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An Integrative Model of Care For Higher Education the Era of Covid

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Oasis Mental Health Applications

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Agenda

1. The Current state of Higher Education Mental Health and Wellbeing

2. Public Health approach from a Bioecological perspective

3. Propose a paradigm shift from a customer service orientation to a therapeutic orientation

4. Integrated Model of Care

5. Preliminary data Findings

6. Next Steps

Past Highlights

Report based on students receiving services

- 2020 priority:
  - "Differences in counseling center practices were evaluated between centers at the low and high ends of the CLI distribution"

- 2021 priorities:
  - "Results indicated that all presenting concerns and identities that were examined received less treatment at High CLI centers"
  - "Institutions **cannot fund counseling centers at a level** that yields high annual counselor caseloads and concurrently expect those centers to provide enhanced care for students with any high intensity concern"

How CAPS contribute to the academic mission

Counseling Centers play a key role in student retention

- Almost 30% of full-time college students "drop out" between their 1st year and 2nd year (IPEDS, 2020)

- Risk Factors:
  - Elevated levels of academic distress
  - History of psychiatric hospitalization
  - Demographic factors
    - First year student, gender diverse, registered disability, Military veteran, LGBQ+

- Protective factors:
  - Involvement in extracurricular activities-reduced withdrawal by 12%
  - And if student had a decrease academic distress 51% were less likely to withdrawal

Counseling Centers work with both mental health and non-mental health issues

"…it is essential for institutions to assess and strengthen their local offerings of academic, social, cultural, and mental health support services that ultimately reinforce student success."

Clinical Load Index (CLI)

- Based on two numbers
    1. Utilization--total number of student with at least 1 appointment
    2. Clinical Capacity—total number of clinical hours for a typical week

- Reframe the question about counseling center services
    - from **"How many staff should we have?"**
   - to **"What experiences do we want students to have when they seek counseling services?"**

College Presidents surveyed

- Gen Z students,
  - increases in stress, depression, and anxiety
- What are the major influences on Gen Z mental health?
  - Social media use
  - Academic and extracurricular stress
  - Economic anxiety
  - Parenting influences
  - Socio-political stresses
    - climate change, political polarization, and racial trauma

Flourishing as the North Star

- Nurturing student flourishing and positive mental health during the college experience.

- Integrating courses and seminars based on flourishing

- Data from student courses
  - Improved attentional skills
  - Social-emotional skills
    - Compassion and empathy, flourishing and a sense of shared humanity
  - Decreased depression

