



TEXAS TECH UNIVERSITY SYSTEM™

Mental Health and Wellbeing:

DOING MORE TO SERVE STUDENTS

Elyn M. Palmer, PhD, LPC
Director of Graduate Student Success

September 28 & 29, 2023

MENTAL HEALTH & HIGHER EDUCATION OVERVIEW



- Mental health vs. wellness/well-being
- When wellness becomes mental health
 - *Violation of social norms*
 - *Personal distress*
 - *Maladaptive behavior*
- Dominant mental health issues:
 - *Depression*
 - *Anxiety*
 - *PTSD*
 - *Substance use issues*
 - *Adjustment issues*

YOUNG ADULT STATISTICS



Study from 2007-2017:

	2007	2017
Increase in Reported Suicidal Ideation	5.8%	10.8%
Utilization of Mental Health Services	18.7%	33.8%
Diagnosed Mental Health Conditions	21.9%	35.5%

ALSO

- 1/3 of Adults 18-29 have 1-2 diagnoses
- Graduate students are 6 times more likely to suffer anxiety/depression than non-students of the same age

GRADUATE STUDENT DATA



- 2018 Graduate Dean Survey - 63% of grad students struggle more to maintain sense of well-being than students 5 years ago
- 2017 - PhD students report more MH issues than others with advanced education
- 2022-Center for Collegiate Mental Health Annual Report:
 - Of 190,907 students reporting, 16.6% were grad students
 - Down 2.4% from 2021 Annual Report
- 74% of graduate students are master's students; however, grad MH resources/risk assessment focus mostly on PhD students



GRADUATE STUDENT DATA

- Advisor relationship is a microcosm of student experience
- Strong communities outside advising shown to increase graduation rates
 - *Counters feeling of isolation and imposter syndrome*
- Reported stress factors impacting progress:
 - *Pressure to Publish*
 - *Poor Advisor Relationship*
 - *Financial Insecurity*
 - *Competitive Academic Job Market*
 - *Lack of Transparency About University Processes*
 - *Work-Life Balance*
 - *Imposter Syndrome*
 - *Adjustment to a New Community or Country*

WHY WE CONTINUE



- Reported by CGS, a survey of 3500 grad students at 12 universities during the COVID-19 pandemic:
 - *67% scored low on well-being*
 - *32% reported symptoms of PTSD*
 - *35% reported moderate to high levels of depression*
 - *33% reported moderate to high levels of anxiety*
- Mental health issues double students' risk of leaving school prior to degree completion
- Surveys reflect stress, anxiety, and exhaustion factor into stop-outs

WHY WE CONTINUE



- Counseling is reported to increase retention and graduation rates
- Students accessing MH services reported a greater sense of belonging
- Graduate faculty are well-positioned to provide the support many graduate students need; that is a unique connection



TEXAS TECH MENTAL HEALTH

- Individual, Couple, and Group Therapy
- Therapy Assistance Online
- Substance Use
- Crisis Intervention
 - *24 Hour Online*
 - *24 Hour In-person*





- Peer-to-Peer Support
- MindSpa
- Interpersonal Processing Group
- Training for Advisors
- Graduate Support Group
- Self-Paced Wellness Programming
- Suicide Training for Faculty, Staff, & Students



TEXAS TECH
WELLNESS &
EDUCATION



TEXAS TECH UNIVERSITY

Red to Black[®] Peer Financial Coaching[™]

- Food Pantry
- Financial Education & Support
- Housing
- Academic Supply Support
- Employment Help
- Sexual and Partner Violence Education and Aid



TEXAS TECH SOCIAL
SUPPORT



UCC RESOURCES
CAREER CLOS

TEXAS TECH ACADEMIC SUPPORT

- Career Development
- Thesis/Dissertation Coaching/Editing
- Teaching Training
- Distance Education Resources



