

An Assessment of Mental Health Resources at UNC-Chapel Hill

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Introduction

- ❖ The onset of the COVID-19 pandemic has impacted the mental health of people around the world, particularly many young adults across campuses. ¹
- ❖ As a result of one public health crisis we are now experiencing a new one: a mental health crisis. ²
- ❖ It is vital that universities and colleges become aware of the additional challenges students are facing and must accommodate their needs.
- ❖ The intended goal of this project is to:
 1. Conduct a systematic review of mental health resources and student well-being at UNC-Chapel Hill.
 2. Highlight how these resources target and benefit the BIPOC population in providing equitable services.
- ❖ This research is important in better understanding what current resources are available to students, and if there has been a shift in prioritizing students' mental health above all.

Methods



Demographics:

- ❖ N= 94
- ❖ Ages 18-26
- ❖ Female: 82.9%
- ❖ Male: 13.8%
- ❖ Non-Binary: 3.2%
- ❖ African American: 7.4%
- ❖ Asian: 19.2%
- ❖ Caucasian: 60.6%
- ❖ Hispanic: 6.4%
- ❖ Two or more: 6.4%
- ❖ Freshman: 30.4%
- ❖ Sophomore: 22%
- ❖ Junior: 23%
- ❖ Senior: 20.7%
- ❖ First Generation: 23.7%

Results

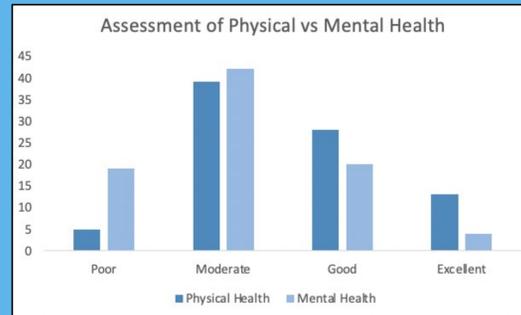


Figure 1. Students physical vs mental health were assessed on a Likert scale from poor to excellent. N= 85

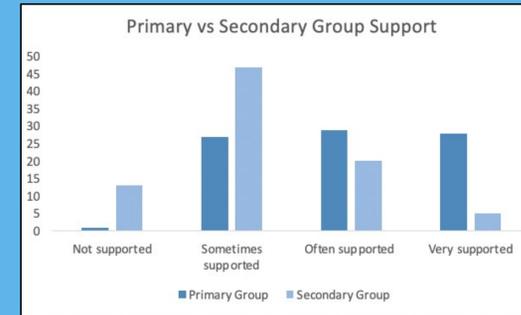


Figure 2. Students rated how supported they are from primary (friends and family) vs secondary (professors, colleagues, classmates) groups. N= 85

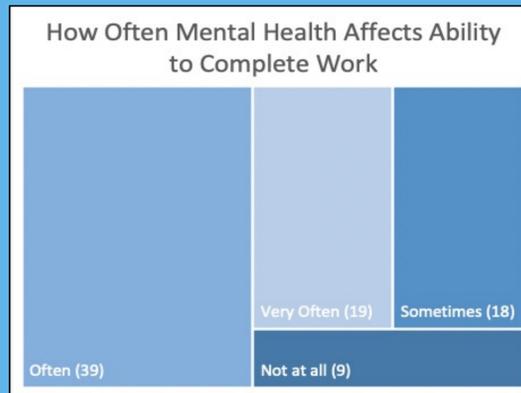


Figure 3. Students rated how often their mental health status affects their ability to complete work. Number in parenthesis is the number of respondents. N= 85

