

Interdisciplinary Research (IDR) Origination Awards - 2022

Cover Page

Project Title: Long-term Impact of Mental Wellness Courses on College Student Mental Health

Principal Investigator(s) (full-time faculty)

Name (PI listed first)	Department	College (All within BYU)
Neil Peterson (PI)	Nursing	Nursing
Cole Hooley (co-PI)	Social Work	FHSS
Michael Thomas (co-PI)	Nursing	Nursing
Davey Erikson (co-PI)	CAPS	CAPS
Brandon Thatcher (co-PI)	Nursing	Nursing

Track: Track 2

Abstract

Individuals in their late teens and early 20s face an extraordinary amount of change, stress, and risk for mental illness. College students are experiencing increasing mental health treatment needs, and colleges are struggling to satisfy these needs. Brigham Young University offers approximately 36 mental wellness courses. These courses are a potential low-cost intervention that could help satisfy student mental health treatment needs. There is evidence that mental wellness courses can strengthen emotional resilience and enhance skills to help prevent or better manage mental illness, though existing studies lack rigor and generalizability. We aim to rigorously study the long-term impact of university-based mental wellness courses on student mental health over two academic years with the IDR grant, with plans for external funding to continue the study for 5-6 years. The evidence we collect will help inform some of the most pressing questions and compelling opportunities in education. We received positive feedback about our external grant submission to the Spencer Foundation, but we lacked enough data to make our submission fundable. The IDR grant will solidify our pilot data, making our external funding submissions more competitive. Evidence from this and future studies will help universities know the impact of mental wellness courses.

Summary of Plans for External Funding

Plan	Source	Funding	Proposal Submission Timeline
Years 1-2	Spencer Foundation [Submitted]	\$50,000	Funding Decision in May 2022
	Michael Foundation	\$40,000	September 2022
Years 3-4	George S. and Dolores Eccles Foundation	\$100,000	January 2023
Years 5-6	National Institute of Mental Health	\$450,000	March 2025 (2026 start date)

Response to 2021 IDR Proposal Feedback

Feedback	Response
Reapply to IDR in 2022	Reapplying for IDR; also reapplied to Spencer Foundation 12/2021
Include CAPS faculty	Our team now includes David Erikson from CAPS
Apply to Spencer Foundation for external funding	Applied to Spencer Foundation 7/2021, were not funded, received positive feedback and reapplied 12/2021. IDR will help with revised applications to this and other funding sources.
Clarify first-year vs. expanding funds	We clarified the use of first-year and expanding funds in the <i>budget</i> and <i>plans for external funding</i> sections respectively
Reduce specialty language	We reduced specialty language and enhanced clarity

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Problem Statement

College students' need for mental health services has increased over time, with the COVID-19 pandemic exacerbating this issue.^{1,2} Students seeking mental health services at university counseling centers increased 30-40% between 2009-2015, while enrollment only increased by 5%.³ Only 36% of college students who need mental health care receive it.⁴ College counseling centers have fewer available appointments² and often limit the number of appointments due to increased demand.^{4,5} Since 2015 there has been a shift to crisis-support model of care in college counseling centers to respond to increasing needs.²

Resource limitations leave universities unable to meet students' mental health needs. Preventive and population-based approaches are needed to address students' mental health more efficiently.⁶⁻⁹ However, fundamental questions about these approaches need to be answered for a university to leverage them appropriately. Our study will help determine the long-term impact of these courses on students' mental health and mental health resource usage, in addition to the perceived helpfulness of these courses.

The Need for the IDR Origination Award

The IDR Origination Award will provide critical monies to fund the continuation of the pilot study in fall 2022 which is needed to build a solid foundation for expansion. That foundation is key to obtaining future external support. In fact, we applied to the Spencer Foundation in July 2021 and received positive feedback about our submission, but lacked enough data. We reapplied in December 2021 using what data we had from the starting the study in the fall. The IDR Origination Award is critical in making our applications more competitive to the Spencer Foundation and the other funding sources we have identified. The external funding sources align with our objectives and are likely to fund this project as noted in the **Plans for External Funding** section.

Summary of Relevant Literature

Population-based approaches posit that every student should have access to mental health care, including preventative mental health care.⁶⁻⁹ However, the data insufficiently define what preventive interventions are most effective.¹⁰⁻¹² One promising, college-based approach is through mental wellness courses. These courses teach mental health concepts and apply them through experiential learning. Physical education courses are analogous: just as physical education courses intentionally promote enhanced physical health through the application of physical activity, mental wellness courses intentionally promote enhanced mental health through the application of mental well-being practices. Previous studies of similar courses were limited in scope and rigor.¹¹⁻¹³ Thus, questions remain about the long-term impact of these courses on mental health, perceived helpfulness of courses, and subsequent impact on mental health resource usage.

In 2019, Michael Thomas completed a pilot study evaluating the effectiveness of two mental wellness courses at BYU. This quantitative study utilized resilience and perceived stress measures administered pre-course and post-course. A total of 88 participants were included in the study. Participants in both courses experienced significantly increased resilience scores and significantly decreased perceived stress scores. While encouraging, this study included a non-generalizable student sample, lacked a control group, used only two assessment points, and did not evaluate the potential long-term effects of these courses. More rigorous studies are needed. It will also be essential to evaluate how these courses affect student mental health service usage over time. Although we did not receive IDR funding in 2021, we followed the Research Development Office's encouragement to continue to seek external funding. We submitted to the American Psychiatric Nurses Association and the Spencer Foundation. While we were not funded, the feedback was positive and we were encouraged to resubmit, especially if we had any supportive preliminary data. We resubmitted to the Spencer Foundation in December 2021 and expect a decision in May/June 2022. We were able to begin this study in fall 2021 using small, internal funding. This funding supports the study until the end of winter semester 2022. The

IDR Origination Award is critical in enabling us to continue this study, expand this project, contribute to a critical knowledge gap, and dramatically increase our chances of obtaining external funding as noted by the external grant reviewers.

The Uniqueness of this Research Team

We have a diverse interdisciplinary research team, with each member having clear contributions to the study. We have experts in mental health promotion, clinical mental health practice, statistics, scaling mental health implementation, educational design, and instructional psychology. Our interdisciplinary research team's collective expertise makes us uniquely suited for this research.

