

PEER ACADEMIC SUPPORTS FOR COLLEGE STUDENTS WITH MENTAL ILLNESS

Pilot Randomized Controlled Trial

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UNIVERSITY



The Transitions to Adulthood Center for Research

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Collaborators

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 - Mary Huber

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The Transitions to Adulthood Center for Research



PASS: THE INTERVENTION

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PASS Logic Model

- INPUTS**
- Campus resources
 - Student demographics (SES, gender, race)
 - Baseline student academic capacities

- PASS Coach Activities (Proximal Outcome)**
1. Build peer rapport with student (3)
 2. Teach calendaring method (1&5)
 3. Identify apps that fit student;
 - a. Academic apps (1,4)
 - b. Wellness apps (2)
 - c. Emotional agility apps (2)
 4. Reframe experiences student perceives as negative (2)
 5. Acknowledge students' feelings (2)
 6. Evaluate pros and cons with student (2)
 7. Identify solutions to challenges with student (2)
 8. Connect student strengths to their academic and wellness goals (2)
 9. Role plays self-advocacy with professors regarding student's learning needs/ accommodations (5)
 10. Conveys knowledge about campus;
 - a. Disability resources (4,5)
 - b. Health resources (2,5)
 - c. Academic resources (1,4,5)
 11. Develops semester academic goals (1 & 5)
 12. Identify student values, interests, and strengths (4)
 13. Explore student identity (3)
 14. Supports student development of self-care routines & wellness (2)
 15. Student practices with Coach;
 - a. effective communication of personal difficulties (5)
 - b. asking for help when needed (2,5)
 16. Coach shares personal;
 - a. self-advocacy skills with student (5)
 - b. stress coping skills with student (2)
 17. Connect and accompany students to social opportunities on campus (3)

- Proximal Outcomes**
1. Executive Function Skills
 2. Resiliency
 - a. Emotional agility
 - b. Stress-coping abilities
 3. Social support
 4. Academic self-efficacy
 5. Self-Determination
 - a. Self-empowerment
 - b. Help-seeking behaviors-mental health
 - c. Help-seeking behaviors-academic

- Distal Outcomes**
1. Improved GPA
 2. Increased academic persistence

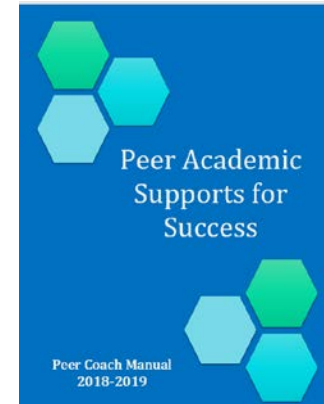


PASS Peer Coach Manual

Topics

- Peer support approach
- Supported education
- Mental health
- Resiliency and wellness framework
- Responding with empathy
- Motivational Interviewing
- Crisis response and suicide prevention
- Reasonable Accommodations
- Peer coach self-care
- Units to work on for each competency

Hard Copy and Online Access



PASS Core Competencies



Peer Coaching

Peer coach training & supervision

- 12 hours of training through webinars & in-person sessions
- 1 –hour group peer coach supervision meeting weekly
- Individual supervision as needed

In-person/virtual coaching sessions

- 1-2x/week
- Up to 4 hours per week

Coaching session =

- 1) rapport building
- 2) housekeeping
- 3) discussion
- 4) action / activity
- 5) review of tasks for week
- 6) final thoughts

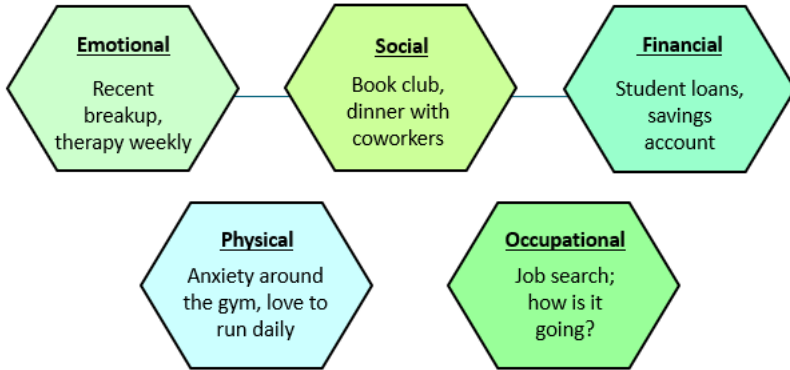


Coaching is Doing!

