



The Healthy Minds Network

College of the Canyons

Fall 2022

REPORT OF DATA FROM THE
HEALTHY MINDS STUDY



HEALTHY MINDS STUDY TEAM

STUDY TEAM

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COLLEGE OF THE CANYONS STUDENT RECRUITMENT

Data collection: Fall 2022 10/31-11/11 to all student users on Canvas

Open Link on Canvas Announcement

Healthy Minds Survey (tentative October 2022) – in partnership with a research study team at Michigan University. Survey link will be made available via Canvas Announcement

Canvas Announcement

The college is conducting a survey to gather input from students about mental health and wellbeing in partnership with University of Michigan. Your participation is voluntary and your responses are anonymous. Your feedback will help the college in planning student health and wellness programs, all students are encouraged to participate. Please complete the survey once.

Communication to instructors/campus

Dear Campus Community,

Next week a student survey will be launched in Canvas. There will be an announcement post with a link to the survey asking students about mental health and wellness, and service utilization. The content does touch on some topics that may be sensitive for some individuals. If a student experiences an emotional response, please direct them to The Student Health & Wellness Center a mental health professional is available. After hours they will have access to our on call answering service. This Healthy Minds Survey is administered by a study team at University of Michigan. The survey is anonymous and provides information on available campus resources for students. Data collection will run for two weeks, starting on Wednesday 11/2 and close on Wednesday 11/16.

If you have any questions, please contact me, Gayle.Freund@canyons.edu

TABLE OF CONTENTS

INTRODUCTION	4
ABOUT THIS REPORT	5
SAMPLE CHARACTERISTICS	6-7
PREVALENCE OF MENTAL HEALTH PROBLEMS	8-10
POSITIVE MENTAL HEALTH	10
HEALTH BEHAVIORS AND LIFESTYLE	11-12
ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES	13
USE OF SERVICES	14-16
REFERENCES	17

INTRODUCTION

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 Advarra IRB. 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 2-10 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.

ABOUT THIS REPORT

This data report provides descriptive statistics (percentages, mean values, etc.) using the responses from the administration of the Healthy Minds Student Survey at College of the Canyons during the Fall 2022 Academic Semester.

Non-Response Weighting

This report utilizes Qualtrics' Cell-based Weighting, a single variable weighting scheme. In this report, we use overall distribution of sex of enrolled students as a target distribution for responses.

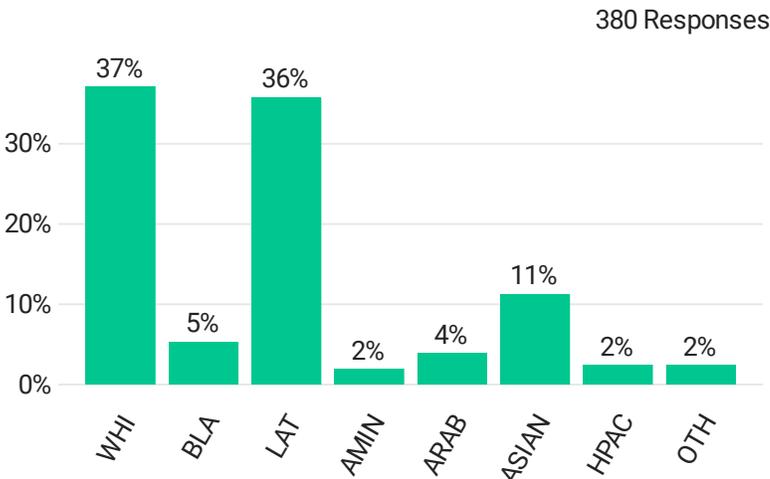
A potential concern in any survey study is that those who respond to the survey will not be fully representative of the population from which they are drawn. In the HMS, we can be confident that those who are invited to fill out the survey are representative of the full student population because these students are randomly selected from the full list of currently enrolled students, or the students invited are all of the school's eligible 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. It is important to raise the question of whether the percentage of students who participated are different in important ways from those who did not participate.

We address this issue by constructing non-response weights. The non-response weights adjust specifically for the fact that female students have consistently higher response rates than male students in our survey (and in most other survey studies). We construct the weights by comparing the female-male composition of our respondent sample to the reported female-male ratio for the full student population at each institution (which is typically available from basic enrollment statistics). If the respondent sample has a smaller percentage of males and larger percentage of females, as compared to the composition of the full student population, then male students in our sample are assigned a higher non-response weight value than female students. This means that weighted estimates are representative of the female-male distribution in the full student population.

For students with nonbinary gender identities, we are not able to use this same process, however, because we are generally not able to obtain accurate statistics on the representation of these groups in the full student population. Therefore, rather than making assumptions, we assign a weight value to students with nonbinary identifiers that leaves their representation in the weighted sample the same as in the unweighted sample. In the future, if and when more reliable information becomes available at the full student population level, we will be able to incorporate that information into sample weights for groups other than female and male gender identities.