Interdisciplinary Team and Contributions

Team Member	Discipline	Expertise	Role
Neil Peterson (PI)	Nursing	<ul style="list-style-type: none"> • Research Methodology • Statistics • Healthy Lifestyles 	<ul style="list-style-type: none"> • Research Team Lead • External Funding Lead • Quantitative Data Cleaning & Analysis • Co-Lead Budget • Research Assistant Recruitment & Hiring • Control Group Composition Evaluator
Cole Hooley (Co-PI)	Social Work	<ul style="list-style-type: none"> • Mental Health Services Research • Implementation Science • Scale-up Science 	<ul style="list-style-type: none"> • Study Design • Implementation Guidance • Scale-up Guidance for External Grants, • Survey Construction & Distribution • Co-Lead Service Utilization Measurement • Co-Lead for Aim 3
Michael Thomas (Co-PI)	Nursing	<ul style="list-style-type: none"> • Education Design • Mental Health Promotion • Budget Management 	<ul style="list-style-type: none"> • Student Outcome Measurement • Course Refinement • Co-Lead Budget • Research Assistant Recruitment & Hiring • Lead for Aim 2
David Erikson (Co-PI)	CAPS	<ul style="list-style-type: none"> • Clinical Psychology • College Counseling Center Clinical Work • Education Psychology 	<ul style="list-style-type: none"> • Incorporation of CAPS Student-Development Courses Guidance • Co-Lead Service Utilization Measurement • CCAPS-62 Analysis • Co-Lead for Aim 3 • Educational Design
Brandon Thatcher (Co-PI)	Nursing	<ul style="list-style-type: none"> • Mental Health Improvement Science • Clinical Mental Health Practice • Positive Psychology 	<ul style="list-style-type: none"> • Course and Student Recruitment • Professional Conference Dissemination • External Funding Assist • Lead for Aim 1

Aims

Our study seeks to fill gaps in the literature by assessing the effectiveness and perceived helpfulness of campus mental wellness courses and mental health resource usage among university students. The central research questions are:

1. **Effect** (Student-level): What is the effect of taking campus mental wellness courses on self-reported health measures compared to a control group over one year?

2. **Perceived Helpfulness** (Student-level): What is the perceived helpfulness of campus mental wellness courses reported at course completion?
3. **Mental Health Resource Usage** (Client Service-level): What effect does taking campus mental wellness courses have on mental health resource usage compared to a control group over one year?

We will accomplish this through the following aims:

Aim 1	Effect (Student-level). Compared to a control group, measure the effect of taking campus mental wellness courses on multiple self-reported health measures. Assess quantitatively six times using Counseling Center Assessment of Psychological Symptoms-62 (CCAPS-62), Mental Health Continuum Short Form (MHC-SF), and Physical Activity Vital Sign (PAVS) over 12 months. This aim fills a research gap by providing data on how these courses impact wellness measures compared to a control group over time.
Aim 2	Perceived Helpfulness (Student-level). Measure the perceived helpfulness of campus wellness courses through qualitative feedback at course completion. Utilize open-ended questions in a post-test online survey to assess the courses' helpfulness from students enrolled in the wellness courses. This aim addresses a research gap by soliciting course perceived helpfulness feedback on mental wellness courses.
Aim 3	Mental Health Resource Usage (Client Service-level). Compared to a control group, measure the effect of taking campus mental wellness courses on rolling 3-month mental health resource usage. Assess quantitatively six times using Client Service Receipt Inventory (CSRI) and University Counseling and Psychological Services (CAPS) utilization questions over 12 months. What effect did the mental wellness courses have on student mental health resource usage?

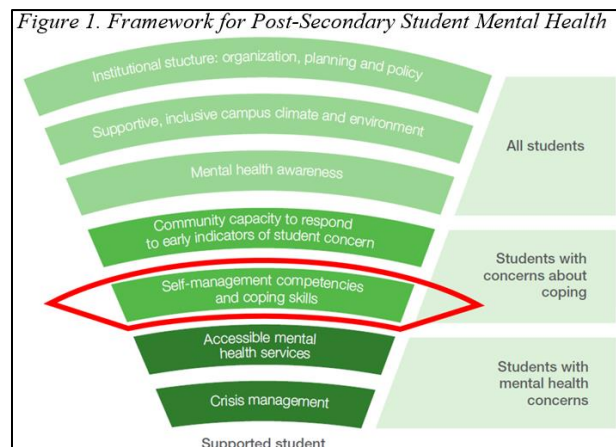
Research Framework and Methods

A post-secondary mental health conceptual framework developed by the Canadian Association of College & University Student Services [CACUSS] informs our study.⁶ This framework posits that universities can use a tiered approach to address students' mental health needs (see Figure 1). Mental wellness courses provide system-wide intervention nested within the framework's self-management competencies and coping skills tier.

We are currently collecting first-year pilot data on this IRB-approved study and made improvements based on feedback from our 2021 IDR proposal submission and June 2021 Spencer Foundation proposal submission.

Research Methods

The research design for Aim 1 and 3 are quantitative, repeated measures time-series with control groups. Aim 2 is a qualitative thematic analysis. We will distribute electronic Qualtrics surveys. The following instruments are being used: Counseling Center Assessment of Psychological Symptoms (CCAPS) 62, Mental Health Continuum Short Form (MHC-SF), Physical Activity Vital Sign (PAVS), and Client Service Receipt Inventory (CSRI) and university CAPS utilization questions. For Aim 2, we ask the following questions: 1) What did you like most about the course, 2) What components of the class were most helpful, and 3) What would you change about the course. Collection of surveys occurs six times: pre-course, mid-course, post-course, and 3-, 6-, and 12-month follow-up assessments. We will use the same methodology we are currently using for recruiting students, which is done by email from the respective colleges with mental wellness courses and in-person recruitment on the



first day of class, when possible. The study will run during the 2022-2025 academic years, with approximately 260 students per academic year. Participants use a de-identified participant ID to keep responses anonymous but trackable across data collection. Data analysis for Aims 1 and 3 will include independent t-tests, dependent t-tests, repeated measures ANOVA, and linear mixed-effects models. Aim 2 analysis of perceived helpfulness of mental wellness courses will be evaluated using a qualitative thematic analysis approach.

Validated Measurement Instruments

This study utilizes several validated instruments as summarized:

- CCAPS-62 is a self-report tool widely utilized by college counseling centers measuring multiple mental health domains validated in multiple studies.^{14,15}
- MHC-SF is a validated measure of emotional, psychological, and social well-being.¹⁶
- PAVS is a 2-item validated instrument to evaluate physical activity.¹⁷
- CSRI is a validated instrument used in over 500 studies to measure service utilization.^{18,19}

Power Analysis

Power analysis was calculated using GPower 3.1.9.2. We will use $\alpha = 0.01$ and analysis of variance (ANOVA) with repeated measures to test for differences in changes in mental health within participants (within factors) and compare the mental wellness participants with the control group (between factors). Assuming a medium effect size (Cohen's $d=0.25$), with six measurements (pre-course, mid-course, post-course, 3-month, 6-month, 12-month follow up), and a correlation of 0.5 between measures, we will need 26 participants to achieve 80% power for within factors analysis and 114 students for between factors analysis. With this IDR grant we plan to recruit 130 students in wellness courses and 130 students in the control group per academic year.