MARY CHRISTIE
INSTITUTE
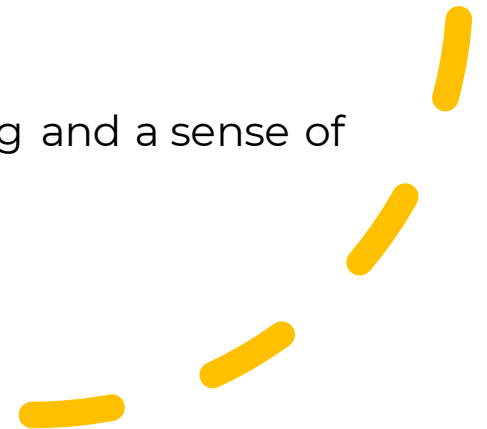
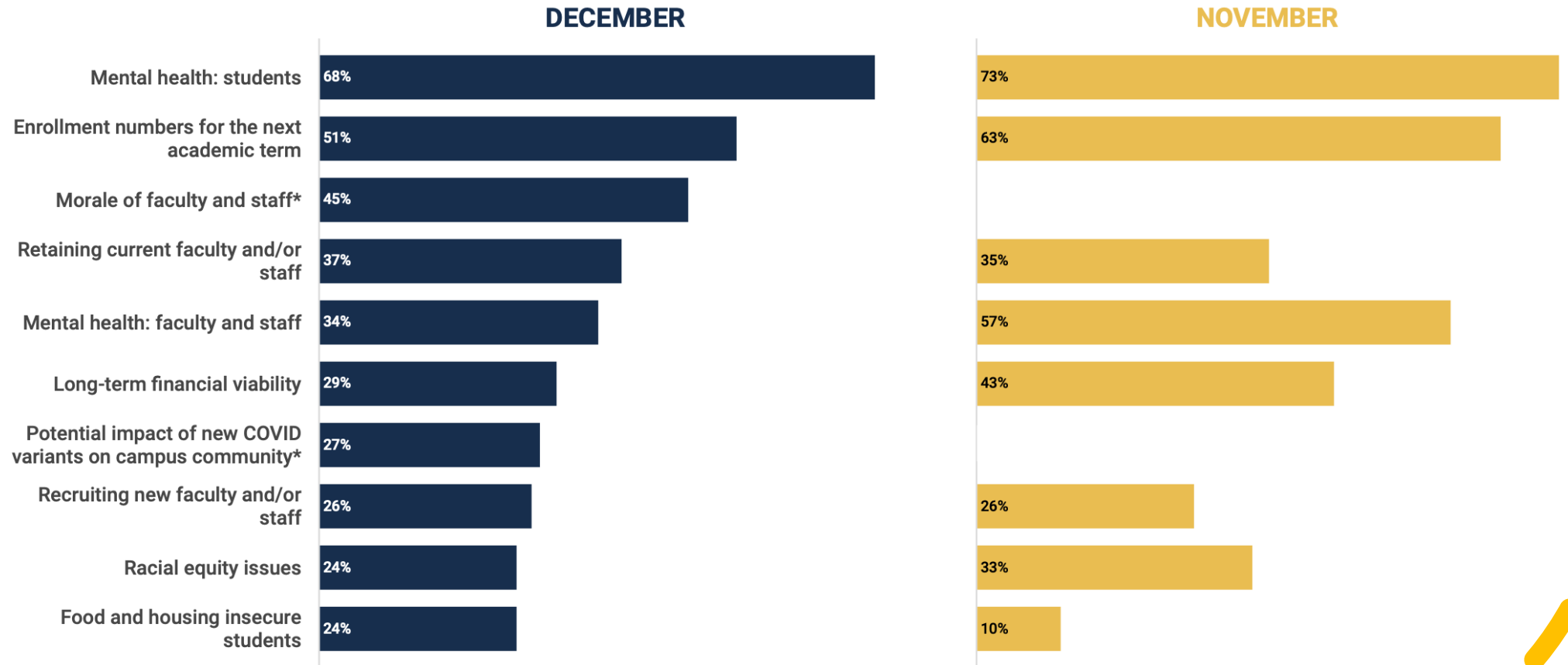# Meaningful Careers and Life-long Wellbeing

- Coalition for Life Transformative Education (CLTE)
  - College presidents focused on policy changes that engender identity, agency and purpose in students leading to improved wellbeing after college.

- Graduates who reported the below experiences were more **than twice as likely** to report levels of wellbeing and work engagement later in life.

  - Having someone care for me as a person
  - Mentoring opportunities
  - Activities in the classroom that linked to real world problem-solving

Figure 1: Most Pressing Issues Facing Presidents in November and December 2021

Issue	DECEMBER	NOVEMBER
Mental health: students	68%	73%
Enrollment numbers for the next academic term	51%	63%
Morale of faculty and staff*	45%	
Retaining current faculty and/or staff	37%	35%
Mental health: faculty and staff	34%	57%
Long-term financial viability	29%	43%
Potential impact of new COVID variants on campus community*	27%	
Recruiting new faculty and/or staff	26%	26%
Racial equity issues	24%	33%
Food and housing insecure students	24%	10%

Pandemic-Related Presenting Concerns

- Economic Concerns
- Housing Issues
- Food Insecurities
- Increased Separation Anxiety
- Baseline Suicidal Ideation
- Overstimulation
- Distrust in their own happiness
- Increasing Anxiety about falling behind
- Increased Anxiety about social relationships

- Different levels of adjustment among roommates
- "Physically" but not "mentally" here
- Reduced stigma related to help seeking
- Alienation
- Increase in number of reported sexual assaults
- Pre-existing mental health conditions being exacerbated because of the pandemic

Does this sound like your Institution?

