ASEE **WEBINAR**

Stigma of Mental Health Conditions as a Barrier to Addressing the Mental Health Crisis in Engineering

November 16, 2023

1:00 PM – 2:00 PM, ET

This webinar is part of a larger series on building community and reflecting to re-envision in engineering education.

Upcoming Webinars

- Enhancing Reflection & Narrative Development through E-Portfolios (Nov. 28 at 2 PM, ET) — https://bit.ly/46oXae5

- Reframing Neurodiversity in Higher Education (Nov. 30 at 1 PM, ET) — https://bit.ly/3QbEMzn

- Good Communication in Engineering: What Does It Mean? (Dec. 1 at 2 PM, ET) — https://bit.ly/473N2aD

- Learning from Black Women in Engineering Before & During the Pandemic to Re-envision an Inclusive Doctoral Experience (Dec. 5 at 1 PM, ET) — https://bit.ly/46UQuUI

- The Art & Science of Building Community (Dec. 7 at 1 PM, ET) — https://bit.ly/3LWALMT

- Re-Envisioning Robotics in Engineering Education: A Partnership between e4usa & FIRST (Dec. 12 at 2 PM, ET)— https://bit.ly/3Fi7Ajq

Before We Begin

Interact with us and each other...

Complete our survey and access webinar materials.

ASEE

Questions?

Use Q&A pod at any time or...

Wait for the Q&A at the end of the webinar.

Today's Speakers

Mathilde Sánchez-Peña

Assistant Professor, Engineering Education

The University at Buffalo – SUNY

Nichole Ramirez

Assistant Director, Vertically Integrated Projects (VIP) Program

Purdue University

Stigma of mental health conditions as a barrier to addressing the mental health crisis in engineering

Matilde Sanchez-Pena
Nichole Ramirez
Nov 16, 2023

Introductions & Motivation

Matilde Sanchez-Pena PhD

Assistant Professor

Teaching Area: Engineering Education

School of Engineering and Applied Sciences

Specialty/Research Focus

Cultures of wellbeing, institutional diversity, faculty advancement, equity and inclusion assessment, Data Science teaching and learning, social responsibility, social justice

Nichole Ramirez Ph.D.

Assistant Director
Vertically Integrated Projects
Purdue University

About VIP

The VIP Model

In VIP, teams of undergraduate students from various years, disciplines and backgrounds work with faculty and graduate students on their efforts in scholarship and exploration. The teams are: interdisciplinary – drawing students from the disciplines needed by each project; vertically-integrated – maintaining a mix of undergraduate students from different cohorts; large-scale – often with 10 to 20+ undergraduates per team; and long-term – undergraduates can earn academic credit in VIP for up to four years, and the projects last for many years, even decades.

Award Abstract # 2147193

Collaborative Research: Research: Stigma of mental health conditions in engineering and its relationship with help-seeking attitudes of undergraduates and early professionals

NSF Org:	EEC Div Of Engineering Education and Centers	
Awardee:	RESEARCH FOUNDATION FOR THE STATE UNIVERSITY OF NEW YORK, THE	
Initial Amendment Date:	April 25, 2022	

At the end of the session, participants will be able to:

- Describe the role of stigma of mental health condition (MHC) as a factor to tackle the mental health crisis in engineering
- Reflect on their current stigma-driven or stigma-free practices in supporting students with MHCs
- Explore potential research areas to advance the understanding of the complex problem of developing a culture of care in engineering.
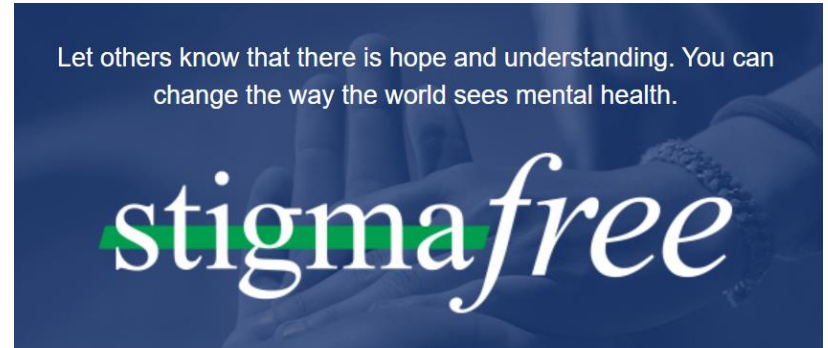
Session Plan

