AT HOME WITH ENGINEERING EDUCATION



Asee's Virtual Conference

#ASEEVC



JUNE 22 - 26, 2020

At Home with Engineering Education

Validation of an Instrument to Measure Science, Engineering, and Mathematics Graduate Students' Mental Health (Work in Progress)

Sarah Jane Bork and Joi-Lynn Mondisa

- There are no known currently validated instruments to measure the mental health of graduate students
- Using an existing survey that has data collected for graduate students, performing factor analysis to
- Current analysis shows an emerging factor structure that mirrors major themes of the survey instrument being analyzed

Content Warning & Mental Health Resources

I will be discussing mental health measures.

Everyone is free to stop listening and choose how they engage with the material.

In addition, this talk cannot and does NOT constitute as medical advice in any shape or form.

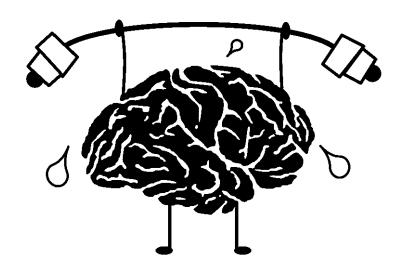
This information and talk **does NOT** substitute for the knowledge, skill, and judgment of qualified psychiatrists, psychologists, physicians and health care professionals.

National Suicide Prevention Lifeline 1-800-273-TALK (8255) [24/7] 1-888-628-9454 (Spanish) 1-800-799-4889 (TTY)

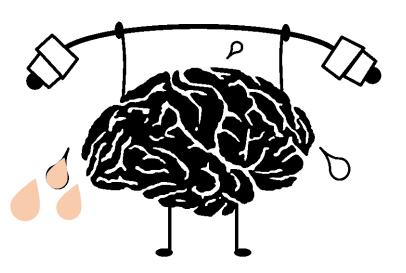
Online Resources
https://www.mentalhealth.gov/
https://www.nami.org

Other Resources
https://www.nami.org/Find-Support/NAMI-HelpLine/Top-25-HelpLine-Resources

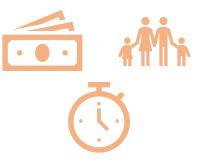




Motivation

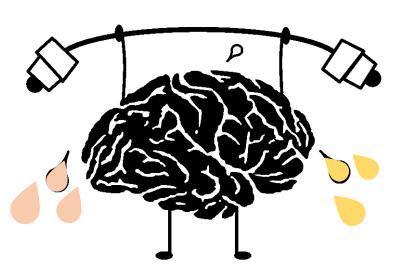








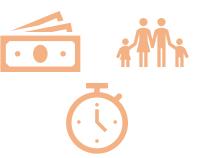
Motivation



Academic Pressures

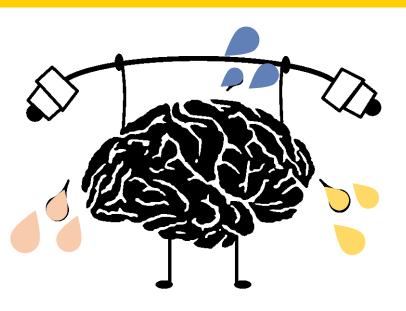


External Pressures





Motivation









Goal of the Study



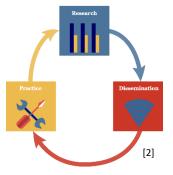




Healthy Linds

The Healthy Minds Network 🨪







2013 Survey Breakdown

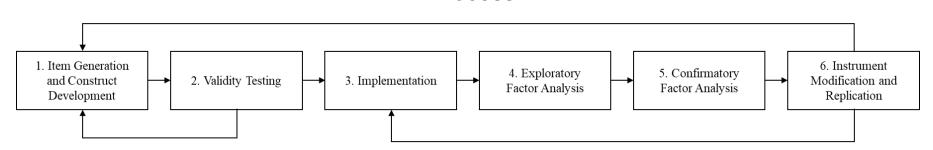
- 1. Basic survey variables
- 2. Demographics
- 3. Academics
- 4. Positive mental health
- 5. Depression and anxiety screen
- 6. Eating and body
- 7. Self-injurious behavior and suicide
- 8. Diagnosed mental illness
- 9. Knowledge and beliefs about mental health services
- 10. Stigma
- 11. Mental health service utilization
- 12. Informal help-seeking/support
- 13. Reasons for seeking or not seeking help
- 14. Insurance
- 15. Substance use
- 16. Other behaviors/lifestyle
- 17. Witnessing/experiencing negative things