Since 2016, the percentage of students triaged at Duquesne has gone up **384%.**

We need a paradigm shift
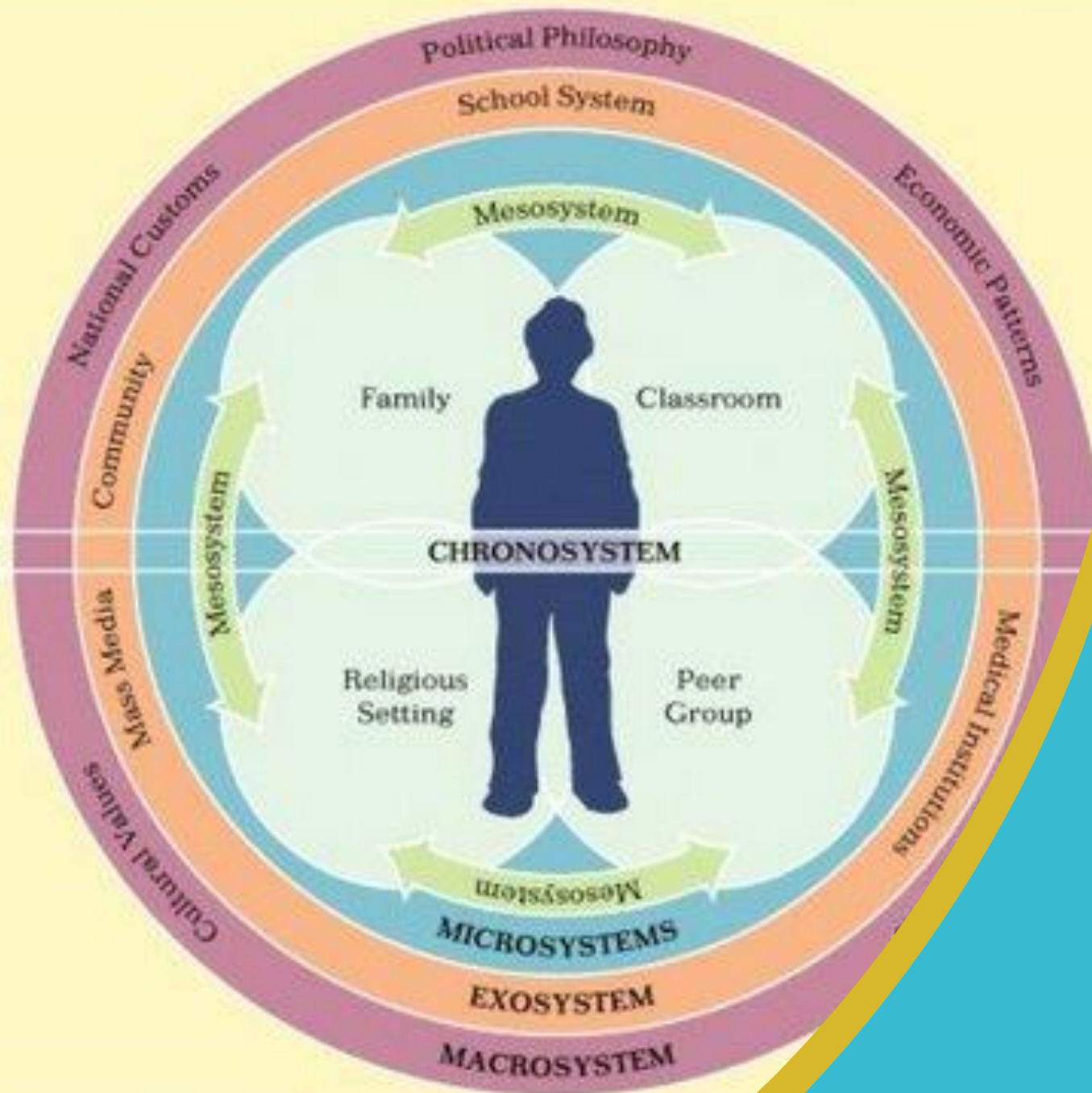
Proposed Integrative Model of Care

