

PROMOTING STUDENT WELLNESS, SUCCESS AND RETENTION: APPLYING THE EIGHT DIMENSIONS OF WELLNESS



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AGENDA

1. Purpose & Significance
2. Common Experiences of BIPOC Students
3. Study: Barriers to Mental Health Service Utilization
4. Suggested Strategies & Resources

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- Busby, D.R., Hakkevisch, C., McGuire, T., & King, C.A. (2020). Evidence-Based Interventions for Youth Suicide Risk. *Current Psychiatry Reports*.
- Busby, D.R., Horwitz, A., Zheng, K., Eisenberg, D., Abuche, J. C., Harper, G., Coryell, W., Pittorello, J., & King, C.A. (2020). Suicide risk among gender and sexual minority college students: The roles of victimization, discrimination, connectedness, and identity affirmation. *Journal of Psychiatric Research*.
- King, C.A., Arango, A., Kramer, A., Busby, D.R., & Cysz, E. (2019). Effect of Youth-Nominated Support Team on 12-14 Year Mortality Outcomes of Suicidal Adolescents: A Randomized Clinical Trial. *JAMA Psychiatry*.
- Busby, D. R., Lambert, S. F., & Isongo, N. S. (2013). Psychological symptoms linking exposure to community violence and academic functioning in African American adolescents. *Journal of Urban Health & Environment*, 29(2), 168-180. <https://doi.org/10.1007/s12464-012-9116-0>





Black Mental
Wellness

Black Mental Wellness, Corp.

