

Program Submission Worksheet

GENERAL INFORMATION

PROGRAM TITLE*

46. Voices of Students in Crisis: Interviews with College Students Hospitalized for Psychiatric Crises and Implications for Administrators and Clinicians

PROGRAM DESIGN

EDUCATIONAL NEEDS*

Briefly describe the overall reason for developing your program. Develop your statement by answering the following questions:

Your response:

Although the degree of pathology severity in incoming college students has increased over the last decade (Eisenberg et al., 2021; Lipson, Lattie, & Eisenberg, 2018; Mitchell et al., 2013; National Academies of Sciences, Engineering, and Medicine, 2021), hospitalized students remain an under-researched group. However, hospitalizations in university counseling centers have also continued to rise in recent years (Center for Collegiate Mental Health, 2020; LeViness, et al., 2019). Although even the quantitative data focused on college student psychiatric hospitalizations is limited, no existing literature has asked students to share about their experience directly. Administrators and clinicians often express frustration and confusion with how to best approach the hospitalization process, which often results in an overall loss of contact with the student and lack of clarity on what their return to campus might look like. Additionally, an increased focus on law enforcement, particularly in mental health emergencies and with historically marginalized populations, demands examination of their role with psychiatric hospitalizations on college campuses. After this session, participants will have increased insight and awareness into the direct experiences of students hospitalized for psychiatric crises, the role of various campus departments in this process, student perceptions of the role of law enforcement in hospitalizations, emotional and academic impacts to students, and areas for improvement to this necessary but complicated process.

LEARNING OBJECTIVES

*1. Discuss five student developmental/psychosocial theories that may influence student experiences with psychiatric hospitalization.	• Perceived Coercion (Gardner et al., 1993) • Institutional Betrayal (Smith & Freyd, 2014) • Tinto's Model of Institutional Departure (Tinto, 1975) • Self Determination & Basic Psychological Needs (Deci & Ryan, 2000) • Emerging Adulthood (Arnett, 2000)	25%
*2. Describe and interpret the primary themes identified from student hospitalizations regarding their experiences pre, during, and post hospitalization.	• Neutral experiences with psychological services pre-hospitalization, trust/distrust, powerlessness, interpersonal connections, uncertainty, negative perceptions of the university, academic supports, and shifted student perspectives	50%
3. Identify and discuss three potential avenues for modifying the student hospitalization process.	• Campus-hospital liaison • Increasing emphasis on post-hospitalization connection, particularly with academic advisors • Consider including counselors on law enforcement mental health calls	25%
4.		

TEACHING METHODS*

Design the program based on how best to accomplish the learning objectives. Other than lecture and slides/visuals, which active learning strategies will be incorporated into your presentation? Select all that apply.

- | | | |
|---|---|--|
| ☒ Examples/Analogies | ☐ Facilitated Discussion | ☐ Case study exercises |
| ☐ Matching Question and Answer | ☒ Q&A period | ☐ Develop a plan |
| ☐ Fill in the blank | ☐ Small Group Breakouts/Report Back | ☐ Demonstration |
| ☐ Review | ☐ Large Group Discussion/Report Back | ☐ Simulation |
| ☐ Pre/post-test | ☐ Role playing | ☐ Hands-on (skill-building) |
| ☐ Immediate feedback (polls, prompt questions) | ☐ Reflective writing exercise | ☐ Other, specify _____ |
| | ☐ Problem exercise | |

REFERENCES*

Provide references used to develop your program content and that support your learning objectives.