Bioecological framework

Promotion of Wellbeing

- Wellbeing, in the way, we understand it, is comparable to what the Ancient Greek Philosopher, Aristotle, meant by "eudaimonia."

- "Eudaimonia," or roughly translated as "happiness" or "contentment", is the aim of human life, where one pursues and attains knowledge, health, and community.

- In our re-imagining of Aristotle for the 21st century, we promote an understanding of wellbeing that is holistic in nature, one that promotes psychological, physical, and spiritual development for self, other, and world.

Changing Cultural Norms

- Medical example: ankle sprain

- Good job at de-stigmatizing mental health
  - To many people believe they need 1:1 therapy

- Shift customer service model to consultation approach
  - Therapist don't know how to sell therapeutics
  - Therapeutics promote wellbeing
  - The alternatives are more beneficial
  - Increase long-term change
    - Lifestyle change

10 Core
Underlying Beliefs

10 Core Underlying beliefs

1. Our care model is based on the idea that people should not have to wait for psychological care.

2. Different students require different levels of care (i.e., step model or levels).

3. Participation in the development of one's own wellbeing
   - Fogg Behavior Model: 3 Core Motivators
     1. Seeking pleasure and avoiding pain
     2. Seeking hope and avoiding fear
     3. Seeking social acceptance while avoiding social rejection

10 Core Underlying beliefs

4. Therapy vs Therapeutics

- Therapy
  - Individual, group, or pharmacological
  - Established clinical relationship

- Therapeutic
  - An activity that has therapeutic benefit
  - Increases wellbeing in the mind, body, and/or spirit for the self, other, and/or the world

10 Core Underlying beliefs

5. Vast Majority of student who seek psychological care DO NOT need therapy they need someone to talk to and therapeutic resources

6. Participation in therapy is based on acuity level and readiness for therapy
   - Triage and clinical interview
   - future aspiration to develop brief assessment measure

10 Core Underlying beliefs

7. Step Model is fluid
   - Student can participate in multiple steps or levels

8. For growth to occur practice is essential
   - Cross-training

9. Evaluation of student values and map(s) of meaning are foundational to student thriving
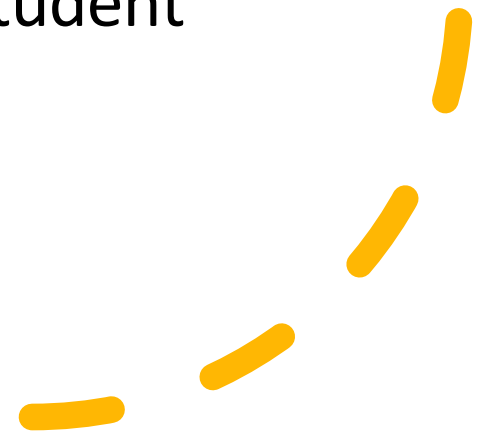
10 Core Underlying beliefs

