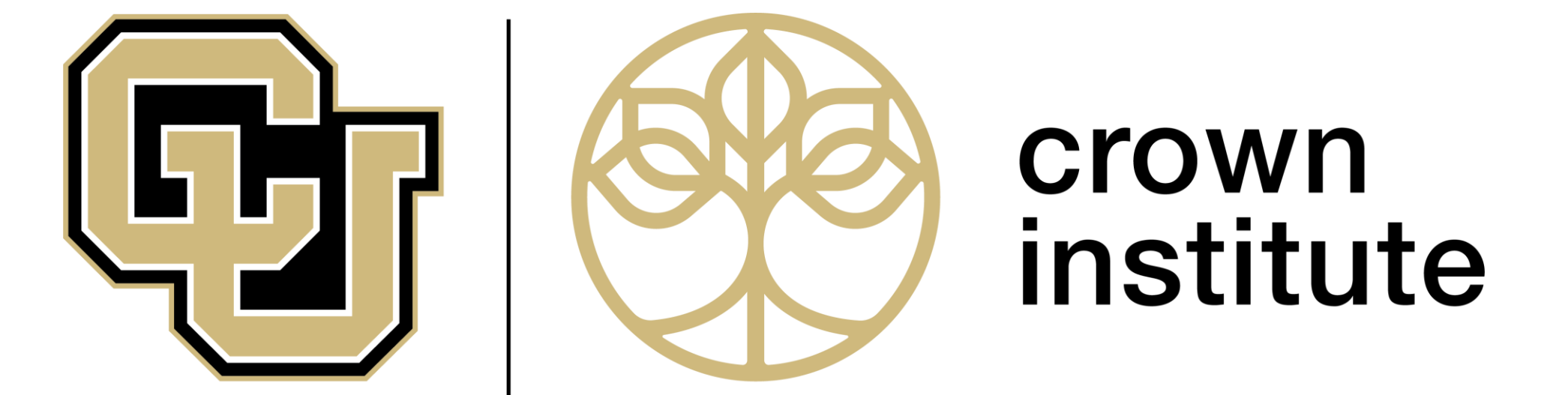


Pay attention to me! College student-led participatory research on strategies for increasing attention to and promoting uptake of mental health resources

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INTRODUCTION

Despite widespread availability of mental health resources on college campuses, student engagement remains low.

Attitudinal barriers are **stronger predictors** of non-engagement than structural barriers (e.g., perceived time, cost, effort; Ebert et al., 2019).

Prior research suggests that **how mental health programs are framed** and marketed to specific attributes of the consumer can significantly influence engagement (Petty et al., 2009).

HYPOTHESES

We hypothesize that students will be **more likely** to indicate interest in engaging in a mindfulness program that is described as targeted to reduce **time-related stress vs wellness generally**. We also hypothesize that the **who the creators of the program** are will have an impact on uptake.

METHOD

SONA PSYC 1001 Pool & Paid recruitment via flyers
White (86%), Cis Woman (74%), Freshmen (63%), Age ($M = 19.2$, $SD = 1.32$), Credit Hours ($M = 15.4$, $SD = 2.2$)

