

The Impact of Mental Health Issues on the Student Learning Experience

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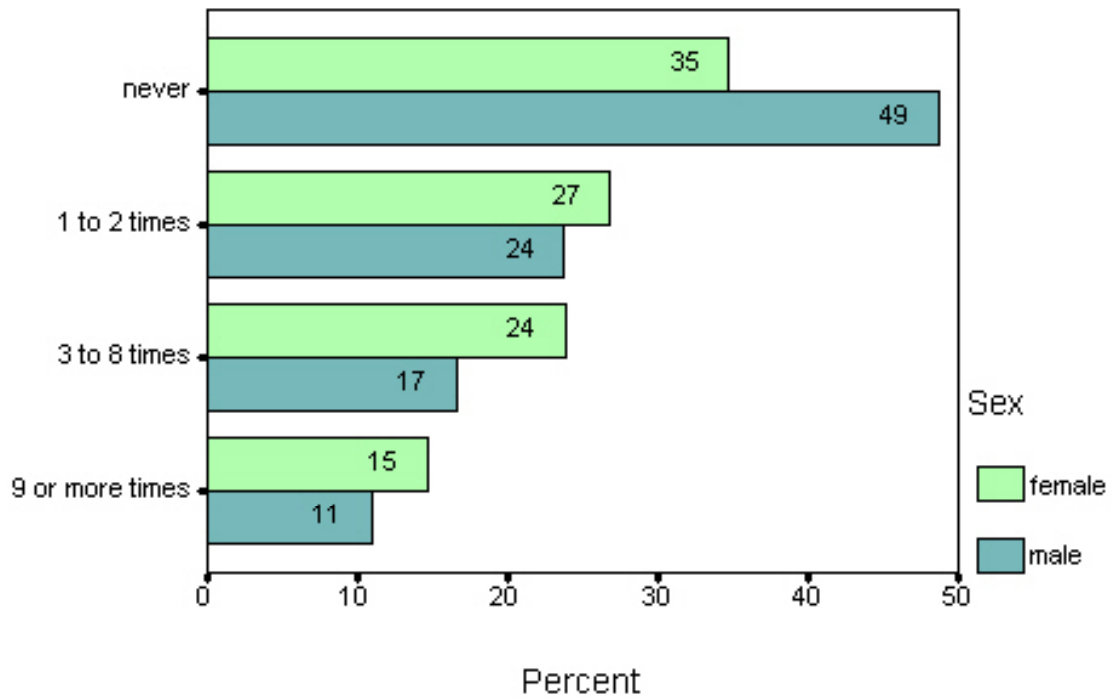
Impediments to Academic Success

- Stress 31.6%
- Cold/Flu 26.5%
- Sleep Problems 24.8%
- Depression 15.3%
- Internet Use/ Games 14.2%
(3-6% of students addicted to internet pornography; 20% are women)