10. Promotion of wellbeing involves a community of care

- A student is "nested" in multiple environments which can be protective factors or risk factors.
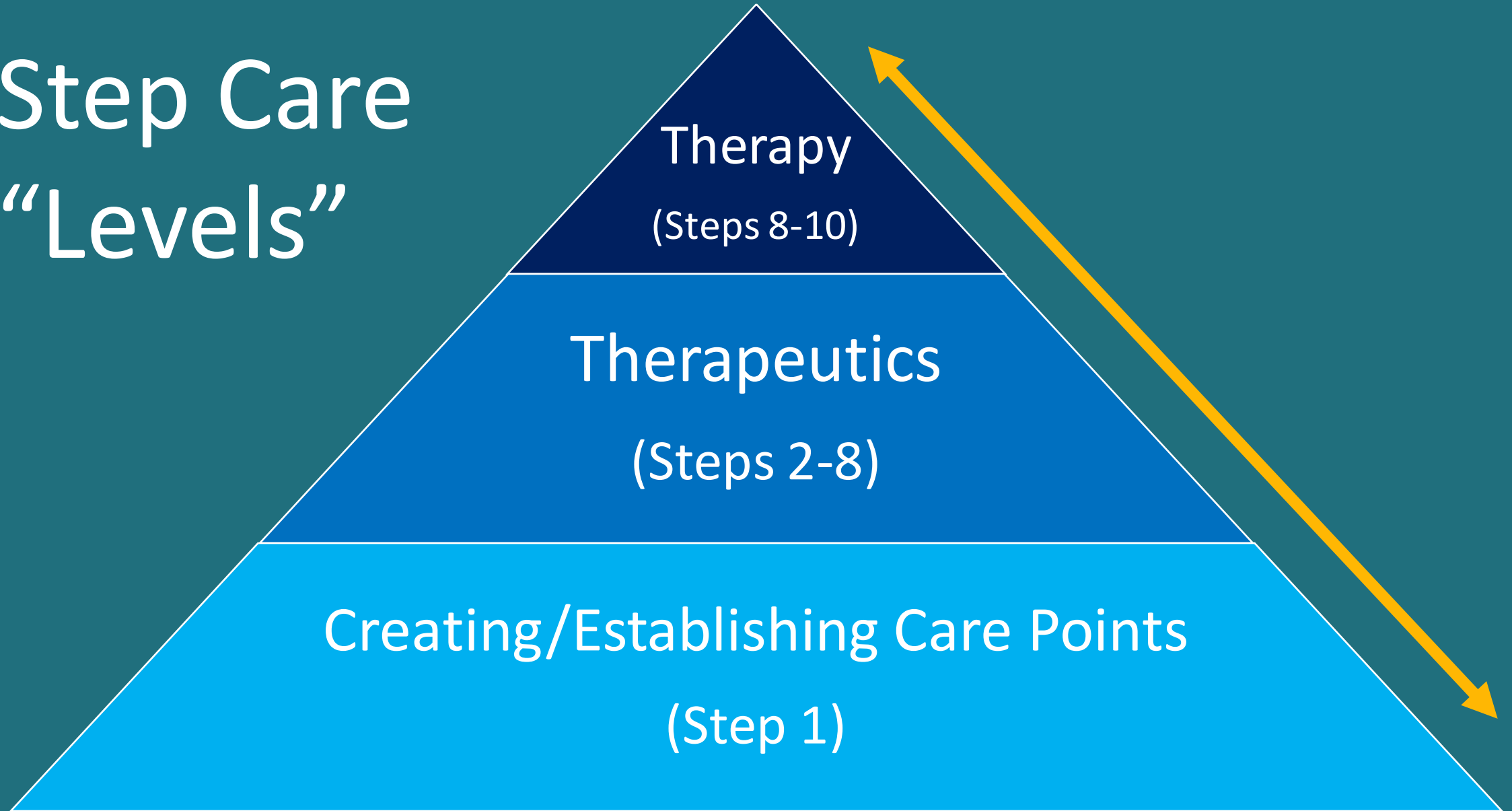- Students, Parents, Faculty, Staff serve as care points

Integrated Care Approach

10 Point Plan

10 Point Plan

1. Creating/establishing Care Points
   - Students, Faculty, and Staff can all serve as care points
   - Points of contact for information on therapeutic resources and therapy services

