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An Environmental Scan of Mindfulness-Based Interventions on University and College Campuses: A Research Note

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An Environmental Scan of Mindfulness-Based Interventions on University and College Campuses: A Research Note

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The purpose of this research note is to provide readers with an understanding of the diverse types of student mental health interventions that are being offered on North American universities/colleges broken down into two types of interventions: (1) traditional, or non-mindfulness-based interventions, and (2) mindfulness-based interventions.

Data were collected, organized, and synthesized during the first 5 months of 2016 (via a simple Google searches) for all North American universities/colleges that offered their students mental health interventions on their campuses.

Traditional, or non-mindfulness-based interventions remain widely in use on university/college campuses and include: prevention and outreach, support groups and workshops, individual counseling, and self-help.

Mindfulness-based interventions, although less widely available, include: mindfulness-based cognitive therapy, mindfulness-based stress reduction, guided meditations and yoga, compassion training, mindfulness-based technology, and mindful eating. There is an abundance of data that seem to indicate that colleges/universities are increasing the mental health interventions they offer to their students. In addition, the use of mindfulness-based interventions (a sub-set of mental health interventions) seems to be being used with an increasing frequency.

Key words: *Mindfulness-based interventions, students, college, universities, effectiveness, mental health concerns*

The American Psychological Association (2011) reports that stress is on the rise with 44 percent of Americans reporting that their stress levels have increased over the past five years. Money, work, and the economy are three of the most frequently cited sources of stress. Fears about job earnings and stability are major stressors, and are a real concern for young people entering the workforce, with or without a college degree. Individuals growing up with adverse childhood experience are more likely to experience drug and alcohol abuse, smoking, violence, depression, and other health problems, including early death (Felitti et al., 1998; Reed, Anthony & Breslau, 2007).

Arnett (2000) argues that emerging adulthood is a distinct phase of life that captures the 18-25 year old range. During this period, individuals are neither adolescents nor young adults. It is a phase of development where one has relative independence from social roles and from normative expectations. In comparison to older adults that report goal orientation toward maintenance and loss prevention, younger adults are focused on growth and expansion (Ebner, Freund, & Baltes, 2006).

In the U.S., 18-25 year olds typically explore a variety of possible life directions in love, work, and worldviews. It is a time of life when many different directions remain possible, and when little about the future has been decided for certain. Moreover, research in neuroscience suggests that brain development continues during these emerging adult years and that it is moderated by activities during this period of life (Pujol, Vendrell, Junque, Marti-Vilalta, & Capdevila, 1993). In other words, learning in young adulthood can affect lifelong behaviors and perceptions.

Mental Health Needs of University/College Students

The National Center for Education Statistics (NCES, 2015) indicates that in the fall of 2015 approximately 20.2 million students are expected to attend universities/colleges in North America. Given this large student population, one out of four live with a diagnosed mental illness, and this does not account for those who are dealing with undiagnosed mental health concerns (Baker, 2015).

What are Mindfulness-Based Interventions?

In a nutshell, mindfulness is derived from Buddhist practice and can be described as an intentional and non-judgmental awareness of the present moment. Mindfulness is primarily focused on the systematic training and refinement of attention and awareness, compassion, and wisdom (Kabat-Zinn, 1990; University of Massachusetts Worcester Campus Center for Mindfulness, 2014).

Mindfulness practices involve systematically moving through a sequence of exercises that induce a relaxation response. The result yields a level of self-awareness that helps individuals to pause, observe what they are thinking or feeling, and avoid reacting in a habitual manner. Mindfulness, the learned capacity to be aware of and accept one's own emotional states without necessarily acting on them or letting them escalate, has been advanced as a common factor across different meditation orientations, and is measured as the outcome variable in many meditation-based techniques (Roemer & Orsillo, 2002).

Different Delivery Methods

Mindfulness meditation practice, most often delivered in 6- or 8-week blocks, is showing promising results in college arenas. Hall (1999) found that meditation improved academic performance among a sample of African American college students. Borchardt, Patterson, and Seng (2012) focused their research on females between the ages of 18 and 25 and found that meditation lead to greater physiological relaxation and better mood, as compared to listening to an audio book.

Deckro et al. (2002) found that a 6-week mind-body training significantly reduced psychological distress, state anxiety and perceived stress in college students. Travis et al. (2009) report meditation as having positive effects on brain integration for young adults. Moreover, mindfulness practice may be a cost-effective intervention for young adults seeking coping strategies to manage stress or as adjunctive treatment modalities for mental health (Eastman-Mueller, Wilson, & Raynes, n.d.).