Sending emails	Going to office hours	Exploring time management techniques	Planning or attending social outings	Exploring wellness apps
Sharing coping techniques	Discussing and connecting with campus resources	Creating support maps	Reframing negative experiences	Encouraging self-care
Going to the gym	Studying	Keeping accountability	Exploring healthy lifestyle	Helping with class registration, housing, etc.
	Formulating SMART goals	Journaling	Supporting career goals	

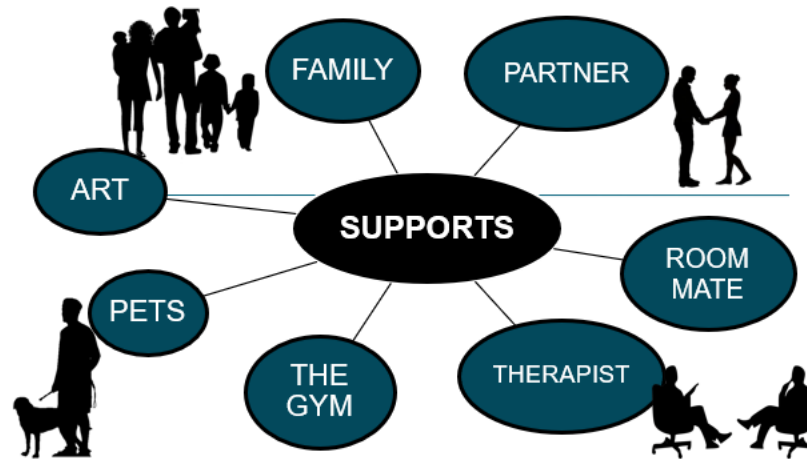


8 DOMAINS OF WELLNESS



PASS SMART Goals Worksheet

Draft Goal: _____	
Specific	_____
Measurable	_____
Achievable	_____
Relevant	_____
Time Bound	_____
Obstacles:	Solutions:
_____	_____
Final Goal: _____	



Pilot Randomized Controlled Trial
Conducted Academic Years:
2018-2019 & 2019-2020



Participants= Students

Ages 18-25, Freshman/Sophomores, MH, hindered education

Data Collection

Baseline surveys:

Sociodemographics, Significant history, Proximal outcomes

End-of-semester surveys (2 semesters)