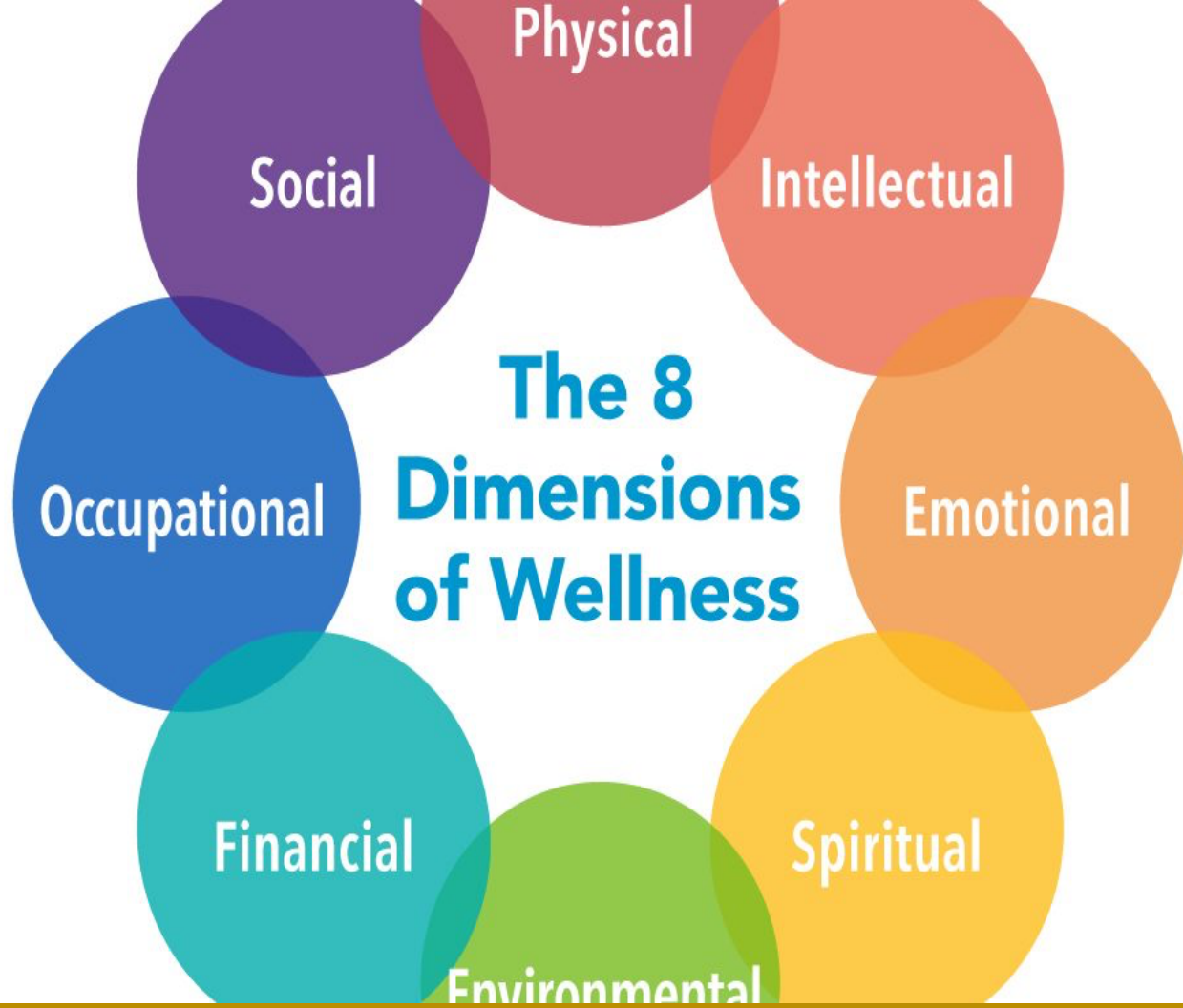
The Mission of Black Mental Wellness

- To provide information and resources about mental health and behavioral health topics from a Black perspective
- To highlight and increase the diversity of mental health professionals
- To decrease the mental health stigma in the Black community

www.BlackMentalWellness.com



PURPOSE + SIGNIFICANCE



**What are some
common experiences of
BIPOC college students?**

**Disconnected
from peers,
faculty, staff
on campus**

**COVID-
19**

**Racial
Injustices**

**Shared tragic
events (e.g., mass
shootings,
pandemic)**

**Returning
to school
in person**

**Stressors
related to
being a first
generational
college
student**

**Delta
Variant**

**Burned
out**

Isolation

**Emotional
Exhaustion**

**Financial Strain
Unemployment**

**Virtual
Learning/
Teleworking**

Stressors and Mental Health

- Anger
- Anxiety
- Fear
- Fear of getting COVID-19
- Depression
- Less motivation to connect with others
- Isolation
- Resentment
- Sadness
- Increased alcohol use
- Disrupted sleep
- Irritability
- Digestive issues
- Headaches/Migraines
- Body pains
- Crying
- Feeling overwhelmed
- Academic decline due to challenges with virtual learning
- Decreased focus and concentration

WHAT IS GETTING IN THE WAY?

- **Perception of problems** being minor
 - (Czyz et al., 2013)
- Black college students seek mental health services **at significantly lower rates**
 - (Lipson, Kern, Eisenberg, & Breland-Noble, 2018)
- Black college students' experience:
 - Mental health **stigma** (Masuda et al., 2009)
 - General **mistrust** (Molock et al. 2007)

The New York Times

Feeling Suicidal, Students Turned to Their College. They Were Told to Go Home.



Harrison Fowler is part of a class-action lawsuit against Stanford.
Michael Starghill Jr. for The New York Times