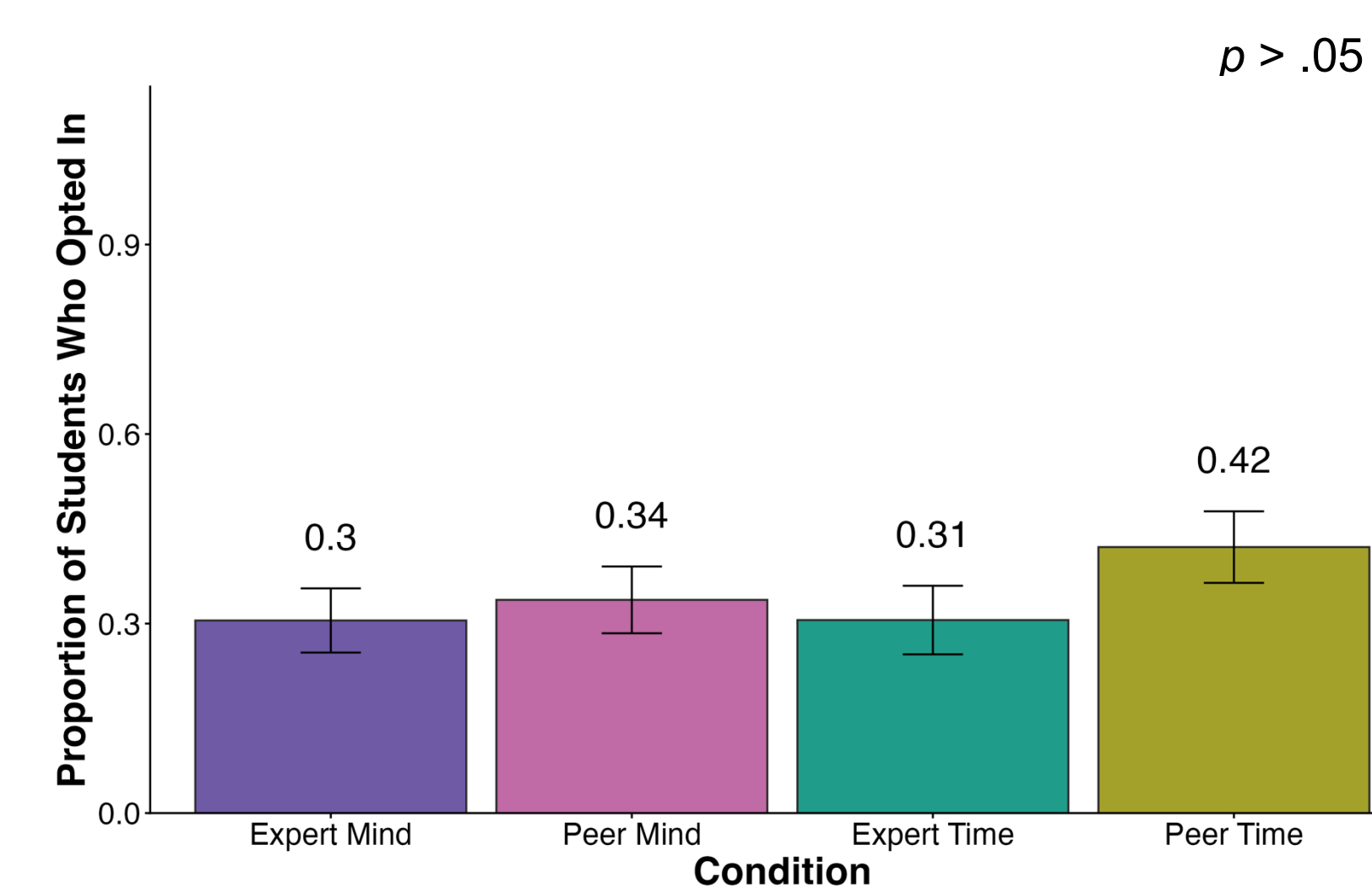
Target

	Time-stress reduction	General stress reduction
Co-designed by college students	$n = 77$	$n = 80$
Designed by mindfulness experts	$n = 72$	$n = 82$

Potential Covariates

Gender	Perceived Devaluation-Discrimination
Age*	Academic Procrastination
Number of credit hours*	PHQ-8
Major in college	GAD-7
Time Affluence	

