

GRADUATE STUDENT MENTAL HEALTH: ASSESSMENT & INTERVENTIONS



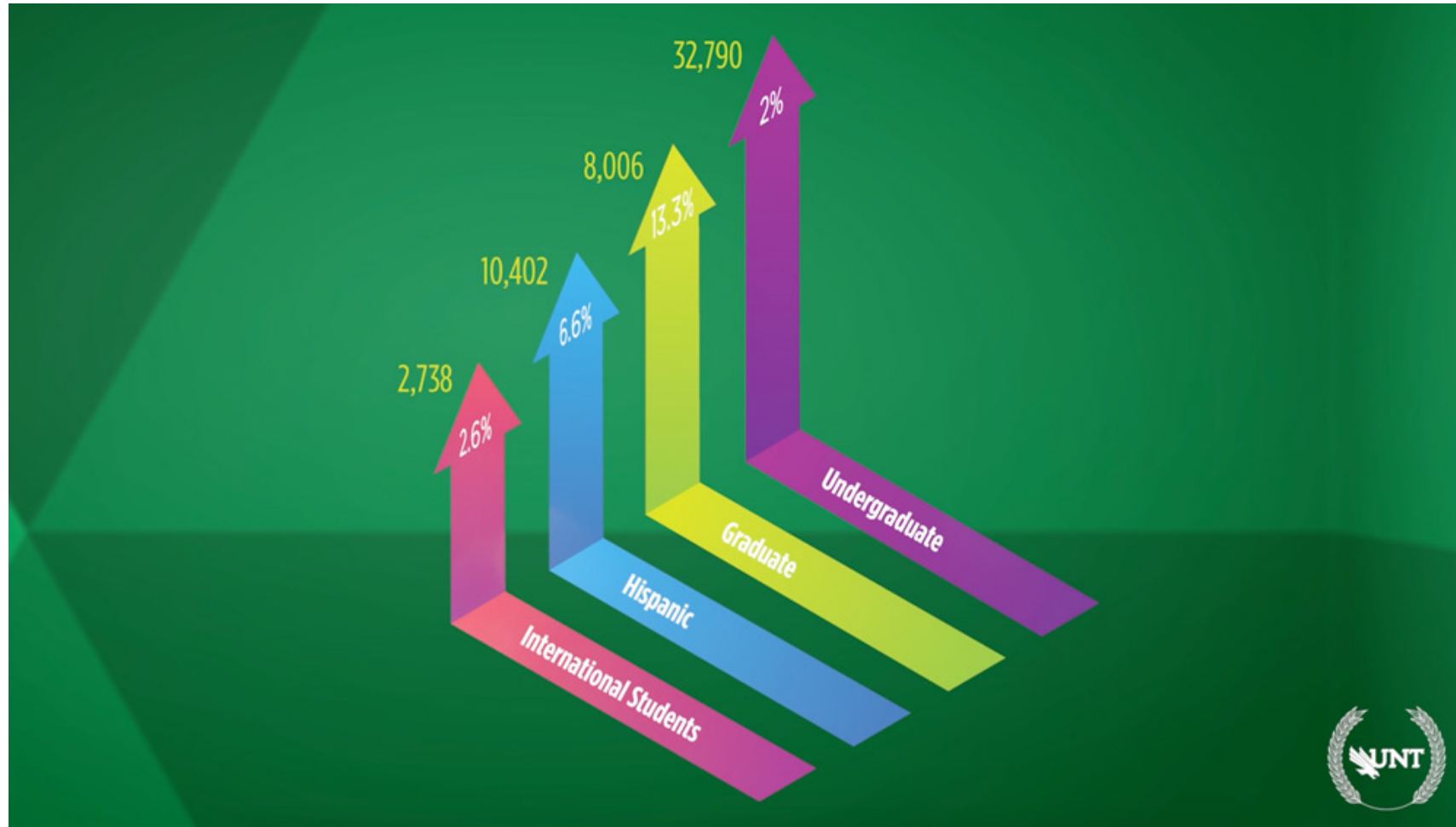
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UNT ENROLMENT - FALL 2020



Total Enrolment Fall 2020 – 40,820

UNT ENROLMENT – FALL 2020

	Fall 2020	Fall 2019	inc/dec	
Post Bac	828	786	42	
Masters	5,234	4,380	854	
Doctoral	1,904	1,885	19	
Spec	45	44	1	
Total Graduate	8,011	7,095	916	12.91%
UNT Total	40,820	39,345	1,475	3.75%

Pandemic:

Enrollment is up,
but graduate
students are
worried about the
job market and
the cost of
graduate school.