- American College Health Association. (2020). American College Health Association-National College Health Assessment II: Reference Group Executive Summary Fall 2019. Silver Spring, MD: American College Health Association.
- American College Health Association. (2021). American College Health Association-National College Health Assessment III: Reference Group Executive Summary Fall 2020. Silver Spring, MD: American College Health Association.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469.
- Braider, L., La Lima, C., Crimarco, N., Hollander, B., Reid-Russell, A., Kane, J., & Greenwald, B. (2019). Characterization of psychiatrically hospitalized college students. *Journal of American College Health*, 67(7), 654–660. <https://doi.org/10.1080/07448481.2018.1500471>
- Center for Collegiate Mental Health. (2020, January). 2019 Annual Report (Publication No. STA 20-244).
- De Luca, S., Yan, Y., Lytle, M., & Brownson, C. (2014). The associations of race/ethnicity and suicidal ideation among college students: A latent class analysis examining precipitating events and disclosure patterns. *Suicide and Life-Threatening Behavior*, 44(4), 444-456.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*, 11(4), 227-268.
- Eisenberg, D., Lipson, S., Heinze, J., Zhou, S. (2021). The Healthy Minds Study: Fall 2020 Data Report. The University of Michigan. <https://healthymindsnetwork.org/wp-content/uploads/2021/02/HMS-Fall-2020-National-Data-Report.pdf>
- Gardner, W., Hoge, S. K., Bennett, N., Roth, L. H., Lidz, C. W., Monahan, J., & Mulvey, E. P. (1993). Two scales for measuring patients' perceptions for coercion during mental hospital admission. *Behavioral Sciences & The Law*, 11(3), 307-321. <https://doi.org/10.1002/bsl.2370110308>
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- Lipson, S. K., Lattie, E. G., & Eisenberg, D. (2019). Increased rates of mental health service utilization by US college students: 10-year population-level trends (2007–2017). *Psychiatric Services*, 70(1), 60-63.
- Liu, C. H., Stevens, C., Wong, S. H., Yasui, M., & Chen, J. A. (2019). The prevalence and predictors of mental health diagnoses and suicide among US college students: Implications for addressing disparities in service use. *Depression and anxiety*, 36(1), 8-17.
- Mitchell, S. L., Kader, M., Haggerty, M. Z., Bakhai, Y. D., & Warren, C. G. (2013). College Student Utilization of a Comprehensive Psychiatric Emergency Program. *Journal of College Counseling*, 16(1), 49–63. <https://doi.org/10.1002/j.2161-1882.2013.00026.x>
- Morris, M. R., Feldpausch, N. I., Eshelman, M. G. I., & Bohle-Frankel, B. U. (2019). Recovering in place: Creating campus models of care for the high-risk college student. *Current Psychiatry Reports*, 21(11), 1-8.
- Moses, T. (2011a). Stigma apprehension among adolescents discharged from brief psychiatric hospitalization: *The Journal of Nervous and Mental Disease*, 199(10), 778–789. <https://doi.org/10.1097/NMD.0b013e31822fc7be>
- Moses, T. (2011b). Adolescents' perspectives about brief psychiatric hospitalization: What is helpful and what is not? *Psychiatric*

Quarterly, 82(2), 121–137. <https://doi.org/10.1007/s11126-010-9151-1>

Rockland-Miller, H. S., & Eells, G. T. (2008). Strategies for effective psychiatric hospitalization of college and university students. *Journal of College Student Psychotherapy*, 22(3), 3-12.

Smith, C. P., & Freyd, J. J. (2014). Institutional betrayal. *American Psychologist*, 69(6), 575.

Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *The Journal of higher*

PROGRAM OVERVIEW

TARGET AUDIENCE*

Who will benefit from attending this program? Select all that apply.

☒ Administrator

☒ Advanced Practice Clinician

☐ Dietician/Nutritionist

☒ Health Educator/Health Promotion Specialist

☐ Health Information Management Professional

☒ Mental Health Professional

☒ Nurse

☐ Pharmacist

☒ Physician

☒ Psychiatrist

☒ Student Affairs Professional

☐ Other, specify: _____

TYPE OF SUBMISSION*

Choose the time length most appropriate for your session's topic, objectives, and content. Select one.

Note that we may not be able to accommodate your preference.

60-minute General Session

ABSTRACT*

This presentation will address original research focused on college students' experiences with psychiatric hospitalization, including psychological services prior to hospitalization, the hospitalization process, the hospitalization itself, and post discharge at the University of Texas at Austin. Themes included trust/distrust, powerlessness, interpersonal connections, uncertainty, negative perceptions of the university, academic supports, and shifted perspectives. Recommendations for improving the hospitalization process as clinicians, in addition to university-wide department improvements, are discussed.

