

College Students With Mental Health Conditions and Educational Supports: A Consumer-led Study

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Who We Are

The Transitions RTC aims to:

- Improve supports for the successful completion of schooling and movement into rewarding work lives among young people, ages 14-30, with serious mental health conditions

How?

- Conduct cutting-edge rigorous research that tests or informs interventions
- Develop and translate knowledge to multiple stakeholders



Participatory Action Research (PAR)

“Participatory Action Research (PAR) is a process in which researchers and transition age youth (TAY) collaborate on a research project designed to improve mental health services. Collaboration requires that TAY have the opportunity to be actively involved in all phases of the research from defining the problem to disseminating results” (Delman, J. 2011).



Research Questions

- What are the experiences and perspectives of young adult college students with mental health conditions on seeking and using reasonable accommodations in a college setting?
- Do these experiences and perspectives differ from older adults?



National Survey of College Students With Mental Illnesses*

- Original data collection by Mark Salzer, Ph.D., Temple University Collaborative on Community Inclusion
- Anonymous internet survey
- Data Collected July 2005-July 2006
- Inclusion Criteria:
 - Current or former college students who completed at least one semester of schooling
 - Age 18 or older
 - Self-reported diagnosis of mental illness/es



**This study used data supported by grant H133-B03-1109 for the University of Pennsylvania Collaborative on Community Integration of Individuals With Psychiatric Disabilities from the National Institute on Disability and Rehabilitation Research (Salzer, principal investigator)*

Sample

- 520 Completed Surveys
 - 10 didn't consent
 - 11 excluded (age of attendance missing)
- N = 499



Demographics

Gender	%	N
Female	79.0%	291
Male	20.2	100
Transsexual/Transgender	0.8	4
Race	%	N
White	85.3%	419
Black	3.7	18
Asian	2.2	11
More than one race	5.7	26
Other	3.1	15



Demographics cont..

Status of Attendance	%	N	Mean Age	SD
Current Students	37.5%	187	31.5	11.6
Previous Students	62.5	312	33.5	10.2
School Classification	%		N	
Undergraduate	59.9%		297	
Graduate/Professional	38.7		192	
Other	1.4		7	



Demographics cont..

Self-Reported Diagnosis	%	N
Bipolar Disorder	38.3%	191
Major Depression	29.3	146
Schizophrenia Spectrum	10.4	52
Anxiety Disorders	14.6	73
Other	7.4	37
Medication during college	%	N
Yes	72.9%	363
No	27.1	135



Mental Health Questions

Ever received outpatient mental health services	%	N
Yes	87.7%	436
No	12.3	61
Psychiatric symptoms affected educational experience	%	N
Not At All-Seldom	13.7%	67
Some of the time-Most of the Time	86.3	423



