Mental Health Promotion: a unified effort across units

Julie Sanem, MPH
Director of Health Promotion

Kate Elwell, MPH, CHES, CPH
Health Promotion Specialist
What is Health Promotion?

- The process of enabling people to increase control over their health and its determinants, and thereby improve their health (WHO)
Social Determinants of Health

- Neighborhood and Built Environment
- Health and Health Care
- Economic Stability
- Education
- Social and Community Context

SDOH
Socioecological Model
Health Promotion in Higher Education

• Health is the **capacity** of individuals and communities to reach their potential
• The specific purpose of health promotion in higher education is to **support student success**
• Health promotion professionals in higher education practice **prevention** (ACHA)
College Student Health Survey

- Spring 2015
- 17 Post Secondary Institutions Across Minnesota
- Over 12,000 respondents statewide
- U of MN 2,023 respondents
- 34% response rate
Mental Health Condition Diagnosis

• 32.7% of University of Minnesota—Twin Cities students report being diagnosed with at least one mental health condition within their lifetime
Mental Health Condition Diagnoses Over Time
Poor Health and Grade Point Average

- Poor physical health
- Poor mental health

Grade Point Average (self-reported)

Number of Days in the Past 30 Days
Stress

- Stress is the most common issue reported by University of Minnesota—Twin Cities students (72.6%)
  - 45.6% reported that stress affected their academics
Stress

• Sixty percent (60%) of students report at least one major life stressor in the past 12 months
  – Roommate/housemate conflict
  – Death of someone close to you
  – Termination of a personal relationship
  – Serious physical illness of someone close to you
  – Parental conflict
Stress Management

- 34.7% of students reported they are unable to manage their stress level
## Stress and Diagnosis of Mental Health, Acute, and Chronic Conditions-Past 12 Months

<table>
<thead>
<tr>
<th>Condition</th>
<th>Percent reporting diagnosis in the past 12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Managed Stress</td>
</tr>
<tr>
<td>Any acute condition</td>
<td>14.4</td>
</tr>
<tr>
<td>Any chronic condition</td>
<td>10.9</td>
</tr>
<tr>
<td>Anxiety</td>
<td>6.7</td>
</tr>
<tr>
<td>Depression</td>
<td>4.6</td>
</tr>
<tr>
<td>Obsessive-Compulsive Disorder</td>
<td>0.5</td>
</tr>
<tr>
<td>Panic Attacks</td>
<td>2.7</td>
</tr>
<tr>
<td>Social Phobia/Performance Anxiety</td>
<td>1.6</td>
</tr>
</tbody>
</table>
Mental Health Stressors and Risky Behavior

- Current Tobacco Use--Any Use Past 30 Days: 10.2
- High-Risk Drinking--5+ Drinks/Sitting Past 2 Weeks: 26.5
- Current Marijuana Use--Past 30 Days: 12.1
- High Credit Card Debt--Balance $3,000+: 4.4

Two or Fewer Stressors: 31.2
Three or More Stressors: 8.6
GPA by Reported Number of Mental Health Stressors

$p<0.0001$
GPA by Perceived Ability to Manage Stress - Past 30 Days

Ability to Manage Stress

Ineffective 2 3 4 5 6 7 8 9 Very effective

3.11 3.17 3.17 3.23 3.25 3.29 3.29 3.36 3.41 3.35
Mental Health Services

• An important strategy for addressing student mental health is to assure services meet demand.
• In the past 2 years, Boynton has added 4.75 FTEs to the MHC, increasing student access to mental health services and eliminating the wait list.
Public Health Approach

• We are now working to supplement the clinical approach with a Public Health approach:
  – population based
  – focused on prevention
BOYNTON
HEALTH PROMOTION’S PLAN
Approach

• Literature review
  – Healthy Minds study
  – Jed Framework (suicide prevention)
  – Mental health promotion
  – Behavior change theories

• Peer Institutions
  – Active Minds Healthy Campus Award (2015)
Integrated Behavior Model

• Combination of Theory of Planned Behavior, Theory of Reasoned Action
• IBM has been used for:
  – Condom use
  – Binge drinking
  – Physical activity
perceived control: determined by one’s beliefs about whether environmental factors make it easy or difficult to perform a stress reduction activity

experiential attitude: feelings about doing a stress reduction activity

instrumental attitude: beliefs about doing the behavior, based on beliefs about outcomes about the behavior

injunctive norm: others’ expectations of you

descriptive norm: perceptions about what others in one’s network are doing (particularly in situations where there is a strong social identity)

perceived control: determined by one’s beliefs about whether environmental factors make it easy or difficult to perform a stress reduction activity

self-efficacy: one’s belief in their effectiveness in performing a stress reduction activity
The mental health promotion strategic plan is informed by the Integrated Behavior Model and aims to encourage all students to develop a **regular stress reduction practice** as a **proactive strategy** to support their mental health.
APPLICATION TO AN EVENT:
Make Time to PAWS
Make time to Paws
SUB HEAD ABOUT ENGAGING IN STRESS REDUCTION TECHNIQUES THAT IMPROVE SELF EFFICACY

THURSDAY, OCTOBER 27th
9:00-4:30
COFFMAN MEMORIAL UNION (GREAT HALL)

Physical activity
Sleep
Engagement in the arts
Meditation/yoga
Time management
Engagement with nature

BOYNTON HEALTH
UNIVERSITY OF MINNESOTA
Event Objectives

1) To provide exposure to a broad range of stress reduction activities.
Event Objectives

2) To increase students’ intent to engage in stress reduction activities.
Event Objectives

3) To increase students' self-efficacy related to regularly engaging in stress reduction activities.
Event Objectives

4) To improve students’ attitudes about regularly engaging in stress reduction activities.
Performance Outcomes

Vicarious Experiences

Verbal Persuasion

Physiological Feedback

How is Self-Efficacy Developed
APPLICATION TO A DEPARTMENT:
Your Department
Activity--brainstorm

• How can your department support students’ regular stress reduction practice in its daily work?
  – Interactions with students/clients/patients
  – Interactions with student employees
  – Standard procedures
  – Documentation and forms
  – Other ways
Thank you!
Julie Sanem, MPH
sanem006@umn.edu