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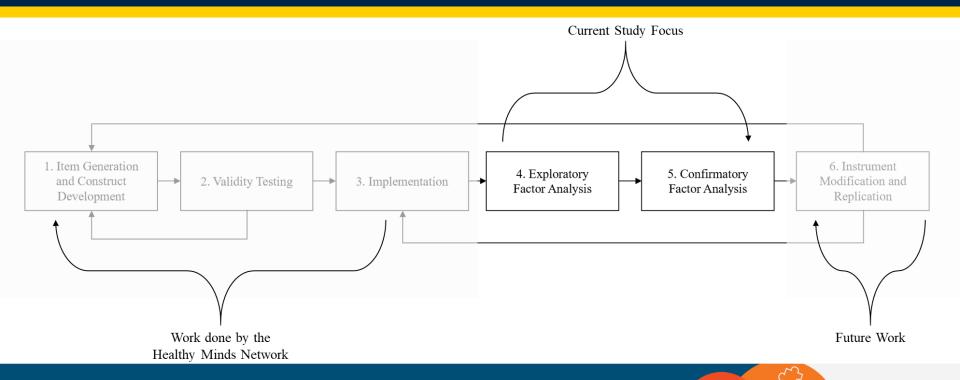


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Instrument Development Process

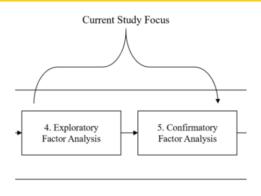






Our Study

Age 18-22 23-25 26-30		112 346 358
23-25 26-30		346
26-30		
		358
31-35		103
36(+)		59
NA		43
Gender		
Male		575
Femal	e	403
Other	NA	43
Race		
Africa	m American/Black	12
Amer	ican Indian/Alaskan Native	0
Arab/	Middle Eastern or Arab American	35
Asian	American/Asian	297
Hispa	nic/Latino	22
Pacifi	c Islander	3
White	or Caucasian	525
Multil	Race	43
Other	NA	84
Degree Program		
Maste	r's	311
PhD (can include embedded Master's)	576
Other	NA	134



Data is randomly split for each analysis.

Our Study – Work in Progress

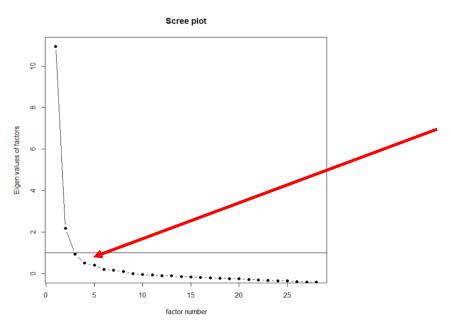
Question	Wording	Scale					
Module 4: Positive Mental Health							
diener1	I lead a purposeful and meaningful life.	1.0. 1.1.					
diener2	My social relationships are supportive and rewarding.	1=Strongly disagree 2=Disagree					
diener3	I am engaged and interested in my daily activities.	3=Slightly disagree					
diener4	I actively contribute to the happiness and well-being of others.	4=Mixed or neither agree					
diener5	I am competent and capable in the activities that are important to me.	nor disagree					
diener6	I am a good person and live a good life.	5=Slightly agree 6=Agree					
diener7	I am optimistic about my future.	7=Strongly agree					
diener8	People respect me						

Depression	pression and Anxiety Screen			
Depression	Over the last 2 weeks, how often have you been bothered by any of			
	the following problems?			
phq9_1	Little interest or pleasure in doing things			
phq9_2	Feeling down, depressed or hopeless			
phq9_3	Trouble falling or staying asleep, or sleeping too much			
phq9_4	Feeling tired or having little energy			
phq9_5	Poor appetite or overeating			
nho0 6	Feeling bad about yourself—or that you are a failure or have let yourself or your family down			
phq9_6	Trouble concentrating on things, such as reading the newspaper or	1=Not at all		
phq9_7	watching television	2=Several days		
	Moving or speaking so slowly that other people could have noticed;	3=More than half the da 4=Nearly every day		
1.00	or the opposite—being so fidgety or restless that you have been	4-iveally every day		
phq9_8	moving around a lot more than usual			
phq9_9	Thoughts that you would be better off dead or of hurting yourself in some way			
	Think about a two-week period in the past year when you experienced the two problems below the most frequently. During that period, how often were you bothered by these problems?			
phq2_1	Little interest or pleasure in doing things			
phq2_2	Feeling down, depressed or hopeless			
dep_any	PHQ-9 score cut-off for any depression, major or moderate	(+) Screen for any depression (0=No, 1=Ye		
Anxiety				
	In the past four weeks, how often have you been bothered by any of the following problems?			
gad7_1	Feeling nervous, anxious or on edge			
gad7_2	Not being able to stop or control worrying			
gad7_3	Worrying too much about different things	1=Not at all 2=Several days		
gad7_4	Trouble relaxing	3=Over half the days		
gad7_5	Being so restless that it's hard to sit still	4=Nearly every day		
gad7_6	Becoming easily annoyed or irritable			
gad7_7	Feeling afraid as if something awful might happen			
anx_any_gad	PHQ algorithm for generalized anxiety disorder screen	(+) Screen for generalize anxiety (0=No, 1=Yes)		