DISPARITIES IN CARE

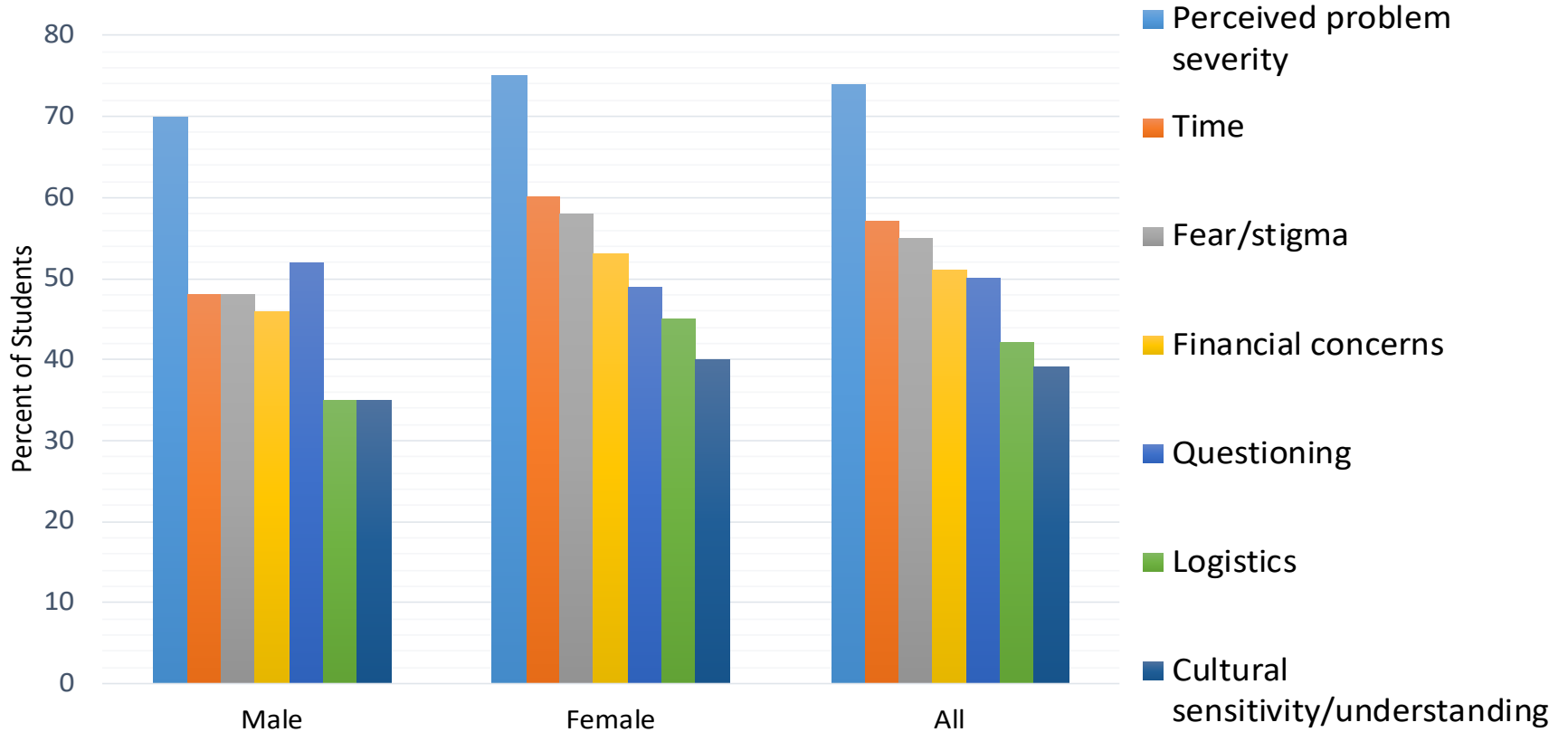
Culturally diverse individuals and communities:

- Have less access to, and availability of mental health services
- Are less likely to receive needed mental health and substance use services
- Often receive a poorer quality of care
- Are over-represented in restrictive levels of care (foster care, residential, juvenile detention) and more likely to have interactions with juvenile justice/police due to harsh disciplinary practices in schools
- Higher rates of misdiagnosis of psychotic disorders in Black and Latinx

WHAT IS GETTING IN THE WAY OF BIPOC STUDENTS AT ELEVATED RISK FOR SUICIDE RECEIVING MHS?

Busby, D.R., Zheng, K., Eisenberg, D., Albuquer, R.C., Favorite, T., Coryell, W., Pistorello, J., & King, C.A. (2019). Black college students at elevated risk for suicide: Barriers to mental health service utilization.