2. Informational Care
   - Create pathways for desirable health behaviors
   - Leverage Technology
   - Awareness campaigns

3. Get Involved and Get Moving
   - Referral to Center for Student Involvement and Recreation Center

10 Point Plan

4. Interactive and on-demand Care
   - Oasis Chat Support
   - Biofeedback and VR technology

5. Peer Supports
   - Active Minds, Girl Gains, Peer Support Groups

6. Therapeutic Support Groups
   - LGBTQIA+ Support Group, International Students Support Group, Men and women groups

7. Skills development
   - Seminars and workshops
   - Increase soft skills

10 Point Plan

8. Reimagine CAPS and Counseling Centers

a. Therapist are trained to assess readiness for therapy, acuity of presenting issue and promoting therapeutic intervention based on assessment.

b. Therapeutics interventions become first option unless assessment determines therapy is most appropriate for presenting issues.

c. Therapist encourages student to download the Oasis app (psychoeducation and support chat).

d. Use support chat as virtual walk-in session options.

e. Oasis training for CAPS department on how to use and promote support chat among student population.
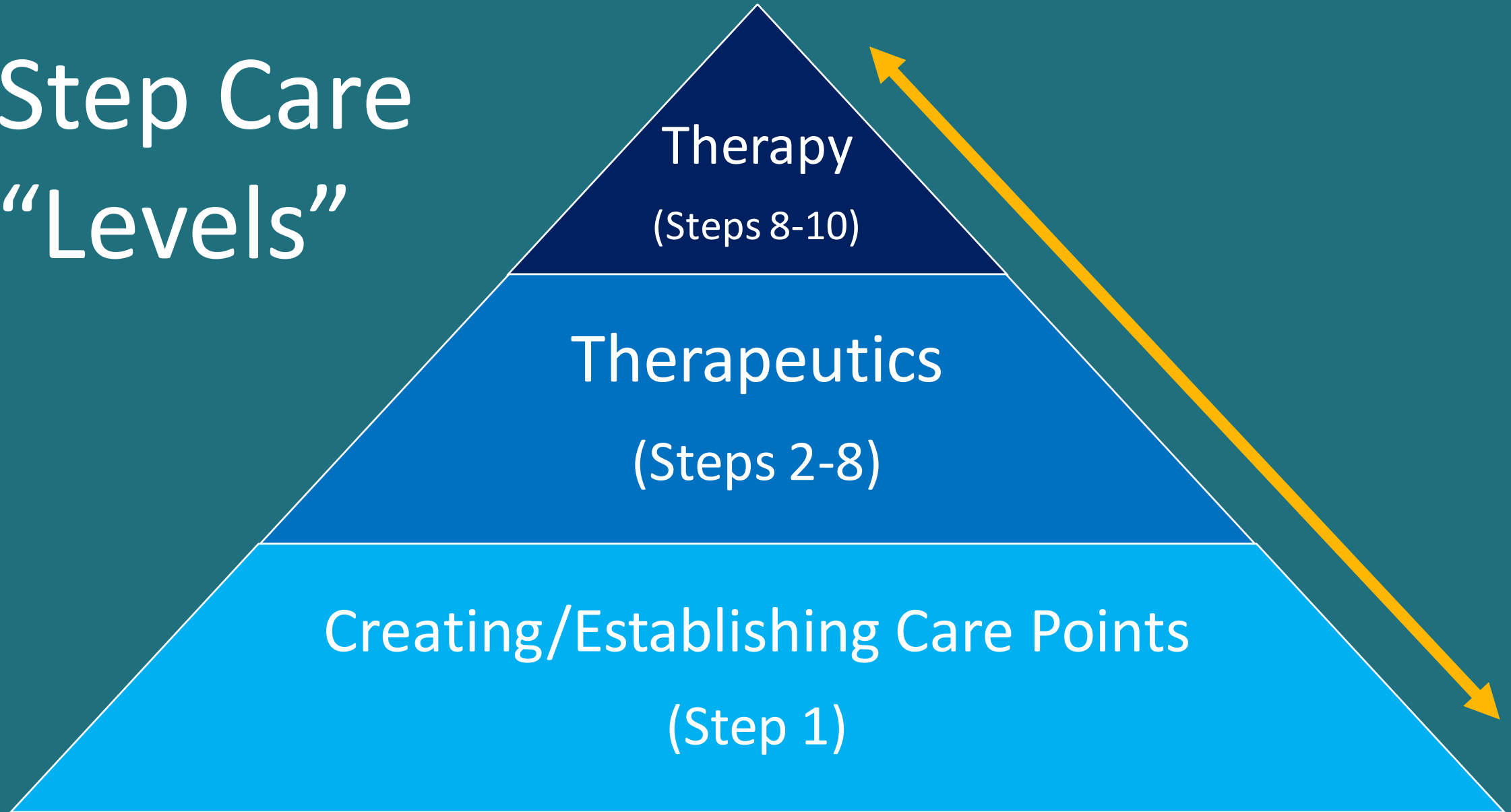
10 Point Plan