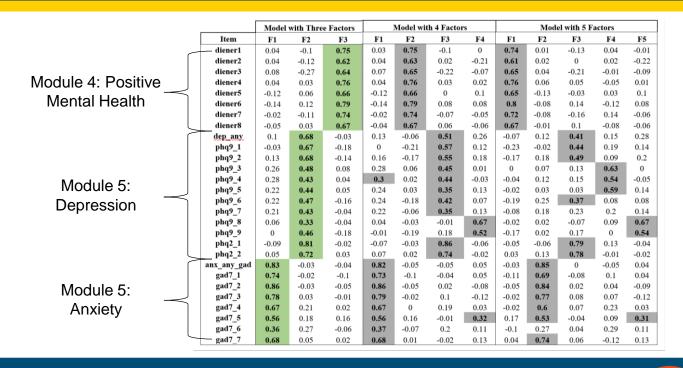


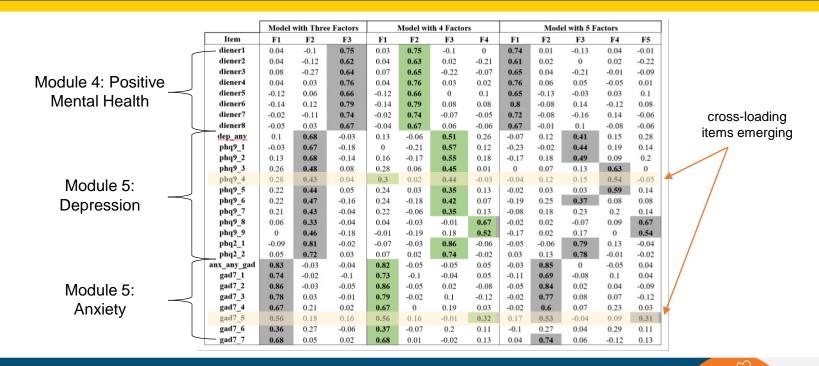




Begins leveling off at 4 factors, so must have at least a 3-factor model.