Proximal outcomes

Transcripts

Grades, Enrollment



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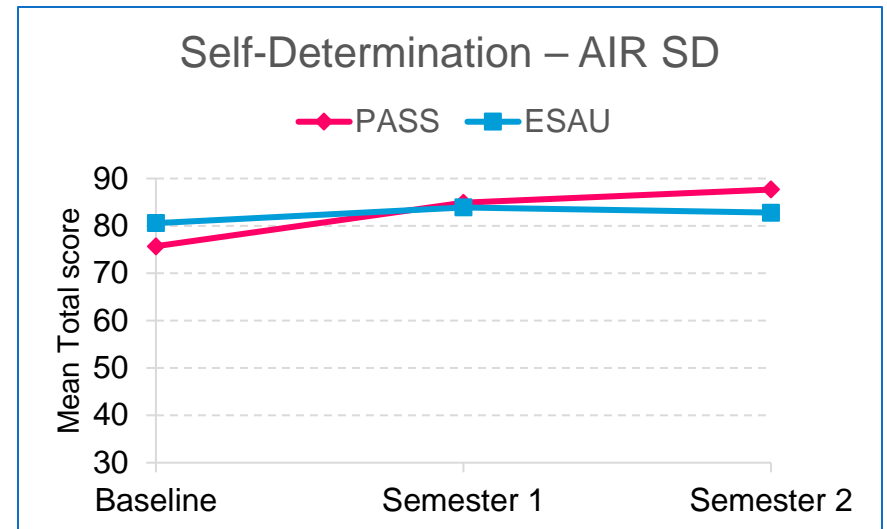
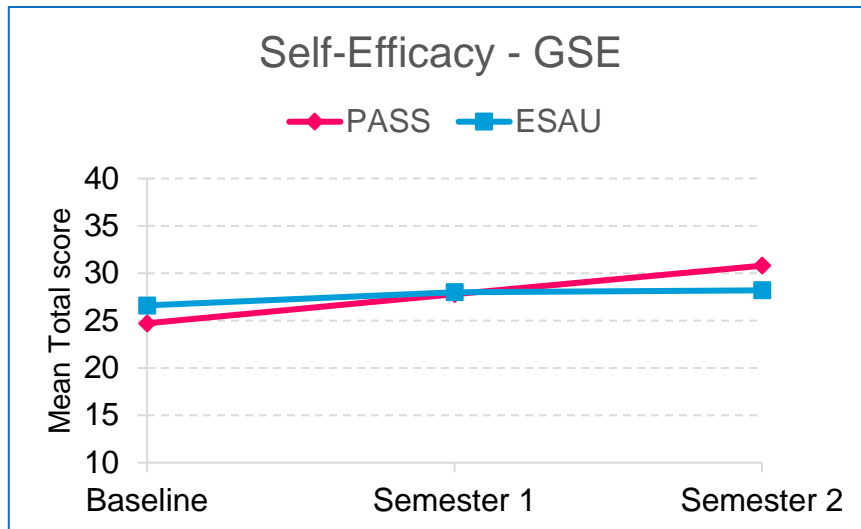
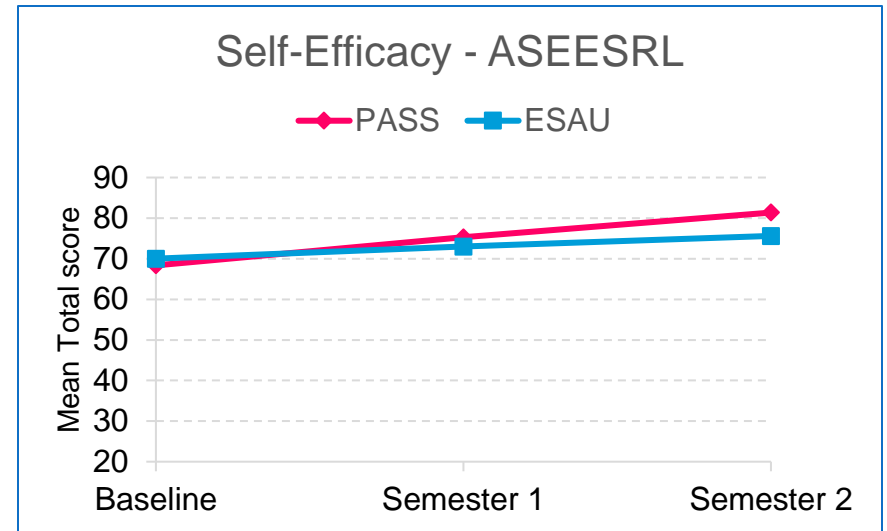
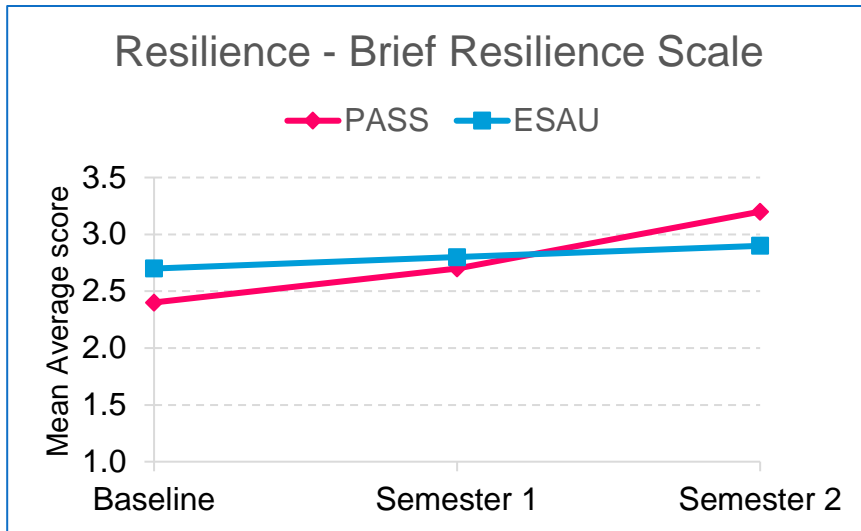
Participant Characteristics (N=71)

Variable	Total (N=71)	PASS (n=37)	ESAU (n=34)
Sociodemographics			
Gender			
<i>Male</i>	16.9%	21.6%	11.8%
<i>Female</i>	76.1%	70.3%	82.3%
<i>Other</i>	7.0%	8.1%	5.9%
Heterosexual Orientation	47.9%	43.2%	52.9%
Latino*	12.7%	24.3%	0.0%
Race			
<i>White</i>	57.8%	64.9%	50.0%
<i>Asian</i>	33.8%	24.3%	44.1%
<i>Other</i>	8.5%	10.8%	5.9%
College Status			
Full Time Student	92.9%	94.5%	91.2%
On-Campus Residence	90.1%	89.2%	91.2%
Mental Health Status			
Ever MH Treatment	83.1%	83.8%	82.4%
Current Counseling/Therapy	44.3%	48.7%	39.4%
Current Psych Medication	44.3%	48.7%	39.4%
Self-Report Diagnosis			
<i>Affective disorders</i>	64.8%	67.6%	61.8%
<i>Anxiety disorders & PTSD</i>	31.0%	24.3%	38.2%
<i>Other MH disorders</i>	4.2%	8.1%	0.0%

* PASS vs Control, p<.05



Outcomes at baseline and follow-up by treatment condition (N=71)



Next Steps

- Large RCT on 2 campuses – Started Fall 2020
 - Large Private University AND Large Public University
 - Will enroll 190 participants over 3 years
- Year 2 Completed
 - 104 Participants recruited
 - All data collection will be completed by July 2024

<https://www.umassmed.edu/TransitionsACR/>



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