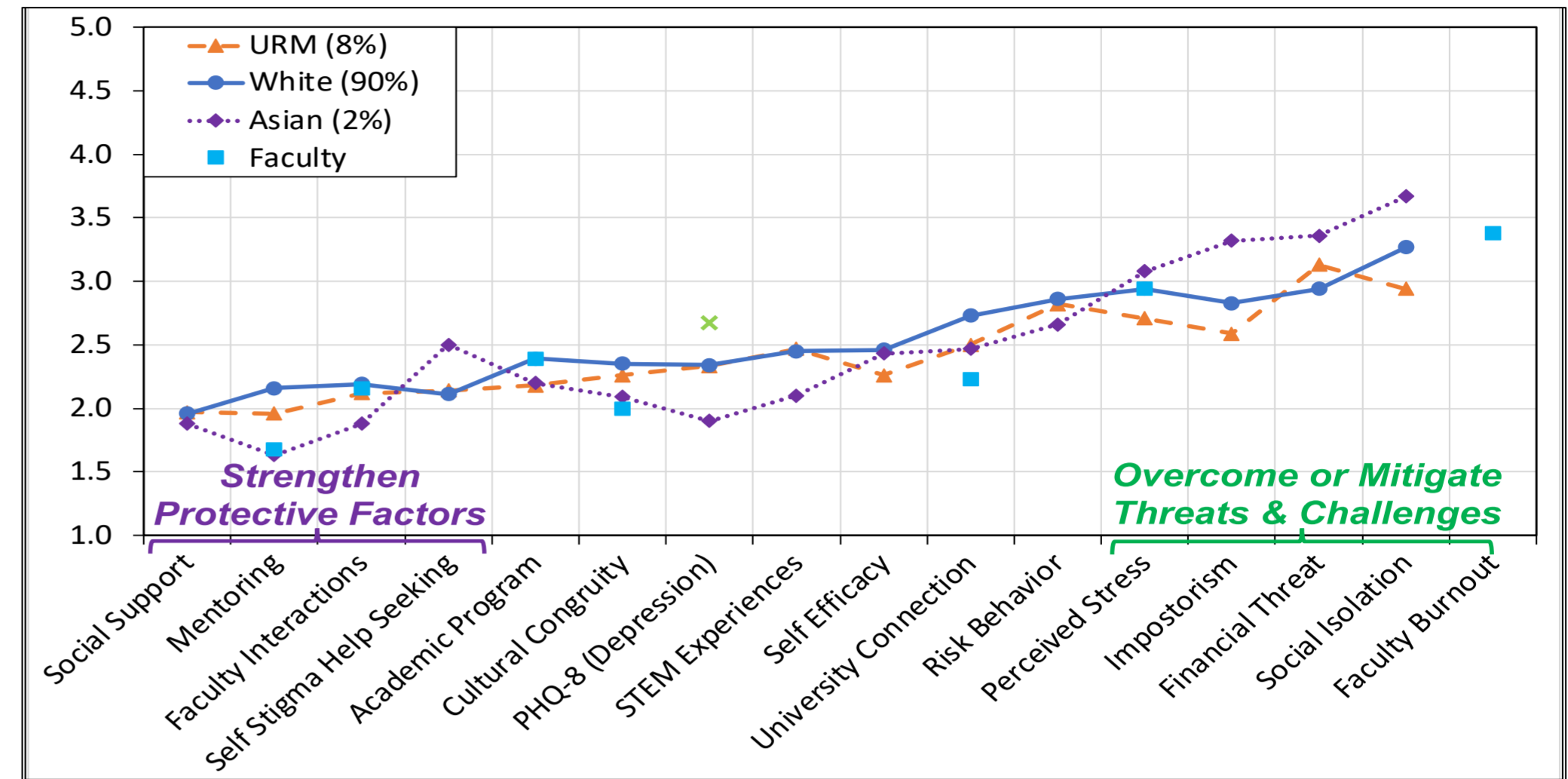