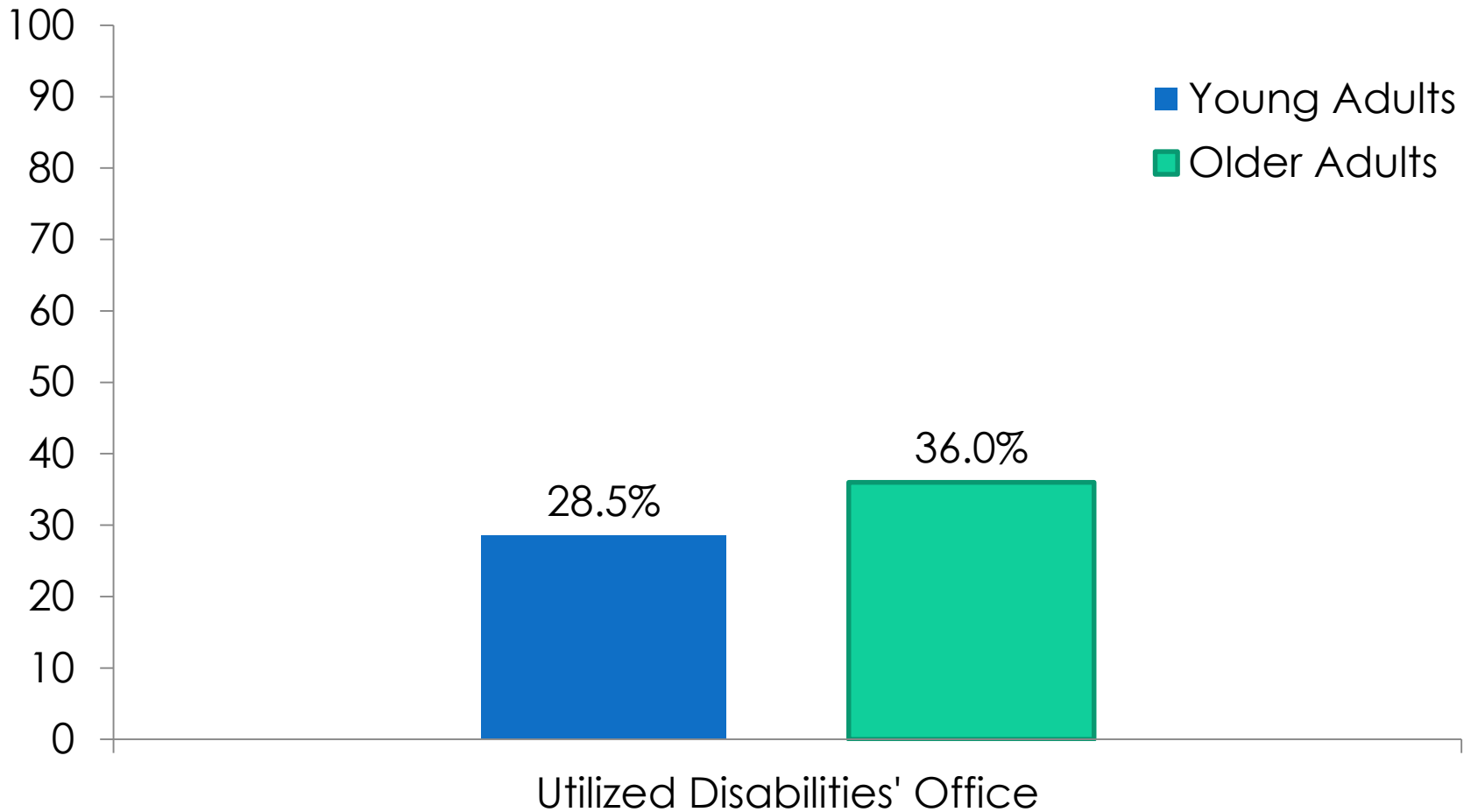
New Variable: Age While Attending College

Age while attending college	%	N	M	SD
Young Adults (<31 Years)	52.1%	260	24.9	3.9
Older Adults (>=31 Years)	47.9	239	42.0	6.8

- For Current Students
 - Used age at completion of survey
- For Previous Students
 - Birth Year and Leave Year calculated age when leaving college
 - For some participants (n=27), they entered college as young adults, and left as older adults
 - Calculated their mean age while in college