Barriers to Mental Health Service Utilization Among Black College Students at Risk for Suicide



SUGGESTED STRATEGIES

- Increase in initiatives on college campuses specific to MH problem identification that is tailored to the Black community
- Increase opportunities for learning specific to wellness among Black college students
- The importance of examining barriers to MHS across other subgroups (e.g., gender and sexual minority students)

Individual Level:

- Personal commitment to wellness and “self-care,” including sleep, fitness, nutrition, work/life balance, spiritual health

Peer Level:

- Peer to peer support and acknowledgement (e.g., gratitude, shared responsibilities)
- Accountability and guidance
- Formal peer support systems (e.g., Peer Parallel Program in response to COVID-19 stressors) for campus

Structural/Institutional Level:

- Formal institutional programs in support of wellness
- College campus policies, responsibilities, and work allocations that support the implementation **and** maintenance of wellness across levels

Emotional Wellness

- Acknowledge your feelings
- Embrace healthy thoughts
- Accept circumstances that cannot be changed and redirect your focus
- Maintain a hopeful outlook. Remain optimistic
- Learn from your past.
 - What helped you get through past challenges?
 - Where did you find strength?
 - What did you learn from those experiences and how can that help you now?
- Take care of your body (Exercise, nutrition, sleep)
- Mindfulness, meditation, practice gratitude, journal
- **Do what brings you joy!**
- Avoid negative outlets to avoid feelings and stressors (e.g., alcohol or drug use)



Occupational Wellness

- **What is your purpose? What are your personal goals?**
- Identify goals and work towards them daily
- Establish support and accountability
- Focus on achievable goals
- “What’s one thing I know I can accomplish today that helps me move in the direction I want to go?”



Social Wellness

- Prioritize healthy relationships and connections
- Connect with people who remind you that you are not alone in the midst of difficulties
- Be intentional to plan weekly time with friends, family, partner (virtual connections and face-to-face)
- Join volunteer groups with similar interests, values, and goals



MENTAL HEALTH AND WELLNESS APPS

Apps that can be useful in providing additional mental health support, coping skills, and resources



- **Liberate**



- **Headspace** (e.g., Acknowledging Our Privilege, Breathing in Hope, Breathwork for the Moment, Connecting to Ancestral Wisdom)



- **MindShift**



- **Army** (an alarm app that includes small activities that need to be completed in order to turn the alarm off; perfect for low motivation and seasonal depression)



- **CALM**

Mental Health Support

Therapy for Black Girls

<https://therapyforblackgirls.com/>

Therapy for Black Men

<https://therapyforblackmen.org/find-a-therapist/>

Psychology Today

<https://www.psychologytoday.com/us>

Open Path Psychotherapy Collective (Affordable Therapy)

<https://openpathcollective.org/>

The LoveLand Foundation (Vouchers for Therapy)

<https://thelovelandfoundation.org/>

University Counseling Center

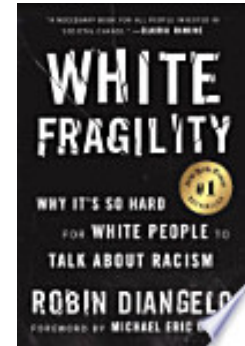
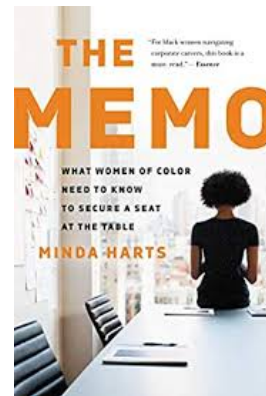
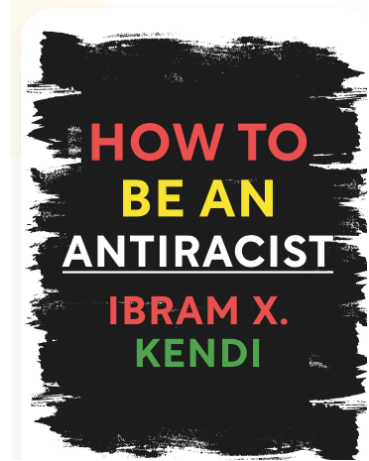
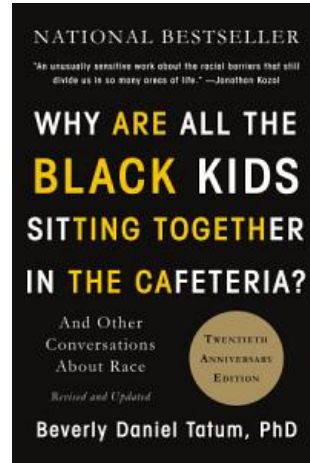
LEARNING RESOURCES: SCHOOL STAFF

