Readme file

This *University Student Mental Health* readme file was generated on 2022-02-21 by Jennifer Reeves and Theone Paterson

GENERAL INFORMATION

1. Title of Dataset: *University Student Mental Health* [File Name: Student_Mental_Health_2021-10-10]

2. Author Information
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3. Date of data collection: 2020-09-22 to 2020-10-30.

4. Geographic location of data collection: Canada

5. Information about funding sources that supported the collection of the data: NOT APPLICABLE.

SHARING/ACCESS INFORMATION

1. Licenses/restrictions placed on the data: Creative Commons CC-BY 4.0 License

2. Recommended citation for this dataset:
Reeves, J. T. H., Paterson, T. S. E. (2022). *University Student Mental Health* [Data set]. Scholars Portal Dataverse.

METHODOLOGICAL INFORMATION

1. Description of methods used for collection/generation of data:

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Students were recruited primarily via social media, with advertisements posted on various university groups on Facebook, as well as on Reddit, Instagram, and Twitter. Additionally, recruitment advertisements were placed on REACH BC and Canadian Psychological Association's (CPA) Recruit Research Participants Portal (R2P2). Individuals who clicked on the link were taken to the survey, which was hosted on Qualtrics.

DATA-SPECIFIC INFORMATION FOR: University_Student_Mental_Health_2021-10-10

1. Number of variables: 147

2. Number of cases/rows: 1192

3. Variable List:
(see also: Mental_Health_of_Undergraduate_Students_Qualtrics_Survey.pdf for full online survey in context):

Start date	Date the participant began the survey
End date	Date the participant finished the survey
Duration	Time it took to complete the survey (in seconds)
Eligibility	If the participant self-identified as fitting the eligibility criteria (enrolled in a undergraduate university degree in Canada)
Age	Age of participant
Ethnicity	Ethnicity, 1 = Caucasian, 2 = Asian, 3 = Indigenous, 4 = Hispanic or Latino, 5 = Black, 6 = Other, 7 = Metis
Sex	Biological sex, 1 = male, 2 = female, 3 = intersex
Gender	Gender identity, 1= male, 2 = female, 3 = non-binary/genderqueer, 12 = other/not listed above
Year credits	Academic year based on the number of course credits completed. 1 = Year 1/ Freshman, 2 = Year 2/ Sophomore, 3 = Year 3/ Junior, 4 = Year 4/ Senior, 5 = Year 5/ e.g., "Victory lap", "super senior", etc.
Year Calendar	Academic year based on the number of calendar years spent attending a postsecondary institution. 1 = Year 1, 2 = Year 2, 3 = Year 3, 4 = Year 4, 5 = Year 5, 6 = Year 6, 7 = Year 7, 8 = Year 8+
Program	Program of study. 1 = Business, 2 = Education, 3 = Engineering, 4 = Fine arts, 5 = Human and social development, 6 = Humanities, 7 = Sciences, 8 = Social sciences
Part-time	If the student is a part-time or full-time study. 1 = Part-time, 2 = full-time
Degree	If their current degree program will be their first undergraduate university or college degree. 1 = Yes, 2 = No, they have completed one previous degree, 3 = No, they have previously completed three or more degrees 4 = No, they have previously completed two degrees
Disability	If they identify as a student with a disability. 1 = Yes, 2 = No, 3 = Prefer to not answer
Living	Current living situation. 1 = Residences/ On-campus, 2 = Off-campus with family, 3 = Off-campus with friends/roommates, 4 = Off-campus alone