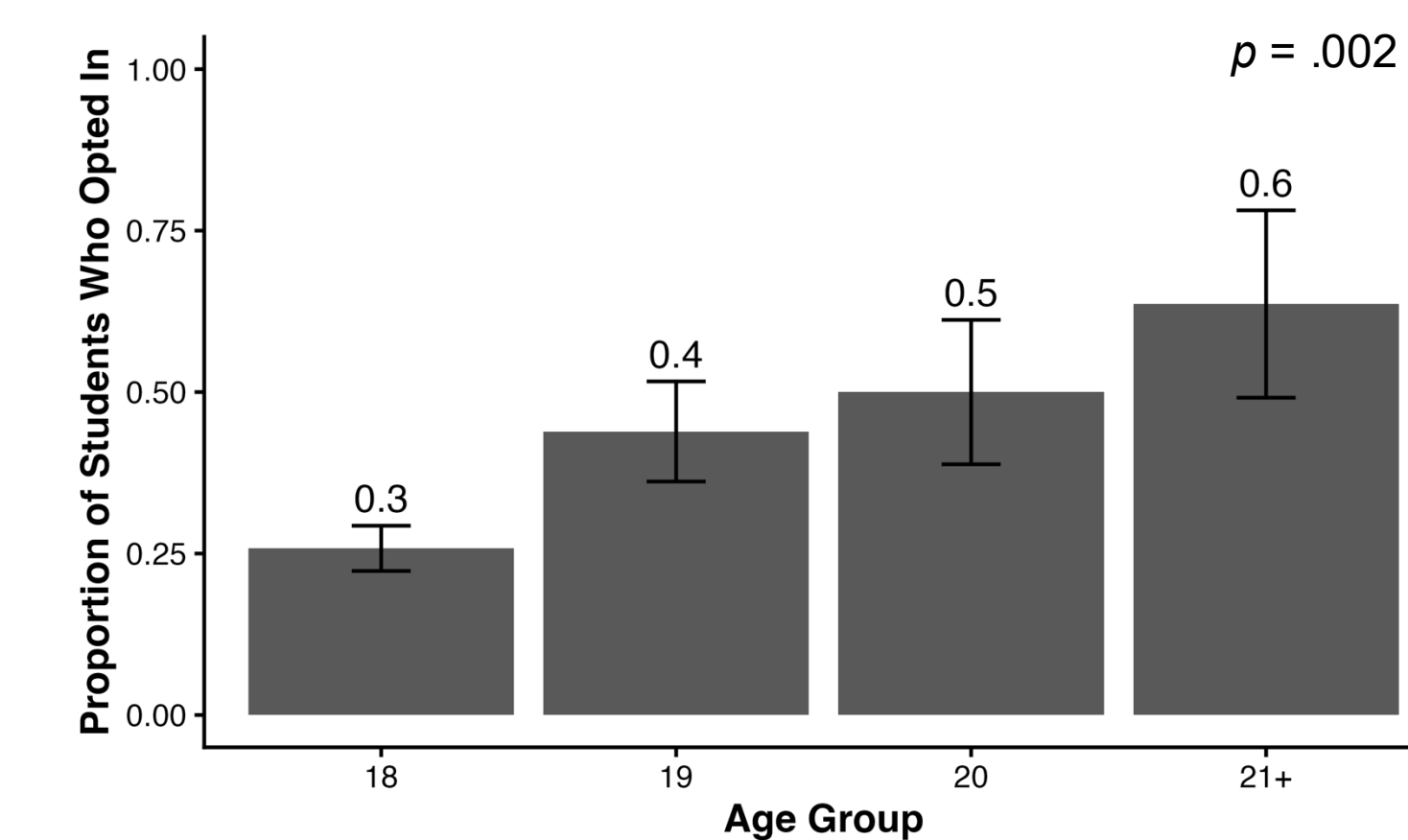
Opted-in to Mindfulness Program by Condition