Mindfulness-based interventions can range from a very simple single brief technique (e.g., 10 minutes) to a more complex, long-term practice that can encompass an entire intervention (e.g., 8-week intervention). For example, a simple personal mindfulness technique may merely consist of intentionally focusing on one's breath and acknowledging passing thoughts without attempting to change one's breath or thoughts. Another simple mindfulness-based intervention is the use of a guided meditation application via the Internet.

On the other hand, a more complex mindfulness-based intervention is Mindfulness-Based Stress Reduction (MBSR) which can be an 8-week course led by a trained instructor, often requiring once a week meetings and daily homework. In a nutshell, mindfulness-based interventions vary extensively in their complexity and intricacy in relation to helping people deal with their mental health issues (de Bruin, Meppelink, & Bögels, 2015).

In short, there are many different meditation techniques that have been studied to reduce stress, including mindfulness-based stress reduction (e.g., Kabat-Zinn, 1982), mindfulness-based cognitive therapy (e.g., Teasdale et al., 2000), mindfulness-based relapse prevention (e.g., Bowen et al., 2009), and yoga nidra (e.g., Miller, 2007). All are designed to cultivate mindfulness and self-control of difficult emotions or moods.

Methodology

Research Problem

To our knowledge, there are no studies that describe the various types of campus-based mental health interventions that university/colleges provide their student bodies. In addition, the mental health interventions they may offer have never been broken down by type of intervention in reference to traditional interventions, such as those listed in Tables 1-4, and mindfulness-based interventions, such as the ones listed in Tables 5-10.

Research Question

This study addressed one simple research question: What

types of mental health interventions do universities/colleges offer on their campuses broken down into two non-mutually exclusive categories: (1) traditional mental health interventions, or non-mindfulness-based interventions; and (2) mindfulness-based interventions?

It must be noted that this study neither attempted to compare and contrast the effectiveness and/or efficiencies between the two types of interventions nor provide an exhaustive list of university-based interventions that are currently being offered within university/college settings. In addition, it did not attempt to do any kind of systematic review or meta-analysis of the interventions whatsoever. We simply provide brief summaries and descriptions of the wide variety of major campus-based mental health interventions that exist, along with embedded links that will take readers to the respective university/college intervention's website (e.g., Tables 1-10).

Theoretical Population and Sampling Frame

The theoretical population for this study was all of the accredited four-year universities/colleges in North America on January 1, 2016. The study's sampling frame consisted of those institutions that had some kind of online presence in relation to the mental health interventions it offers to their students. It is not known, however, exactly how many universities/colleges offer these services, since this study used a purposive sampling method in an attempt to select, and thus describe, the widely different types of interventions available to students; that is, the authors purposively selected interventions that were diverse as much as possible among the ones that exist. We simply wanted to have as much variance between and among the interventions as possible. Thus, by design, this purposive sample will not represent the population from which it was drawn.

Research Design and Data Collection

A descriptive cross-sectional survey design was utilized to answer the research question. Data were gathered during the first 5 months of 2016 (via simple Google searches: students + programs + interventions + mental health + universities +

colleges) for all universities/colleges in North America that offered student mental health interventions. The basic data collection process was as follows:

• First, the authors completed a simple Internet search for all universities/colleges that offered mental health interventions to their students on their campuses. As expected. this procedure produced a list of 100s of universities/colleges that offered such services.

• Second, from the above list, the authors then deliberately selected "common interventions" (via a consensus-based decision model) that many of the universities/colleges offered.

• Third, the authors then grouped these common interventions (via a consensus-based decision model) into either: (1) traditional, or non-mindfulness-based interventions (Tables 1-4); or (2) mindfulness-based interventions (Tables 5-10).

Limitations

The first limitation of this study is that it did not include those universities/colleges that offered student mental health interventions that did not have an online presence; that is, those universities/colleges that did not mention they provided mental health interventions for its student population on their websites, but indeed offered such services, couldn't be included in the study's sample.

A second limitation is that the study did not include community colleges. A third limitation was the fact that the authors used a consensus-based decision model for all decision points throughout the entire study. More specifically, a consensus-based decision model was used when categorizing each university/college that offered some kind of mental health intervention into either a traditional intervention (Table Titles 1-4) or a mindfulness based-intervention (Table Titles 5-10). Thus there were no clear-cut valid and reliable preset criteria for the inclusion of an intervention into one of the two intervention categories.

