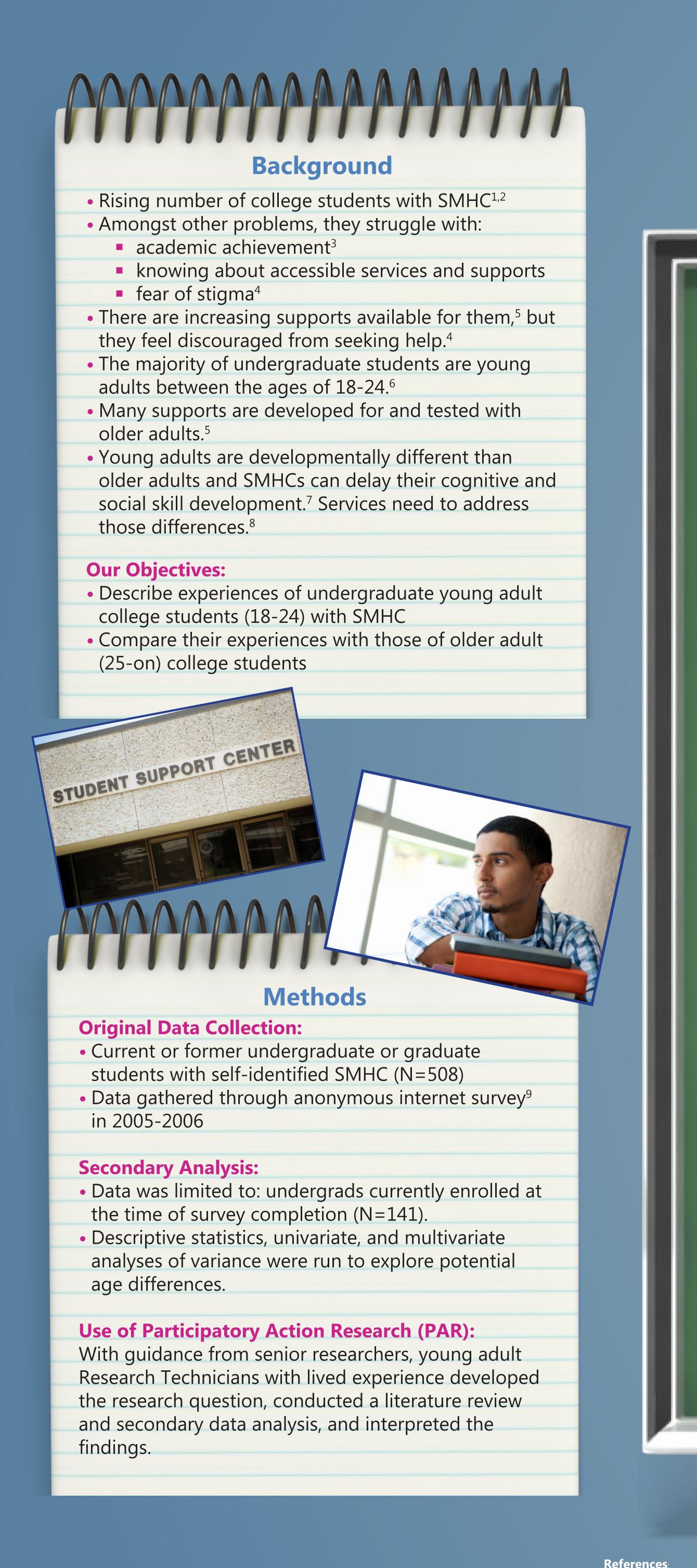


Experiences & Perspectives of Young Adult College Students with Serious Mental Health Conditions

Kathryn Sabella, MA; Amanda Costa, AA; Tania Duperoy, BA, Transitions Research and Training Center (RTC), University of Massachusetts Medical School, Worcester, MA; Mark Salzer, PhD, Temple University Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities, Philadelphia, PA