SAMPLE CHARACTERISTICS (N=384)

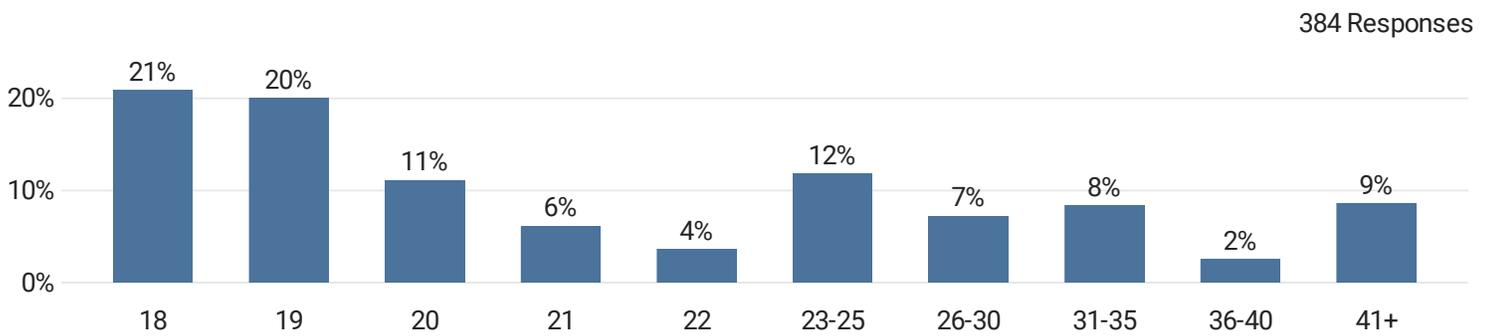
RACE/ETHNICITY



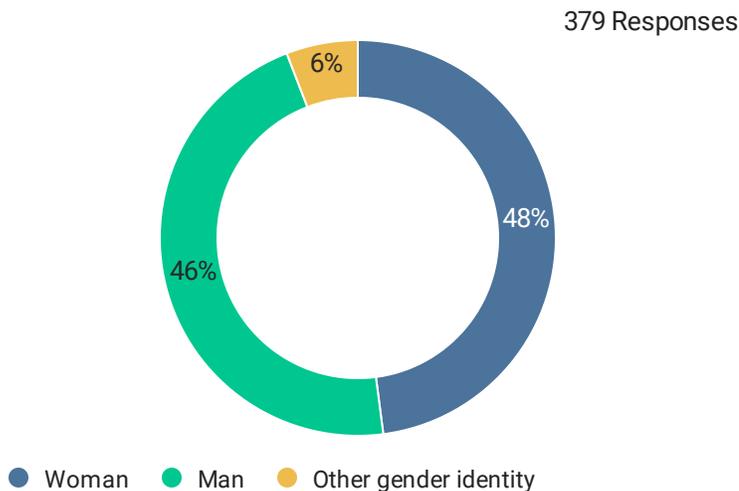
ABBREVIATIONS:

- 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
- HPAC Native Hawai'ian / Pacific Islander
- OTH Other/Self-Identify

AGE



GENDER IDENTITY

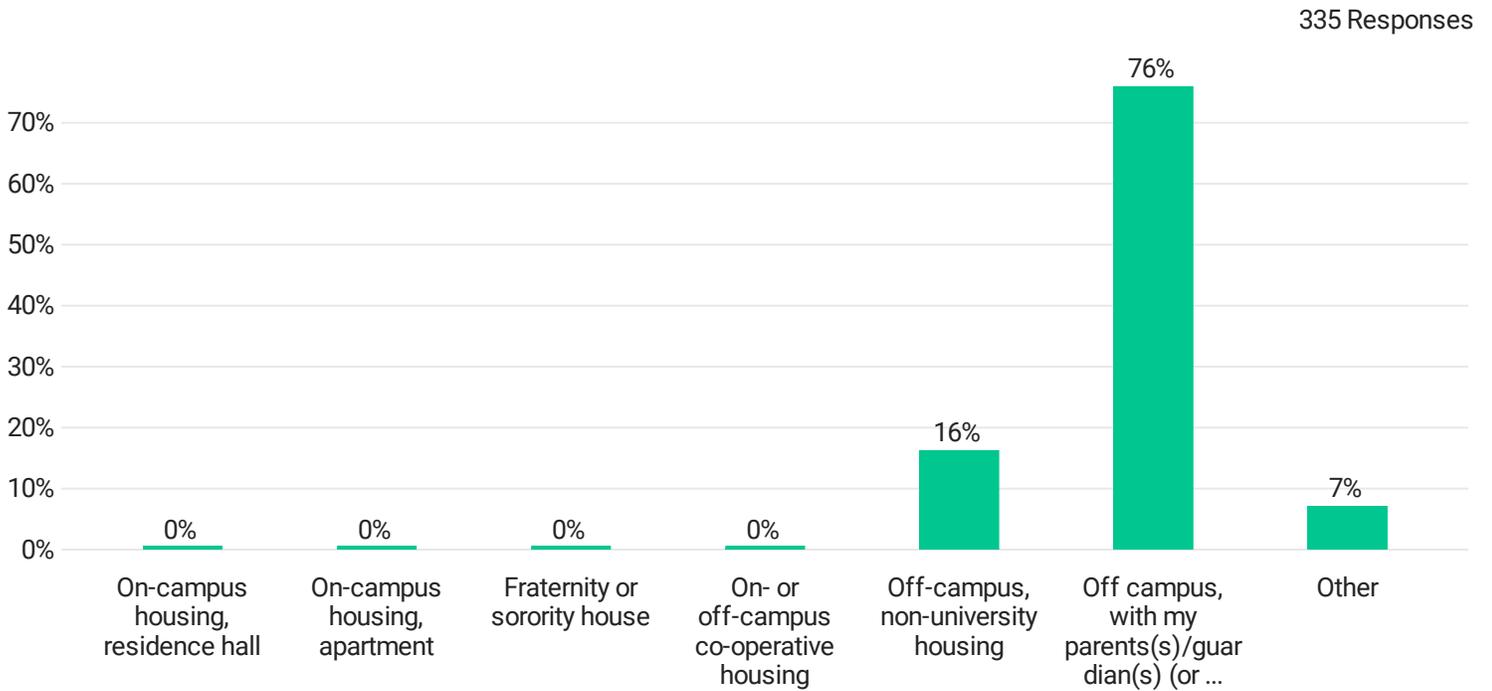


"OTHER GENDER IDENTITY" INCLUDES:

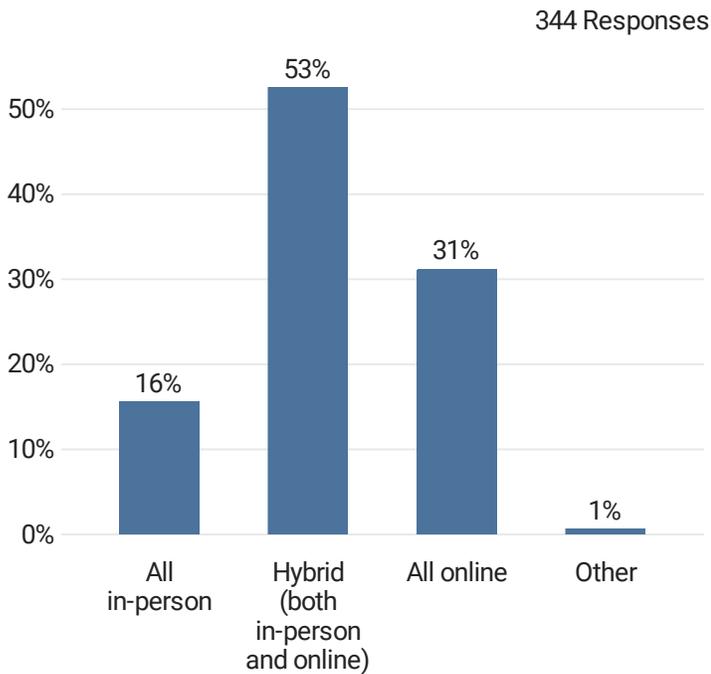
- Transgender women
- Transgender men
- Genderqueer/Gender nonconforming
- Gender non-binary
- Self-identified gender

SAMPLE CHARACTERISTICS, CONTD.

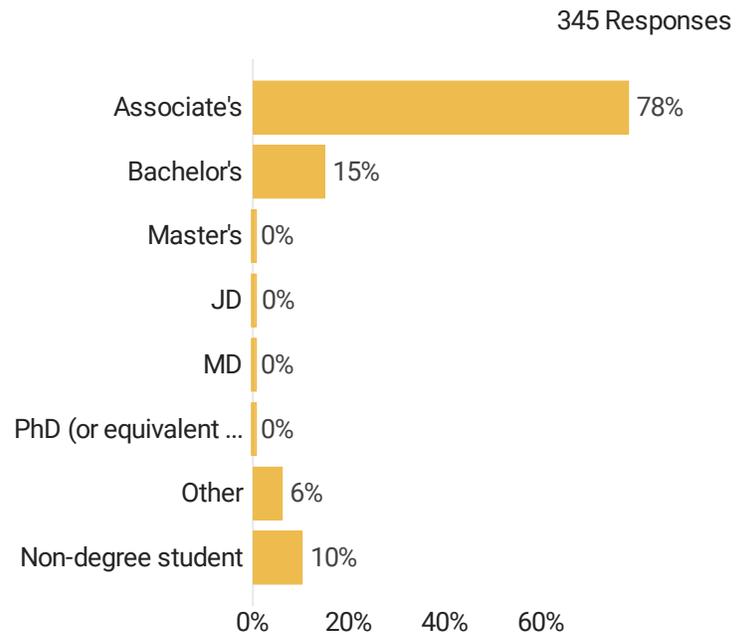
LIVING ARRANGEMENT



CLASS FORMAT



DEGREE PROGRAM



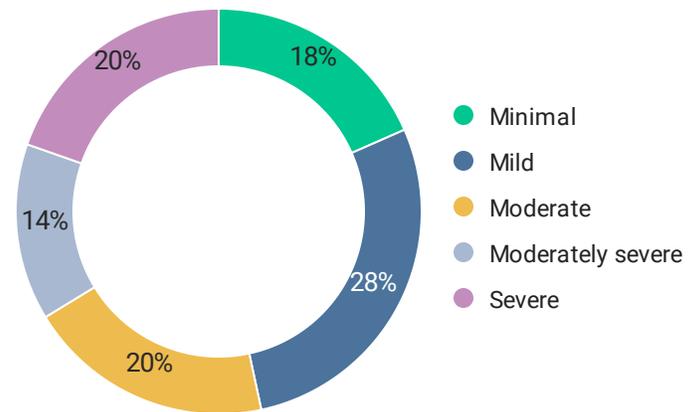
PREVALENCE OF MENTAL HEALTH PROBLEMS

DEPRESSION SCREEN

289 Responses

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 severe (scores ≥ 20), moderately severe (scores 15-19), moderate (scores 10-14), mild (scores 5-9). There is no name for the category of scores from 0-4, so we use "minimal."