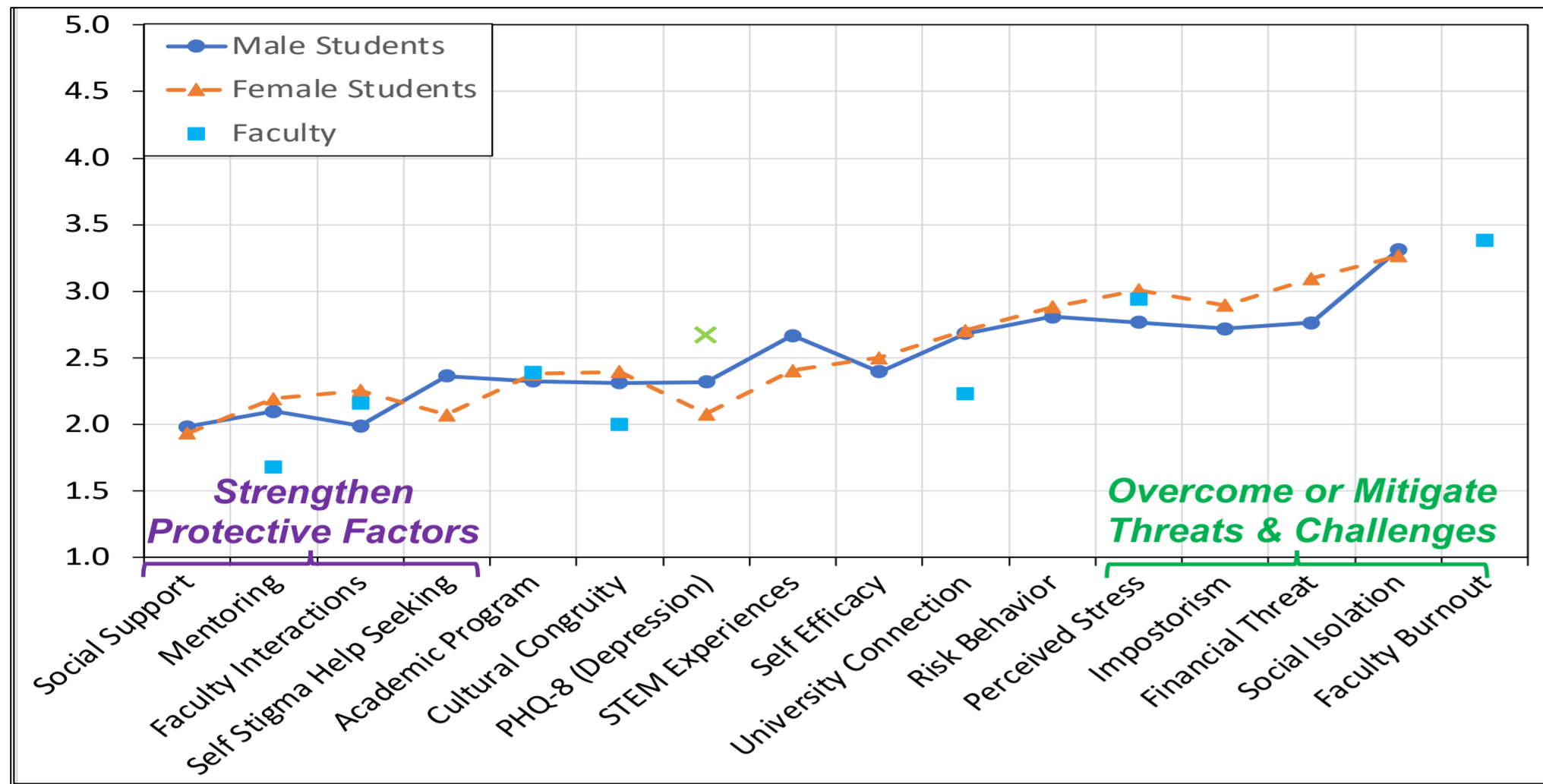