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Province	Province of residence during program. 1 = British Columbia, 2 = Alberta, 3 = Saskatchewan, 4 = Manitoba, 5 = Ontario, 6 = Quebec, 7 = New Brunswick, 8 = Newfoundland and Labrador, 9 = Nova Scotia, 10 = Prince Edward Island, 11 = Yukon, 12 = Northwest Territories, 13 = Nunavut
International	If they are an international student. 1 = Yes, 2 = No
Employment	If they are currently employed. 1 = Yes, full time, 2 = Yes, part-time, 3 = No
Volunteering	If they participate in volunteering, 1 = Yes, between 1-5 hours per week, 2 = Yes, between 6-10 hours per week, 3 = Yes, between 11-15 hours per week, 4 = Yes, more than 15 hours per week, 5 = No
Plans	Plans for after graduation. 1 = Pursue graduate studies, such as a Masters/PhD program, 2 = Pursue employment/Begin career, 3 = Pursue a professional program (e.g., law, or medical, nursing, veterinary school, etc.), 4 = Enter a trade (e.g., carpentry, plumbing apprenticeship, Gold Seal training culinary arts, etc.), 5 = Neither employment or further studies (e.g., planning to be a homemaker; not planning to enter the labour market, etc.), 6 = Undecided
Catch question	Please select all of the fruit. 1,2 = Correct answers (apple, banana), 3 or 4 = Incorrect (car, dog)
Hobbies_Imp	Questions to examine how important the participant views certain hobbies. Likert scale (1 = Not at all important, 2 = Slightly important, 3 = moderately important, 4 = very important, 5 = extremely important). This included 4 recreation hobbies (athletics partying, games, and watching online videos) and 4 academic hobbies (studying, participating in academic organizations, attending office hours, and using educational resources).
Hobbies_Imp_1	How important is participating in athletics, such as varsity sports or intramurals, to you?
Hobbies_Imp_2	How important is partying or going out to bars and clubs to you?
Hobbies_Imp_3	How important is playing games, such as video games or board games, with friends to you?
Hobbies_Imp_4	How important is watching online recreational content such as on Netflix or Youtube to you?
Hobbies_Imp_5	How important is participating in academic organizations and research to you?
Hobbies_Imp_6	How important is studying to you?
Hobbies_Imp_7	How important is attending office hours to you?
Hobbies_Imp_8	How important is utilizing educational resources, such as the library and online tools, to you?
Hobbies_time	Questions to examine how much time the participant spent per week on certain hobbies. Likert scale (1 = Less than 1 hour, 2 = 1-2 hours, 3 = 3-5 hours, 4 = 6-10 hours, 5 =11-15 hours, 6 = 16-20 hours, 7 = More than 20 hours). This included 4 recreation hobbies (athletics partying, games, and watching online videos) and 4 academic hobbies (studying, participating in academic organizations, attending office hours, and using educational resources).