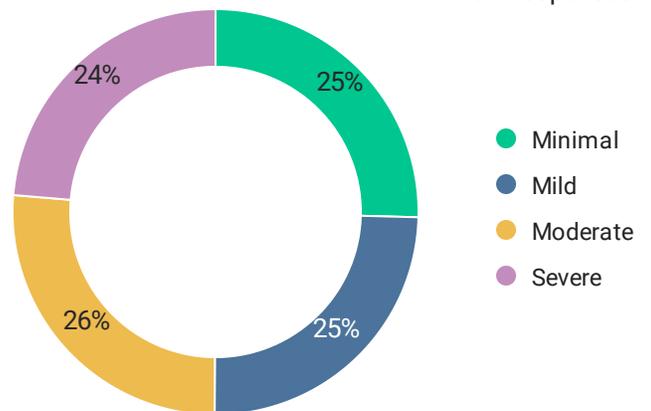


ANXIETY SCREEN

287 Responses

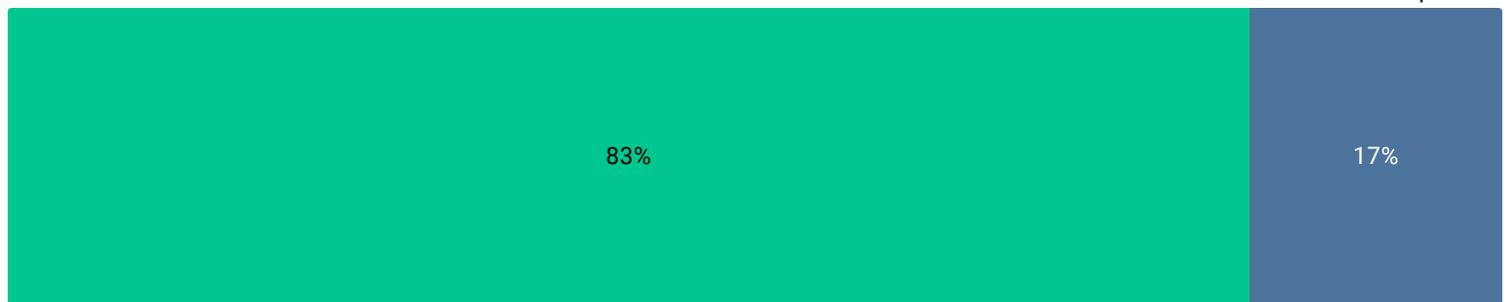
Anxiety is measured using the GAD-7, a seven-item screening tool for screening and severity measuring of generalized anxiety disorder in the past two weeks (Spitzer, Kroenke, Williams, & Lowe, 2006).

Following the standard algorithm for interpreting the GAD-7, symptom levels are categorized as severe (scores ≥ 15), moderate (scores 10-14), mild (scores 5-9), and minimal (scores 0-4).



RISK OF EATING DISORDER

290 Responses



● No or low risk ● At risk

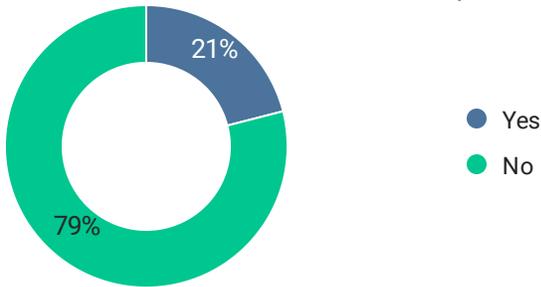
Risk for eating disorders is measured using the written U.S. version of the SCOFF, a five-item screening tool designed to identify subjects likely to have an eating disorder (Morgan, Reid, & Lacey, 1999). The SCOFF is not intended for use as a diagnostic tool; rather, answering "Yes" to 3 or more questions (the "At risk" category) indicates need for further investigation.

SUICIDALITY AND SELF-INJURIOUS BEHAVIOR

SUICIDAL IDEATION

In the past year, did you ever seriously think about attempting suicide?

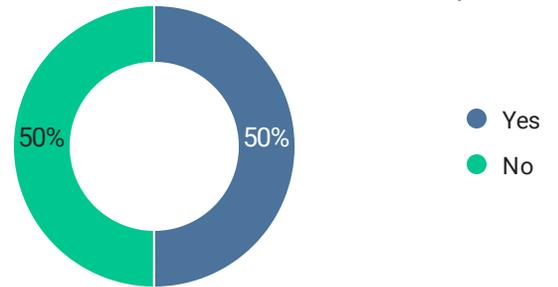
290 Responses



SUICIDE PLAN*

In the past year, did you make a plan for attempting suicide?

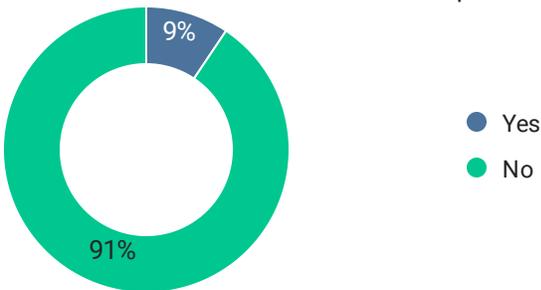
63 Responses



SUICIDE ATTEMPT*

In the past year, did you attempt suicide?

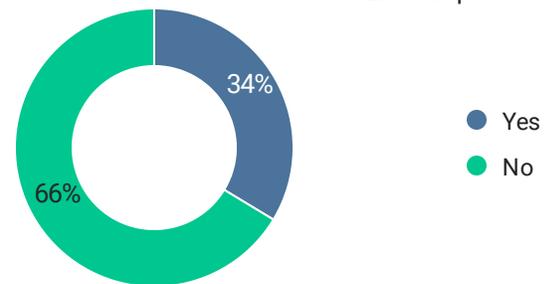
62 Responses



SELF-INJURIOUS BEHAVIOR

Non-suicidal self-injury (past year)

279 Responses



*Students are only asked if they had a suicide plan or attempt in the past year if they respond "Yes" to having experienced suicidal ideation in the past year.

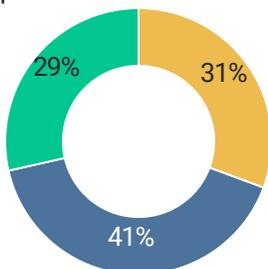
LONELINESS SCALE

Loneliness is measured using the UCLA three-item Loneliness Scale (Hughes, Waite, Hawkey, & Cacioppo, 2004).