Depression

Felt Hopeless

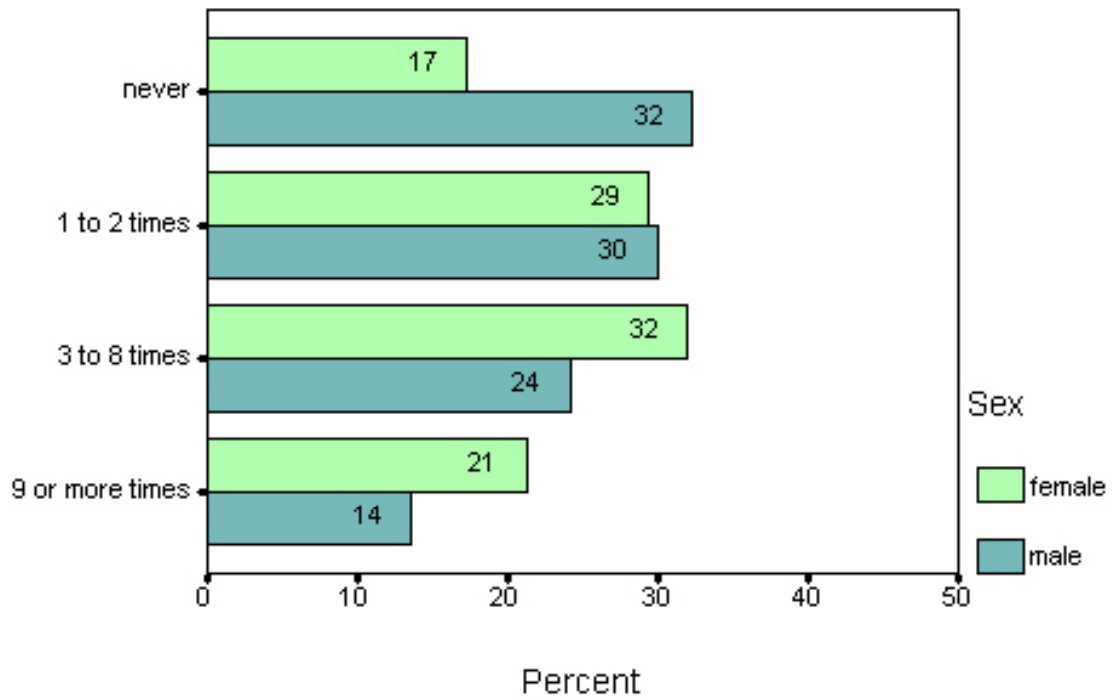
Last 12 Months



American College Health Association. American College Health Association - National College Health Assessment (ACHA-NCHA) Web Summary. Updated April 2006. Available at http://www.acha-ncha.org/data_highlights.html. 2006.

Felt Very Sad

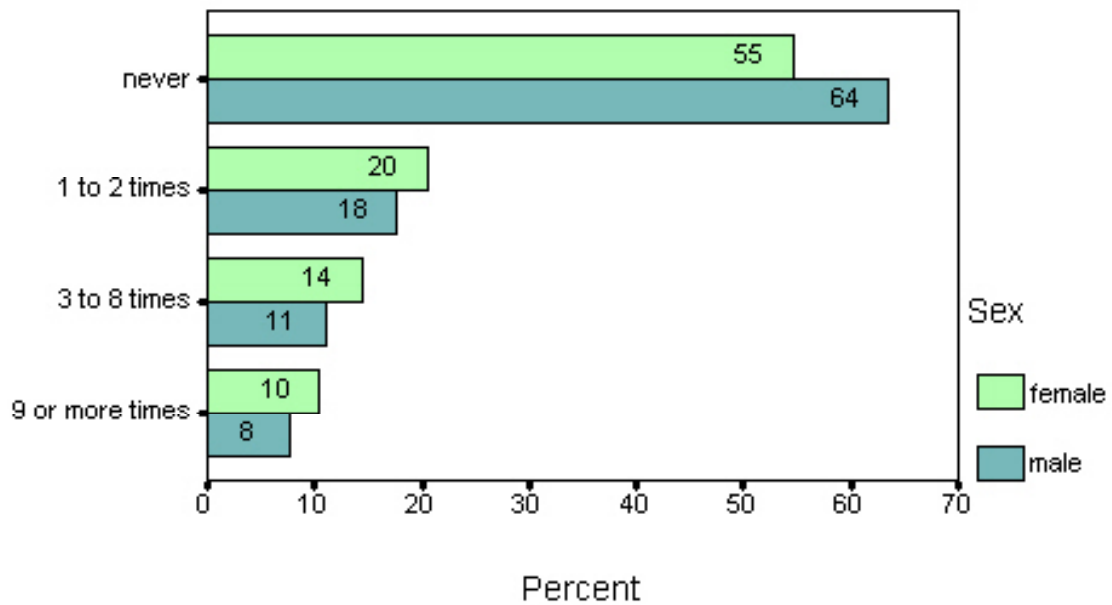
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Felt So Depressed Difficult to Function