Strategies for Supporting Graduate Student Well-Being: Insights from the Montana University System M-HOPES Grant

Ashby Kinch (University of Montana) & Beverly Karplus Hartline (Montana Technological University)

Student Mental Health Challenges Drive M-HOPES Design

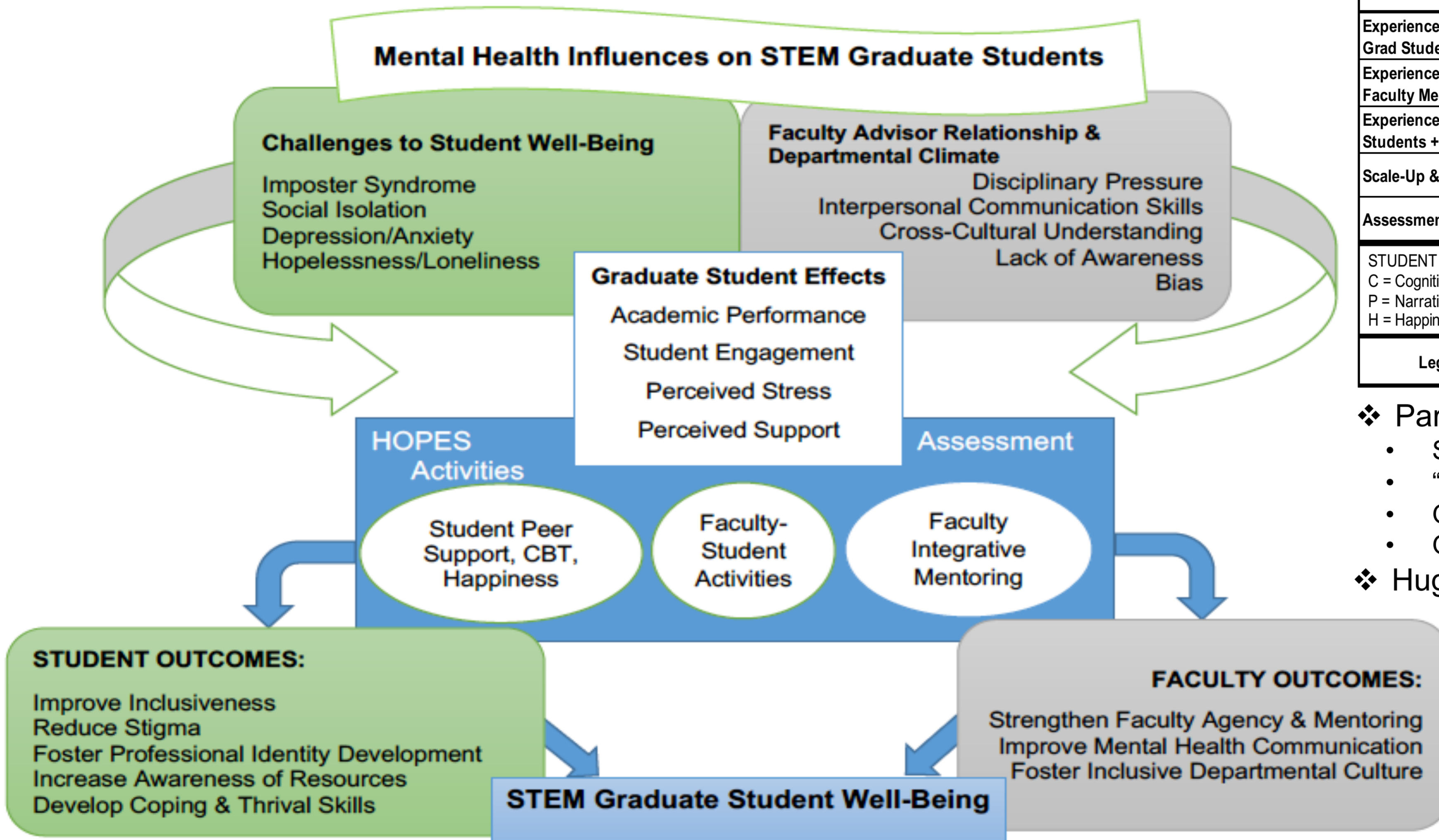


Baseline survey means. Normalized scale 1 (good) to 5 (bad). Student N~300, ~70% female; Faculty N~90, ~65% male. Green X marks "threshold" for depression screening.

- ❖ In Year 1 (2021/22) issues were amplified by COVID-19, social turmoil, & career uncertainty.
 - In Year 2 survey, Social Isolation improved by 0.32 and Social Support improved by 0.21, perhaps due to end of COVID restrictions.
- ❖ Greater challenges for women, racial/ethnic minorities, veterans, students with disabilities, & international students.
- ❖ STEM students had significantly higher impostorism (+0.3; $\alpha=.05$) than non-STEM students.
- ❖ Faculty recognize student stresses & need for well-being support; desire mentoring skills to engage diverse students well.
- ❖ Over 60% of faculty respondents had referred a student for mental health assistance.

M-HOPES Activities & Timeline

M-HOPES Model



Activities	Year 1				Year 2				Year 3				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Experiences for STEM Grad Students			C	P	P	H	C	P	P				
Experiences for STEM Faculty Mentors			I	M	E		I	M	E				
Experiences for STEM Students + Mentors													
Scale-Up & Expansion	Montana State Univ.; Univ. Idaho; Univ. N. Dakota; & Univ. District of Columbia												
Assessment													

STUDENT EXPERIENCES
 C = Cognitive Behavioral Therapy Skills (4 sessions)
 P = Narrative Peer Support Groups (6 sessions)
 H = Happiness Workshop (from MT Happiness Project)

FACULTY EXPERIENCES
 I = Indigenous/multicultural Mentoring Workshops
 M = Mental Health Awareness (3 Sessions)
 E = Equity/Climate (1 Session)

Legend: Baseline & Design, Pilot, Assess, Refine, Second Series, Scale Up & Expand, Transition to Sustainability

- ❖ Participation is a major challenge.
 - Students and faculty have too little "free time."
 - "Stigma" may also be a factor.
 - Only about half of registrants attend.
 - Only about a third complete a multi-session activity.
- ❖ Huge appreciation for visible attention to wellness.

In Their Own Words: Students, Student Participants, Faculty, Faculty Participants

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