How often do you feel...

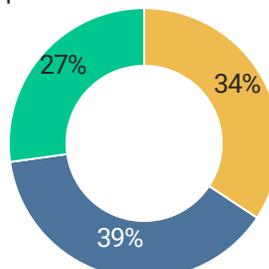
...that you lack companionship?

288 Responses



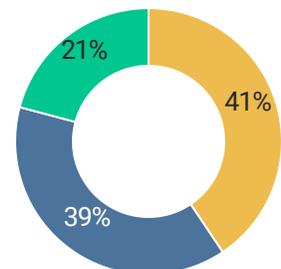
...left out?

290 Responses



...isolated from others?

289 Responses



● Often ● Some of the time
● Hardly ever

LIFETIME DIAGNOSIS 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)

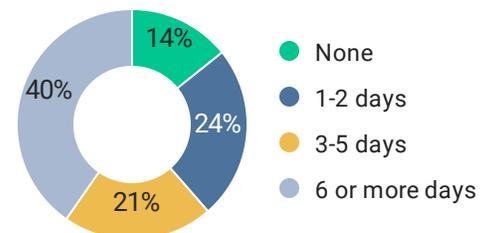
282 Responses

Mental Health Diagnosis	Percentage of Responses
Depression (e.g., major depressive disorder, persistent depressive disorder)	37%
Anxiety (e.g., generalized anxiety disorder, phobias)	40%
Eating disorder (e.g., anorexia nervosa, bulimia nervosa)	6%
Psychosis (e.g., schizophrenia, schizo-affective disorder)	0%
Personality disorder (e.g., antisocial personality disorder, paranoid personality disorder, schizoid personality disorder)	1%
Substance use disorder (e.g., alcohol abuse, abuse of other drugs)	3%
Bipolar (e.g., bipolar I or II, cyclothymia)	2%
Obsessive-compulsive or related disorders (e.g., obsessive-compulsive disorder, body dysmorphia)	6%
Trauma and Stressor related disorders (e.g., post-traumatic stress disorder)	14%
Neurodevelopmental disorder or intellectual disability (e.g., attention deficit disorder, attention deficit hyperactivity disorder, intellectual disability, autism spectrum disorder)	13%
Don't know	9%
No, none of these	42%

ACADEMIC IMPAIRMENT

320 Responses

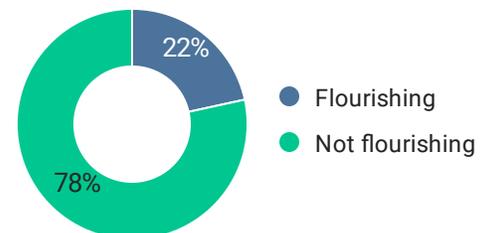
In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?



POSITIVE MENTAL HEALTH

289 Responses

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

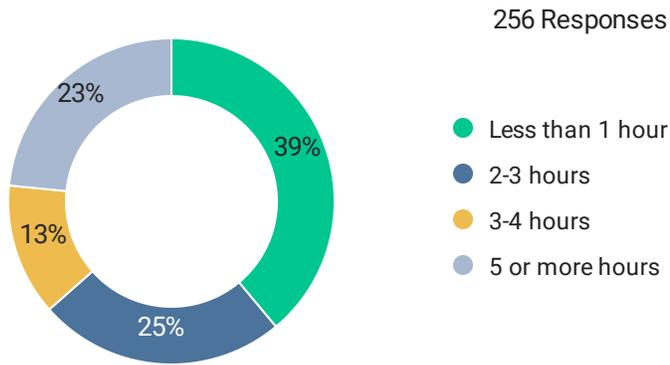
Over the past 30 days, have you used any of the following drugs? (Select all that apply)

280 Responses

Substance	Percentage of Responses
Marijuana	22%
Cocaine (any form, including crack, powder, or freebase)	0%
Heroin	0%
Methamphetamines (also known as speed, crystal meth, Tina, T, or ice)	1%
Other stimulants (such as Ritalin, Adderall) without a prescription or more than prescribed	2%
MDMA (also known as Ecstasy or Molly)	1%
Opioid pain relievers (such as Vicodin, OxyContin, Percocet, Demerol, Dilaudid, codeine, hydrocodone, methadone, morphine) without a prescription or more than prescribed	2%
Benzodiazepines (such as Valium, Ativan, Klonopin, Xanax, or Rohypnal/Roofies) without a prescription or more than prescribed	2%
Ketamine (also known as K, Special K)	0%
LSD (also known as acid)	1%
Psilocybin (also known as magic mushrooms, boomers, shrooms)	1%
Kratom	0%
Athletic performance enhancers (anything that violates policies set by your school or any athletic governing body)	0%
Other drugs without a prescription	1%
No, none of these	77%

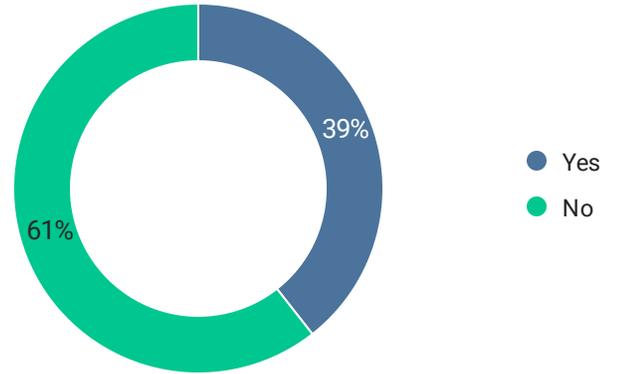
EXERCISE

In the past 30 days, about how many hours per week on average did you spend exercising?