A fourth limitation is that the authors used a consensus-based decision model when selecting specific universities/colleges to include in this study that had a particular type of intervention that was thought to be subjectively "representative" of what the other universities/colleges also offer—and

more importantly these selected "representative universities/ colleges" were believed to be more widely known than others.

Findings

The findings of this study are broken down into two distinct sections: traditional, or non-mindfulness-based interventions; and mindfulness-based interventions.

Traditional, or Non-Mindfulness-Based Interventions

As can be seen in the left-hand side of Tables 1-4, there is a wide variety of traditional interventions being offered in universities/colleges throughout the North America. The authors grouped these traditional types (via a consensus model) into four non-mutually exclusive categories: Table 1: Prevention and Outreach; Table 2: Support Groups and Workshops; Table 3: Individual Counseling; and Table 4: Self-Help.

Prevention and outreach. As seen in Table 1, most prevention and outreach interventions appear to be university-funded or operated under direct university support. The primary intervention modalities for all outreach and prevention interventions are psychoeducational in nature. Most interventions do not have associated fees or costs. Students, staff, and faculty are all encouraged to partake in offered outreach and prevention interventions.

The majority of prevention and outreach interventions have an active online presence with links to further resources or provide basic psychoeducational materials within their websites. Most do not, however, have an existing social media presence (beyond the existing university presence). All interventions provide contact information via at least e-mail addresses, most include telephone numbers, and some include physical address locations. Most workshops and prevention interventions are tailored for the specific needs of their audiences.

There are some significant differences between and among the traditional interventions contained in Table 1. For example, one intervention utilizes adjunctive support from a student-led organization. Another is solely student-led and is also the only intervention listed which has a social media presence. Two

interventions utilize graduate assistants as a part of the prevention and outreach team in addition to regular staff. Another two are offered as a subset of university-based counseling centers, while others are stand-alone departments within their respective university/college settings. Two interventions offer event calendars which highlight upcoming workshops.

Table 1. Traditional Prevention and Outreach Interventions

Name of Intervention	University/College
Alcohol and Other Drug Abuse Prevention Programs	North Dakota State University https://www.ndsu.edu/alcoholinfo/
Body Image and Self-Esteem Workshops	University of Michigan http://www.bodypeacecorps.com/workshops.php
Mental Health Outreach	University of California, Riverside http://well.ucr.edu/programs/mentalhealth.html
Various Outreach Programs	University of Iowa https://counseling.studentlife.uiowa.edu/services/outreach
Suicide Prevention	Western Michigan University https://wmich.edu/suicideprevention/about

Support groups and workshops. As noted in Table 2, nearly all traditional support and therapy group interventions are provided under the auspices of a university/college-based Counseling and Psychological Interventions Services (CAPS). A "Frequently Asked Question" section is available on a majority of the websites, along with a variety of information regarding the groups available. Nearly all of the groups presented to students are available free of charge, often due to student health fees generated through tuition dollars. Groups offered include a wide variety of support, psychoeducation, or psychotherapy groups. Common patterns of groups offered

across universities/colleges include: coping skills; anxiety/depression management; eating disorders; LGBTQ or gender identity; grief and bereavement; support groups for different types of students (such as minority students or graduate students); and support for sexual assault survivors.

The vast majority of groups available to students are scheduled during regular business hours—Monday through Friday. The bulk of group therapy sessions are co-facilitated by a combination of licensed mental health professionals and graduate students in training. Most colleges offer at least eight or more different types of groups to students, with the average offering of 10 groups. The majority of groups require a pre-consultation or assessment with the therapists or group leaders before attending the groups. Some groups are also offered on a drop-in basis with no pre-consultation required.

There are also key differences among the traditional interventions listed in Table 2. Group offerings, for example, vary between the universities/colleges, with some offered by year and others by semester. Although many similarities exist in the types of groups offered, some universities/colleges offer uncommon groups such as: trichotillomania groups (compulsive hair pulling); mindful-eating groups; man-to-man groups; meditative drumming groups; existential or spiritual pondering groups; and therapeutic writing groups.

Although the average number of group offerings were around 10 per university/college, one university offered only four different groups, and two offered 16 in total. Only one university required students to pay a fee for services rendered, either billing their insurance companies or requiring a $15 flat fee per session. Among information offered online, one university provided an online notification service to inform students if a group was closed or accepting new members.

Individual counseling. As contained in Table 3, all the traditional interventions provide individual therapy via mental health professionals (e.g., social workers, counselors, psychologists, psychiatrists). Therapy is provided in the interventions through a variety of treatment modalities, such as Emotionally Focused Treatment, Coaching, Solution-Focused Brief Treatment Model, Cognitive Behavioral Therapy, and more.