Qualitative Response Analysis

We will analyze qualitative responses using the directive coding approach for thematic analysis. The qualitative questions allow participants to define what outcomes they see as most critical to the perceived helpfulness of mental wellness courses; this will broaden our understanding of what constitutes an “impactful” wellness course.

Innovation

1. *Timeliness of this Project.* In the wake of the COVID-19 pandemic, there is a second pandemic of emotional and mental distress among youth and college students.^{2,20} It is crucial for this project to begin now when student mental health struggles are on the rise. If we can proceed immediately, we will learn how to enhance student wellness and improve the outcomes of BYU mental wellness courses during a critical time and thus better serve our students.
2. *Authentic Voice.* The mixed-method approach allows participants to define what outcomes they see as most critical to the effectiveness of wellness courses; this will broaden our understanding of what constitutes “effective” for those experiencing it firsthand and provide us with needed data on how to improve courses through successive iterations.
3. *Validated/Objective Measures of Mental Health.* Using validated and objective measures will improve data validity over typical self-report methods and increase our likelihood of more major funding via foundations such as NIMH.
4. *Wise Use of Existing Resources.* Our unique approach to enhancing mental wellness is to start with resources we already have in our campus community, improve them, and utilize them more widely.
5. *Potential Future Partnerships.* We aim to share our findings with other universities to help combat student mental health crises at a larger scale. Specifically, our next step is to partner with Russell Bailey in Behavioral Science at Utah Valley University.

Research Outcomes

Using a comparison group, our study's longitudinal design will bring needed rigor to the clinical effectiveness literature on mental well-being courses. Conclusions about the effectiveness of mental well-

being courses is presently limited due to study design issues.¹¹⁻¹³ Understanding the effect and therapeutic elements of these courses can produce significant scientific, cultural, and societal impacts for the BYU community and college student mental health nationally. It will also offer a methodological example that other researchers could use to further contribute to the literature.

The study will also contribute to the mental health services literature by assessing the association of preventive interventions with subsequent service utilization. Population-based mental health services frameworks suggest that broad preventive measures could reduce the number of individuals who require more intensive services. However, other preventive services, like universal screening, have led to increases in service seeking.^{11,21} Our study will contribute to this scholarly discussion by modeling service utilization patterns for those students who have and who have not received a preventive intervention.

Finally, our study will contribute to the implementation science literature, particularly in regards to "scale-up," meaning to expand services where they are needed. There have been multiple calls to scale-up mental health services.^{22,23} The scale-up literature for mental health services is underdeveloped compared to other health services. The beginning of a broader scale-up project is testing the effectiveness of an intervention and determining the bounds and characteristics of the scalable unit.⁷ Our study accomplishes both of these preliminary tasks. Pending the results of the study, we will better be positioned to pursue subsequent phases of scale-up which would include packaging the intervention and scaling it across multiple scalable units (e.g., different universities). Documenting our project will support the mental health scale-up literature.

Program Planning

In fall 2020, around 45% of college students in the United States needed mental health treatment, and 60% of those students found it more difficult to access care than usual.²⁴ For BYU, that would translate to around 16,500 students needing mental health support. To put this into perspective, with the current 7 session limit at CAPS, BYU would need 56 therapists doing 40 hours of therapy per week for all 52 weeks in a year to cover this gap. College counseling services, like CAPS, cannot provide care to all students.

Our study will further equip the University to make strategic choices about how mental wellness courses could be used to meet student mental health needs. These courses already represent a sizeable investment for the University. Currently, there are approximately 36 of these courses offered on campus. Knowing if, and to what degree, these courses impact mental well-being could be used as part of a university-wide strategic plan, especially as the University is considering changes to the General Education structure.

Furthermore, the study will provide concrete information about student mental health service use. CAPS will gain important information about students' attempts to use services and any barriers to accessing care. These findings have immediate, practical application to service delivery decisions at BYU and other universities with similar mental health service structures. Our data will also provide a picture of service utilization patterns outside the BYU service ecosystem, which could inform strategic partnerships in the future. Mental well-being is integral to the health and functioning of the whole person; all of these efforts will contribute to serving our students.

Broader Impacts

The purpose of this study is explore the long-term impact of mental wellness courses on college student mental health. This, and future, research will be used as a platform for enhancing mental wellness and producing communicative products including conference presentations, posters, and journal articles. First, better understanding of the current effectiveness of mental wellness courses will guide optimizing current courses and designing future ones. We will collaborate with CAPS as we reach out to departments and colleges to broaden participation in mental wellness courses that are both effective and integrate features that students perceive as helpful. Next, we will work in concert with CAPS and Student Health to incorporate findings on mental health resource utilization, service gaps, opportunities for improvement, and strengths in the services we offer to our students. Lastly, we will begin to work with colleagues at Utah Valley University to expand this study and improve mental health course offerings elsewhere.

Budget

Category	Rationale	Year 1 Amount	Year 2 Amount
Participant Incentives	\$30 (\$5 Amazon gift card x 6 surveys per participant) x 260 participants per year	\$7,800	\$7,800
Measures	CCAPS-62, MHC-SF, and PAVS- all free to use for research purposes	\$ 0	\$ 0
Undergrad Research Assistant Wages	4 hrs/week x 50 weeks x 2 Undergrad Students (\$13 per hour)	\$5,200	\$5,200
Student Travel	\$2000 per student (conference fees, airfare, food, and lodging- limit 1 student per year)	\$2,000	\$2,000
Faculty Travel	\$2000 per faculty (conference fees, airfare, food and lodging- limit 1 faculty per year)	\$2,000	\$2,000
Open Access Publication Fee	\$3,000 x 1 publication per year	\$3,000	\$3,000
Total:		\$20,000	\$20,000
2 Year Total:		\$40,000	

Budget Justification

1. **Participant Incentives:** Each participant will complete questionnaires at six different time points. Participants will receive a \$5 Amazon electronic gift card each time they complete the questionnaires as compensation for their time.
2. **Measures:** Participants will complete the CCAPS-62, the MHC-SF, and the PAVS measures. Permission was obtained to use the CCAPS-62 for free from the Center for Collegiate Health, who created this measure. The MHC-SF and PAVS measures are both free to use for research purposes.
3. **Undergrad Research Assistant Wages:** This will pay for two undergraduate research assistants to help with participant recruitment, data scrubbing/input, and expanded literature reviews.
4. **Student Travel:** It is planned to have one student participate in the dissemination of the research project by co-presenting with a primary investigator at a national conference each year. These costs are an estimate based on previous conference attendance expenses.
5. **Faculty Travel:** This will cover the cost for one of the primary investigators to present at a national conference within their area of discipline each year. These costs are an estimate based on previous conference attendance expenses.
6. **Open Access Publication Fee:** Research published in Open Access journals significantly increases article exposure and readership over pay-to-access journals. Because of the timeliness of this research, it is planned to publish one article each year related to this study in an Open Access journal, such as PLOS One.