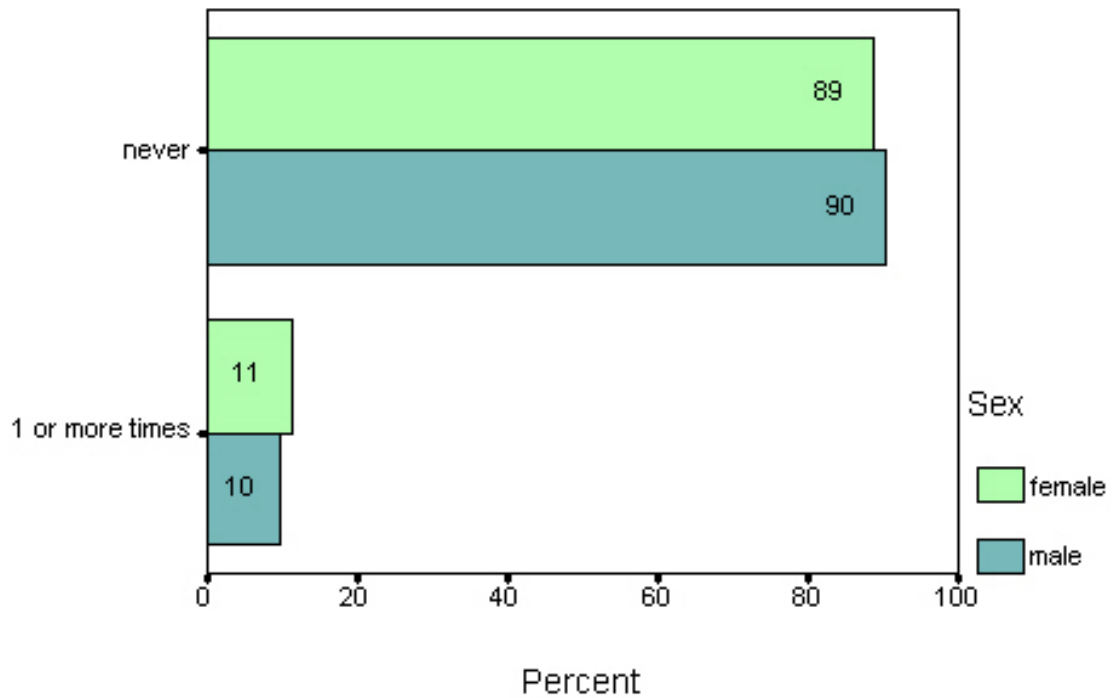
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Seriously Considered Suicide

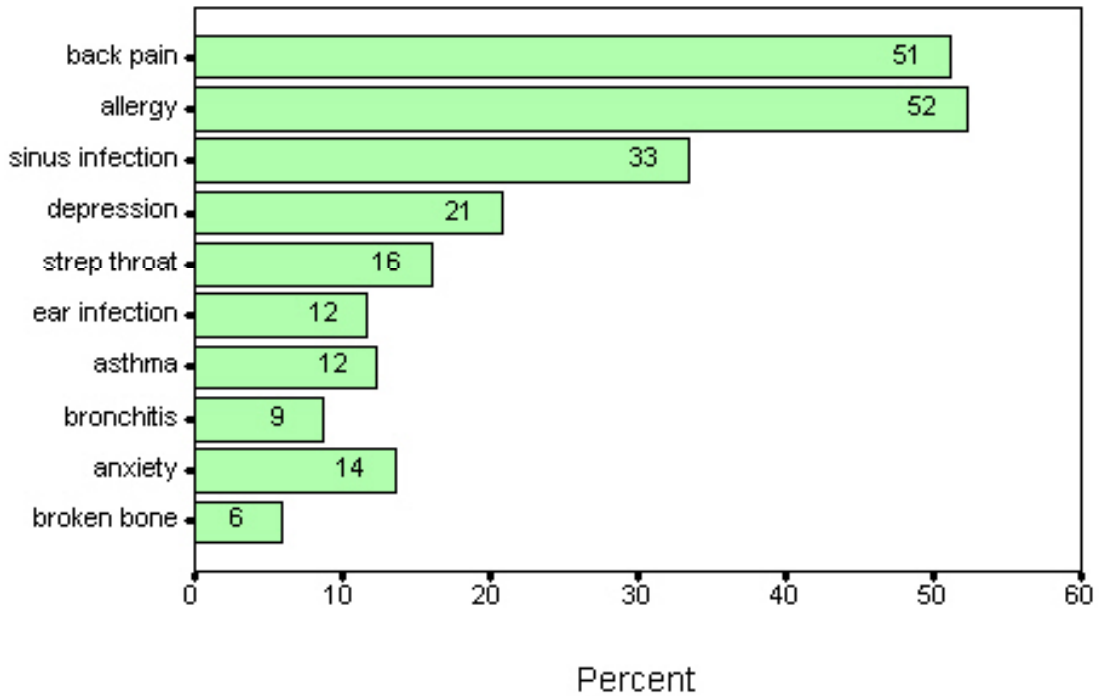
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Top 10 Physical and Mental Problems