- Stigma of MHCs (5)
- Engineering Identity and MHCs (5)
- Interactive Narrative Case (20)
- Wrap up and Q&A (10)

Poll Question 1

What comes to mind first, when you think about someone with a Mental Health Condition?

Stigma of MHCs

Stigma refers to a strong feeling of disapproval about a particular characteristic and can be targeted to a variety of voluntary or involuntary traits of someone (Corrigan & Watson, 2002)

Let others know that there is hope and understanding. You can change the way the world sees mental health.

stigma*free*

P. W. Corrigan and A. C. Watson, "Understanding the impact of stigma on people with mental illness," World Psychiatry, vol. 1, no. 1, pp. 16–20, Feb. 2002.

Different types of stigma

Social Stigma

PUBLIC
Discrimination and Devaluation by Others

SYSTEMIC
Reduced Access to Care and Resources Due to Policies

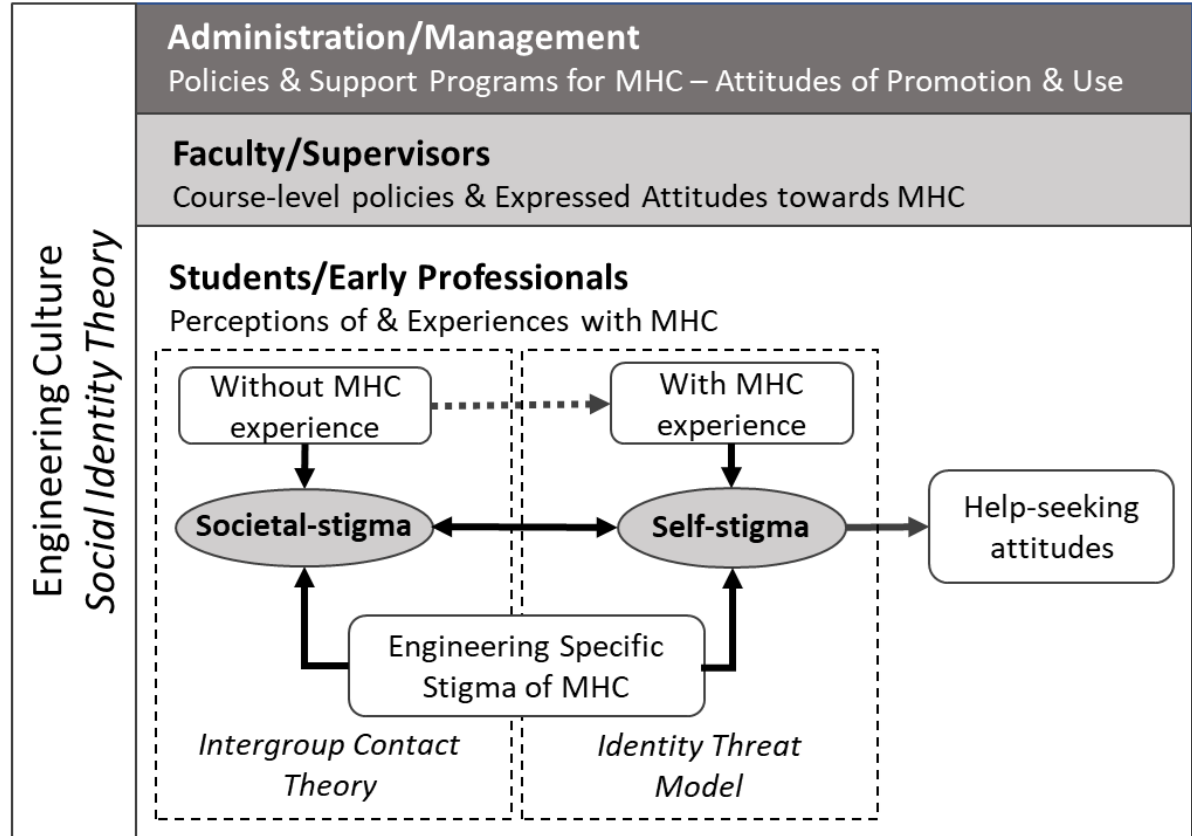**SELF**
Internalization of Negative Stereotypes

