HYPE ON CAMPUS RESEARCH PARTNERSHIP

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The Transitions to Adulthood Center for Research

Acknowledgements

The mission of the Transitions to Adulthood Center for Research is to promote the full participation in socially valued roles of transition-age youth and young adults (ages 14-30) with serious mental health conditions. We use the tools of research and knowledge translation in partnership with this at risk population to achieve this mission.

Visit us at: **https://www.umassmed.edu/HYPE**
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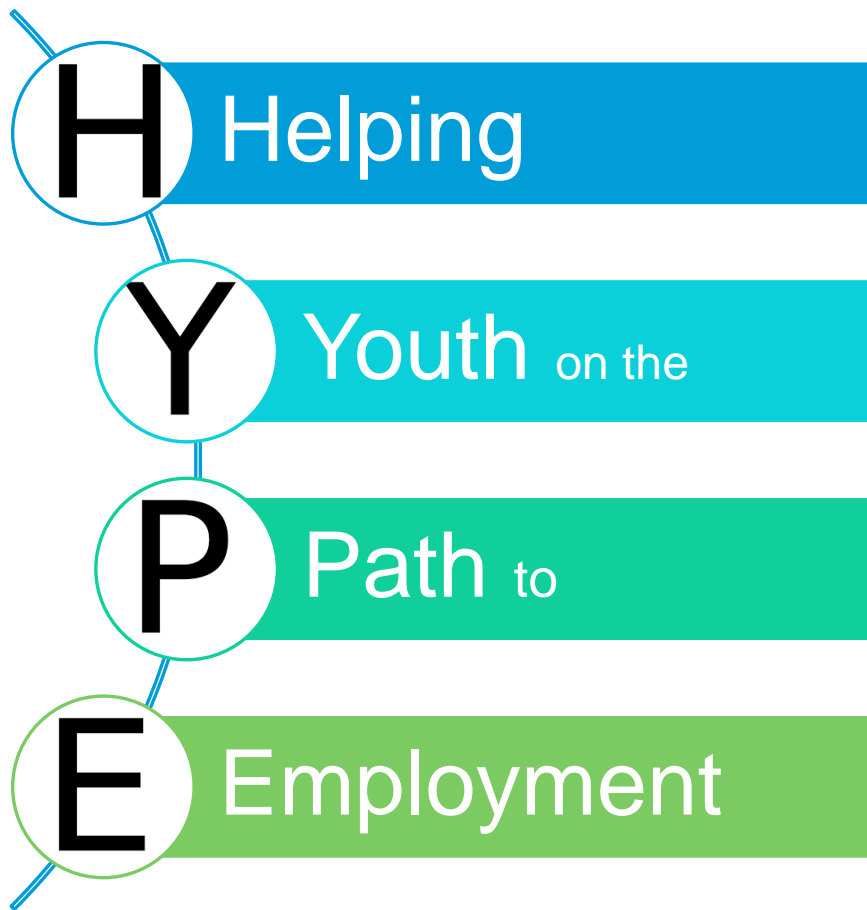
Agenda

- Welcome & Introductions
- HYPE Background & Rationale
- Overview of HYPE on Campus project
- Commitments & site selection
- Timeline & next steps
- Questions

What is HYPE on Campus?

H Helping

Y Youth on the

P Path to

E Employment

- Focuses on reducing disruptions and enhancing academic performance
- *Prioritizes education early* to enhance school and work outcomes
- **Fluid career development approach-** supports both education and employment supports by focusing on consistent & critical skills & supports

HYPE on Campus

- Grounded in Theory
  - Self-regulated learning (among others)

- Based in Practice
  - Began at Rutgers in 2003
  - Developed further in community mental health in New Jersey in 2008 (LEARN)
  - Tested on campus

- Informed by Research
  - RCT of specialized support for college students began in 2008
  - RCT of executive functioning development for college students began in 2013
  - Recent pilot at a state university

Research Results That Informed This Trial

- Students with mental health conditions more commonly endorsed issues associated with executive functioning tasks than "classic" mental health symptoms when identifying academic barriers.

- When taught executive functioning skills, students have higher rates of academic persistence and experience less barriers.

- Students struggle with effectively using existing campus resources.

- Disability Services, CAPS/counseling services, & Career Services typically experience challenges meeting the complex needs of these students on campus.

Enhancing Academic Persistence & Performance

- As a result of having MHC, students struggle with developing and refining executive functioning (EF) skills.
  - Barriers to academic performance as well as effectively utilizing services on and off campus
- EF skills are the building blocks to self-regulated learning.
- Self-regulated learning is a set of skills and behaviors that affects goal-directed behavior & academic performance (Pintrich, 2000).
- Cognitive remediation is a method to teach EF skills and develop self-regulated learning by setting and regularly revisiting academic goals..
- Greater self-regulated learning use is associated with increased academic performance & retention

Overview HYPE on Campus

- Acts as a bridge between Disability Services, CAPS (counseling/psychological services), and Career Services
- Intends to fill the gap in services that is typically seen on campus for this group of students.
- Does not duplicate services, but assists students to utilize services on campus more effectively.
- Assists in the coordination of services to enhance outcomes.
  - Facilitates information sharing between offices, off campus resources, and students.
- Assists students and career services personnel with determining job/internship matches to promote career development.
- Skilled in identifying targeted accommodations & assistive technology based on functional implications of MHC.

Focus on Executive Functioning Skills

- Skill development is a cornerstone of HYPE.