ALCOHOL USE

Over the past 2 weeks, did you drink any alcohol?



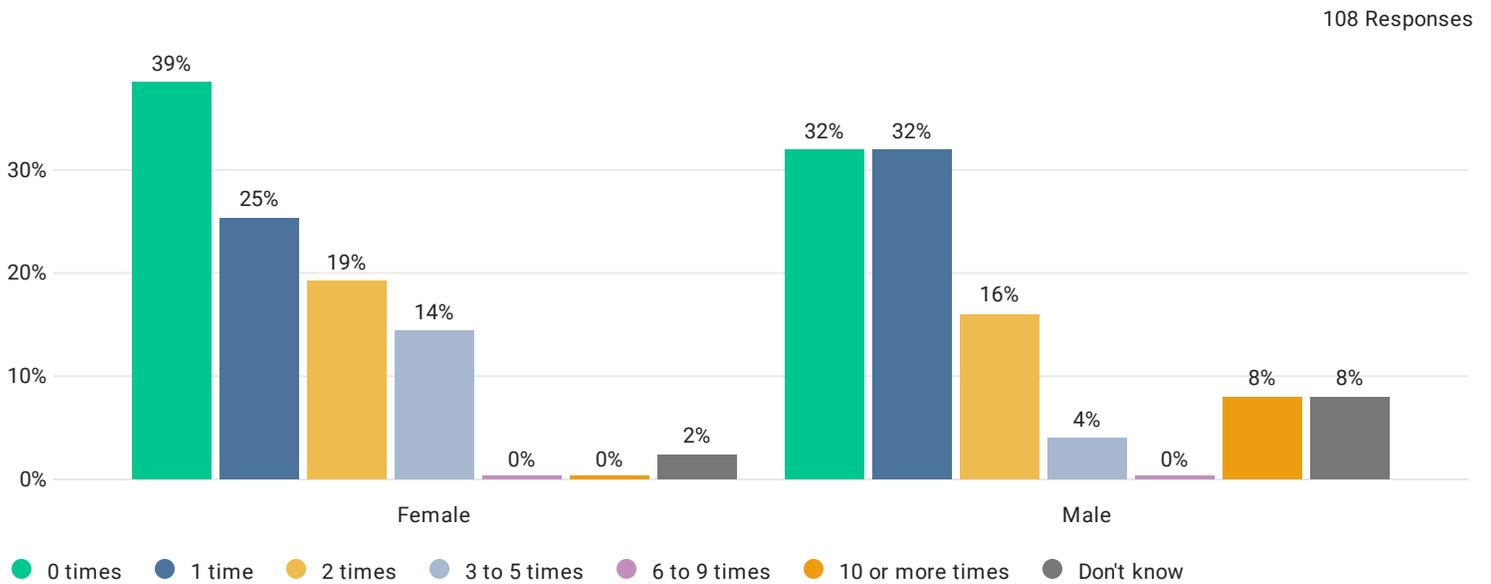
BINGE DRINKING BEHAVIOR*

The following question asks 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 (if female or intersex), 5 (if male) or more drinks in a row?

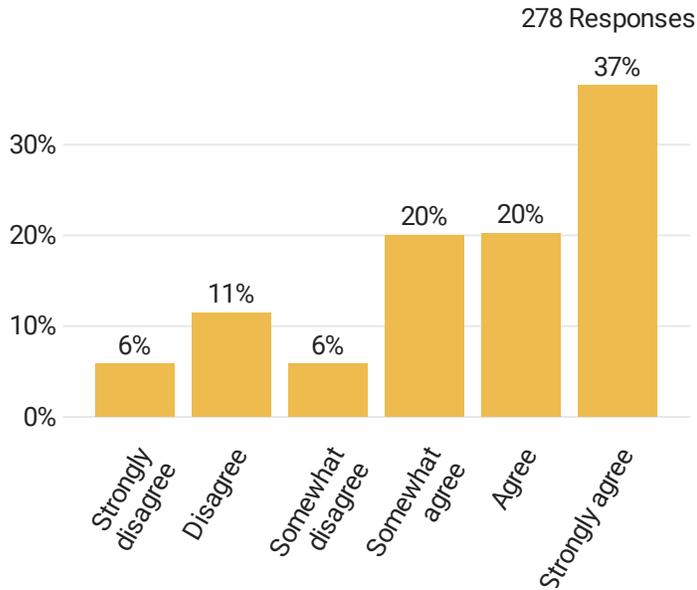
*Among students with alcohol use



ATTITUDES AND BELIEFS ABOUT MENTAL HEALTH SERVICES

PERCEIVED NEED (PAST YEAR)

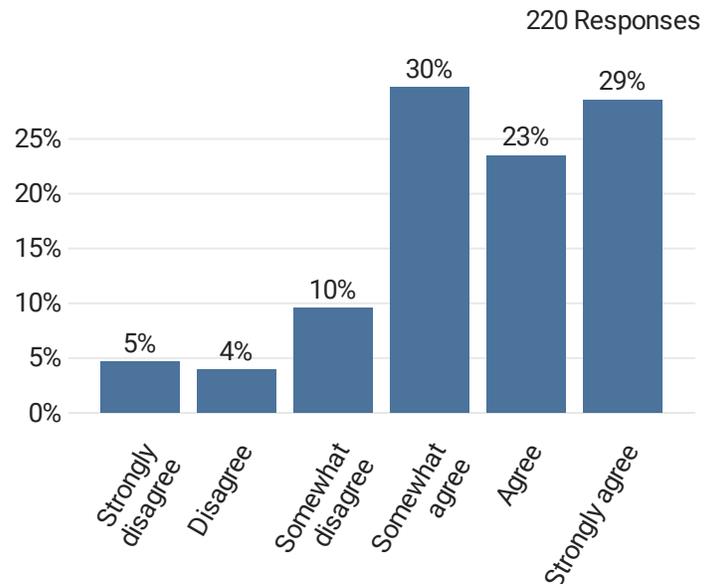
In the past 12 months, I needed help for emotional or mental health problems or challenges such as feeling sad, blue, anxious or nervous.