https://www.tn.gov/behavioral-health/stigma.html

Poll Question 2

What are our assumptions about what people with a MHC can/can't do?

Engineering Identity & MHCs

Other identities

Engineering Identity

What we want to understand

Exploratory Study

- In partnership with the National Alliance for Mental Illness (NAMI)
- 3 participants
- US Midwest
- Participants involved in NAMI programming
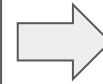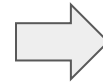- Narrative Inquiry
- Depth not breadth

Narratives Activity

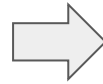- Using your handout
  - Jane
    - Undergraduate engineering student
  - Jack
    - Late career

Pick One

https://www.mentalhealthtoday.co.uk/

Read + Group Discussion + Open Discussion

Background → Context → Support Structures → Living with MHC
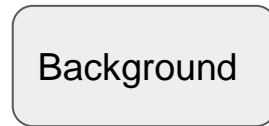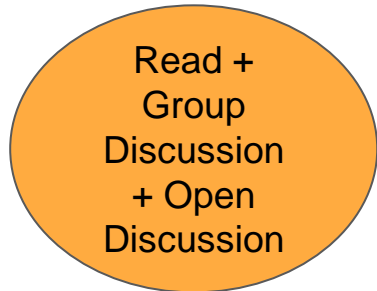
Part 1 - Onset/Background (5 min)

- Read through case then discuss in groups
- Examine the following:
  - Attitudes about MHC before/after diagnosis
  - Sources of stigma
    - Individual (self)
    - Others
  - Reactions (emotion)
  - Actions (behaviors)

https://www.greatschools.org/gk/articles/step-by-step-guide-to-choosing-a-high-school/

Which elements are (or are not) surprising?

Part 2 - Context (5 mins)

- Individual development within engineering culture
  - **Which elements of the engineering culture were referred to?**
- Interactions between:
  - Stigma
  - Mental Illness/MHC
  - Engineering Culture
- Identify triggers and coping mechanisms

Part 3 - Support Structures (5 mins)

- Identify sources of support
- Potential sources of additional support
  - **Where was support lacking?**
  - Brainstorm other ways individual could have been supported
    - Engineering
    - College
    - Workplace
    - Other

https://lean0n.me/

Part 4 - Living with MHC (2 mins)