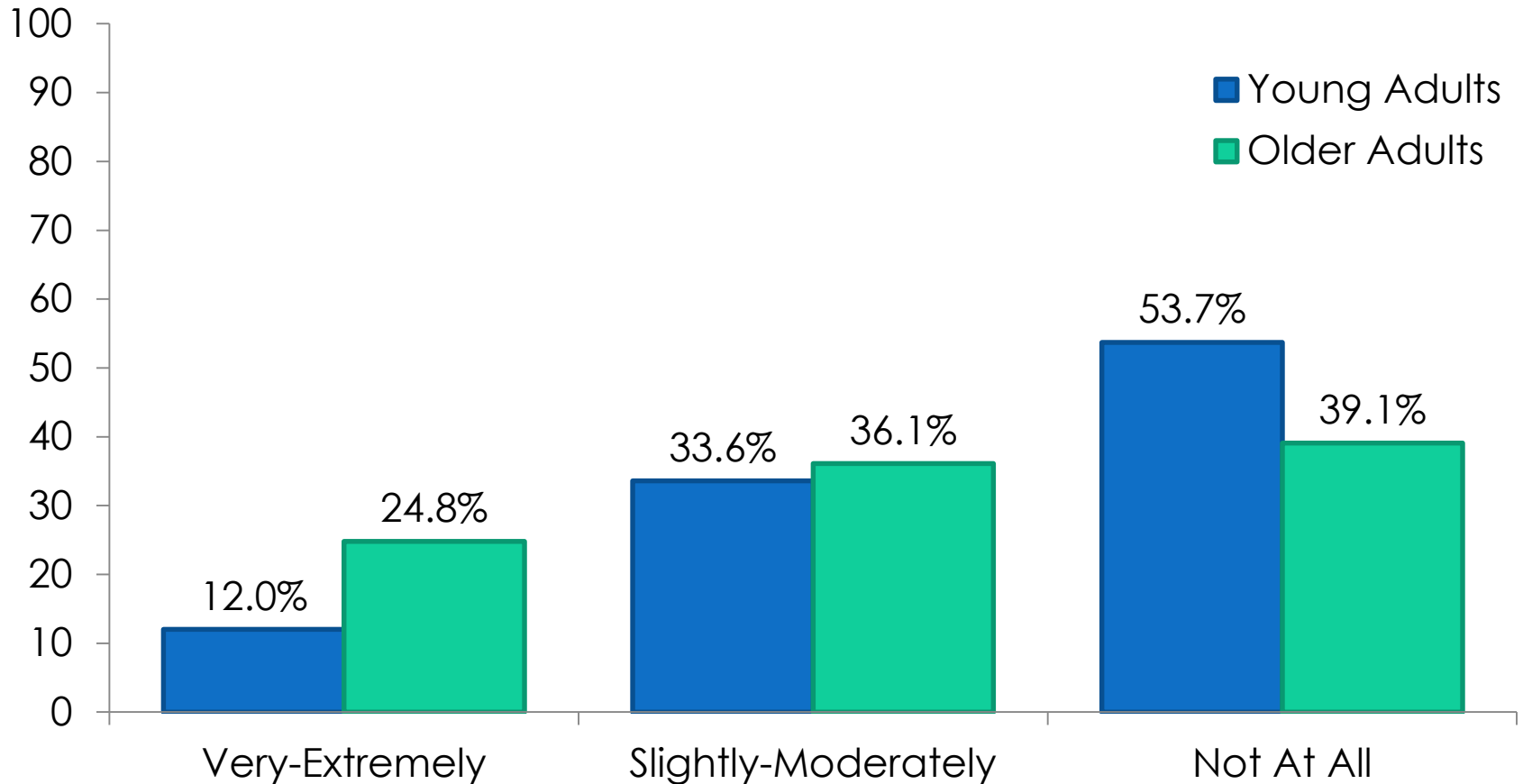


Have you utilized services of your institution's office for students with disabilities?