Plans for External Funding

Grant	Funding	Application	Notes
Years 1-2: Before completing year one of data collection, we will apply for funding to expand to additional courses using the same methodology.			
Spencer Foundation	\$50,000	[Submitted] Funding Decision Expected in May 2022	<i>Funder's Priority: "Education research projects that engage in collaborative and participatory partnerships...[resulting] in new insights into the processes, practices, and policies that improve education for students, educators, schools, universities, families, and communities.</i> This funding can be used to grow the project to include approximately 300 students per year for three years. PI: Neil Peterson
Michael Foundation	\$40,000	September 2022	<i>Funder's Priority "the promotion of education, the advancement of health ...and to benefit residents and persons living in the State of Utah."</i> This grant would compliment the Spencer Foundation monies enabling us to enhance BYU student wellness. PI: Cole Hooley
Years 3-4: As preliminary data and analyses are completed, we will seek more funding to expand to additional courses and to support and evaluate mental health interventions based on preliminary project findings			
George S. and Dolores Eccles Foundation	\$100,000	January 2024	<i>Funder's Priority: "Our goal is to help make a difference in the health and well-being of all Utahns and offers support for those involved in education, disease prevention, the promotion of healthy lifestyles, and the development of creative new ways to address health-care challenges."</i> A local foundation focused on benefitting those in Utah. BYU and the Eccles Foundation have a healthy past relationship. This foundation is aligned with our purpose. PI: Cole Hooley
Years 5-6: With the project's finalization, we will continue with efforts to secure funding to support and evaluate public and mental health interventions based on project findings. We also expect to develop new relationships with other higher education institutions.			
NIMH Innovative Pilot Mental Health Services Research Not Involving Clinical Trials	\$450,000	March 2025 (2026 earliest start date)	<i>Funder's Priority: "Leverage existing infrastructure and partnerships... [and] identify the scalability of mental health services, which may serve as targets in future service delivery intervention development."</i> The NIMH grant is ideally aligned with this study. At this point in our study we will have leveraged existing partnerships. We plan to work with Utah Valley University and other in-state universities to align mental wellness courses with best practices. PI: Neil Peterson
Other high-likelihood potential funding sources: <ul style="list-style-type: none"> • LDS Charities • NIMH Short Courses for Mental Health Related Research • HWRC Behavioral Health Workforce: Assessing mental health delivery methods • Macy Foundation 			

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BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Neil E. Peterson, PhD, RN, NP-C, AGACNP-BC

eRA COMMONS USER NAME (credential, e.g., agency login): nep5xnih

POSITION TITLE: Associate Professor & Graduate Program Coordinator, Brigham Young University

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Brigham Young University, Provo, UT	B.S.	12/2007	Nursing
University of Virginia, Charlottesville, VA	M.S.N.	05/2011	Family Nurse Practitioner
University of Virginia, Charlottesville, VA	Post-Master's	05/2013	Acute Care Nurse Practitioner
University of Virginia, Charlottesville, VA	PhD	05/2014	Nursing, Physical Activity and Sedentary Behavior
Harvard Catalyst, Boston, MA	Graduate Certificate	05/2021	Applied Biostatistics

A. Personal Statement

I am prepared to effectively lead the BYU IDR submission, "Long-term Impact of Mental Wellness Courses on College Student Mental Health." My team and I are committed to making this a successful research study. We have been continually working for more than a year revising and improving this study based on last year's IDR Committee feedback, and feedback from submissions to grants by the American Psychiatric Nurses Association and (twice) to the Spencer Foundation (second proposal currently under review). With small internal funding, we already began collecting data in fall 2021, thus demonstrating our commitment to this critical area.

My contribution to the study is as Principal Investigator, with primary responsibilities as: research team lead, external funding lead, quantitative data cleaning and analysis lead, co-lead on budget and research assistant recruitment and training, and control group composition evaluator. My research topic contribution is in healthy lifestyle behavior change perspectives and research/statistical methods. My personal research focus is on sedentary behavior, physical activity, and healthy lifestyle choices across the lifespan. I explore definitions of, measurement approaches of, and interventions to improve physical activity levels and promote healthy lifestyle changes. I currently serve as the statistical consultant for the College of Nursing. In May 2021, I completed a graduate certificate in applied biostatistics through Harvard Catalyst, a shared center between Harvard University and NIH National Center for Advancing Translational Sciences (NCATS).

Previous to this study, one of the co-PIs (Michael Thomas) and I have collaborated together on mental health research. We developed a smart phone app for reducing burnout and increasing resiliency in healthcare workers and piloted it in a local hospital. The ground work for that study has helped prepare us to address similar issues in the university setting through analyzing mental wellness courses offered at the university.

The proposed study aligns well with my work as both a professional researcher and as a nurse practitioner. In addition to my research work, I maintain an active practitioner license and see patients weekly. In my family practice clinic, I manage numerous types of patients, including those with mental wellness issues. In fact, other than acute infection illnesses, mental wellness is the number one reason for visits to the clinic, which my main

patient population consists of young adults. The aims of this study—examining the effectiveness and perceived helpfulness of mental wellness classes on campus as well as how these courses relate to client service utilization rates—is an extremely relevant and timely issue for students, faculty, and administration alike. On campuses worldwide, besides the COVID-19 pandemic, declining mental wellness is generally seen as the number one issue facing students today. As a healthcare provider, I frequently deal with the consequences of this issue not being addressed during the college experience.

B. Positions and Honors

Recent Positions

ACTIVITY / OCCUPATION	START (mm/yy)	END DATE (mm/yy)	FIELD	INSTITUTION / COMPANY	SUPERVISOR / EMPLOYER
Assistant Professor	08/14	08/20	Nursing	College of Nursing	Brigham Young University
Associate Professor	09/20	Present	Nursing	College of Nursing	Brigham Young University

Recent Honors

ORGANIZATION	YEAR	HONOR OR AWARD
Sigma Theta Tau International, Iota Iota Chapter	2019	Excellence in Mentorship Award
Sigma Theta Tau International, Iota Iota Chapter	2017	Excellence in Research Award
Research in Nursing & Health (Journal)	2015	Awarded Best Research Methods Paper for 2015 by the Editorial Board

C. Contributions to Science

Relevant Publications & Presentations

Peterson, N. E., Hunsaker, S. K., Thomas, M. (2021, April). Effect of GEM Phone App on Burnout for NICU Staff: A Pilot Study. *Communicating Nursing Research Conference Proceedings*, 54, 93. Virtual Conference: Western Institute of Nursing.