PERCEIVED NEED (CURRENT)*

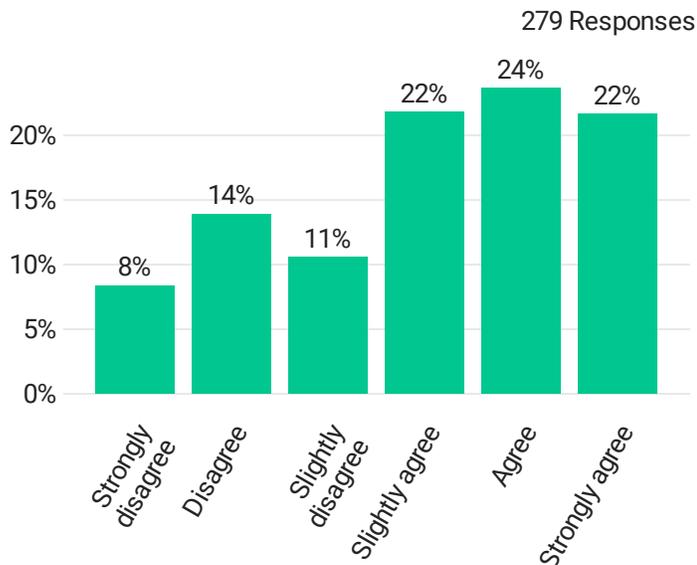
I currently need help for emotional or mental health problems or challenges such as feeling sad, blue, anxious or nervous.

*Among students who indicated they needed help for emotional or mental health problems in the past year



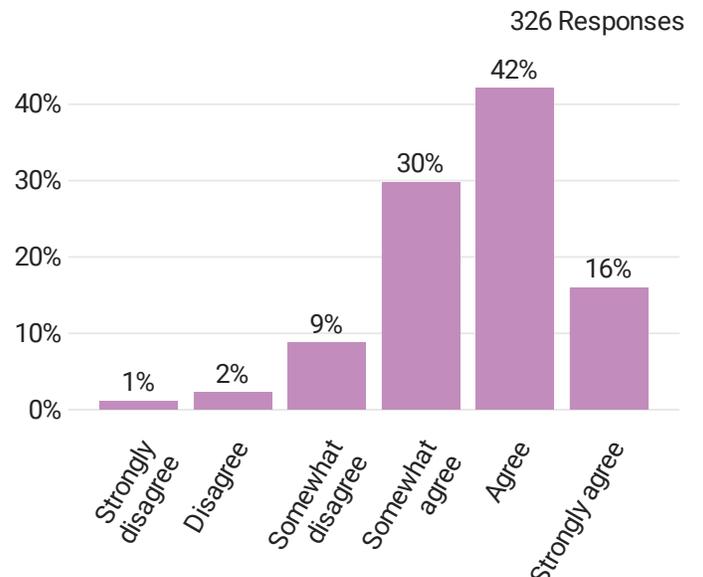
KNOWLEDGE OF CAMPUS RESOURCES

If I needed to seek professional help for my mental or emotional health, I would know where to access resources from my school.



CLIMATE: ANTI-RACISM

How much do you agree with the following statement? I believe my school actively works towards combating racism within the campus community.



USE OF SERVICES

Psychotropic medication use: past year, all students

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

Medication Category	Percentage of Responses
Psychostimulants (e.g. methylphenidate (Ritalin or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexeridine), etc.)	5%
Antidepressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.)	20%
Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.)	2%
Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.)	8%
Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazepine (Tegretol), etc.)	2%
Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.)	5%
Other medication for mental or emotional health	1%
Don't know	1%
No, none of these	73%

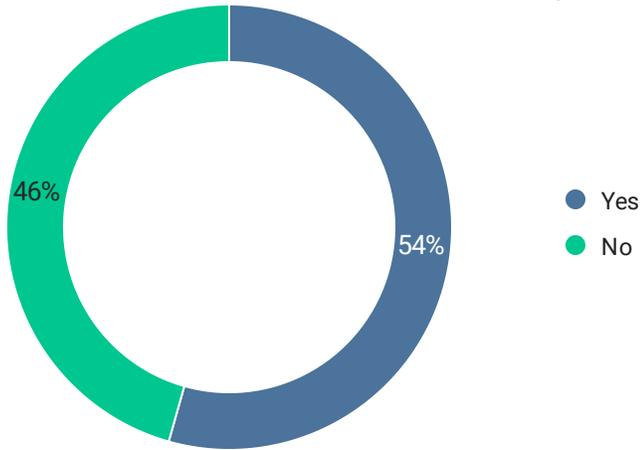
Psychotropic medication use: past year, among students who screened positive for anxiety (GAD-7 score ≥ 10) or depression (PHQ-9 score ≥ 10)

Medication Category	Percentage of Responses
Psychostimulants (e.g. methylphenidate (Ritalin or Concerta), amphetamine salts (Adderall), dextroamphetamine (Dexeridine), etc.)	7%
Antidepressants (e.g., fluoxetine (Prozac), sertraline (Zoloft), paroxetine (Paxil), escitalopram (Lexapro), venlafaxine (Effexor), bupropion (Wellbutrin), etc.)	26%
Anti-psychotics (e.g., haloperidol (Haldol), clozapine (Clozaril), risperidone (Risperdal), olanzapine (Zyprexa), etc.)	2%
Anti-anxiety medications (e.g., lorazepam (Ativan), clonazepam (Klonopin), alprazolam (Xanax), buspirone (BuSpar), etc.)	11%
Mood stabilizers (e.g., lithium, valproate (Depakote), lamotrigine (Lamictal), carbamazepine (Tegretol), etc.)	3%
Sleep medications (e.g., zolpidem (Ambien), zaleplon (Sonata), etc.)	7%
Other medication for mental or emotional health	1%
Don't know	2%
No, none of these	64%

THERAPY USE: LIFETIME

Have you received counseling/therapy for mental health concerns?