Table 2. Traditional Support and/or Therapy Groups Interventions

Name of Intervention	University/College
Acceptance and Commitment Therapy Group	University of Iowa https://counseling.studentlife.uiowa.edu/services/group-counseling-and-psychotherapy/group-programs-for-spring-2016/#act_life
Alcohol and Other Drugs Treatment Group	University of Connecticut http://counseling.uconn.edu/groups-bootstraps-format/
Adult Children of Alcoholics Support Group	Grand Valley State University http://www.gvsu.edu/counsel/group-descriptions-153.htm#acoa
Attention Deficit/Hyperactivity Disorder Group	Weber State University http://www.weber.edu/CounselingCenter/adhd-group.html
Bipolar Disorder Group Counseling	Michigan State University http://counseling.msu.edu/student_services/group-counseling/
Coping Skills Group	University of Michigan https://caps.umich.edu/content/coping-skills
Feeling Better 101 (Stress and Coping) Group	Eastern Michigan University http://www.emich.edu/caps/services/workshops.php
Graduate Student Support Group	Western Michigan University https://wmich.edu/healthcenter/counseling/group
Grief Support and Skill Building	University of Arkansas http://health.uark.edu/counseling/group-therapy.php
International Student Support Group	Central Michigan University https://www.cmich.edu/ess/studentaffairs/CounselingCenter/Counceling_Services/Pages/Groups_and_Workshops.aspx
LGBTQA Support Group	Weber State University http://www.weber.edu/CounselingCenter/lgbtqa-group.html
Mood and Personality Groups	University of Oregon http://counseling.uoregon.edu/CounselingServices/GroupTherapy/GroupsOffered.aspx
Perfectionist Support Group	University of North Carolina https://campushealth.unc.edu/services/counseling-and-psychological-services/group-therapy/how-join-caps-group/perfectionist
Sleep 101 (Sleep Hygiene) Group	Michigan State University http://counseling.msu.edu/student_services/group-counseling/
Social Anxiety Group	University of Michigan https://caps.umich.edu/content/conquering-social-anxiety

Table 2. Traditional Support and/or Therapy Groups Interventions (continued)

Name of Intervention	University/College
Support (and Empowerment) Group for Sexual Assault Survivors	University of Pennsylvania http://www.vpul.upenn.edu/caps/groups.php
Understanding Self and Others Group Counseling	Kennesaw State University http://studentsuccess.kennesaw.edu/cps/services/counseling/group.php

However, most interventions did not specifically state what treatment modality is being used by individual therapists. The majority of the universities/colleges offer their counseling interventions free to their part- and full-time students. Most interventions did not specify if fees where attached to the students' tuition dollars or if they were covered through other funding sources. Most interventions only charge a fee for psychiatric interventions. Individual counseling is offered for short-term sessions, either per semester or academic year.

If students require further counseling, most interventions provide long-term counseling to students as needed or make appropriate outside referrals. The majority of individual counseling interventions have web pages that include information about available interventions, resources on and off campus, and educational materials. Most of the universities/colleges offer individual counseling in addition to other interventions.

Major differences within the traditional interventions presented in Table 3 primarily include fees for individual counseling sessions. Two of the universities charge students or bill their insurance companies for services. Another charges $10 for an individual counseling session and $15 for psychiatric sessions. Important to note is that one intervention has an extensive individual counseling component for sexual assault, in addition to numerous corresponding resources that are available and posted on its website.

Self-help. Various traditional self-help interventions available within university/college settings are listed in Table 4. The majority of these interventions are supported by the university/college and any associated fees appear to be covered