Peterson, N. E., Sirard, J. R., Kulbok, P. A., DeBoer, M. D., & Erickson, J. M. (2018). Sedentary behavior and physical activity of young adult university students. *Research in Nursing & Health*, 41(1), 30-38. doi:10.1002/nur.21845

Tremblay, M. S., Aubert, S., Barnes, J. D., Saunders, T. J., Carson, V., Latimer-Cheung, A. E., Chastin, S. F. M., Altenburg, T. M., Chinapaw, M. J. M., Aminian, S., Arundell, L., Atkin, A. J., Barone Gibbs, B., Bassett-Gunter, R., Belanger, K., Biddle, S., Biswas, A., Chaput, J. P., Chau, J., Colley, R., Coppinger, T., Craven, C., Cristi-Montero, C., de Assis Teles Santos, D., del Pozo Cruz, B., del Pozo-Cruz, J., Dempsey, P., Ekelund, U., Ellingson, L., Ezeugwu, V., Fitzsimons, C., Florez-Pregonero, A., Friel, C. P., Fröberg, A., Giangregorio, L., Godin, L., Gonçalves, R. F., Gunnell, K., Halloway, S., Hinkley, T., Hnatiuk, J., Husu, P., Kadir, M., Karagounis, L. G., Koster, A., Lakerveld, J., Lamb, M., Larouche, R., LeBlanc, A. G., Lee, E. Y., Lee, P., Lopes, L., Manns, T., Manyanga, T., Martin Ginis, K., McVeigh, J., Meneguci, J., Moreira, C., Murtagh, E., Patterson, F., Pereira da Silva, D. R., Pesola, A. J., **Peterson, N. E.**, Pettitt, C., Pilutti, L., Pinto Pereira, S., Poitras, V., Prince, S., Rathod, A., Rivière, F., Rosenkranz, S., Routhier, F., Santos, R., Smith, B., Theou, O., Tomasone, J., Tucker, P., Umstattd Meyer, R., van der Ploeg, H., Villalobos, T., Viren, T., Wallmann-Sperlich, B., Wijndaele, K., Wondergem, R.. (2017). Sedentary Behavior Research Network (SBRN) – Terminology consensus project process and outcome. *International Journal of Behavioral Nutrition and Physical Activity*, 14(1), 75. doi:10.1186/s12966-017-0525-8. Selected for Springer Nature's Change the World 2018 initiative.

Peterson, N. E., Sirard, J. R., Kulbok, P. A., DeBoer, M. D., & Erickson, J. M. (2015). Validation of accelerometer thresholds and inclinometry for measurement of sedentary behavior in young adult university students. *Research in Nursing & Health*, 38(6), 492-499. <http://dx.doi.org/10.1002/nur.21694>. Awarded Best Research Methods Paper for 2015 by the Editorial Board.

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FIVE PAGES.

NAME: Hooley, Cole

eRA COMMONS USER NAME (credential, e.g., agency login): chooley

POSITION TITLE: Assistant Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	END DATE MM/YYYY	FIELD OF STUDY
Brigham Young University, Provo, UT	BS	04/2008	Social Work
Smith College, Northampton, MA	MSW	08/2009	Social Work
Washington University in St. Louis, St. Louis, MO	PHD	08/2019	Social Work

A. Personal Statement

I have expertise in mental health services research and implementation science, particularly as they pertain to scaling-up care. I received my implementation science training at Washington University which houses four federally funded training programs in implementation science. One of those is the only federally funded implementation science training program specific to behavioral health services. For the proposed IDR grant, I lend methodological implementation science guidance. My scholarly work in implementation science has included small and large scale projects domestically and internationally.

B. Positions and Honors**Positions and Employment**

2019 - Assistant Professor, Brigham Young University, School of Social Work, Provo, UT

Other Experience and Professional Memberships

2009 - Member, American Association of Psychoanalysis in Clinical Social Work
 2014 - Member, Association for Behavioral and Cognitive Therapies
 2014 - Licensed Clinical Social Worker, States of NY, UT, MO
 2016 - Member, Society for the Exploration of Psychotherapy Integration
 2016 - Founding member, Society for Implementation Research Collaboration
 2016 - Member, Society for a Science of Clinical Psychology
 2017 - Member, Academy Health
 2017 - Member, Society for Social Work and Research
 2020 - Member, National Association of Social Workers

Honors**C. Contribution to Science**

1. Applying implementation science methods. This work has provided methodological guidance about specifying implementation strategies. This work has highlighted the role that intermediary/purveyor organizations play to implement and scale-up behavioral health services and the strategies they use. We have also engaged in a multi-year project to develop implementation science capacity in Rwanda. We also have applied implementation concepts to scale-out mental health services in child-welfare services. This process included adapting mental health interventions so that they workers with limited mental health training can provide them.

- a. Hooley C, Baumann AA, Mutabazi V, Brown A, Reeds D, Cade WT, Fuentes LL, Proctor EK, Karengera S, Schecthman K, Goss C, Launois P, Davila-Roman VG, Mutimura E. The TDR MOOC training in implementation research: evaluation of feasibility and lessons learned in Rwanda. Pilot Feasibility Stud. 2020;6:66. PubMed Central PMCID: [PMC7229620](#).
- b. Hooley C, Winters A, Pisciotto C, Gopalan G. Caregiver-relevant perspectives from a multi-stakeholder collaborative advisory board on adapting a child mental health intervention to be delivered in child-welfare settings. Journal of Public Child Welfare. 2020 February 06; :1-23. Available from: <https://www.tandfonline.com/doi/full/10.1080/15548732.2020.1724238> DOI: 10.1080/15548732.2020.1724238
- c. Hooley C, Amano T, Markovitz L, Yaeger L, Proctor E. Assessing Implementation Strategy Reporting in the Mental Health Literature: A Narrative Review. Adm Policy Ment Health. 2020 Jan;47(1):19-35. PubMed Central PMCID: [PMC6946851](#).
- d. Proctor E, Hooley C, Morse A, McCrary S, Kim H, Kohl PL. Intermediary/purveyor organizations for evidence-based interventions in the US child mental health: characteristics and implementation strategies. Implement Sci. 2019 Jan 14;14(1):3. PubMed Central PMCID: [PMC6332855](#).

