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DESIGNING MENTAL HEALTH TECHNOLOGIES THAT SUPPORT THE SOCIAL ECOSYSTEM OF COLLEGE STUDENTS

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Introduction

Limitation 1

Mental health problems rising among college students

Limitation 2

College counseling centers struggling to meet demand

Limitation 3

Digital mental health tools can expand reach of services

Method

1

Conducted co-design workshops and interviews with students and staff

3

19 participants in individual interviews

2

30 participants in co-design workshops

4

Activities focused on identifying needs/preferences for digital mental health tools

Key Findings

1

Rich social ecosystem and peer influence in college life

3

Desired digital tools to connect with known and unknown peers

2

Known peers influence concepts of mental health and help-seeking

4

Non-peers like faculty also play supporting roles

Design Implications

1

Address lack of alone time and need for privacy

3

Link tools to in-person activities and campus resources

2

Enable student-to-student mental health communication

4

Emphasize general well-being over mental health branding

Conclusion

Social roles and peer influence
essential in college mental health

Must account for this context in
designing and implementing digital
tools

Opportunities to improve
acceptability and effectiveness of
tools

Strengths of Paper

- The study provided valuable insights into the social context of college student mental health and the role of peer influence in shaping attitudes towards mental health and help-seeking.
- The research paper identifies opportunities to improve the acceptability and effectiveness of digital mental health tools for college students, which can inform the design and implementation of future tools.
- The study used a mixed-methods approach, including interviews, focus groups, and design activities, to gather data from multiple perspectives and provide a comprehensive understanding of the needs and preferences of college students and counselling centre staff.

Weakness of Paper

- The study was conducted at a single university, which may limit the generalizability of the findings to other contexts.
- The study did not include a quantitative data analysis, which may limit the ability to draw statistically significant conclusions.
- The study did not include a longitudinal follow-up to assess the effectiveness of the digital mental health tools developed based on the findings.

Possible Future Work

Perspective of students from rural areas

Solving problems for different stakeholders:

Longitudinal follow-up:

**MORE
OBSERVATIONS**

THANK YOU