Findings

Table 1. Demo

Mean (SD) age

Full Time Studen

Lived on Campus

GPA

A's B's

C or Lower

Female

Psychiatric symp ducational expe

Currently on psyc

Psychiatric medic that were barrier *p<.05, **p<.001

1. Eudaly, J. (2003). In George Washington University, HEATH Resource Center (Ed.), A rising tide: Students with psychiatric disabilities seek services in record numbers. Washington, DC. 2. Sharpe, M. N., Bruininks, B. D., Blacklock, B. A., Benson, B., & Johnson, D. M. (2004). The emergence of psychiatric disabilities in postsecondary education. Examining Current Challenges in Secondary Education and Transition, 3(1). 3. Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. The BE Journal of Economic Analysis & Policy, 9(1). 4. Gruttadaro, D., & Crudo, D. (2012). College students speak: A survey report on mental health. (Survey Report). Arlington, VA: National Alliance on Mental Illness. 5. Ellison, M.L., Rogers, E.S., Costa, A. (2013). Supporting the Education Goals of Young Adults with Psychiatric Disabilities. In M. Davis (Ed.) Tools for system transformation for young adults with psychiatric disabilities: State of the science papers. Worcester, MA: UMMS, Dept of Psychiatry, CMHSR,

Transitions RTC. 6. U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1970 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS- EF:90-99); IPEDS Spring 2001

through Spring 2011, Enrollment component; and Projections of Education Statistics to 2020. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2010. (Table was prepared September 2011.) Davis, M., Sabella, K., Smith, L. M, & Costa, A. (2011). Becoming an Adult: Challenges for Those with Mental Health Conditions. Research Brief 3. Worcester, MA: University of Massachusetts Medical School, Department of Psychiatry, Center for Mental Health Services Research, Transitions Research and Training Center.

8. Davis, M. (Ed.). (2013). Tools for system transformation for young adults with psychiatric disabilities: State of the science papers. Worcester, MA: University of Massachusetts Medical School, Department of Psychiatry, Center for Mental Health Services Research, Transitions RTC. 9. Salzer, M., Wick, L., & Rogers, J. (2008). Familiarity with and use of accommodations and supports among postsecondary students with mental illnesses. Psychiatric Services, 59(4), 370-375.

Abstract

College students of all ages with serious mental health conditions (SMHC) face many challenges. Most programs designed to assist college students with SMHC are designed for older adults. A better understanding of young adult college students' perspectives and experiences can inform future age-tailored interventions. This study describes how young adult undergraduate college students ages 18-24 with SMHC utilize supports/services, engage and interact on campus, and how their perceptions, experiences, and satisfaction levels compare with those of older adult (25+) undergraduate college students with SMHC.

ographics		
	Young adults ages 18-24 (n=73)	Older adults ages 25+ (n=68)
	20.85 (1.45)	38.71 (9.62)
it	83.6% (61)	52.9% (36)
S**	47.9(34)	0(0)
	60.3 (44)	47.8 (32)
	31.5 (23)	47.8 (32)
	8.2 (6)	4.5 (3)
	78.1(57)	75.0 (51)
	81.7 (58)	79.4 (54)
otoms affect your erience most of the time	41.1 (30)	25.0 (17)
chiatric medications	76.7 (56)	88.1 (59)
cations cause side effects rs to educational success	47.9 (35)	54.4 (37)

Top 5 reasons listed as difficulties encountered when requesting or receiving accommodations (n=75)

- **Feeling inferior to other**
- Feeling embarrassed or **bothered** about disclosing disability to faculty/teachers
- Fear of being stigmatized by faculty/teachers **Uncooperative or unreceptive**
- faculty/teachers
- **Defining or deciding what** accommodations were
- reasonable or appropriate*
- * p<.05, young adults reported more ften than older adult