D. Additional Information: Research Support and/or Scholastic Performance

Ongoing Research Support

FHSS Individual Research Grant, Brigham Young University

Hooley, Cole (PI)

01/01/21-01/01/23

Utah's mental health service supply characteristics: Using a novel approach to assess availability for scale-up

Role: PI

FHSS Dean Discretionary Grant, Brigham Young University

Hooley, Cole (PI)

01/01/20-01/01/22

Scaling-up mental health access through the workplace

Role: PI

BIOGRAPHICAL SKETCH

NAME: Thomas, Michael

POSITION TITLE: Associate Teaching Professor

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	END DATE MM/YYYY	FIELD OF STUDY
University of Utah, Salt Lake City, UT	Post-Grad Certificate	5/2018	Nursing Education
University of Utah, Salt Lake City, UT	DNP	05/2018	Doctor of Nursing Practice
University of Utah, Salt Lake City, UT	MS	04/2009	Psychiatric/Mental Health Nurse Practitioner
Utah Valley State College, Orem, UT	BS	12/2006	Nursing
College of Eastern Utah, Price, UT	Associate	4/2005	Nursing

A. Personal Statement

I am an experienced nurse practitioner who is specialized in psychiatric care. The two foci for my contribution to the discipline activities are nursing education and mental health wellness promotion. I appreciate the transformative power of education and seek to develop and disseminate teaching strategies that enable students to both recognize and realize their potential in nursing and as a child of God. As a psychiatric clinician, I am highly interested in mental health promotion for healthcare providers, students, and patients. I work with colleagues to develop strategies to enhance self-care and resilience in these populations.

B. Positions and Honors

Positions and Employment

2014 – Present Professor, Brigham Young University, College of Nursing
2019 – Present Psychiatric Nurse Practitioner- Intercare LLC
2011 – 2019 Psychiatric Nurse Practitioner- IntermountainHealthcare
2009 – 2011 Psychiatric Nurse Practitioner- Valley Mental Health

Other Experience and Professional Memberships

2016 – Present American Psychiatric Nurses Association, Member and current Serving as Utah Chapter Past-President
2015 – Present Sigma Theta Tau International- Iota Iota Chapter- Membership Ambassador

2018 – Present Society for Simulation in Healthcare, Member
2014 – Present National League of Nursing, Member
2019 – Present Western Institute of Nursing, Member

C. Contribution to Science

Below is a representative list of presentations and publications from 2018 to the present:

- Thomas Hebdon, M.C., Jones, M., Neller, S., Kent-Marvick, J., **Thomas, M.**, Stewart, E., Aaron, S., Wilson, C., Peterson, N. & Ellington, L. (2021). Stress and supportive care needs of millennial caregivers: A qualitative analysis. *Western Journal of Nursing Research* [Epub]. <https://doi.org/10.1177/01939459211056689>
- Thomas M.** (2021, October). *TMS 101: A review of the evidence and practice of transcranial magnetic stimulation*. Podium presentation at the American Psychiatric Nurses Association 35th Annual Conference, Virtual Conference.
- Anderson, P., Benson, J., Ray, G., Cummins, D. & **Thomas, M.** (2021, June). *Intimate partner violence education guided by undergraduate nursing student empathy and reflection*. Podium presentation at the International Family Nursing Conference, Virtual Conference.
- Peterson, N., **Thomas M.** & Hunsaker, S. (2021, April). *Effect of GEM phone app on burnout for NICU staff: A pilot study*. Podium presentation at the Western Institute of Nursing's 53rd Annual Communicating Nursing Research Conference, Virtual Conference
- Thomas M.** & Hunsaker, S. (2020, September). *Being an effective patient partner: Insights from parents of mental health consumers*. Podium presentation at the American Psychiatric Nurses Association 34th Annual Conference, Orlando, Florida. <https://www.apna.org/i4a/pages/index.cfm?pageid=3304>
- Thomas, M.**, Hunsaker, S. & Stodtmeister, P. (2019, October). *Nourishing student flourishing by teaching resilience*. Poster presentation at the American Psychiatric Nurses Association 33rd Annual Conference, New Orleans, Louisiana.
- Thomas, M.**, & Hunsaker, S. (2019, June). *Avoiding misunderstanding and enhancing patient and family engagement: Personal lessons learned*. Podium presentation at the 2019 AHA Team Training National Conference, San Antonio, Texas.
- Thomas, M.**, Mabey, L., Miles, L. & Hunsaker, S. (2018, October). *Helping your patients achieve whole health through Positive Psychology*. Podium presentation at the American Psychiatric Nurses Association 32nd Annual Conference, Columbus, Ohio.
- Hunsaker, S. & **Thomas, M.** (2018, October). *Standardizing communication in simulation using the TeamSTEPPS™ method*. Podium presentation at the 2018 Utah Simulation Coalition Conference, SLC, Utah.
- Schouten, A. & **Thomas, M.** (2018, September). *Enhancing resilience and stress management through undergraduate nursing courses*. Podium presentation at the 28th Annual Utah Nurses Association Conference, SLC, Utah.
- Thomas, M.**, Hunsaker, S., Durrant, S., Beus, K., Shawcroft, C. & Anderson, A. (2018, June). *Bringing TeamSTEPPS into the classroom and beyond: Simple strategies to enhance student and faculty engagement*. Podium presentation at the 2018 AHA Team Training National Conference, San Diego, California.
- Hunsaker, S. & **Thomas, M.** (2018, June). *Threading TeamSTEPPS® concepts throughout a baccalaureate nursing program without unraveling: Simulation is the secret*. Poster presentation at the International Nursing Association for Clinical Simulation and Learning 2018 International Conference, Toronto, Canada.

D. Additional Information: Research Support and/or Scholastic Performance

College of Nursing Experiential Funding Grant, BYU College of Nursing
Michael Thomas – PI 2022-2022

BIOGRAPHICAL SKETCH

NAME: Erikson, David M.

POSITION TITLE: Associate Clinical Professor, CAPS Assistant Director of Research and Technology

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	END DATE MM/YYYY	FIELD OF STUDY
Brigham Young University, Provo, UT	BS	12/2004	Psychology
Teachers College, Columbia University, New York, NY	MA	05/2007	Psychology in Education
Brigham Young University, Provo, UT	PhD	08/2014	Clinical Psychology

A. Personal Statement

I am a practicing psychologist, a researcher, and an educator. In these roles, I am a dedicated scientist/practitioner, where my therapy and teaching inform my research, and my research informs my therapy practice and teaching. I have expertise in university counseling, university student mental health, and mental health outcome research. One of my responsibilities since 2012 has been to manage BYU's Counseling and Psychological Services (CAPS) database, one of the largest mental health databases in the nation.