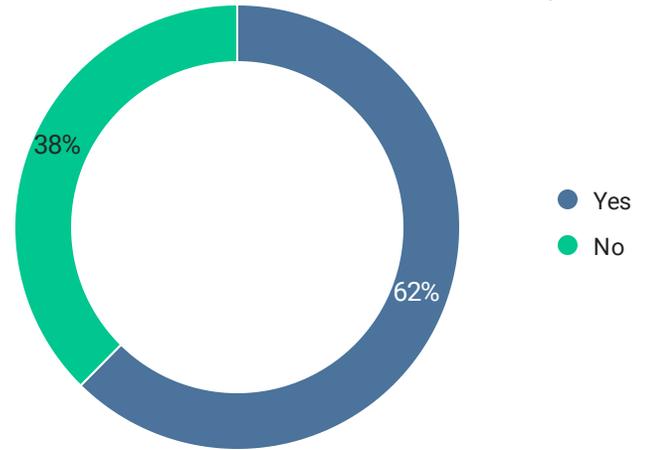
277 Responses



THERAPY USE: LIFETIME*

*Among students screening positive for anxiety (GAD-7 score ≥ 10) or depression (PHQ-9 score ≥ 10)

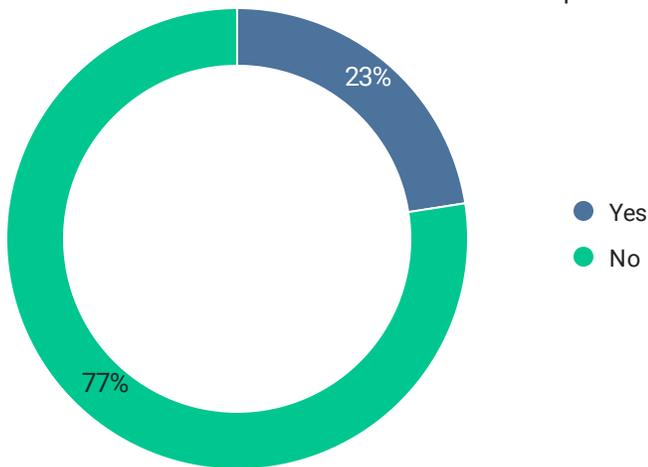
167 Responses



THERAPY USE: CURRENT

Are you currently receiving counseling or therapy?

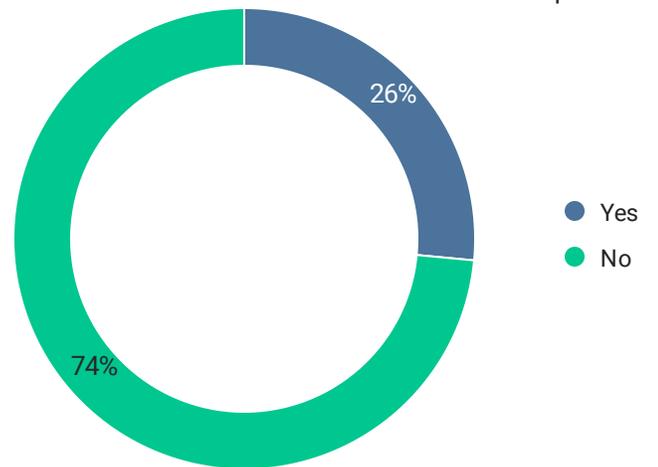
278 Responses



THERAPY USE: CURRENT*

*Among students screening positive for anxiety (GAD-7 score ≥ 10) or depression (PHQ-9 score ≥ 10)

169 Responses



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)

*among all students

Source of Support	Percentage of Responses
Roommate	2%
Friend (who is not a roommate)	41%
Significant other	26%
Family member	36%
Religious counselor or other religious contact	6%
Support group	3%
Faculty member/professor	4%
Staff member	1%
Other non-clinical source	2%
No, none of these	33%

BARRIERS TO HELP-SEEKING*

In the past 12 months, which of the following have caused you to receive fewer services for your mental or emotional health than you would have otherwise received?

(Select all that apply)

*among students who received mental health services in the past year

Barrier	Percentage of Responses
No need for services	13%
Financial reasons (too expensive, not covered by insurance)	32%
Not enough time	28%
Not sure where to go	21%
Difficulty finding an available appointment	20%
Prefer to deal with issues on my own or with support from family/friends	21%
Privacy concerns	7%
People providing services don't understand me.	16%
Fear of being mistreated due to my identity/identities	7%
Other	11%
No barriers	17%

REFERENCES

MENTAL HEALTH SCREENINGS

Spitzer, R. L., Kroenke, K., Williams, J. B., & Patient Health Questionnaire Primary Care Study Group. (1999). Validation and utility of self-report version of PRIME-MD: the PHQ primary care study. *JAMA*, 282(18), 1737-1744.

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