Table 3. Traditional Individual Counseling Interventions

Name of Intervention	University/College
Academic/Career Counseling	Western Michigan University http://wmich.edu/cecp/ccps/career-counseling
Anxiety Counseling	Georgia Southern University http://students.georgiasouthern.edu/counseling/individual-counseling/
Body Image Counseling	Auburn University http://wp.auburn.edu/scs/counseling/
Decision-Making and Dilemmas Personal Counseling	Kennesaw State University http://studentsuccess.kennesaw.edu/cps/services/counseling/personal.php
Depression Counseling	Florida State University http://counseling.fsu.edu/for-students/frequently-asked-questions.shtml
Family Concerns Counseling	Brigham Young University http://www.byui.edu/counseling-center/counseling-services/individual-counseling
Financial Stress Counseling	University of Denver http://www.du.edu/health-and-counseling-center/counseling/students/services/individual.html
Grief and Loss Counseling	Indiana University South Bend https://www.iusb.edu/student-counseling/grief.php
Hopelessness and Depression Counseling	San Jose State University http://www.sjsu.edu/counseling/students/Additional_Resources/Self-Help_Tips/Depression/
Identity and Personal Growth Counseling	University of Central Florida http://caps.sdes.ucf.edu/individual-counseling
LBGTQ Counseling	Ferris State University http://www.ferris.edu/HTMLS/studentlife/PersonalCounseling/sidenav/LGBTQ.htm
Self-Injury Counseling	Drexel University http://drexel.edu/healthservices/counseling-center/counseling-services/individual/
Sexual Assault Counseling	University of California, Los Angeles http://www.counseling.ucla.edu/CARE/Get-Help
Self-Esteem Counseling	University of Texas at Austin http://cmhc.utexas.edu/selfesteem.html
Substance Abuse Counseling	University of Arizona http://oasis.health.arizona.edu/caps_clinical_services_substance_abuse.htm
Transgender Support Counseling	Drexel University http://drexel.edu/studentlife/diversity/LGBTQA%20Center/transgender-resources/#Health
Trauma and Post-Traumatic Stress Disorder Counseling	Loyola University Maryland http://www.loyola.edu/department/counselingcenter/students/concerns/trauma

by tuition dollars. The primary interventions for all self-help interventions are psychoeducational in nature. Self-help interventions are geared towards students and offer multiple areas of focus with an overview of the topic, normalizing the experience of student difficulties, information on self-help resources, options for outside help, further direction on professionals to talk with, steps for the future, a multitude of resources for further assistance, and education.

Commonly addressed issues include anxiety, depression, relationship problems, eating disorders, anger management, stress management, substance abuse, suicide, and self-harm. Areas that are growing, but still less common among interventions in Table 3, include LGBTQIA and cultural concerns. The majority of the self-help interventions featured have a heavy online presence with brochures available in PDF formats, videos, links to external resources, self-assessment modules, and helpful printable guides.

Each site functions under a counseling center umbrella with a plethora of interventions and information included within their interventions, along with links to social media. A majority of the interventions provide a link to ULifeline.org, which is an online mental health resource for college students. Most of the interventions offer a section dedicated solely towards parents and faculty discussing how to recognize students in need, how to approach the system, how to offer guidance, how to access referrals, and how to have proper self-care.

The self-help interventions featured in Table 4 are structured very similarly and overlap in some areas. As can be expected, some are more advanced than others. The more advanced ones offer a full mission statement, vision, core values, and list their supporting mental health partners. Some are accredited and are offered separately from their counseling departments. Contact information is listed for each self-help intervention, but some offer detailed biographies of the faculty, their area of expertise, and direct contact information. Approximately half offer further options for phone apps, self-assessments, and structured lists of workshops and/or group classes.

Table 4. Traditional Self-Help Interventions

Name of Intervention	University/College
Academic anxiety	Louisiana State University http://www.lsus.edu/offices-and-services/student-development/student-support-services/guides-to-college-success/overcoming-academic-anxiety
Anger management	Villanova University http://www1.villanova.edu/villanova/studentlife/counselingcenter/infosheets/angermanagement.html
Anxiety	East Carolina University http://www.ecu.edu/cs-studentaffairs/counseling-center/selfhelp.cfm#Anxiety
Cultural concerns	Kansas State University http://www.k-state.edu/counseling/topics/life/culture.html
Depression	University of Michigan http://www.depressiontoolkit.org/takecare/
Eating disorders	Texas A&M University https://scs.tamu.edu/?q=node/81
Family concerns	NC State University https://counseling.dasa.ncsu.edu/family-issues/
Grief and loss	University of Wisconsin, Oshkosh http://www.uwosh.edu/couns_center/self-help/grief
LGBTQ	Geneseo State University of New York http://www.geneseo.edu/health/helpful_counseling_links#glbt
Relationships	University of Notre Dame http://ucc.nd.edu/self-help/romantic-relationship-issues/
Relationship Violence	University of Houston http://www.uh.edu/caps/resources/domestic_violence_abuse.html
Sexual Assault	California Polytechnic State University http://www.hcs.calpoly.edu/content/counseling/sexual-assault
Stress Management	Emerson College http://www.emerson.edu/counseling-center/self-help-resources/stress-management
Substance Use/Abuse	Salem State University https://www.salemstate.edu/chs/alcohol-drugs.php
Suicide and Self-Harm	Indiana University-Purdue University Indianapolis http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/self-help/suicide.shtml
Trauma and PTSD	University of California San Diego http://caps.ucsd.edu/selfhelp.html

Mindfulness-Based Interventions

Mindfulness-based interventions available on university/college campuses were categorized by the authors (via a consensus-based decision model) into six non-mutually exclusive categories: Table 5: Mindfulness-Based Stress Reduction; Table 6: Mindfulness-Based Cognitive Therapy; Table 7: Guided Meditations and Yoga Classes (individual and group); Table 8: Mindfulness-Based Technology; Table 9: Compassion Training; and Table 10: Mindful Eating.