9. If therapy is best option
   - Long-term and Specialty Care
   - Intensive Outpatient Therapy (IOP)

10. Crisis Care
    - Triage
    - Hospitalization

Oasis Chat Support

- When a person struggles with a problem or dilemma, they will experience some level of stress

- If a person struggles to find resolution the Eustress can turn into distress

- Early and brief intervention
  - Pre, during, or post therapy support

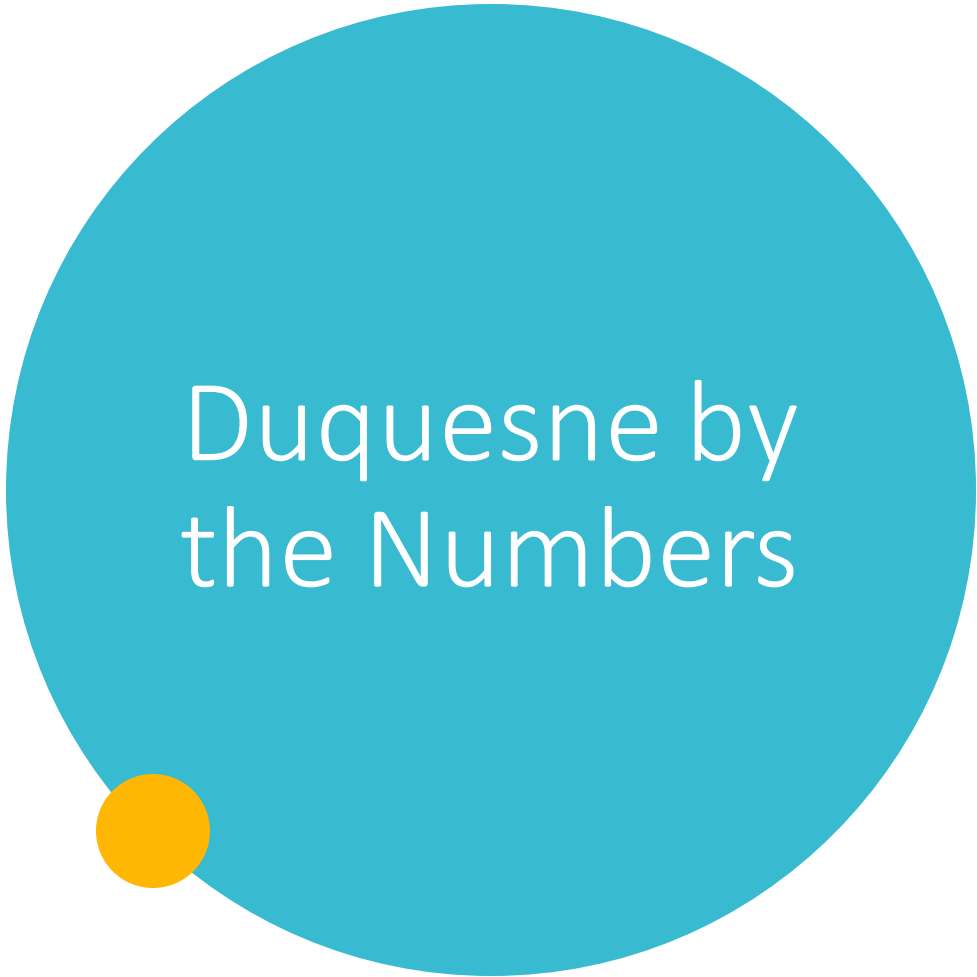- Motivational Interviewing and Person-Centered communication