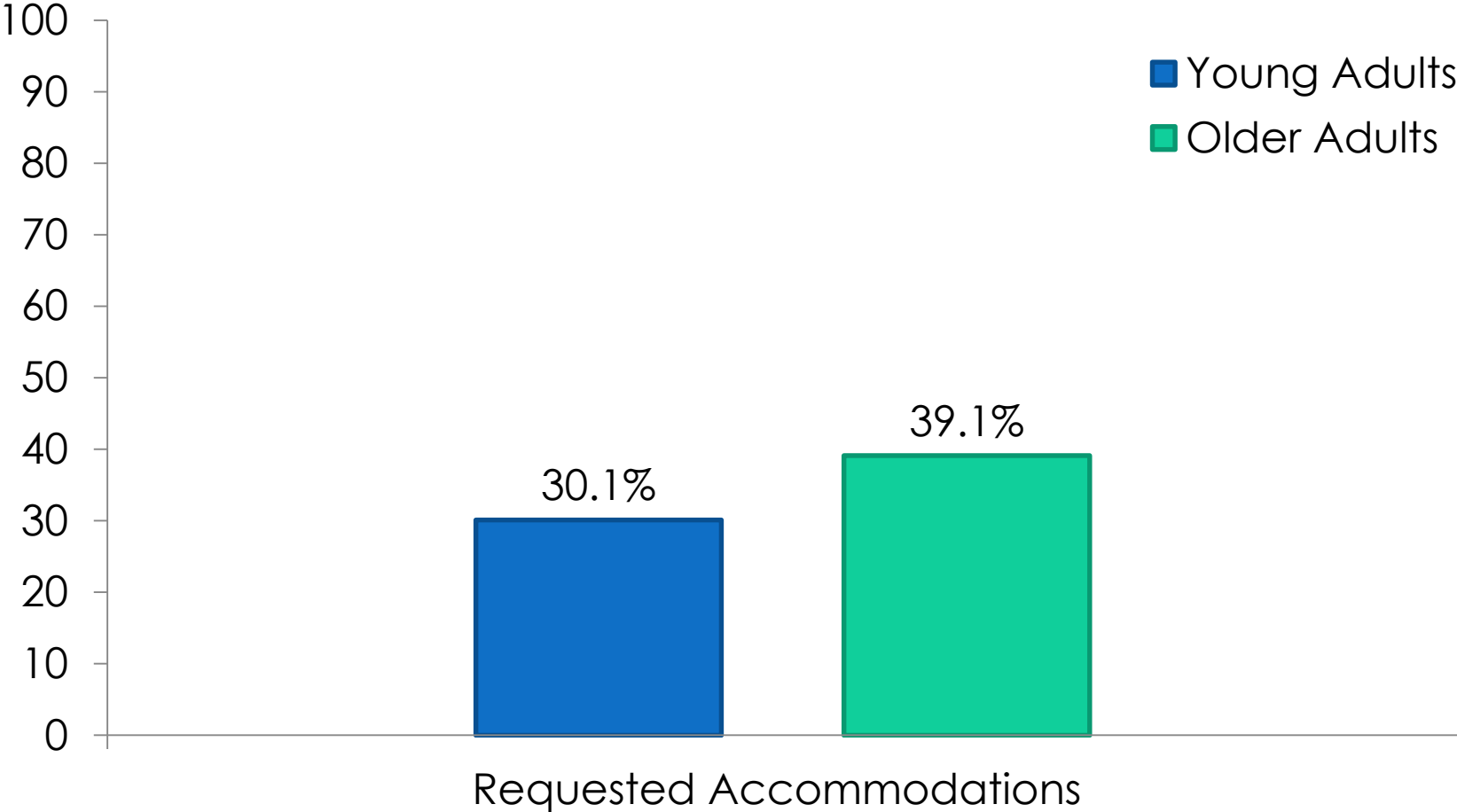
*p = n.s.

How familiar are you with accommodations that you might be entitled to under the law?