Mindfulness-based stress reduction. As seen in Table 5, Mindfulness-Based Stress Reduction (MBSR) is offered in course format across university/college settings and is aimed at teaching individuals to use mindfulness techniques to reduce levels of stress and in turn improve overall well-being. Most of the campuses have 8-week MBSR courses with a single 2- or 3-hour session per week and an additional daylong session towards the end of the course. Most of these courses have some form of orientation, or screening process, prior to joining the course.

The bulk of MBSR courses have accompanying homework to be completed weekly, sometimes daily, for approximately 40-60 minutes. The majority of courses utilize materials that aid in the student learning process, such as manuals, textbooks, workbooks, handouts, CDs, and audio recordings. Consistent participation is strongly encouraged within all MBSR courses.

All courses have an associated fee, varying by intervention and often by student income, with most offering alternative payment options or financial assistance. Intervention facilitators and their level of training also vary widely. Registration, contact information, as well as course schedules and additional resources can all be found on the respective websites. Most of the courses offered are available to all community members.

To contrast, one intervention is only available as a one credit academic course to students, but still follows the MBSR framework of 8-weekly 2-hour long meetings with an additional all day retreat. Another course has an over-the-phone prescreening and also administers pretests and posttests. In addition to orientation, one offers a 2-hour introductory workshop that reviews the practice and benefits of mindfulness. Another college offers a 5-day intensive residential intervention.

Some of these courses provide the necessary materials,

while others require an additional fee for them. While some courses offer morning and evening classes to accommodate schedules, one course offers telephone-based and virtual sessions for those who cannot meet face-to-face. One intervention has a customizable corporate training course. Another offers all-day MBSR session retreats, MBSR II, and occasional deepening sessions for MBSR graduates.

Table 5. Mindfulness-Based Stress Reduction Interventions (MBSR)

Name of Intervention	University/College
MBSR 2-Hour Introductory MBSR Program or 8-Week Course	Penn Medicine https://www.pennmedicine.org/for-patients-and-visitors/find-a-program-or-service/mindfulness/course-offerings/foundation-courses
8-Week MBSR Course or 5-Day Residential Intensive Program	University of Massachusetts Medical School http://www.umassmed.edu/cfm/stress-reduction/
8 -Week MBSR Courses	University of Minnesota https://www.csh.umn.edu/education/focus-areas/mindfulness
8-Week MBSR Course	University of Missouri http://studenthealth.missouri.edu/services/healthpromotion/stressmanagement/mbsr.html
8-Week MBSR Course	University of Oregon http://academicextension.uoregon.edu/mbsr/

Mindfulness-based cognitive therapy. As shown in Table 6, the Mindfulness-Based Cognitive Therapy Interventions (MBCT) are operated under the auspices of the universities/colleges, with many offered through their medical schools. Most interventions specify that MBCT is geared towards individuals who have histories of anxiety and depression and documentation of previous treatment of these disorders is required in order to enroll. All MBCT interventions are 8 weeks long with a single two- to three-hour session weekly and a required additional 45-60 minutes of daily practice. Most interventions include an intensive daylong retreat at some point during the

course. All of the MBCT interventions have fees, ranging from $100 to $725, with an average cost of around $435.

Some offer tuition support, payment options, and discounts for students, and payments can be made online with a credit or debit card. Most MBCT interventions have websites which provide further research and resources concerning MBCT, as well as instructor contact information and short biographies. The facilitators of the MBCT interventions have their PhDs in psychology and are also required to be practitioners who are skillful at delivering mindfulness interventions.

