

RUTGERS

School of Health Related
Professions

Identifying, Recruiting, & Engaging Young Adults on College Campuses to Engage in Research

Barriers & Ideas from a Randomized Controlled
Trial of Supported Education

Acknowledgements

The Transitions RTC aims to improve the supports for youth and young adults, ages 14-30, with serious mental health conditions who are trying to successfully complete their schooling and training and move into rewarding work lives. We are located at the University of Massachusetts Medical School, Worcester, MA, Department of Psychiatry, Systems & Psychosocial Advances Research Center. Visit us at:

<http://labs.umassmed.edu/transitionsRTC/index.htm>

The contents of this Transitions Research & Training Center presentation were developed with funding from the US Department of Education, National Institute on Disability and Rehabilitation Research, and the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (NIDRR grants H133B090018 & H133B140040). Additional funding provided by UMass Medical School's Commonwealth Medicine division. The content of this presentation does not necessarily reflect the views of the funding agencies and you should not assume endorsement by the Federal Government.



This presentation was supported by grants from the National Institute on Disability and Rehabilitation Research (Davis, PI: H133B090018; Salzer, PI: H133B100037) and Rutgers University.

The contents of this presentation do not necessarily represent the policy of the Department of Education, nor endorsement by the federal government.

Study Design

- A randomized controlled trial to evaluate the efficacy of a SEd intervention among college students with psychiatric conditions (Salzer, PI: H133B100037)
- Age-Associated Need, Services, and Outcomes of Participants Enrolled in Supported Education (Davis, PI: H133B090018)

Study Design

- **SAMPLE:**
 - 187 college students recruited from the New Jersey who are in college or graduate students
 - are between the ages of 18-64;
 - 96 were under 30
 - have a DSM-IV Axis-I diagnosis;
 - have not been involved with SEd prior to consent
- **DESIGN:**
 - Each participant is randomized into either the:
 - Experimental group: individualized, mobile SEd services (information & support)
 - Active Control group: campus services as usual plus one meeting a semester with a SEd provider to provide information (information only)

Study Design

- Researcher team never met participants in person
 - Phone based informed consent process
 - Web-based or mailed paper assessments
- After baseline was complete, participants were referred to a community-based SEd provider
 - Provided both interventions
 - Experimental group received community-based SEd supports that targeted skill development, resource development, and accommodation and assistive technology education/advocacy

Study Design

- All participants are followed for up to 2 years (5 data points)
 - CSEQ (baseline & final assessment)
 - Educational Barriers
 - Educational Supports
 - Hopkins Symptom Checklist
 - Recovery Assessment Scale
 - Lehman's Quality of Life
- Transcripts & Service Reports are collected throughout study participation.

Identifying Students with Psychiatric Conditions on Campus

- Direct Student Advertisement
 - Craigslist, College Ave,
 - Flyers posted at bus stops, bathrooms, student centers
- Campus-based Services
 - Disability Services
 - We don't have those types of students on our campus.*
 - Counseling Services
 - Career Services
 - Tutoring Labs
- Community-based Services
 - Mental health Programs
 - VR

Difficulties Direct Advertisement/Recruitment

- Struggled with language for Flyers
 - Psychiatric condition
 - Mental illness
 - Struggle with mental health
- Stigma
 - QR Codes
- Email/Phone
 - No one leaves messages...no one
 - Responsiveness: The window of opportunity slams shut very quickly, so study staff have to move fast
 - Implications for returning signed IC

Engagement/ Research Readiness

- Once we found students, they were interested, but maintaining engagement was difficult
 - Remote engagement
 - Services were provided by community-based programs
 - Measures were collected by research staff
- Schedules
 - College kids live a very different kind of life than researchers...typically
- Snail Mail
 - IC needed to returned to us, signed, in order to participate...
- Chase them now, chase them later

Students are Interested

- See the inherent worth in participating
 - This may not help me now, but it will help others not to have to go through what I am going through.
- Relatively good follow up rates for data collections
 - Lowest survey completion rate was 67%
 - Highest was 86%
 - Last data point (roughly 2 years) was 76%
- Interested in participating in additional studies
 - Executive Functioning Study
 - Qualitative Interviews

It took us a very long time to find 200, and we know that is just a drop in the bucket, so how do we do a better job.

Thoughts, Comments, Discussion?

Additional thoughts & Collaborators Welcome:
michelle.mullen@rutgers.edu