

An Adjunct Group Intervention for Youth with Mood and Anxiety Disorders Transitioning to College

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Transition-Age Youth: A High-Risk Population at a High-Risk Period

Mental Health Concerns are Significant for Transition-Age Youth

- Suicide is the second leading cause of death among college-aged youth
- One in 12 college students makes a suicide plan
- In the past year, 31% of college students reported depression and 50% reported anxiety that impacted their functioning

Mental Health Concerns Impede College Success

- Depression and anxiety are the largest impediments to academic performance (American College Health Association, 2011)
- 64% of young adults who dropped out of college cite mental health-related reasons (most commonly mood and anxiety disorders)
- Youth with mental health disorders are more likely to misuse alcohol, experience academic distress and sexual victimization on campus

College Students Rarely Seek Mental Health Services

- 40% of college students with diagnosable mental health conditions do not seek help; 57% do not request accommodations

Aims

To create an adjunctive group to assist transition-age youth (i.e., 17-20 years of age) build independence and optimize success in the transition to college/community and independence.

Who is the Group For?

- Youth preparing to graduate from high school
- Relatively stable symptoms
- Engaged in individual therapy

Group Structure and Timing

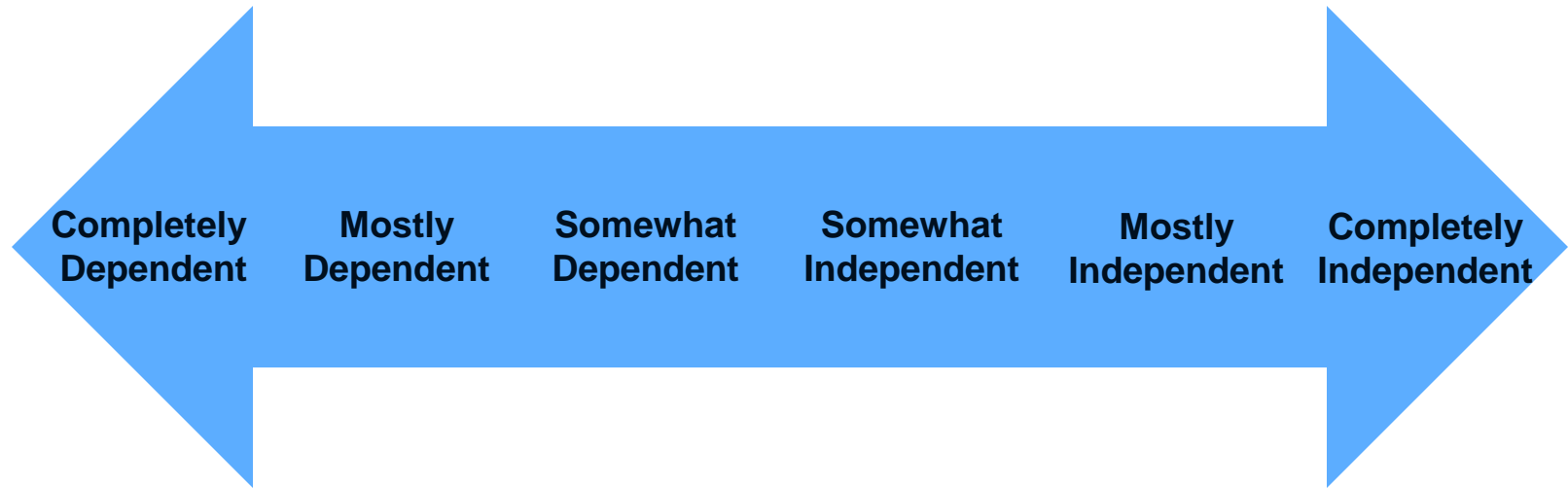
Young Adult Group: Monthly for 6 months



Concurrent Parent Group: Bi-monthly for 6 months



Independence as a Continuum



Domains of Independence

Health

know my diagnosis
manage my medications
make my appointments

Academics

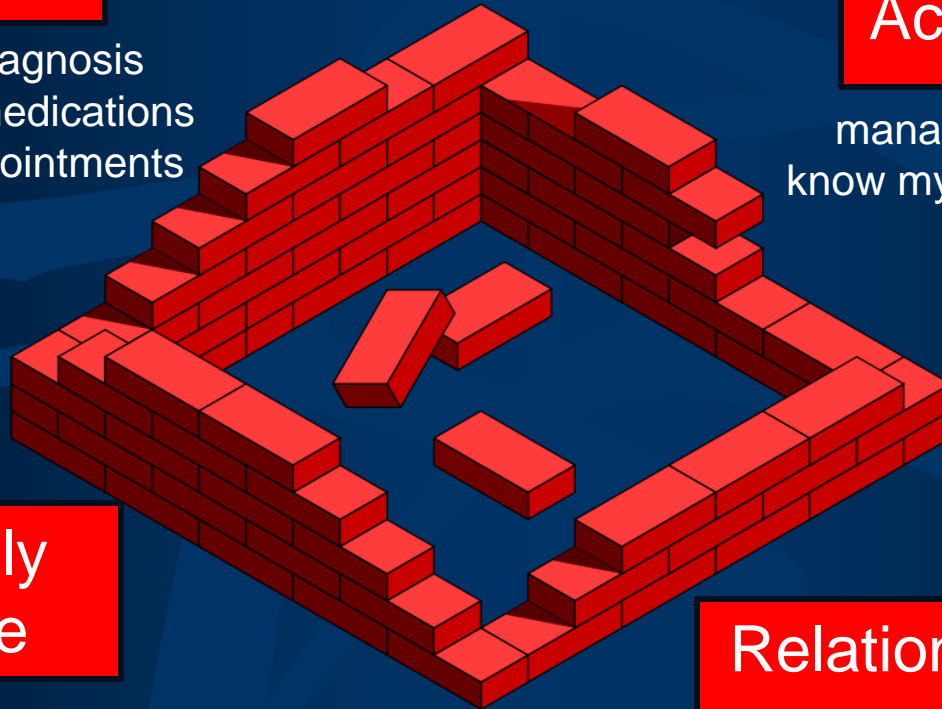
manage my workload
know my accommodations

Daily Life

get myself up in the am
do my laundry
manage my time

Relationships

solve problems with others
get what I need from others
know where to get support



Young Adult Group Structure

- Ice breaker
- Snacks
- Feedback from last meeting
- Session content
- Wrap-up



Young Adult Session Content

Session 1: Knowing My Body & Mind

Session 2: Advocating for Myself

Session 3: Managing my Academics

Session 4: Living Independently

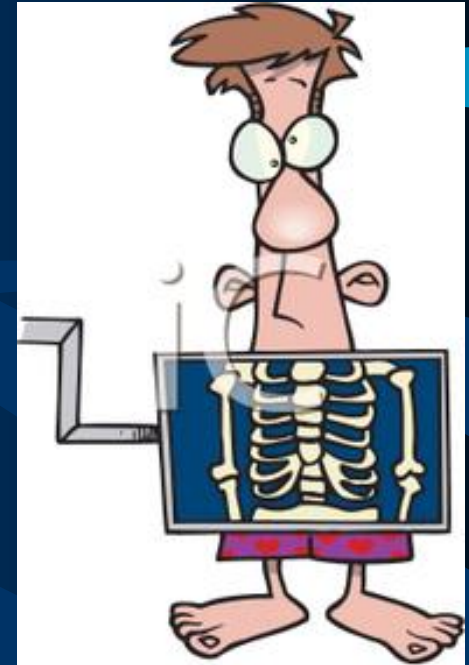
Session 5: Managing My Relationships

Session 6: Graduation

Session 1: Knowing My Body & Mind

Importance of having accurate knowledge of:

- diagnosis/symptoms
- baseline behavioral patterns
(e.g., eating, sleeping)
- treatment
- warning signs
- coping skills



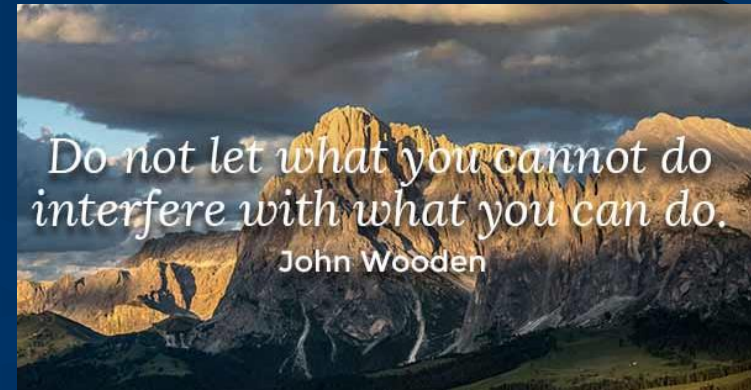
Creating a Health Portfolio

- Personal Health History
- Family History
- Emergency/Contact Information
- Treatment History
- 504/IEP
- Safety Plan
- Health Insurance Information



Session 2: Advocating for Myself

- Understanding the importance of self-advocacy
- How to communicate with (potential) providers
- How to handle emergencies/crises
- How to find services on campus/in the community (and what to look for...)
- Who should I tell about my mental health condition?
- Making independent decisions



Session 3: Managing My Academics

- Academic accommodations
- Differences between high school and college
- Note taking
- Structuring time
- Asking for help



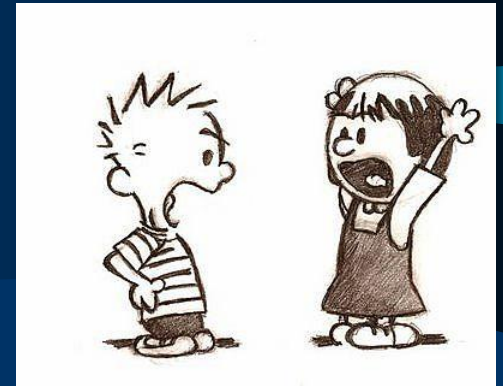
Session 4: Living Independently

- Managing money
- Managing time
- Doing laundry
- Grocery shopping



Session 5: Managing My Relationships

- Relationships with parents
- Relationships with friends from high school
- Building new relationships



Session 6: Graduation (Joint group with parents)

- Presentation of the Health Portfolio
- Review of lessons learned
- “Graduation” party



Parent Group Session Content

Session 1: Before College Checklist

Session 2: University Counseling Centers

Session 3: Graduation

Session 1: Before College Checklist

Planning for:

- continued mental health care (includes health portfolio)
- communication and monitoring
- how to intervene if needed



“Yes mother, I told you I am doing *fine* on my own at college...Hey, could you log on and find my schedule, order my books, and call me when it’s time for class?”