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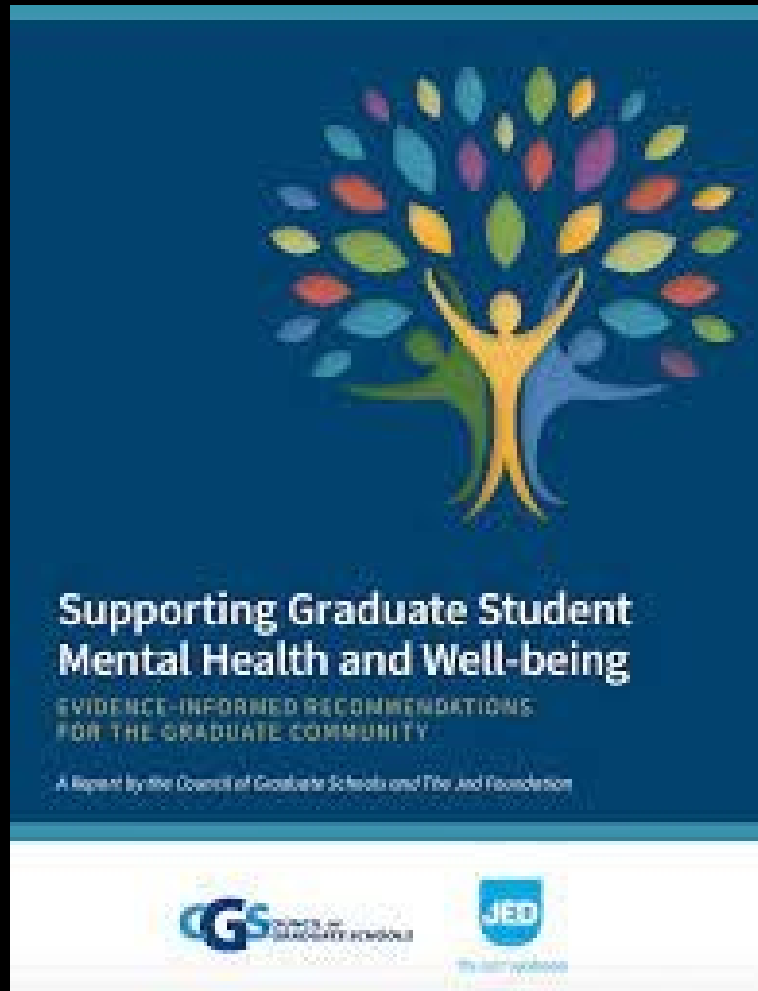


- 2022-2023 Student Counseling Services reported 12% of the population served were graduate students
- 2018-2023 Grad Support Group Survey Results:
 - *Participants believed counselors were engaged and invested in the process*
 - *Students preferred face-to-face group sessions to online group sessions*
 - *Vast majority would recommend the group experience to others and would participate again themselves*
 - *Completed group with a positive view of self and the intention to remain at Texas Tech University*
 - *Participants in this survey were very satisfied with the graduate group counseling experience*



■ Career Services

- *2017-2018: 762 Individual Appointments*
 - *2018-2019: 709 Individual Appointments*
 - *2020-2021: 623 Individual Appointments*
 - *2021-2022: 750 Individual Appointments*
 - For comparison, 5700 total individual meetings in 2022-2023
- **Numbers do not include classroom presentations requested by Colleges or Faculty



COUNCIL OF GRADUATE SCHOOLS



CGS & EXAMPLES

- Foundation of evidence-based decision making
- Survey of institution practices supporting graduate student mental health and well-being
 - *780 U.S. & Canadian institutions*
 - *64% collect data to assess graduate MH*
 - *Of those, 38% had a graduate school collecting the data*
 - *Data used for reporting includes:*
 - Academic progress
 - Participation in co-educational programs
 - Retention
 - Health services usage

CGS PRINCIPLES FOR FUTURE ACTION



- Involving students in the development and revision of programming to support mental health and well-being on our campuses
 - *University of Pittsburgh*
 - *UMASS Medical School (Grad School of Biomedical Sciences)*

- Recognizing and amplifying the roles of different groups in supporting graduate student mental health
 - *Queen's University*

CGS PRINCIPLES FOR FUTURE ACTION



- Working across campus offices to develop a comprehensive approach to mental health and well-being
 - *Case Western Reserve University*
 - *Arizona State University*

- Ensuring the mental health and well-being programs on our campuses are tailored to the needs of different groups of graduate students
 - *The University of Toronto-Students Working in Laboratories*
 - *University of Notre Dame-Student Parents*

CGS PRINCIPLES FOR FUTURE ACTION



- Developing and using evidence-based strategies that are designed to improve graduate student mental health and well-being
 - *Hood College*

- Investing in strong mentor and supervisor training on our campuses
 - *The University at Buffalo*
 - *University of Colorado at Boulder*

CGS PRINCIPLES FOR FUTURE ACTION



- Increasing the collective capacity of the graduate dean community to better support graduate students
- Incorporating training on social and emotional skills into curricula and/or professional development for graduate students and faculty
 - *Boise State University*
 - *Oklahoma State University*



- Many recommendations for future action are already being implemented
- Other suggestions found in research:
 - *Consider surveys for specific feedback*
 - Student groups
 - Specific departments
 - *Trainings for students (but also faculty) on college culture through the students' eyes*
 - *Development counselor/success coach mentoring throughout degree*

APPLICATION IN MENTAL HEALTH



- *Continued faculty training in mentoring: Specific student needs & referral services available to students*
- *Continued efforts to make all services available online as well as on-campus*
- *Utilize relationships establish in academic cohorts*
- *Keep emphasizing the multi-media approach to teaching students about MH and wellness services*
- *Don't presume students have a frame of reference for any of these services*
- *There is no typical graduate student (financial, social, family, life stage). varied academic and career goals; varied exposure to support*

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