- **Rachel Cargle** conducts antiracist work and offers a free 30-day course

- <https://www.rachelcargle.com>
- <https://mailchi.mp/rachelcargle/dotework-course-all-30days>

Strategies for Discussing Race, Racial Discrimination & Racial Trauma with Youth in 2020

https://6d948561-1b8f-4301-a1e5-f402a68242a5.filesusr.com/ugd/6ad2f0_fc2dbdf70a7f471789786030246acbe3.pdf



LEARNING RESOURCES: SCHOOL STAFF



These Books Can Help You Explain Racism and Protest to Your Kids

- <https://www.nytimes.com/2020/06/02/parenting/kids-books-racism-protest.html>

Helping Kids Process Violence, Trauma, and Race in a World of Nonstop News

- <https://www.youtube.com/watch?v=dhjMyOqu2G8>

I Am An Educator: I care about my students' racial consciousness and want to develop their racial awareness.

- <https://nmaahc.si.edu/learn/talking-about-race/audiences/educator>

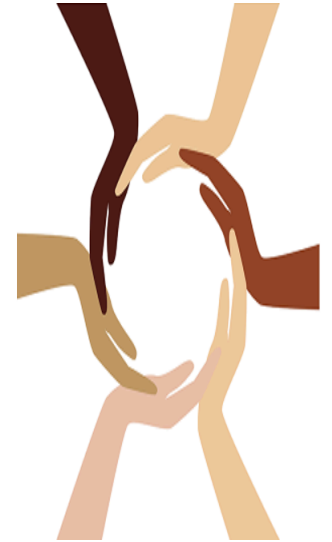
First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations

- <https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>

Discussing Racial Stress & Trauma with Youth



- While some adults may prefer to downplay race to minimize differences and promote family unity this can have negative consequences for youth
- Part of the existence in America is based on race, and to ignore this is to ignore a key part of a child's identity and experiences
- You can say we celebrate diversity BUT you also need to talk about racial inequality tied to racial diversity





- Acknowledge the history of racism
- Gain knowledge
- Consider developmental age and differences
- Acknowledge racial differences if present
- Build pride
- Discuss ways to prepare for racial stress



Project Implicit

Project Implicit offers free online tests to help individuals better understand their implicit biases related to a range of factors including:

- Race or ethnicity
 - Disability
 - Age
 - Gender or sexual orientation
 - Religion
 - Skin tone
-
- **Test:** <https://implicit.harvard.edu/implicit/takeatest.html>
 - **More information:** <https://www.projectimplicit.net>

Mental Health & Wellness Resources

Daily Calm 10 Minute Meditations:

https://www.youtube.com/playlist?list=PLgdxvG3Ulbidz8n_l3rZdcAADnDJ6NFHO

Daily Desk Stretches:

<https://www.youtube.com/watch?v=vBQkySm333k>

Virtual Relaxation Rooms:

<https://sites.google.com/view/virtualrelaxationroom/home>

Dartmouth Student Wellness Center:

<https://students.dartmouth.edu/wellness-center/wellness-mindfulness/mindfulness-meditation/guided-audio-recordings#guided>



FOR MORE INFORMATION

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