Last 12 Months



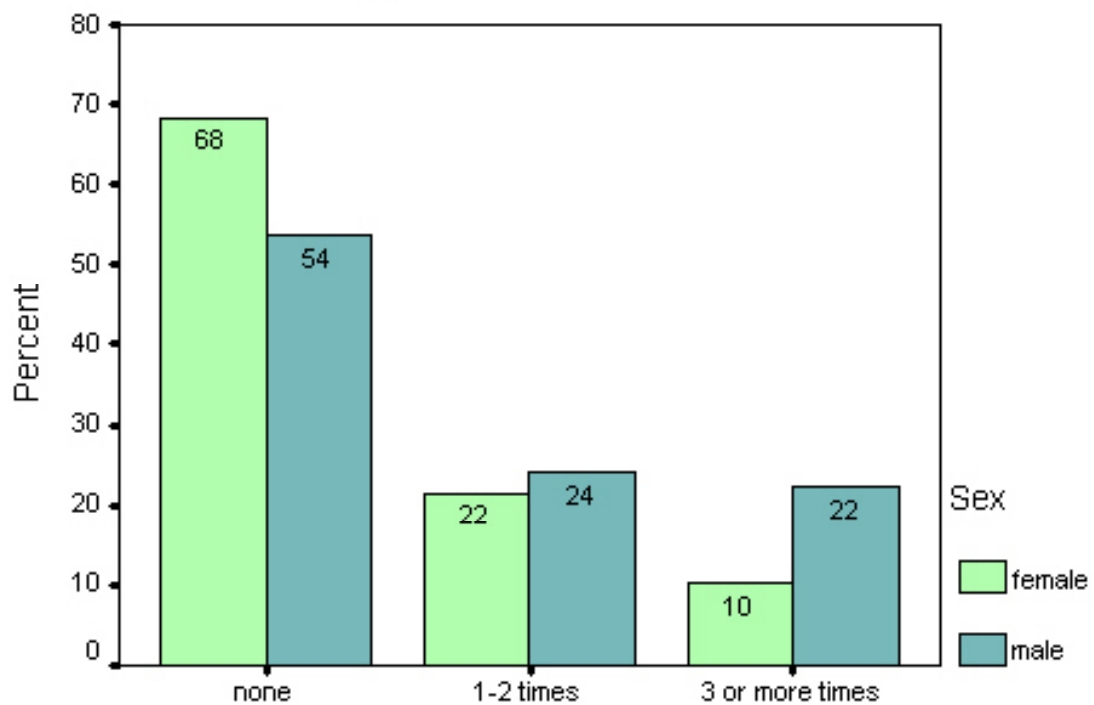
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Rise on college campuses

- Earlier identification and referral (high school)
- Improved treatment options
- Decreased stigma (high school & college)
- Increased accessibility/availability
- Greater use of structured screening tools, web-based resources
- Improved accommodations
- Greater parity with physical health
- _More students working, increased stress

Alcohol

Five or More Alcoholic Drinks at a Sitting During the Last 2 Weeks



American College Health Association. American College Health Association - National College Health Assessment (ACHA-NCHA) Web Summary. Updated April 2006. Available at http://www.acha-ncha.org/data_highlights.html. 2006.