Requested Accommodations Older Adult 60.3%

Young Adult 46.6%

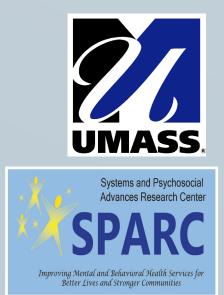
Aware of Accommodations

Used Disability Services*

Older Adult 56.7%

Young Adult 39.7%

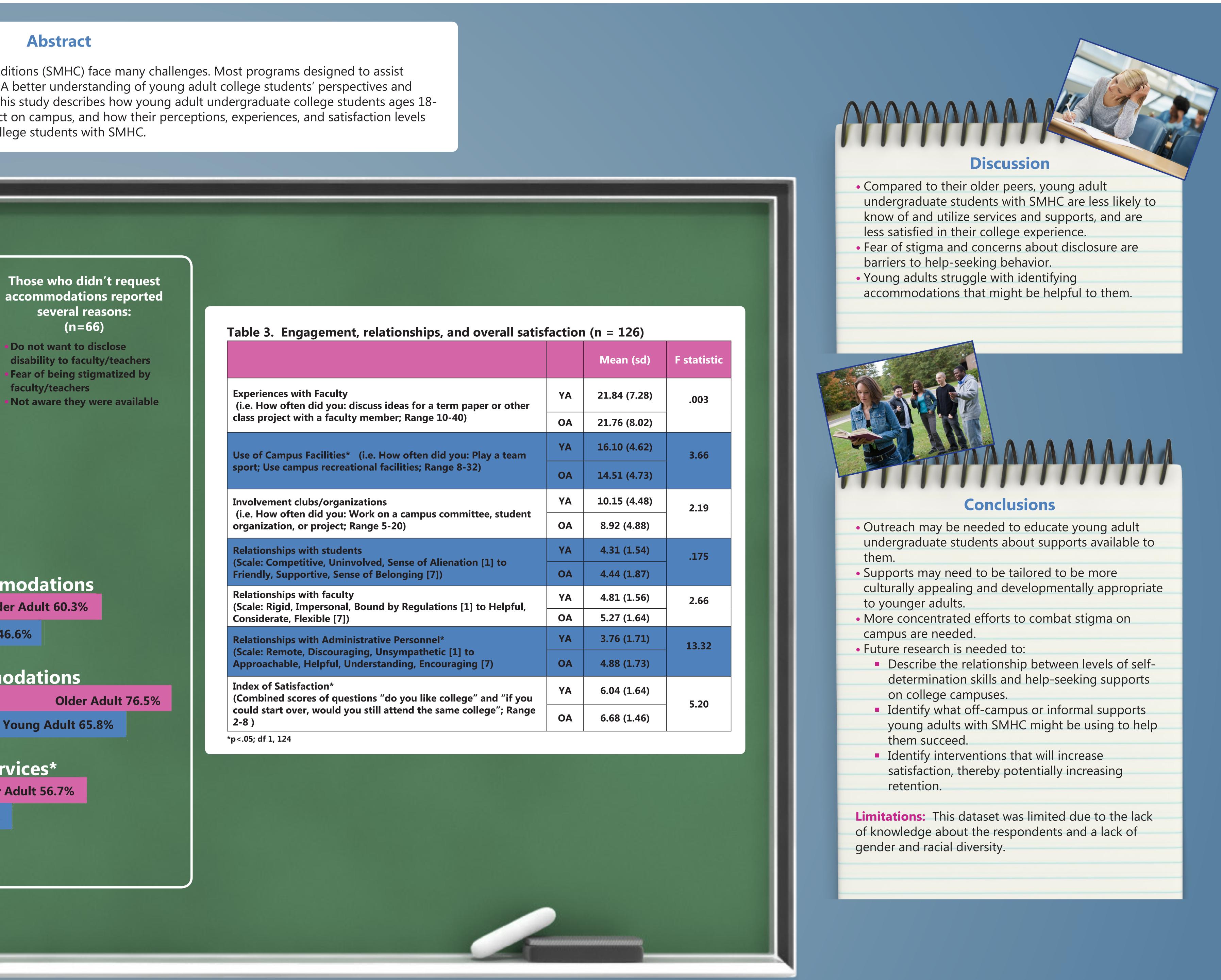
*p<.05

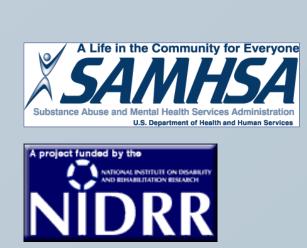


The contents of this poster were developed with funding from the US Department of Education, National Institute on Disability and Rehabilitation Research, and for Mental Health Services, Substance Abuse and Mental Health Services Administration (NIDRR grant H133B090018). Additional funding provided Mass Medical School's Commonwealth Medicine division. The content of this poster does not necessarily reflect the views of the funding agencies and you uld not assume endorsement by the Federal Government

This study used data supported by grant H133-B03-1109 for the University of Pennsylvania Collaborative on Community Integration of Individuals With Psychiatric

Disabilities from the National Institute on Disability and Rehabilitation Research (Salzer, principal investigator) The Transitions RTC is part of the Systems & Psychosocial Advances Research Center, A Massachusetts Department of Mental Health Research Center of Excellence







Visit us on line @ http://labs.umassmed.edu/transitionsRTC

Acknowledgements: We would like to recognize the following members of our research team for their hard work and dedication: Chuck Lidz, Gillian Simons, and Jennifer Whitney Susan Phillips Doiron *Images in photographs contain professional models