#	Answer	%	Count
1	Rent and/or utilities	13.86%	399
2	Food insecurity	6.53%	188
3	Academic insecurity	13.79%	397
4	Technological deficiency (not having personal technology to effectively switch to our new online format)	3.93%	113
5	Job security, off-campus	8.96%	258
6	Job security, on-campus	8.30%	239
7	Thesis or dissertation completion	5.07%	146

Most Pressing Graduate Student Concerns

#	Answer	%	Count
8	Research completion	6.43%	185
9	Grant/scholarship funding	11.08%	319
10	Travel home, international	3.89%	112
11	Travel home, domestic	3.02%	87
12	Medical/health concerns	9.00%	259
13	Other	6.12%	176
	Total	100%	2878

Part of my assignments involved onsite studies for different institutions that are now completely closed. My professors have not adjusted the expectations for these assignments, and I don't know how I can adequately attend to these unchanged expectations when physical access is no longer a possibility!

I am worried that this epidemic and the loss of my off-campus job will impact my ability to qualify for residency (and in-state tuition) for the Fall. If I don't receive residency status, I don't know that I will be able to afford classes anymore.

I have clinical depression and this pandemic is making it very hard for me to focus and do my best work

I am not a funded graduate student, so this time has been especially difficult. I am unemployed and have almost no support from the university.

I am a Teaching Fellow for 90 students. On top of my own difficulties having this many students in a time of crisis is challenging.

Some of my professors have done a terrible job of supporting students. We have assignments due, but they do not respond or help us figure out how to do what they are asking.

A colleague of mine has already killed himself last week to the issues of isolation, financial insecurity, and insane coursework and the demands with lack of understanding from those who assign things without thinking about the real impact at a moment of this.

Faculty continuing to treat us like automatons or slaves, despite the DefCon Level 1 anxiety etc. I don't want to be working right now. I can barely stay focused and motivated right now, but all we do is get email after email after email of things to do.

I cannot afford to keep paying for my health insurance and now is not a good time to be without it.

This was even before the pandemic: having an active cohort, somehow, some way, with which to engage when you're based off-campus and in the dissertation phase.

The expectations to power through as providers, be it teaching assistants, teaching fellows, and/or clinicians, while we, too, go through this crisis.

Collaboration with other grad students is important for me. Without the common schedule, casual school-hallway encounters, or office space-sharing, very little real collaboration is taking place.

Multiple Graduate Student Stressors

Job Loss

Stressed loved ones

Financial pressure

Unclear future job prospects

High amounts of stress attending to the rapidly shifting dynamics of the world (job loss, housing relocation, filing for unemployment, other loved ones losing jobs, loved ones experiencing increased stress and needing more emotional support, did not receive anticipated financial aid for this summer term, transitioning online format, etc. while at the same time attending to many end-of-term spring deadlines, major projects, papers, etc. for graduate school.

Difficult to focus on school and balance time to complete it all.

Overwhelmed - No Health Insurance in the midst of a health pandemic

Some of our graduate students have lost their job and health insurance with it. Their funding is no longer available and they have to drop their courses. I have one student that was about to graduate, is pregnant and just lost her job and health insurance. She had to drop all her courses and she is facing emotional distress.

Just overwhelmed with all the changes. I am a faculty and a student and I am sleeping 4-5 hours every day to make it through the week.

I cannot afford to keep paying for my health insurance and now is not a good time to be without it.

Encourage A New Normal: Role Adjustment in 2020

Many grad students are also caregivers. Having children or caring for elderly parents in our homes makes grad school more difficult. Simply completing daily tasks (like grocery shopping and meal preparation) is more taxing.

Managing children/family concerns while working and studying under quarantine/shelter in place is a delicate balancing act at best. It is my belief that UNT should offer grad students the same option of pass/fail as undergraduate students while COVID-19 is an issue.



The Toulouse Graduate School offers a mental health workshop series, 8-week group counseling, and a no-hassle drop-in counseling session.

Mental Health Series

- September 30th @ 3:00 pm Stress Management
- October 20th at 3:00 pm Relationship & Professional Communication
- October 21st at Noon Emotional Intelligence
- November 13th at 3:00 pm Imposter Syndrome & Negative Self-talk

#Gradlife

Are you struggling with imposter syndrome? Have you gained 15 lbs? Do you have FOMO? Are you feeling stressed, anxious, or lonely? You are not alone and we have the group for you!

These are common feelings many graduate students have.

