many times have you had 4 (female), 5 (male), 4 or 5 (other gender) or more drinks in a row?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>29%</td>
</tr>
<tr>
<td>Once</td>
<td>25%</td>
</tr>
<tr>
<td>Twice</td>
<td>25%</td>
</tr>
<tr>
<td>3 to 5 times</td>
<td>20%</td>
</tr>
<tr>
<td>6 to 9 times</td>
<td>2%</td>
</tr>
<tr>
<td>10 or more times</td>
<td>0%</td>
</tr>
</tbody>
</table>

Exercise
In the past 30 days, about how many hours per week on average did you spend exercising? (include any exercise of moderate or higher intensity, where “moderate intensity” would be roughly equivalent to brisk walking or bicycling)

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1</td>
<td>21%</td>
</tr>
<tr>
<td>1-2</td>
<td>24%</td>
</tr>
<tr>
<td>3-4</td>
<td>15%</td>
</tr>
<tr>
<td>5 or more</td>
<td>41%</td>
</tr>
</tbody>
</table>
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.

- Strongly agree: 39%
- Agree: 35%
- Somewhat agree: 18%
- Somewhat disagree: 3%
- Disagree: 3%
- Strongly disagree: 2%

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.

- Strongly agree: 39%
- Agree: 26%
- Somewhat agree: 13%
- Somewhat disagree: 3%
- Disagree: 9%
- Strongly disagree: 10%

Perceived need (current)

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

- Strongly agree: 26%
- Agree: 23%
- Somewhat agree: 29%
- Somewhat disagree: 9%
- Disagree: 12%
- Strongly disagree: 1%
## 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)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Medication Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>Psychostimulants (e.g., methylphenidate (Ritalin, or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexedrine), etc.)</td>
</tr>
<tr>
<td>23%</td>
<td>Anti-depressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.)</td>
</tr>
<tr>
<td>1%</td>
<td>Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.)</td>
</tr>
<tr>
<td>9%</td>
<td>Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.)</td>
</tr>
<tr>
<td>3%</td>
<td>Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazapine (Tegretol), etc.)</td>
</tr>
<tr>
<td>4%</td>
<td>Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.)</td>
</tr>
<tr>
<td>2%</td>
<td>Other medication for mental or emotional health</td>
</tr>
<tr>
<td>66%</td>
<td>None</td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Medication Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>Psychostimulants (e.g., methylphenidate (Ritalin, or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexedrine), etc.)</td>
</tr>
<tr>
<td>37%</td>
<td>Antidepressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.)</td>
</tr>
<tr>
<td>2%</td>
<td>Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.)</td>
</tr>
<tr>
<td>14%</td>
<td>Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.)</td>
</tr>
<tr>
<td>6%</td>
<td>Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazapine (Tegretol), etc.)</td>
</tr>
<tr>
<td>7%</td>
<td>Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.)</td>
</tr>
<tr>
<td>4%</td>
<td>Other medication for mental or emotional health</td>
</tr>
<tr>
<td>52%</td>
<td>None</td>
</tr>
</tbody>
</table>
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)?

52%

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

65%

Mental health counseling/therapy, all students (lifetime)

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

64%

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

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

77%

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)

29% Roommate
65% Friend (who is not a roommate)
28% Significant other
47% Family member
4% Religious counselor or other religious contact
4% Support group
2% Other non-clinical source
19% 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)

3% I haven’t had the chance to go but I plan to
35% No need for services
7% Financial reasons (too expensive, not covered by insurance)
29% Not enough time
7% Not sure where to go
25% Difficulty finding an available appointment
38% Prefer to deal with issues on my own or with support from family/friends
10% Other
10% No barriers
REFERENCES

MENTAL HEALTH SCREENS


SELECTED ARTICLES PUBLISHED WITH HMS DATA


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