Cognitive impact of substance abuse

Two to three standard drinks can directly:

- Interfere with restful sleep
- Cause slow thinking processes-
Lack of glycogen to the brain
- Impair sustained concentration
- Impair reaction time
- Impair ability to use abstract
thought processes

Academic Consequences

- A significant inverse correlation was obtained between GPA and weekly alcohol consumption. This was evident for persons with GPAs below 2.5. Students reporting lower GPAs (1.5-1.9) also reported a significantly greater weekly consumption of alcohol.
- Data indicated negative correlation between the students' average weekly alcohol consumption and their GPA. Students in the lowest GPA category (1.5-1.99) had the greatest mean alcohol consumption rate.
- Lall, Rakesh; Schandler, Steven. "Michigan Alcohol Screening Test Scores and Academic Performance in College Students." *College Student Journal* (1988): 245-251.

Consequences to alcohol use and abuse

- 37% did something they later regretted
- 15% had unprotected sex
- 30% experienced blackouts
- 18.5% physically injured
- Only 4.1% report experiencing substance abuse problems, 7.6% indicate that use affected academics

(NCHA, spring 2005)

Sleep

Correlations between sleep patterns and reported GPA

- Consequences of sleep loss: poor academic performance, increased medical illness and increased rates of depression and anxiety.

(Armitage, R., 2004)

- 24.8% report that sleep has affected academics,

(NCHA, spring 2005)

Sleep Quality, Sleep Propensity and Academic Performance

- 15% of college students experience poor sleep quality.
- The median length of sleep reported by college students has decreased by over one hour across the last three decades. (Hicks, Fernandez, Pellegrini)
- Higher GPAs were associated with waking up less often during the night, taking fewer naps, and sleeping somewhat longer on school nights.

Sleep Quality and Academic Performance

- For a sample of 148 undergraduates that those who slept on the average less than six hours per night had lower self-reported GPAs than those who slept nine hours or more. (Kelly, Kelly, Clanton)
- Lower GPAs were significantly associated with later weekday and weekend bedtimes, later weekday and weekend wake-up times, and longer hours of sleep on weekend nights. (Trockel, Barnes, Egget)

and Academic Performance.” Perpetual and Motor Skills 99 (2004): 525-535.

The increasingly frequent and severe occurrence of mental health issues, along with the increased demand for services, impacts all areas of campus life.

- Academic
- Residential
- Administrative
- Extracurricular
- Etc.

So what can be done?

Academic Difficulties

Encourage faculty to notice students who are:

- Absent
- Withdrawn
- Excessively anxious about performance
- Engaging in disruptive behaviors
- Exaggerated emotional response that is inappropriate to the situation
- Talk about giving up
- Present with hopelessness or helplessness

Training and Education

- Techniques for assessment and identification (observing & asking)
- Skills for listening and providing support
- Procedures for referral
- What constitutes “a cry for help”
- Audience: faculty, coaches, clergy, residential staff, academic advisors, student advisors, tutors

Creating partnerships.. From the very beginning.....

- Parent orientation welcoming session during “drop-off day”
- Parent website:
 - warning signs of
 - how to talk to your child about.....
 - how to/when to reach us about
 - how we can help/what we can do about.....
 - identifying the limits of our

service.

Campus-Wide Public Health Education

- Student newspaper articles/radio spots
- How to be a good friend/neighbor
- How to manage “winter blues”
- How to seek help
- How to recognize signs/symptoms of.....
- What is a “cry for help”/warning sign
- The role of alcohol in this community