#Gradlife student support groups:

Monday 12-1 9M

Tuesday 12-1 PM

Contact: 940-565-2970

UNT/Counseling and Human Dev. Ctr

425 S. Welch St,

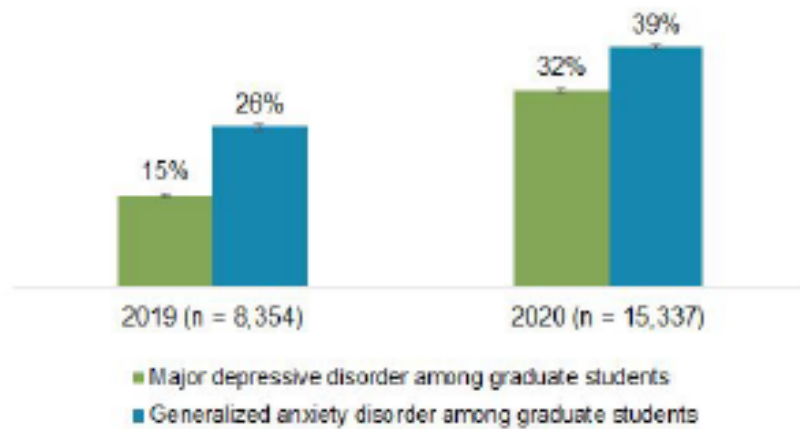
Denton, TX



Groups begin February 10 and 11!

Racial Tensions





UC Berkeley Student Experiences at Research Universities (SERU) Consortium Reports 08-17-20 Undergraduate and Graduate Students' Mental Health During the COVID-19 Pandemic
Authors: Chirikov, Igor Soria, Krista M Horgos, Bonnie et al.

Patient Health Questionnaire-2 (PHQ-2): two-item scale to screen for major depressive disorder symptoms (Kroenke et al., 2003) and **Generalized Anxiety Disorder-2 (GAD-2)**: two-item scale to screen students for generalized anxiety disorder symptoms (Kroenke et al., 2007).

Triple Pandemics: Health, Economic, Racial Stress

Racial/Ethnic health disparities play a role in the disproportionately higher rates of COVID-19 contraction and death among African Americans/Blacks (Yancy, 2020), and overall, Black Americans continue to experience a relatively higher COVID mortality (Golestaneh et al., 2020).

African Americans/Blacks report disproportionately high job loss, financial strain, and lack of reserves to weather financial crisis. Nearly three-quarters of black (73%) and Hispanic adults (70%) said they did not have emergency funds to cover three months of expenses, while around half of white adults (47%) said the same (Lopez, Rainie & Budman, 2020).

Historically, Blacks have suffered physically and emotionally from racial oppression, and the continued racialized assaults and slow-to-come changes are contributing to anxiety and depression among African Americans (U. S. Census Bureau, 2020), and young, college-age African Americans are especially impacted.

Black students and socio-emotional challenges

Prior to COVID, research showed that African American/Black college students, in general, face higher than average socio-emotional challenges.

Examining wealth differences based on race and ethnicity, one study found that African-American students were more likely to hold higher amounts of credit card debt and report a higher level of financial stress than other students, and financial stress has been found to highly correlate with the presence of mental health problems (Achuleta, Dale, & Spann, 2013).

in comparison to their Latinx and Asian American peers, Black students reported significantly higher minority status stress related to racist educational policies, interracial group tensions, and discrimination, which can lead to psychological distress (Cokley et. al, 2017; Greer & Brown, 2011; McClain et al, 2016).

The objectives of this study are three-fold:

- (1) to examine the nature and prevalence of mental health concerns among African American/Black college students associated with the triple pandemics;
- (2) to determine variances in experiences between African American/Black college students attending HBCUs versus PWIs; and
- (3) to determine strategies for designing university-based mental health responses to support African American/Black college students.

Multiple sites include three HBCUs (Prairie View A&M University, Norfolk State University, and Florida A&M University) and two PWIs (University of Texas at Austin and University of North Texas).

Both descriptive and explanatory data will be reported, including controls for type of institution (HBCU versus PWI), regional differences (Texas, Virginia, and Florida), and gender and socio-economic status differences to produce generalizable knowledge about the nature and extent of mental health concerns and coping among this population

HBCU Graduate Student Mental Health Assessment Study

Institutions	Mental Health Assessment Tools
Boise State University	Campus Climate Survey conjoint with Mental Health Instrument MHI-5
Ohio State	Brief Resilience Scale (BRS)
Texas A&M University	Campus Climate Survey conjoint with Mental Health Instrument MHI-5
University of California	Graduate Student Well-Being Survey conjoint with Mental Health Instrument MHI-5
University of Michigan	Healthy Minds Study conjoint with Mental Health Instrument MHI-5
University of Texas - Austin	Campus Climate Survey conjoint with Mental Health Instrument MHI-5

Next Steps:
 Designing the
 best
 instrument to
 capture
 experiences of
 HBCU graduate
 students

QUESTIONS?



CONTACT INFORMATION



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Thank you!



Toulouse Graduate School