

Promoting mental health of diverse college students

#PSRI #MentalHealth

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BTtoP National Conference

@BTtoPractice #BTtoPWholeStudent

May 25, 2017

About the PSRI

The **Personal and Social Responsibility Inventory** (PSRI): An Institutional Climate Measure is a campus climate survey developed originally as part of an initiative called Core Commitments: Educating Students for Personal and Social Responsibility. Sponsored by the Association of American Colleges and Universities (AAC&U) and directed by Caryn McTighe Musil, Core Commitments was supported by a grant from the John Templeton Foundation.

The initial inventory was developed in 2006 by L. Lee Knepelkamp, Teachers College, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initial inventory was then refined in cooperation with Eric L. Dey and associates at the University of Michigan's Center for the Study of Higher and Postsecondary Education and refined after Dey's death by Robert D. Reason, at Iowa State University.



AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1250 member institutions--including accredited public and private colleges and universities of every type and size.

Outcomes

- Distinguish between positive mental health and mental health problems
- Identify aspects of campus climates that might positively influence mental health on your campus
- Identify how practices on campus can be meaningfully connected to create cultures that support civic engagement and mental health.

Agenda

- Psychosocial Well-being Initiative
- Research and Findings
- Discuss Experiences and Practices on Your Campus
- Map Civic Learning and Psychosocial Well-Being Assets on Your Campus
- Wrap-Up

Psychosocial Well-being Initiative

- BTtoP initiative created in 2013
 - How does learning, as a defining element of our campus culture, support the psychosocial development of our students (how does the epistemic connect to the eudemonic)?
 - How and why does an intentional commitment to the psychosocial development of all of our students positively affect their learning and civic engagement?
- Partnership with Iowa State
 - The influence of aspects of civic learning on mental health
 - Civic engagement behaviors (service-learning, community-based programs, volunteerism)
 - Perceptions of campus climates (community, perspective taking, ethical and moral reasoning)

Importance of Positive Mental Health

- Increasing emphasis
 - Scholarship and practice
- Dual continuum of mental health
 - Positive mental health and mental health problems
- Optimal human potential
 - Shift from minimizing negative experiences to promoting positive experiences

“preventing the worst from happening
does not equal promoting the best in people”
(Keyes & Haidt, 2003, p. 5)

From the Literature

- Positive mental health and mental illness are distinct, but related
 - Mental health—emotional, social, and psychological well-being
- Positive mental health can protect against mental health problems ^{3, 10}
- Civic learning outcomes may promote positive mental health ^{2, 8}
- Campus climates have a presumed influence on well-being ⁷
- Students' civic engagement, campus experiences, and perceptions of campus climate influence mental health ^{1, 5, 6}

“people from different racial and ethnic groups
experience education...in different ways
and with different outcomes”
(Renn & Reason, 2012, p. 150)

Climates Influence Mental Health

	Asian (<i>n</i> = 241)	Black (<i>n</i> = 277)	Hispanic (<i>n</i> = 572)	White (<i>n</i> = 2,361)	All students (<i>n</i> = 3,947)
Importance of Contributing to a Larger Community			+		
Advocating for Contributing to Community				+	-
Engaging with a Larger Community					+
Advocating for Perspective Taking			+	+	+
Developing Perspective Taking			-	+	
Developing Ethical and Moral Reasoning		+	+	+	+
Supporting Ethical and Moral Reasoning		-		+	

Our Findings

- No difference in mental health among Asian, Black, Hispanic, White
- Aspects of civic learning and engagement—and perceived campus climates—influence mental health
- Students from racial and ethnic groups experience and perceive campus differently, which affects student outcomes differently
- Ethical and moral reasoning, contributing to community, and perspective taking are important considerations for mental health

Integrating **a focus on mental health**
into the institution's policies and practices
can enhance the educational environment
and contribute to the institution's mission.

Experiences and Practices

- To what extent do you or your colleagues consider mental health when designing or assessing student experiences on your campus?
- How is mental health operationalized in conversations on your campus (e.g., positive mental health, mental health problems)?
- What experiences and/or practices on your campus do you think positively influence students' mental health?

Civic Learning and Well-Being Asset Mapping

- On your campus, what programs/resources are dedicated for students' civic learning and psychosocial well-being (mental health)?
- Who participates in these programs? How do you know they are effective? For whom?
- What are the points of intersection between students, resources, and institutional goals?

Wrap-Up

- Aspects of civic learning and engagement influence mental health
- Campus climates influence mental health
- Students from racial and ethnic groups experience and perceive campus differently, which affects student outcomes differently
- Assess your students to understand the influences on your campus
- What can you adapt from today's presentation and discussion to promote the mental health of students on your campus?

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