Why M.I. for Support Chat?

- MI has a strong evidence base supporting its application as a brief intervention

- Motivation and ambivalence are concepts that are present in any change process

- Motivation and ambivalence can be influenced in the context of a relationship

- Ignoring concepts of motivation and ambivalence will interfere with a person's change process

- Utilizes person-centered strategies that support a strong working relationship

- Offers a process model of change that can be replicated

- Understands that expressed language is a predictor of change

- Supports an understanding of what an individual needs as they navigate a problem or change process

- Teaches communication strategies to support person-centered communication

Findings

Duquesne by the Numbers

- 10.22% app download rate
- Average 10 Crisis page opens per month
- 255 completed chats

Since August 2022

Duquesne Chat By the Numbers

DUQUESNE UNIVERSITY

OASIS

- Top topics on Chat
  - Relationships, Academics, and Anxiety

- Average stress score (stress scale 1-10)
  - Dropped on average 2.7 points

Chat Case Examples

- 1 time end-user - "Cartman"

- Student Athlete - "Brenna"

- Adjunct Therapy - "Joe"

Interviews

- Convenience Sample

- Interview Sample Questions

  - What campus resources do you use?

  - In what way, if any, do you think your wellbeing practices contributed to academic performance?

  - Have you learned anything about yourself through your practices?

  - What are some of the obstacles to practicing wellbeing that you've encountered?

  - What have you learned about yourself?

  - Do you feel that your wellbeing practices have helped retain you at Duquesne?

Thematic Findings

- Wellbeing as a way of life and perspective
  - Lifestyle
  - "Big picture"
  - "You are entitled to have a bad day."
  - "I realized that I am better in getting through difficult things than I thought."
  - "There is no moment of complete wellbeing."
  - "Happiness is a side effect, not a destination."
  - "I have to get out of my own way"

Thematic Findings

- Importance of routine and Locus of Control
  - "You can't control the things that happen to you, but you can control how you respond."
  - "I have become a lot more confident because I stopped comparing myself to other people."

- Self-care
  - Placed importance on wellbeing practices
  - Academic improvement
  - "I have to do something to make it better."

Thematic Findings

- Sense of belonging and retention
  - "Wellbeing enables me to see the paths that are available."
  - Member of club or organization
  - "It takes a village to be happy."
  - "I am the me that I wanted to be."

- Therapeutic "cross-training"
  - Strength training, meditative practices, reading/podcasts for enjoyment or self-help
  - "Weightlifting has taught me that hard work pays off in the end."
  - "Doing the work at times makes you feel uncomfortable. It's hard work, but it is easier than if you haven't done it."
  - "When I let my physical health go, my mental health went way down."

Thematic Findings

- Importance of establishing discipline
  - "I can rely on my discipline when I am not motivated because I know I will feel better for it."

- Campus resources
  - Utilization of campus resources to promote their wellbeing

- "Unplug" from social media
  - "I stopped looking at TikTok at night because I realized I was comparing myself to others"
  - "I went on a social media purge"

Next Steps

Questions & Discussion

Thank You!

Contact Information

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