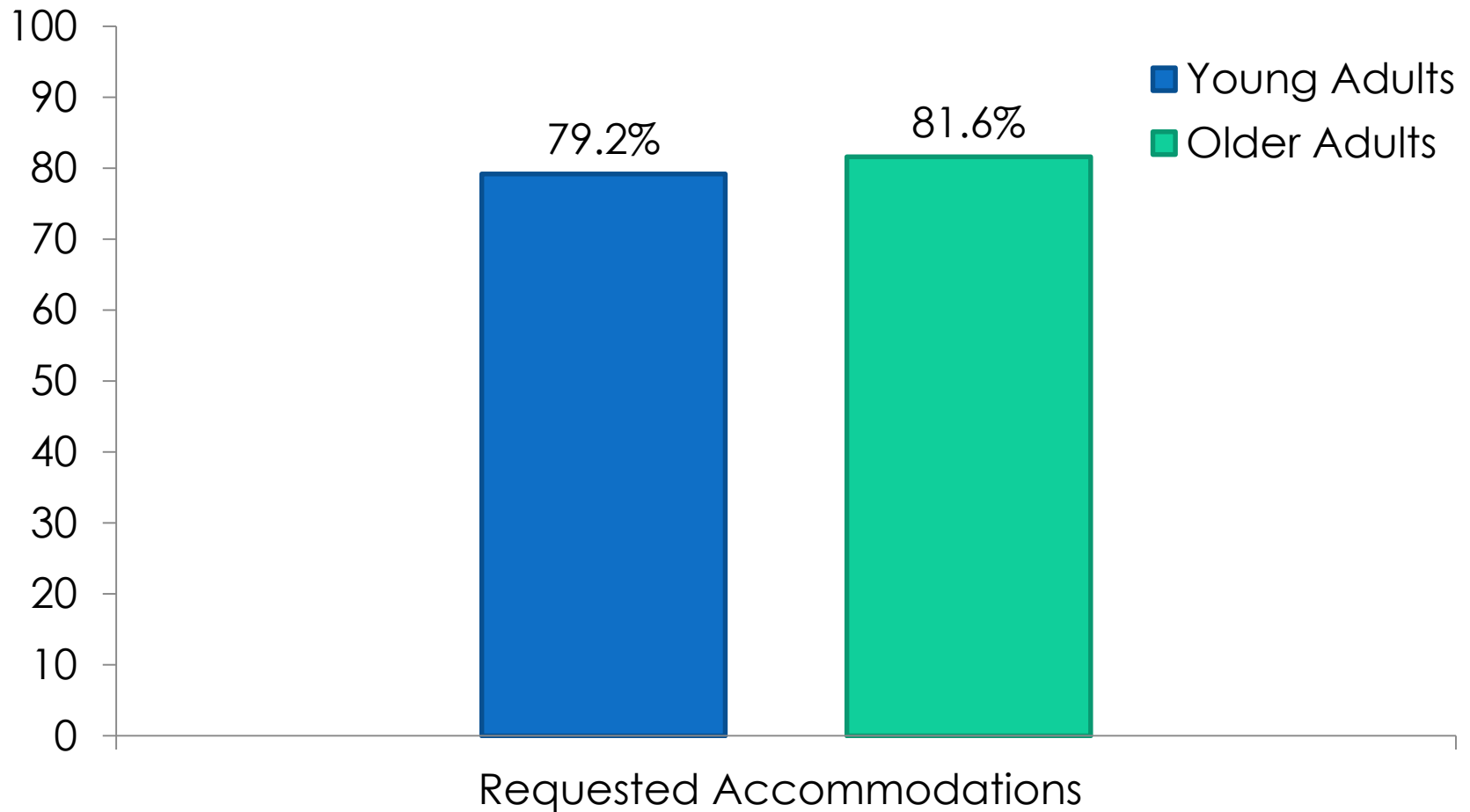
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Have you ever requested or received specific academic accommodations at your college?