Session 2: University Counseling Centers

- Services offered
- Timeline
- Limitations
- Common pitfalls



Parent Group Session Content

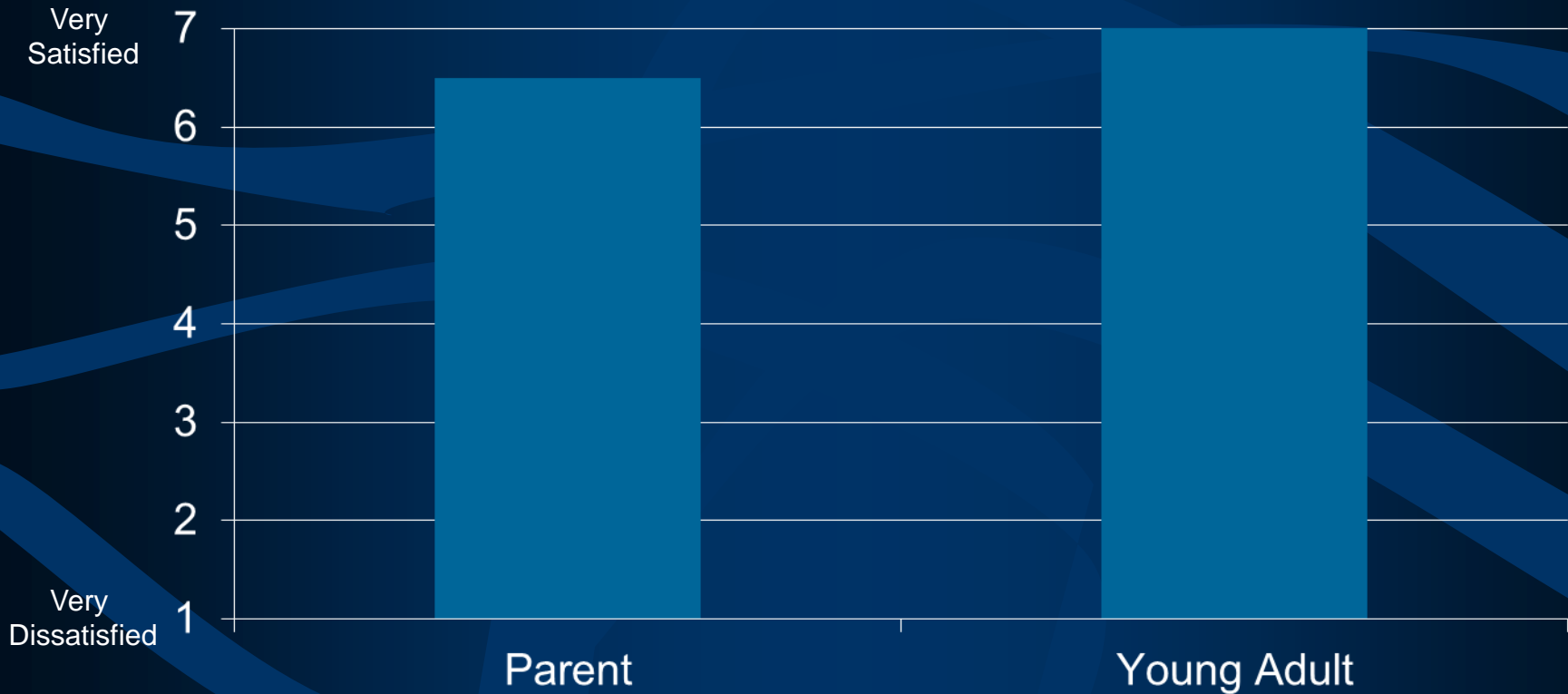
Session 1: Before College Checklist

Session 2: University Counseling Centers

Session 3: Graduation

Participant Feedback: Satisfaction

Overall, my level of satisfaction with the quality of the Transition Age Group Program is:



Participant Feedback: Length of Program

The length of the Transition Age Group Program was:

1 Much too short	2 Too short	3 Slightly too short	4 Appropriate	5 Slightly too long	6 Too long	7 Much too long
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Parent Mean: 4.0 (Appropriate; Range 4-4)

Young Adult Mean: 3.7 (Appropriate; Range 3-4)

Participant Feedback: Frequency of Visits

The frequency of the visits in the Transition Age Group Program was:

1 Much too frequent	2 Too frequent	3 Slightly too frequent	4 Appropriate	5 Slightly too infrequent	6 Too infrequent	7 Much too infrequent
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Parent Mean: 4.3 (Appropriate; Range 4-5)

Young Adult Mean: 4.0 (Appropriate; Range 3-5)

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