DEIJA CONTENT

Does your program address diversity, equity, inclusion, justice and/or accessibility? If it is clear in the session title, abstract, and/or learning objectives how your session addresses DEIJA, you can skip this question. If it is not clear, describe how it explores or addresses systemic barriers that impede marginalized populations from achieving health outcomes. These systems may include, but are not limited to social, economic, demographic, cultural, or geographic policies, processes, and practices that create barriers for specific populations.

The increased focus on law enforcement in mental health emergencies and with historically marginalized populations demands examination of their role with psychiatric hospitalizations on college campuses. This presentation includes interviews with students who identify with historically marginalized populations in terms of race, gender and sexual orientation, and those with intersectional historically marginalized identities. Implications discussed include ideas for mitigating the negative impact of law enforcement in working with these students during the hospitalization process, as well as other considerations as to how these groups may be disproportionately impacted.

PHARMACOLOGY CONTENT

Will your presentation include content related to pharmacology?*

If yes, please ensure that your objectives and content above validate the pharmacology component.

No

If yes, please estimate the percentage of session content related to pharmacology.

PRIMARY PRESENTER BIO AND DISCLOSURE FORM

The Program Planning Committee will not be given presenter or co-presenter names or institution/employer names. Please make sure you provide complete biographic/demographic information below so that they have as much information as possible as they make their selections.

Program Title*: Voices of Students in Crisis: Interviews with College Students Hospitalized for Psychiatric Crises and Implications for Administrators and Clinicians

List your completed academic degree(s), institution where the degree was earned, and major or specialty area.

Degree	Institution	Major/Specialty Area
Ph.D., The University of Texas at Austin, Counseling Psychology		

List any current certifications
(e.g., CHES, APN, LPC):

Ph.D., NCC

BIOGRAPHICAL QUALIFICATION STATEMENT*

I am qualified to give this specific presentation because...

I have been working in university counseling centers for five years during both my master's and doctoral graduate education in clinical and administrative capacities. I am currently working as a post-doctoral psychology resident at Florida State University's Counseling & Psychological Services. This presentation comes from my dissertation project which also included a demographic analysis of hospitalized college students and thorough research into this population. I have been clinically involved with psychiatric hospitalizations as a UCC clinician. I also began working on analyzing the hospitalized student population at UT Austin in January of 2020, prior to beginning my dissertation in July of 2021 and defending in November of 2022. I have presented this research at the American College Counseling Association annual conference and Florida Psychological Association annual conference.

OTHER DEMOGRAPHICS

Check all that apply related to yourself or your institution. If you are not at an institution of higher education, you may skip those sections.

Areas of Practice (past or present)	Institutional Demographics	Student Population
☒ Administration ☒ Health Promotion/Wellness ☒ Clinical Services ☒ Mental Health/Counseling ☐ Pharmacy ☒ Student Affairs ☐ Other: _____	☐ 2-year institution ☒ 4-year institution ☐ Public institution ☐ Private institution ☐ HBCU ☐ Other minority-serving institution ☐ Other: _____	20,000 or more

CONFLICT OF INTEREST (COI) DISCLOSURE

POLICY

Yes I have read, fully understand, and agree to adhere to the conflict of interest information above and below.*

DISCLOSURE OF RELATIONSHIP(S)

During the past 24 months have you had a financial, professional, or personal relationship (including self-employment and sole proprietorship) with a company (as defined above)?*

If you have a financial relationship with a company but aren't sure whether it fits the definition above, it's best to check yes and include the information.

No

If yes, list the full company name(s) with the specific relationship(s). Also indicate whether the CE content over which you have control contains information about products or services of the ineligible company.

Name of Ineligible Company	Nature of the Financial Relationship	Has the Relationship Ended?	Does the program contain information about products or services of the company.
		☐	☐
		☐	☐

OFF-LABEL USE

Will your presentation include discussion of off-label, experimental, and/or investigational use of drugs, devices, medical procedures, or interventions?*

No

If yes, list drugs, devices, and/or procedures to be discussed.