For the proposed IDR Award, I am a Co-PI. I will contribute my knowledge of course design (I have designed an applied mental health course that has been taught on campus for three years by four professors, and am currently teaching that course); mental health measurement (identifying appropriate measures of university students and analyzing the measures appropriately); and mental health service utilization (I manage all appointment and questionnaire data in CAPS and am familiar with university student mental health services delivery). I will also connect the project to CAPS mental health courses, of which there are approximately 15 sections each semester. Finally, I design and publish studies frequently, and will contribute to manuscript preparation and dissemination.

B. Positions and Honors

Positions and Employment

2014 - 2019	Assistant Clinical Professor, Counseling and Psychological Services, Brigham Young University, Provo, UT
2019 - Present	Associate Clinical Professor, Counseling and Psychological Services, Brigham Young University, Provo, UT
2019 - Present	Associate Director of Research and Technology, Counseling and Psychological Services, Brigham Young University, Provo, UT

Other Experience and Professional Memberships

2022 – Present	American Psychological Association Division 29 Training and Education Committee
2019 – Present	Board Certification, Counseling Psychology, American Board of Professional Psychology
2015 – Present	Licensed Psychologist, State of Utah
2012 – Present	American Psychological Association
2012 – Present	Society for Psychotherapy Research
2014 – 2015	American Pain Society

C. Contribution to Science

Below is a list of publications from 2015 to the present:

- Erekson, D.M.,** Schmuck, D., & Lynn, A. * (In press). Psychological distress, major choice, and counseling center utilization rates among college students. *Journal of College Student Psychotherapy*.
- Griner, D., Beecher, M., Burlingame, G., **Erekson, D.M.,** & Cattani, K. (In press). Compassion Focused Therapy in groups. In G. Simons and P. Gilbert (Eds.), *Compassion Focused Therapy in clinical practice*. Routledge.
- Erekson, D.M.,** Bailey, R. J., Cattani, K., Klundt, J. S., Lynn, A. M., Jensen, D., Schmuck, D., & Worthen, V. (2021). Psychotherapy session frequency: A naturalistic examination in a university counseling center. *Journal of Counseling Psychology*.
- Cattani, K., Giner, D., **Erekson, D.M.,** Burlingame, G., Beecher, M., & Alldredge, C. (2021). *Compassion Focused Group Therapy for College Counseling Centers*. Routledge.
- Lundgren, R., Alldredge, C., Cattani, K., Giner, D., **Erekson, D.M.,** Burlingame, G., & Beecher, M. (2021). *Participant Workbook: Compassion Focused Therapy*. Routledge.
- Bailey, R.J., **Erekson, D.M.,** Cattani, K., Jensen, D., Simpson, D., Klundt, J., Vogeler, H., Schmuck, D., Worthen, V., Caldwell, Y., Beecher, M., Griner, D., & Hobbs, K. (2021) Adapting Stepped Care: Changes to service delivery format in the context of high demand. *Psychological Services*.
- Cavallini, A. Q., **Erekson, D. M.,** Park, P. N., & Kang, G. (2021). An Archival Evaluation of the Effect of Eating and Body Image on Distress and Outcomes at a University Counseling Center. *Counseling Outcome Research and Evaluation*, 1-14.
- Klundt, J. S., **Erekson, D. M.,** Lynn, A. M., & Brown, H. E. (2021). Sexual minorities, mental health, and religiosity at a religiously conservative university. *Personality and Individual Differences*, 110475.
- Merrill, B., Vogeler, H., Kirchhoefer, J., Tass, S., **Erekson, D. M.,** Beecher, M., Worthen, V., Hobbs, K., Boardman, R.D., Bingham, J., Bailey, R.J., Cox, J.C., Carney, D.M., Kilcullen, J.R., & Griner, D. (2021). Trump, Obama, Bush: Impacts of presidential elections on college student mental health, *Journal of College Student Psychotherapy.apri*
- Erekson, D. M.,** Bailey, R. J., Cattani, K., Fox, S. T., & Goates-Jones, M. K. (2020). Responding to the Covid-19 pandemic at a university counseling center: administrative actions, client retention, and psychotherapy outcome. *Counselling Psychology Quarterly*, 1-15.
- Bailey, R. J., **Erekson, D. M.,** Goates-Jones, M., Andes, R. M., & Snell, A. N. (2020). Busy therapists: Examining caseload as a potential factor in outcome. *Psychological Services*.
- Erekson, D. M.,** Clayton, R., Park, S. Y., & Tass, S. (2018). Therapist effects on early change in psychotherapy in a naturalistic setting. *Psychotherapy Research*, 1-11.
- Erekson, D.M.,** Horner, J., & Lambert, M.J. (2018). Different lens or different picture? Comparing methods of defining dramatic change in psychotherapy. *Psychotherapy Research*, 28(5), 750-760.
- Erekson, D.M.,** Bautista, L., Albright, D. (2018). Assessing risk of opioid misuse in the treatment of chronic pain: Building a practical actuarial approach. *Journal of Opioid Management*, 14(5), 381-391.
- Cavallini, A. Q., **Erekson, D. M.,** Steinberg, R. M., Clayton, R. A., & Albright, D. D. (2018). Family History, Gender, and Eating and Body Image Concerns in University Students Seeking Counseling Services. *Journal of College Student Psychotherapy*, 32(2), 110-128.
- Erekson, D. M.,** Janis, R., Bailey, R. J., Cattani, K., & Pedersen, T. R. (2017). A longitudinal investigation of the impact of psychotherapist training: Does training improve client outcomes? *Journal of Counseling Psychology*, 64(5), 514.
- Anderberg, E., Cox, J. C., Neeley Tass, E. S., **Erekson, D. M.,** Gabrielsen, T. P., Warren, J. S., ... & South, M. (2017). Sticking with it: Psychotherapy outcomes for adults with autism spectrum disorder in a university counseling center setting. *Autism Research*.
- Beecher, M. E., Eggett, D., **Erekson, D.M.,** Rees, L. B., Bingham, J., Klundt, J., & Griner, D. (2016). Sunshine on my shoulders: Weather, pollution, and emotional distress. *Journal of Affective Disorders*, 205, 234-238.
- Erekson, D.M.,** Lambert, M.J., & Eggett, D. (2015). The relationship between session frequency and psychotherapy outcome in a naturalistic setting. *Journal of Consulting and Clinical Psychology*.
- Burlingame, G. M., Gleave, R., **Erekson, D.M.,** Nelson, S. L., Olsen, J., Thayer, S., & Beecher, M. (2015). Differential effectiveness of group, individual, and conjoint treatments: An archival analysis of OQ-45 change trajectories. *Psychotherapy Research*, 1-17.
- Mondragon, S.A., Lambert, M.J., Nielsen, S.L., **Erekson, D.M.** (2015). Comparative psychotherapy outcomes of sexual minority clients and controls. *International Journal of Education and Social Science*.