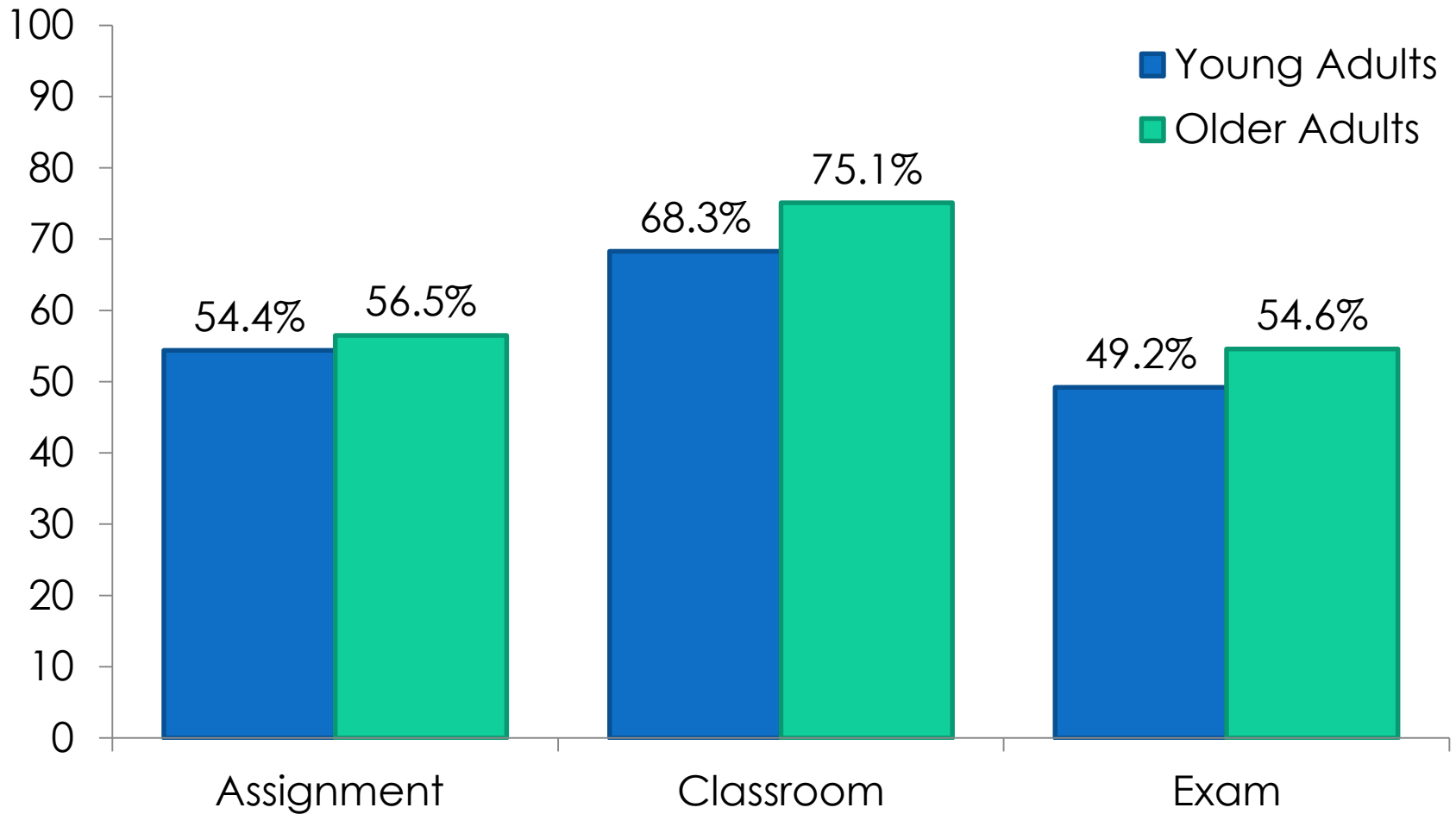
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Requested/Received Accommodations Re-coded



*p = n.s.

Types of Accommodations Received



*p = n.s.

Top 5 Accommodations Requested or Received

1. Tutoring in course materials
2. Extended time to complete assignments
3. Use of a tape recorder
4. Private feedback on academic performance
5. Provision of Incomplete (I) grade rather than a Failure (F) if relapse occurred



Top 5 Difficulties When Requesting or Receiving Accommodations

1. Feeling embarrassed about disclosing to faculty
2. Fear of being stigmatized by faculty
3. Feeling inferior to other students
4. Fear of being stigmatized by other students
5. Uncooperative or unreceptive faculty



Next Steps...

- Continue analysis based on young adult/older adult age groups
- Look at the experiences and perspectives of young adults and adults in regards to stigma on campus
- Limit data to current students and analyze relationships
- Design an internet web survey to further investigate the experiences of young adults with mental health conditions on college campuses



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