Mental Well-Being for Students: Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier campus communities.

Reach

4,672 students at University of Utah have participated in Mental Well-Being for Students since the start of the 2021-2022 academic year.

Course Impact

Students increased their prevention knowledge, and their skills associated with healthier behavior.

Average Assessment Score:

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<th>Pre-Course Assessment</th>
<th>Post-Course...</th>
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After taking Mental Well-Being for Students, your students agree:

- Seeking help for my mental health can make a positive difference. 92%
- My mental health can improve over time. 91%
- I have the ability to make a difference in the mental health of others. 81%

Perceptions of Campus Climate

Student perceptions of the commitment and intentions of their institution can have a significant impact on the feelings of safety, their experience on campus, and their likelihood to join the community effort to address mental well-being.

9% of students at University of Utah are currently or plan to be involved in supporting mental health at your school.

At my school, I have trusted adults that I can talk to if I am experiencing mental health challenges. 57%
At my school, I feel that students’ mental and emotional well-being is a priority. 68%
At my school, we look out for each other. 64%
I am responsible to help if a classmate is struggling. 66%
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Bystander Intervention

Proactive bystander behaviors — stepping in directly or engaging other observers indirectly — are some of the most important ways students can support and build a healthy campus environment.

Mental Well-Being for Students helps students build their bystander skills. University of Utah can use this information to continue to develop those skills as part of a healthy campus community.

Top Bystander Behaviors

When they intervened in mental health situations, your students most often employed one of the following behaviors:

1. Expressed my concern for their well-being to them directly
2. Listened to them talk about their issues or distress
3. Checked in with the person I was concerned about at a later time

Top Bystander Behaviors

81% of students at University of Utah believe they have the ability to make a difference in the mental health of others.

Barriers to Accessing Care

Not all students who feel that they need support for their mental health are able to access formal care. Among your students who indicate a need for mental health services, here are the top barriers to receiving care:

51% of students at University of Utah reported needing help for emotional or mental health problems, feeling blue, anxious, or nervous sometime in the last 12 months.