Table 6. Mindfulness-Based Cognitive Therapy Interventions (MBCT)

Name of Intervention	University/College
8-Week Mindfulness Training Program	University of Illinois http://www.psc.illinois.edu/mindfulness/
8-Week MBCT Program	University of Massachusetts Medical School http://www.umassmed.edu/cfm/mbct/
8-Week MBCT Program	University of Virginia School of Medicine https://med.virginia.edu/mindfulness-center/programs/mindfulness-based-cognitive-therapy/
8-Week MBCT Program	Oxford University http://www.oxfordmindfulness.org/learn/mbct-nhs/

In contrast, only one website outlines the curriculum and weekly themes of the MBCT intervention. One intervention requires two prior treatments for depression and/or anxiety as well as a referral from a mental health clinician or a physician in order for a student to participate in MBCT intervention. One intervention specifies there are no refunds—but if students drop out, they are welcome to repeat the intervention within two years with no additional costs. The instructor of one intervention holds an individual interview with all

prospective participants prior to deeming them eligibile to officially register for the course. One description specifically states that the MBCT intervention is a group intervention. Only one intervention appears to require a free orientation which must be completed prior to official enrollment.

Guided meditations and yoga classes (individual and group). As seen in Table 7, university/college-based meditation and yoga classes are held on their respective campuses. The most common type of yoga and meditation offered is Yoga Nidra, or guided meditation. Most of the websites do not specify who facilitates these classes. There are drop-in courses offered at no cost which are available to students, staff, and faculty members. Most meditation classes are offered Monday through Friday, and often more than once per week at time intervals varying between 25 and 70 minutes each. Two universities offer four- and eight-week classes each semester, which a student must register for at no extra cost.

While the interventions in Table 7 are all university/college-based, they differ in terms of departments in which they are offered. Two universities offer semester-long classes for credit. Two are offered through their Student Health Interventions, one through classes in a Student Recreation membership, one through a Department of Psychology and Communication Studies, another through a Department of Health Education and Promotion, and one campus has its own Mindfulness Center, through which guided meditation and yoga classes are offered.

In addition, the Mindfulness Center holds weekly lectures and seminars in which guests come to speak on the topic of mindfulness. This Mindfulness Center also offers a female-only yoga class and distributes a monthly newsletter. Only one website describes the various types of meditation that are utilized in their drop-in classes, such as Loving-Kindness Meditation and Transcendental Meditation.

Mindfulness-based technology. As seen in Table 8, all of the mindfulness-based technology sites appear to have a strong online presence featuring links to resources and smartphone apps for students, families, faculty, and staff. Most include links to smartphone apps. The websites appear to be operated under direct university or college support. Each

mindfulness-based technology site offers support to those experiencing symptoms most commonly associated with post-traumatic stress disorder, depression, anxiety, insomnia, chronic pain, and chemical dependency. Almost all offer free or low-cost apps for students and faculty alike. The average cost to purchase an app for personal use is $3.99. At least two interventions offer computer lab sessions with walk-in or drop-in availability during traditional business hours.

In contrast, one intervention offers a crisis line operating 24 hours a day, seven days a week. One intervention offers almost all content in both English and Spanish languages. There appears to be no consistency of specific apps offered across the different sites. One intervention is focused on collecting various mindfulness related listservs.

Table 7. Mindfulness-Based Guided Meditations and Yoga Interventions

Name of Intervention	University/College
4-Week Mindfulness and Meditation Group	University of New Hampshire http://www.unh.edu/health-services/meditation-group
Drop-In Group Meditation	Harvard University http://www.cw.uhs.harvard.edu/mindfulness/index.html
Drop-In Meditation and Yoga	New York University http://www.nyu.edu/life/student-life/student-diversity/spiritual-life/mindfulness/free-meditation-and-yoga.html
Drop-In Meditation Classes	University of Wisconsin http://www.uhs.wisc.edu/services/wellness/meditation.shtml
Lunch Time Drop-In Meditation Program	University of Idaho https://www.uidaho.edu/class/psychcomm/resources/meditation
Yoga Nidra: Guided Meditation	Louisiana State University http://lsuuniversityrec.com/lsuurec/fitnessandwellness/groupx/yoga-nidra-guided-meditation/

Compassion training. As can seen in Table 9, most of the compassion training interventions integrate traditional contemplative practices with contemporary psychology and scientific research findings. The majority of the interventions are 8 weeks in length with two-hour weekly sessions. The bulk of interventions also offer trainings or certifications. These interventions commonly include instruction, discussion, group activities, regular meditation practice, and homework assignments.

A couple of interventions have video resources directly on their websites in regard to empathy and compassion that can be used for practice. Most of the interventions are available to—and designed for—anyone, including students, faculty, staff, and other community members. Costs vary widely among interventions. Registration for all courses can be found on their corresponding websites.