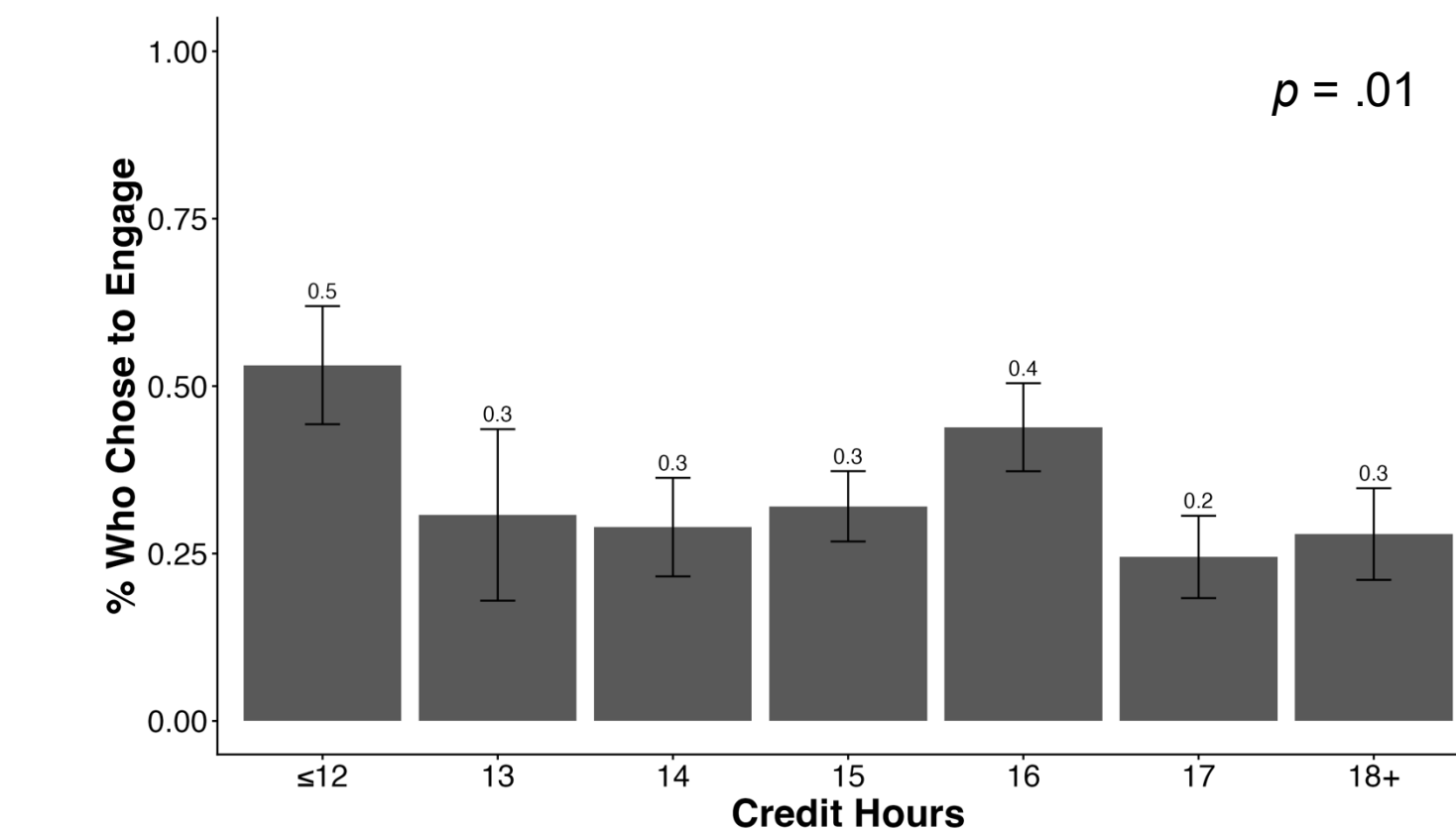
Engaged:



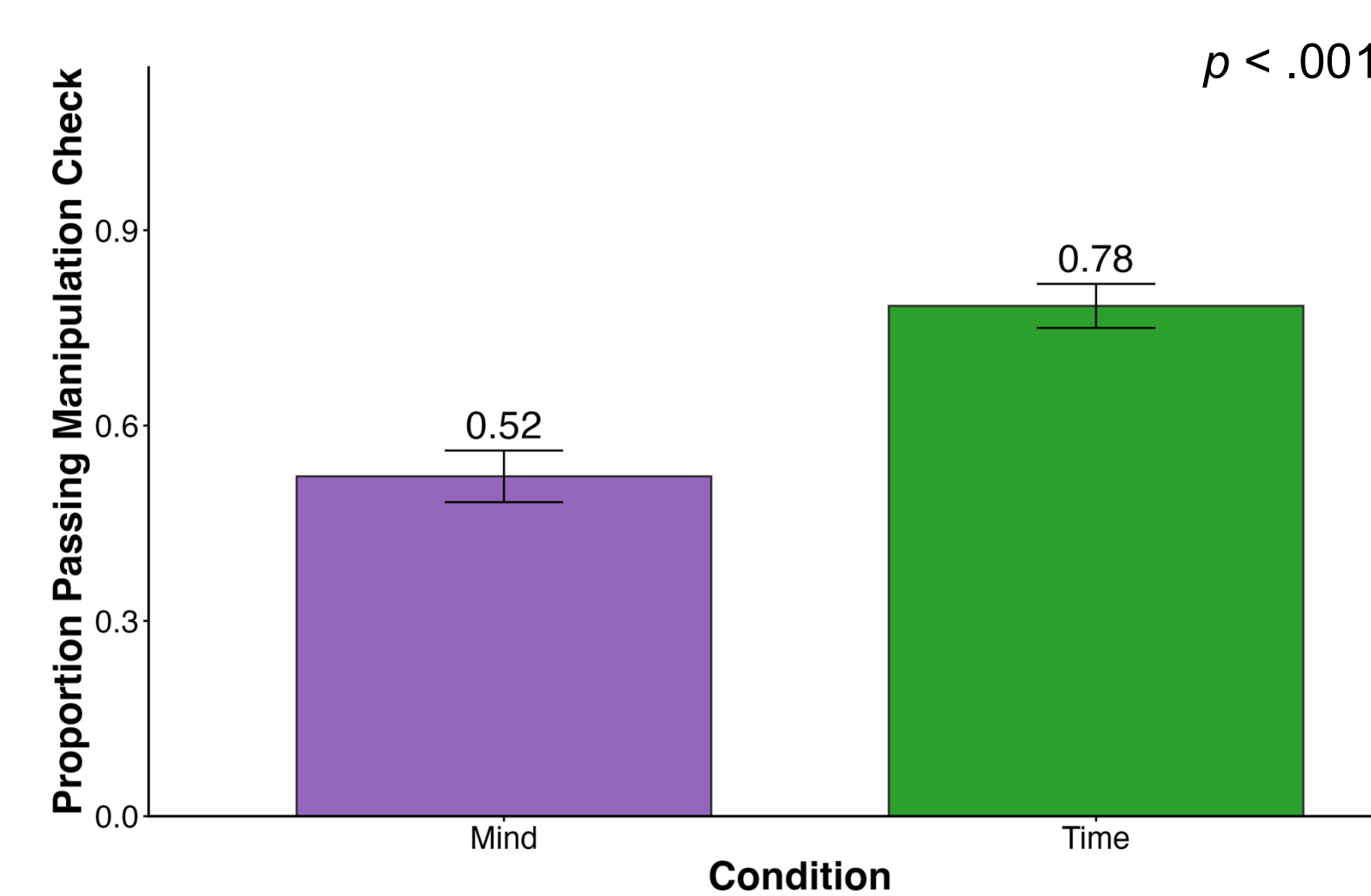
Engagement by Age Group



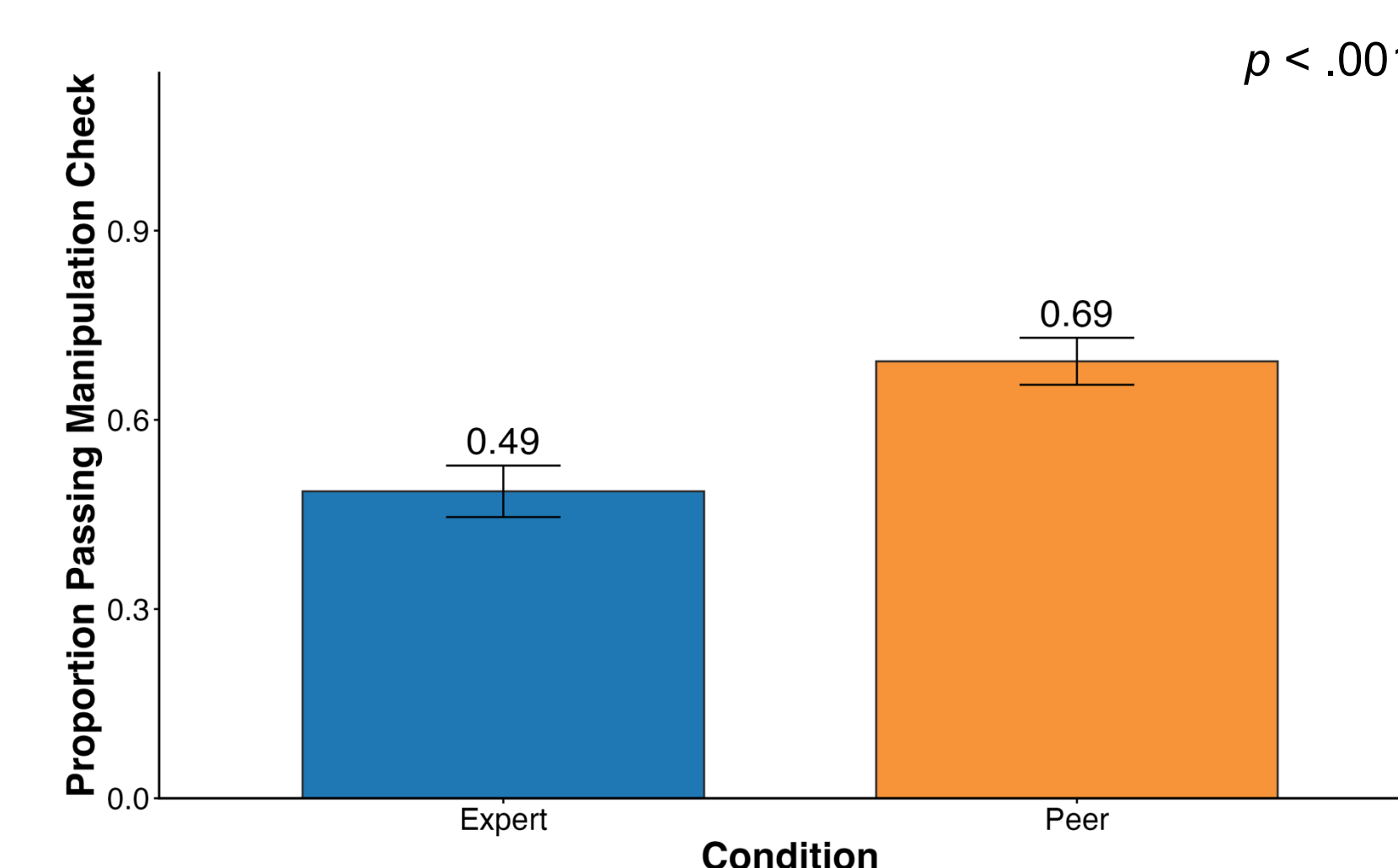
Engagement by Credit Hours



Manipulation Check: Mind vs Time



Manipulation Check: Expert vs Peer



RESULTS

$n = 311$

	OR	SE	p
Target	1.08	0.29	.804
Creator	1.33	0.29	.334
Target x Creator	1.32	0.59	.635
Age	1.26	0.15	.113
Credit Hours	0.90	0.07	.150

DISCUSSION

Strengths:

- Random assignment to condition
- Real-world email-based intervention
- Novel design (time-stress vs. general wellness x student-designed vs. expert-designed)
- Participatory research design
- Made by students for students (social accuracy)

Limitations:

- Homogeneous sample
- Typos in surveys of Academic Procrastination, Self-stigma scales
- Sample size

Conclusion:

Experimental conditions increased attention to the manipulation check/mindfulness advertisement, however, that increase in attention did not significantly influence uptake behavior. Younger students, and those taking more credit hours, were less likely to opt into the mindfulness program.

KEY REFERENCES

- Ebert, D. D., Mortier, P., Kaehke, F., Bruffaerts, R., Baumeister, H., Auerbach, R. P., Alonso, J., Vilagut, G., Martinez, K. U., Lochner, C., Cuijpers, P., Kuechler, A.-M., Green, J., Hasking, P., Lapsley, C., Sampson, N. A., Kessler, R. C., & Collaborators, O. (2019). Barriers of mental health treatment utilization among first-year college students: First cross-national results from the WHO World Mental Health International College Student Initiative. *International Journal of Methods in Psychiatric Research*, 28(2), e1782.
- Petty, R. E., Barden, J., & Wheeler, S. C. (2009). The Elaboration Likelihood Model of Persuasion: Developing health promotions for sustained behavioral change. *Emerging theories in health promotion practice and research* (2nd ed.), 2, 185-214.