- Standardized curriculum to systematically developing complex skills

  - Uses a compensatory cognitive remediation approach

- Starts slow and builds skills over time

- Teaches & reinforces foundational skills & strategies

- Over 12 weeks, students build and refine a sophisticated set of cognitive tools.

- Skills & strategies taught in the curriculum are reinforced in sessions to develop effective habits & resource utilization.

THE CURRENT HYPE ON CAMPUS (HOC) TRIAL

Research Goals

1. ## Feasibility Pilot: Phase I
   - How do we make this work here?
   - What needs to be tweaked to achieve desired outcomes?

2. ## Pilot Efficacy Trail: Phase II
   - Randomized control trial (RCT)
   - What are the critical interventions/services and supports that promote academic persistence?
   - What are the student-level factors that influence whether students drop- out or stay in school?

3. ## How much does it cost to provide HOC?

Timeline

Fall 2020

- Prepare for Feasibility Trial
- Identify Staff
- MOU
- Training & Technical Assistance
- A little practice…

Spring 2021

- Feasibility Trial
- 1 semester
- *Can we do this here?*
- *Learnings inform efficacy trial*

Fall 2021 through Spring 2022

- Pilot RCT efficacy trial
- One academic year
- *Does this work here?*

Feasibility Pilot

- Three schools will be selected to participate
- One semester feasibility pilot to prepare for efficacy trial
  - Two campuses that participate in feasibility are intended to move onto efficacy trial

- Intended to evaluate how to effectively link services on campus
  - How does HOC practitioner develop and leverage relationships between and within offices to enhance outcomes of this population

- Assess feasibility of recruitment and retention in both services & research
  - Can we recruit students & retain them in both services and research
  - Each campus would serve 10 new students

Pilot Efficacy Trial

- Two schools selected from three in feasibility
- Recruit 80 students (40 students per campus)
- Randomized into HOC (n=20) or Active Control (n=20) per campus

- Active Control:
  - Services as Usual + "Critical Campus Resource" packet
  - Connection to Disability Services, CAPS, & Career Services (if not connected)

- HOC:
  - Services as Usual + Executive Functioning Skill development & specialized support
  - Services for first semester in HOC will be about 1.5 hours per week
  - Program staff enter accurate & timely data related to individual-level service provision (i.e., detailed notes) for research and TA purposes

Pilot Efficacy Trial continued…

- HOC services are provided for one academic year
  - Services are expected to decrease over the second semester, but available when students need them
    - Academic year 2021-2022
- Data is collected for all students for one additional semester (Fall 2022) to assess durability of services

- After trial is over (January 2023):
  - Students who were assigned to Active Control can receive HOC
  - Campuses are free to provide HOC to any student who needs/wants it

RCT Research Participants

Academic Disruption
- Must have experienced at least one academic disruption due to their MHC

Age
- Young adult, between 18-30

Diagnoses
- Diagnosed mental health condition
- *Cannot* have a secondary diagnosis of autism, TBI, or other neurological condition that affects cognition

School Status
- Currently enrolled in college
- Enrolled in at least four full credit courses
- Expects to maintain matriculation for the next two years

Ideal Campuses

- **Services:**
  - Have good working relationships with identified "sister" offices
  - Have existing bandwidth or capacity to expand services for those recruited
  - We think that HOC is best fit to be housed in Disability Services, but each campus is different, so we are open to considering other homes

- **Campus Climate:**
  - Have support from campus leaders to develop HOC programming
  - Campus policies that support students with mental health conditions

Ideal Campuses continued…

- **Have the Capacity to:**
  - Identify skilled practitioner(s) to provide HOC
  - Serve students in
    - 10 in feasibility trial
    - 20 in efficacy trial (begins August/September 2021)
  - Engage participants within 48 hours of randomization *and* provide services within 1 week of referral (i.e., no/limited wait time)

- **Alignment:**
  - Share values & passion consistent with HOC
  - Desire to learn *and* provide feedback

CAMPUS COMMITTMENTS

Campus Commitment: Feasibility Trial

Fall 2020

- MOU

- Identify campus staff
  - Practitioners who would provide HOC
  - Supervisor and other "sister" office liaisons

- Participate in training, group, and individual technical assistance
  - A minimum of 2 "practice" participants per provider

- Participate in fidelity review

Spring 2021

- Intake 10 students Spring 2021 (no random assignment)

- Prepare for site "visit" & fidelity review
  - "green lights" campuses for move to efficacy trial

Efficacy Trial Commitment
Academic Year 2021-2022

- Able to provide services to up to 20 research participants

- Provide high fidelity HOC services

- Provide timely service provision data
  - Maintain up to date and accurate files
  - Provide semester transcripts

- Participate in bi-weekly/monthly technical assistance & periodic fidelity assessments

Benefits to the Your Campus

- Thorough training on innovative and cutting-edge services that can be used with other student populations who struggle with executive functioning skills and self-regulated learning.

- Receive free tailored technical assistance for your campus.

- Develop knowledge & skills, and gain resources to enhance persistence and prevent disruptions in order to assist college students to achieve their goals.

- Help evaluating and improving your outcomes in order to describe your impact to your administration, board of trustees, and other stakeholders.

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WHAT HAPPENS NEXT?

Identify Ideal Partner Sites

TIMELINE:
Applications due: June 21st, 2020
Individual site calls: June 29th - July 10th
Identification of Program Sites: July 24th

- Applications will be posted and distributed next week.

- Between now and the when the applications are posted, work to identify interest in key offices and administration.

- We are happy to have individual discussions with key campus personnel prior to application submission.
  - Please email us at HYPE@umassmed.edu

Question and Answer
Tell us how we can be helpful…now and in the future!

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