- Identify coping strategies, if any
- Sources of ongoing support
- Managing MHC and engineering identity
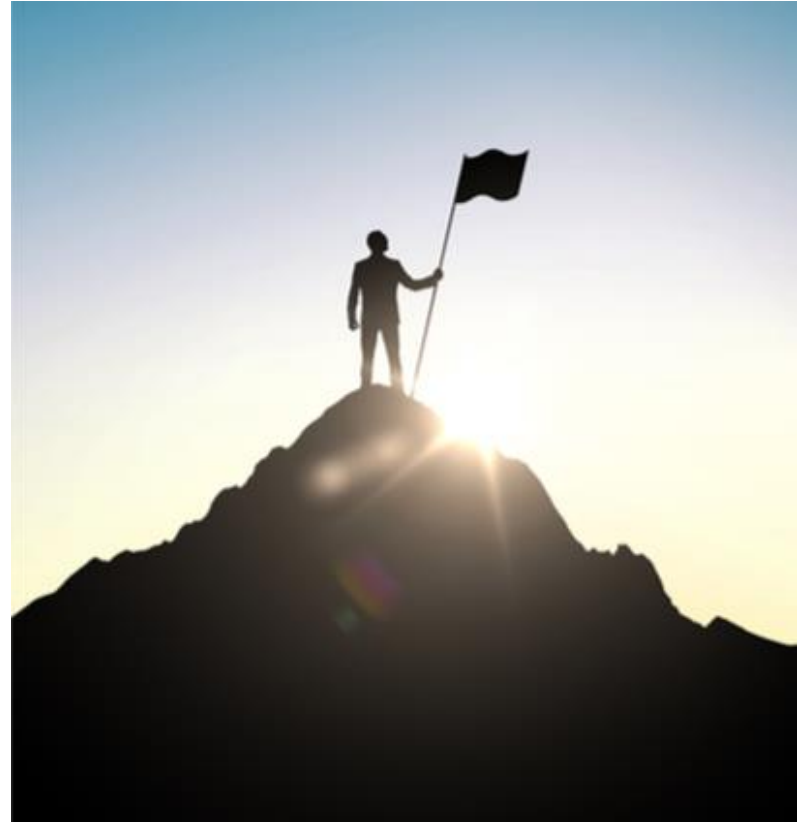
Takeaways

- Social and Self stigma influenced their experiences getting diagnosis and treatment.
- Elements of the engineering culture contributed to the development of additional challenges while navigating their illness.
- Support systems were critical for them to accept their conditions and learn how to navigate them better.
- They learned to live with their illness and achieve successful fulfilling lives.

Wrap Up

- Revisit outcomes from workshop
  - Identifying stigma
  - Ways to support students with MHCs
  - Ideas for incorporating into current or new research

Left brochure (partially visible):

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...additional offices on

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...r status, Title IX reporting
...-645-2266

...he Registrar, Financial Aid,
...rd Office and UB Medical

...e Education

...alo.edu/undergrad

Here
IS HOW

**WE PROMOTE
HEALTHY ENGINEERS
AND SCIENTISTS**

University at Buffalo
School of Engineering
and Applied Sciences

Right brochure:

YOUR NETWORK OF COMMUNITY SUPPORT

PURDUE UNIVERSITY

LET US HELP

Same Day Assessment
Talk to a clinician the same or next day to plan a model of care that's tailored for you.

CAPS offers multiple services beyond what is listed here.
Emergency services are and still will be offered by CAPS.

For more info
purdue.edu/caps

Purdue/Community Resources
CAPS Resources

Diagram nodes:
- PEER SUPPORT — Veteran's Success Center, Peer Mentor Wellness Coaching, 4 Types of Workshops, Mental Health Tips
- WORKSHOPS — Various Community Workshops and Peer Support Services, RecWell
- SELF HELP — Cultural Centers, Steps to Leaps, CAPS Website, Mental Health Apps
- ASSISTED SUPPORT & CONSULTATION — ODOS/Student Support Services, Various Campus Student Support Services and Programs, WellTrack
- GROUP TREATMENT — Campus Training Clinics, Community Referral, Therapy Groups
- FLEXIBLE INDIVIDUAL TREATMENT — Brief Individual Treatment, Ongoing/Longer-term Therapy (Individual), IOP/PHP
- CONSULTATION & LONG TERM TREATMENT — Care Management, CARE
- ACUTE CARE & ADVOCACY — On Call Emergency Response, CAPS' After Hours Crisis Service, Hospitals' Inpatient Programs, EmPATH

Next Steps

- ● Our longitudinal research project
  - ○ Expanding scope,
    - ■ All undergraduate engineering students
    - ■ Stigma
    - ■ Help seeking behaviors
  - ○ Focus on quant and qual data collection
  - ○ Launching survey and conducting interviews
  - ○ 3-year longitudinal study w/students and early career professionals

https://www.istockphoto.com/photos/q-and-a

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Questions?

Next Steps

Share your feedback…

Access webinar materials.

Thank you!