BIOGRAPHICAL SKETCH

NAME: Thatcher, Brandon

POSITION TITLE: Assistant Professor

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	END DATE MM/YYYY	FIELD OF STUDY
Utah State University, Logan, UT	BA	05/2008	Spanish
University of Utah, Salt Lake City, UT	BS	08/2009	Nursing
University of Utah, Salt Lake City, UT	MS	05/2013	Psychiatric/Mental Health Nurse Practitioner

A. Personal Statement

As a psychiatric nurse practitioner and an educator, I have a strong interest in helping others achieve mental wellness or flourishing. My foci are mental wellness promotion (including mental illness prevention) and nursing education. For the proposed IDR Origination Award, I serve as the Co-PI, teach one of the well-being classes being studied, and offer specialist knowledge in positive psychology, which informs much of the courses of interest. My scholarly work has included quality improvement and research projects presented locally and nationally. I feel liberated to interweave the Gospel of Jesus Christ into every aspect of a BYU education.

B. Positions and Honors

Positions and Employment

2015 - Present Psychiatric Nurse Practitioner, Several Treatment Centers, Intercare, Provo, UT
 2019 - Present Assistant Professor, Brigham Young University, College of Nursing, Provo, UT

Other Experience and Professional Memberships

2009 – Present American Nurses Association, member
 2009 – Present Utah Nurses Association, member
 2011 – 2017 American Psychiatric Nurses Association, member
 2020 – 2021 American Psychiatric Nurses Association, President Utah Chapter

C. Contribution to Science

Below is a representative list of presentations and publications from 2016 to the present:

- a. **Thatcher, B.**, Merrill K., Peterson, A.*, Utley, M.*, Yang, H.* (2021, October). *The Adolescent E-Cigarette Epidemic: What You Can Do About It*. American Psychiatric Nurses Association, Louisville, KY (virtual)
- b. Tanner, C., Blad, K., Watkins, E.**, **Thatcher, B.**, Sellers, E.*, Salisbury, J. (2021, October). *A New Theoretical Model to Enhance Posttraumatic Growth Among Veterans with Vision Impairment*. American Psychiatric Nurses Association, Louisville, KY
- c. **Thatcher, B.**, Yang, H.* (2021, April). *An Update on the Risks of Electronic Cigarettes: What Nurses Need to Know*. Western Institute of Nursing, Portland, OR
- d. **Thatcher, B.**, Yang, H.* (2020, October). *EVALI: What Nurses Need to Know*. American Psychiatric Nurses Association, Orlando, FL
- e. Heise, B., York, A., & Thatcher, B. (2016). Child Suicide Screening Methods: Are We Asking the Right Questions? A Review of the Literature and Recommendations for Practice. *Journal for Nurse Practitioners*, 12(6), 410–417. <https://doi.org/10.1016/j.nurpra.2016.01.003>

D. Additional Information: Research Support and/or Scholastic Performance

Ongoing Research Support

BYU College of Nursing Experiential Grant (2020-21)

BYU College of Nursing Experiential Grant (2021-22)

Current and Pending Support

Name	Support
Neil Peterson	<p>Dr. Elaine Dyer Research Endowment Award, BYU (2021-2022; \$5,000) What Women Want: Motivating Factors of Activity Trackers for Women</p> <p>[SUBMITTED] Spencer Foundation Small Grant (2022; \$49,950) Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>[SUBMITTED] Dr. Elaine Dyer Research Endowment Award, BYU (2022; \$5,000) Piloting an mHealth Stress Management App for Millennial Caregivers</p> <p>[SUBMITTED] Myrtie Fulton Award, BYU (2022; \$5,000) Developing an mHealth Stress Management Intervention for Millennial Caregivers</p>
Cole Hooley	<p>BYU FHSS Research Grant (2021-2022, \$5,000) Utah's mental health service supply characteristics: Using a novel approach to assess availability for scale-up (PI)</p> <p>World Health Organization (2021-2022, \$63,939) Development of training materials to help national and regional public health implementers on implementing COVID-19 vaccination (Scale-up consultant)</p> <p>[SUBMITTED] Spencer Foundation Small Grant (2022; \$49,950) Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>[SUBMITTED] National Institute of Occupational Health and Safety (2022, \$507,671) Bridging differences between faith and behavioral health professionals: Using intergroup dialogue to improve agricultural mental health systems (mental health services consultant)</p> <p>[SUBMITTED] Rwanda National Council for Science and Technology (2022, \$148,000) A novel eHealth strategy to support the control and management of hypertension in Rwanda (implementation science consultant)</p>
Michael Thomas	<p>BYU College of Nursing Experiential Funding Grant, BYU (2020-2022; \$4200) Training TeamSTEPPS Peer Mentors for N293 Communication for Nursing Majors Lab</p> <p>BYU College of Nursing Experiential Funding Grant, BYU (2021-2022; \$5,000) Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>BYU College of Nursing Experiential Funding Grant, BYU (2021-2022; \$1,845) Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>[SUBMITTED] Spencer Foundation Small Grant (2022; \$49,950) Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>[SUBMITTED] Dr. Elaine Dyer Research Endowment Award, BYU (2022; \$5,000)</p>

	<p>Piloting an mHealth Stress Management App for Millennial Caregivers</p> <p>[SUBMITTED] Myrtie Fulton Award, BYU (2022; \$5,000)</p> <p>Developing an mHealth Stress Management Intervention for Millennial Caregiver</p>
Davey Erekson	<p>BYU Counseling and Psychological Services Research Grant</p> <p>A Client Satisfaction Survey for University Counseling Centers (\$3,000)</p> <p>BYU Counseling and Psychological Services Research Grant</p> <p>Distressed Undergraduate Student Prevention and Intervention Research--multiple projects (\$3,000)</p> <p>BYU Counseling and Psychological Services Research Grant</p> <p>Therapy Delivery Preferences: Teletherapy vs. In-person (\$3,850)</p>
Brandon Thatcher	<p>BYU College of Nursing Experiential Funding Grant, BYU (2021-2022; \$5,000)</p> <p>Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>BYU College of Nursing Experiential Funding Grant, BYU (2021-2022; \$1,845)</p> <p>Long-term Impact of Mental Wellness Courses on College Student Mental Health</p> <p>BYU College of Nursing Experiential Funding Grant, BYU (2020-2022; \$9,588)</p> <p>Vaping: What Nurses Need to Know</p> <p>BYU College of Nursing Experiential Funding Grant, BYU (2020; \$10,800)</p> <p>Galapagos: Ecuador – Comparing Healthcare and Culture: Ecuador Islands and Mainland</p> <p>[SUBMITTED] Spencer Foundation Small Grant (2022; \$49,950)</p> <p>Long-term Impact of Mental Wellness Courses on College Student Mental Health</p>