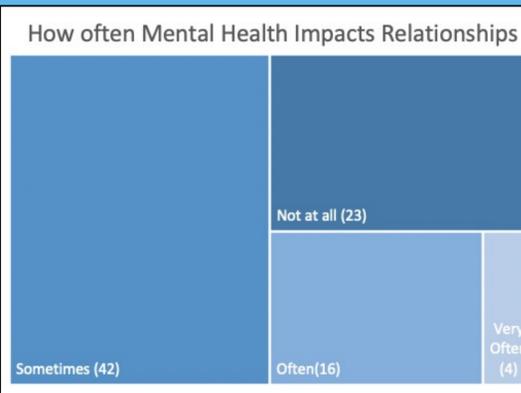


Figure 4. Students rated how often their mental health status affects their relationships with others. Number in parenthesis is the number of respondents. N= 85



Figure 5. Students rated how helpful organizations, resources, and trainings are at UNC. N= 85

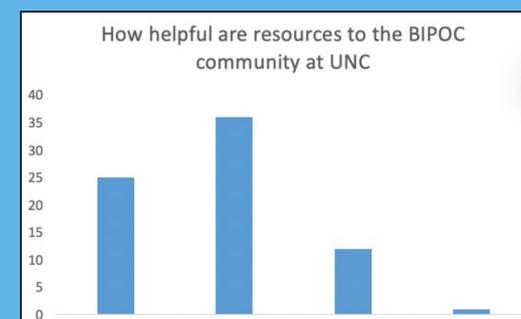


Figure 6. Students assess how helpful mental health resources are to the BIPOC population at UNC. N=74

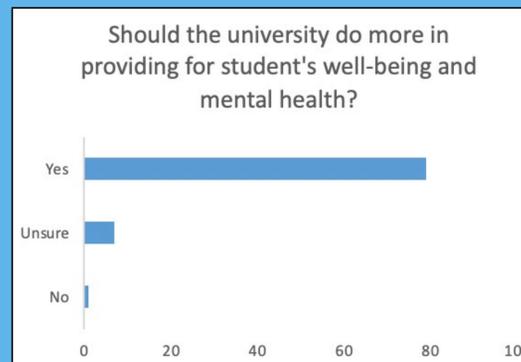


Figure 7. Students input on whether UNC should do more to provide for students. N= 87

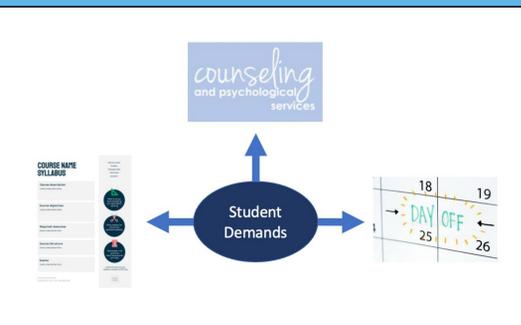


Figure 8. Common student demands for student mental health improvement.

Discussion

- ❖ Compared to the 44 students who rated their physical health as being "poor" or "moderate", mental health assessments rated similarly was much higher with a total of 61 students.
- ❖ Students are more likely to feel "very" and "often" supported by friends and family and are more likely to feel "not supported" and "sometimes supported" by faculty and colleagues.
- ❖ Students mental health "often" affects their ability to complete work and assignments and "sometimes" affects their relationship with others.
- ❖ The resources, organization, and trainings offered by UNC-Chapel Hill are "sometimes helpful" to students and "sometimes helpful" to the BIPOC community.
- ❖ Of the 87 respondents, 79 students believe that the university should do more to provide for student's well-being. This calls for much needed mental health reform on our campus.
- ❖ In particular, many respondents voiced their opinions and shared their thoughts on what changes need to be made. These were the most imminent needs:
 1. CAPS reform to be more comprehensive of all mental health needs of students.
 2. Increased awareness of mental health resources on campus.
 3. Increased number of wellness days incorporated into the academic school year.
- ❖ Overall, the university should incorporate an annual assessment to provide students the chance to voice their opinions on mental health issues and take these ideas to create much needed reform.

References

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Acknowledgements

I would like to thank the Emerging Scholars Fellowship sponsored by the organization Active Minds for funding. Additionally, I would like to thank the College of Arts and Sciences, the Department of Psychology and Neuroscience, and the Department of Social Medicine for additional support.