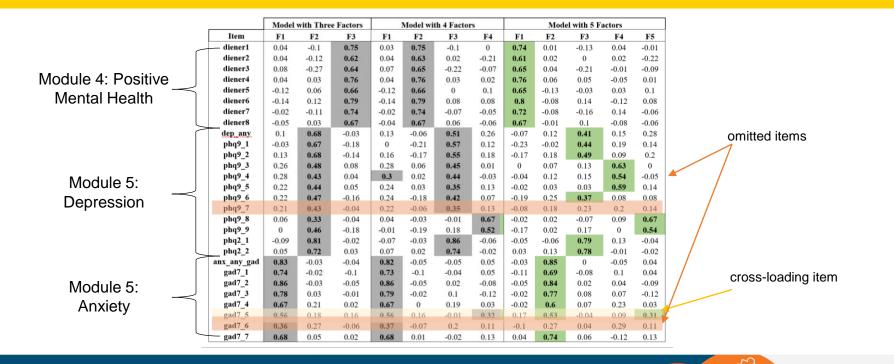
	Model with Three Factors				Model with 4 Factors			Model with 5 Factors					
Item	F1	F2	F3	F1	F2	F3	F4	F1	F2	F3	F4	F5	
diener1	0.04	-0.1	0.75	0.03	0.75	-0.1	0	0.74	0.01	-0.13	0.04	-0.01	
diener2	0.04	-0.12	0.62	0.04	0.63	0.02	-0.21	0.61	0.02	0	0.02	-0.22	
diener3	0.08	-0.27	0.64	0.07	0.65	-0.22	-0.07	0.65	0.04	-0.21	-0.01	-0.09	
diener4	0.04	0.03	0.76	0.04	0.76	0.03	0.02	0.76	0.06	0.05	-0.05	0.01	
diener5	-0.12	0.06	0.66	-0.12	0.66	0	0.1	0.65	-0.13	-0.03	0.03	0.1	
diener6	-0.14	0.12	0.79	-0.14	0.79	0.08	0.08	0.8	-0.08	0.14	-0.12	0.08	
diener7	-0.02	-0.11	0.74	-0.02	0.74	-0.07	-0.05	0.72	-0.08	-0.16	0.14	-0.06	
diener8	-0.05	0.03	0.67	-0.04	0.67	0.06	-0.06	0.67	-0.01	0.1	-0.08	-0.06	
dep_any	0.1	0.68	-0.03	0.13	-0.06	0.51	0.26	-0.07	0.12	0.41	0.15	0.28	
phq9_1	-0.03	0.67	-0.18	0	-0.21	0.57	0.12	-0.23	-0.02	0.44	0.19	0.14	
phq9_2	0.13	0.68	-0.14	0.16	-0.17	0.55	0.18	-0.17	0.18	0.49	0.09	0.2	
phq9_3	0.26	0.48	0.08	0.28	0.06	0.45	0.01	0	0.07	0.13	0.63	0	
phq9_4	0.28	0.43	0.04	0.3	0.02	0.44	-0.03	-0.04	0.12	0.15	0.54	-0.05	
phq9_5	0.22	0.44	0.05	0.24	0.03	0.35	0.13	-0.02	0.03	0.03	0.59	0.14	
phq9_6	0.22	0.47	-0.16	0.24	-0.18	0.42	0.07	-0.19	0.25	0.37	0.08	0.08	
phq9_7	0.21	0.43	-0.04	0.22	-0.06	0.35	0.13	-0.08	0.18	0.23	0.2	0.14	
phq9_8	0.06	0.33	-0.04	0.04	-0.03	-0.01	0.67	-0.02	0.02	-0.07	0.09	0.67	
phq9_9	0	0.46	-0.18	-0.01	-0.19	0.18	0.52	-0.17	0.02	0.17	0	0.54	
phq2_1	-0.09	0.81	-0.02	-0.07	-0.03	0.86	-0.06	-0.05	-0.06	0.79	0.13	-0.04	
phq2_2	0.05	0.72	0.03	0.07	0.02	0.74	-0.02	0.03	0.13	0.78	-0.01	-0.02	
anx_any_gad	0.83	-0.03	-0.04	0.82	-0.05	-0.05	0.05	-0.03	0.85	0	-0.05	0.04	
gad7_1	0.74	-0.02	-0.1	0.73	-0.1	-0.04	0.05	-0.11	0.69	-0.08	0.1	0.04	
gad7_2	0.86	-0.03	-0.05	0.86	-0.05	0.02	-0.08	-0.05	0.84	0.02	0.04	-0.09	
gad7_3	0.78	0.03	-0.01	0.79	-0.02	0.1	-0.12	-0.02	0.77	0.08	0.07	-0.12	
gad7_4	0.67	0.21	0.02	0.67	0	0.19	0.03	-0.02	0.6	0.07	0.23	0.03	
gad7_5	0.56	0.18	0.16	0.56	0.16	-0.01	0.32	0.17	0.53	-0.04	0.09	0.31	
gad7_6	0.36	0.27	-0.06	0.37	-0.07	0.2	0.11	-0.1	0.27	0.04	0.29	0.11	
gad7_7	0.68	0.05	0.02	0.68	0.01	-0.02	0.13	0.04	0.74	0.06	-0.12	0.13	





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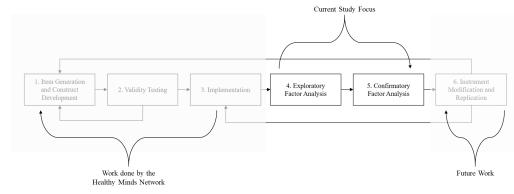




Key Take-Away & Future Work

 Exploratory Factor Analysis following breakdown major themes

- Add in remaining 12 modules to determine resulting factor structure
- Test this structure with second half of data in confirmatory factor analysis



Acknowledgements

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 - the Healthy Minds Network!
 - the MEER Group!
 - UMich EER Community!





References

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- [2] http://www.healthymindsnetwork.org/
- [3] http://www.healthymindsnetwork.org/events/research-symposium/
- [4] T. R. Hinkin, "A brief tutorial on the development of measures for use in survey questionnaires," *Organizational research methods*, vol. 1, no. 1, pp. 104-121, 1998.
- [5] M. DeMonbrun, C.J. Finelli, M. Prince, M. Borrego, P. Shekhar, C. Henderson, & C. Waters, "Creating an instrument to measure student response to instructional practices," *Journal of Engineering Education*, vol. 106, no. 2, pp. 273-298, 2017.