Table 8. Mindfulness-Based Technology Interventions

Name of Intervention	University/College
Free Guided Meditations	University of California http://marc.ucla.edu/body.cfm?id=22
Mindfulness Apps	University of Utah http://counselingcenter.utah.edu/self-help/free-apps.php
MindBody Lab (Audio/Visual Guided Exercises)	University of Texas http://cmhc.utexas.edu/mind-bodylab.html
Mindfulness Listserv	University of Vermont https://list.uvm.edu/cgi-bin/wa?A0=MINDFULNESS
Stress Free Zone Guided Meditations Audio Recordings	University of Pittsburgh https://www.studentaffairs.pitt.edu/shs/stressfree/sfz-audio/

There is a compassion intervention that offers custom workshops to varying organizations. One intervention offers a teaching certificate in compassion training while another intervention offers continuing education credits. Another

university offers training in Compassion Focused Therapy for students, while another offers potential collaboration and learning opportunities for researchers and graduate students. Another collaborates with youth organizations to offer after-school practice hours in compassion education. One intervention has an alumni group for those who graduate from the compassion-training course which includes free monthly drop in sessions.

Table 9. Mindfulness-Based Compassion Training Interventions

Name of Intervention	University/College
Center for Compassion Studies	University of Arizona https://compassioncenter.arizona.edu/
Compassion Cultivation Training	Stanford of Medicine http://ccare.stanford.edu/education/about-compassion-cultivation-training-cct/
Compassion Cultivation Training	University of California San Diego http://health.ucsd.edu/specialties/mindfulness/compassion-programs/Pages/compassion-training.aspx
Compassion Training Initiative	Palo Alto University http://www.paloaltou.edu/compassion

Mindful eating. As noted in Table 10, the mindful eating interventions are all 8 weeks long with 2-hour sessions held weekly. Their corresponding websites provide additional links for resources related to mindful eating. There is usually a registration fee or cost associated with the mindful eating interventions, with the average cost of about $400, although some interventions offer discounts for early registration. The mindful eating interventions are offered under the auspices of the university or college and generally under some kind of student health services department. The majority offer contact information such as locations, hours of operation, email

addresses, and phone numbers. All are flexible and tailored to the individuals as they participate in interventions.

Table 10. Mindfulness-Based Eating Interventions

Name of Intervention	University/College
Changing from Within-Mindful Eating Program	Duke University https://www.dukeintegrativemedicine.org/programs-training/public/changing-from-within/
Mindful Eating Program	University of California http://health.ucsd.edu/specialties/mindfulness/programs/eating/Pages/default.aspx
Mindful Eating Program	University of New Hampshire http://www.unh.edu/health-services/ohep/nutrition/mindful-eating
Mindful Eating Program	University of Texas http://cmhc.utexas.edu/mindfuleating.html

In contrast, among the mindful eating interventions contained in Table 10, one has stringent requirements and encourages individuals only to start the intervention if they are able to be consistent in attending the weekly sessions. Another did not have any associated costs with its services. Another solely focused on mindful eating and stressed it did not focus on eating and weight. Additional resources and focal points for the websites were all slightly different when providing resources for eating disorders, mindful eating, and weight loss.

Two are geared specifically towards students, and the others are open to students, employees, staff, and community members. The facilitators and their corresponding credentials for each intervention also vary, with facilitators holding both bachelor and master degrees in social work, wellness management, nutrition, counseling, and communication. Additionally, facilitators have a wide variety of experience and training in mindfulness, nutrition, coaching, and eating disorders.

Summary

Recent studies indicate that there is a mental health crisis among college students, and the current traditional interventions available to them are not effectively meeting all of their mental health needs. Within this spirit, mindfulness-based interventions seem to becoming more and more popular within university/college campuses that are offered as either a part of traditional interventions or separate from them.

Many universities/colleges are offering more and more mental health interventions on their campuses as time goes on (Hindman, Glass, Arnkoff, & Maron, 2015; Ramler, Tennison, Lynch, & Murphy, 2016). On a very general level, these campus-based mental health interventions can be classified into two loosely non-mutually exclusive groups: (1) traditional interventions, or non-mindfulness-based interventions; or (2) mindfulness-based interventions.

With a cursory environmental scan of current university/college websites, this study found that there is a wide variety of different types of interventions offered to students with mental health issues across the country. Among these, mindfulness-based interventions are indeed being increasingly utilized as an approach to address the mental health needs of university/college students.

It is our intention that this brief note will serve as a succinct resource guide for those seeking information about the wide variety of existing mental health interventions that are available to university/college students. It is also hoped that interested readers will find the embedded links to the interventions contained in the tables useful when they wish to find out more about how a specific intervention, either traditional or mindfulness-based, is being utilized within its respective university/college setting.

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