Hobbies_time_1	How many hours per week do you spend participating in athletics, such as varsity sports or intramurals?
Hobbies_time_2	How many hours per week do you spend partying or going out to bars and clubs?
Hobbies_time_3	How many hours per week do you spend playing games, such as video games or board games, with friends?
Hobbies_time_4	How many hours per week you do spend watching online recreational content such as on Netflix or Youtube
Hobbies_time_5	How many hours per week do you spend participating in academic organizations and research?
Hobbies_time_6	How many hours per week do you spend studying?
Hobbies_time_7	How many hours per week do you spend attending office hours?
Hobbies_time_8	How many hours per week do you spend utilizing educational resources, such as the library and online tools?
Strenuous exercise	Based on the Godin-Shephard Leisure-Time Physical Activity Questionnaire (Godin, 2011), during a typical 7-day period, how many times on average does the participant engage in strenuous exercise for more than 15 minutes. 20 = 0 times, 21 = 1 times, 22 = 2 times, 23 = 3 times, 24 = 4 times, 25 = 5 times, 26 = 6 times, 36 = 7 times, 37 = 8 times, 38 = 9 times, 39 = 10 times, 40 = 11 times, 41 = 12 times, 42 = 13 times, 43 = 14 times, 44 = 15 times, 45 = 16 times, 46 = 17 times, 47 = 18 times, 48 = 19 times, 49 = 20 times, 50 = 21 times, 51 = 22 times, 52 = 23 times, 53 = 24 times, 54 = 25 times, 55 = 36 times, 56 = 27 times, 57 = 28 or more times
Moderate exercise	Based on the Godin-Shephard Leisure-Time Physical Activity Questionnaire (Godin, 2011), during a typical 7-day period, how many times on average does the participant engage in moderate exercise for more than 15 minutes. 4 = 0 times, 5 = 1 times, 6 = 2 times, 7 = 3 times, 8 = 4 times, 9 = 5 times, 10 = 6 times, 11 = 7 times, 12 = 8 times, 13 = 9 times, 14 = 10 times, 15 = 11 times, 16 = 12 times, 17 = 13 times, 18 = 14 times, 19 = 15 times, 20 = 16 times, 21 = 17 times, 22 = 18 times, 23 = 19 times, 24 = 20 times, 25 = 21 times, 26 = 22 times, 27 = 23 times, 28 = 24 times, 29 = 25 times, 30 = 36 times, 31 = 27 times, 32 = 28 or more times
Mild exercise	Based on the Godin-Shephard Leisure-Time Physical Activity Questionnaire (Godin, 2011), during a typical 7-day period, how many times on average does the participant engage in mild exercise for more than 15 minutes. 4 = 0 times, 5 = 1 times, 6 = 2 times, 7 = 3 times, 8 = 4 times, 9 = 5 times, 10 = 6 times, 11 = 7 times, 12 = 8 times, 13 = 9 times, 14 = 10 times, 15 = 11 times, 16 = 12 times, 17 = 13 times, 18 = 14 times, 19 = 15 times, 20 = 16 times, 21 = 17 times, 22 = 18 times, 23 = 19 times, 24 = 20 times, 25 = 21 times, 26 = 22 times, 27 = 23 times, 28 = 24 times, 29 = 25 times, 30 = 36 times, 31 = 27 times, 32 = 28 or more times
Anaerobic aerobic	Are participants engaging in primarily aerobic or anaerobic exercise. 1 = Aerobic exercise, 2 = Anaerobic exercise, 3 = Both equally
CATS_1 to CATS_10	The Charlotte Attitudes Towards Sleep (CATS) Scale (Peach & Gaultney, 2017). No reverse coding has occurred on any of the items.

Hours sleep	Number of hours slept on an average night. 1 = 4 hours or less, 2 = 5 hours, 3 = 6 hours, 4 = 7 hours, 5 = 8 hours, 6 = 9 hours, 7 = 10 hours, 8 = 11 hours, 9 = 12 hours or more
Rested	Does the participant feel well-rested when they wake up. 1 = Yes, 2 = Somewhat, 3 = No
More sleep	Does the participant wish they were able to sleep more. 1 = Yes, 2 = No, happy with their current amount of sleep
SSS_1 to SSS_12	Items from the Seeking social support scale (Moses et al., 2016).
CAMS_1 to CAMS_12	Items from the Cognitive Affective Scale of Mindfulness Revised (CAMS-R; Feldman et al., 2006). No reverse coding has occurred on any of the items.
Mindfulness freq	How often they purposefully engage in mindfulness or meditation. 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often
DERS_1 to DERS_16	Items from the Difficulties in Emotion Regulation Scale (DERS-16; Bjureberg et al., 2016).
DASS_1 to DASS_21	Items from the Depression Anxiety Stress Scale-21 (DASS-21; Lovibond & Lovibond, 1995).
Diagnosis	If they have been officially diagnosed with any specific mental health/ psychological/ psychiatric disorder by a health care practitioner. 1 = Yes, 2 = No, 3 = Prefer not to answer
Diagnosis text	For participants who responded that they did have an official diagnosis, they were able to specify their specific diagnosis
Pre-GAD_1 to Pre-GAD_2	Items from the Generalized Anxiety Disorder 2 items (GAD-2; Kroenke et al., 2007). Participants were asked to reflect on the two weeks prior to the COVID-19 outbreak.
Pre-PHQ_1 to Pre-PHQ_2	Items from the Patient Health Questionnaire-2 (PHQ-2; Kroenke et al., 2003). Participants were asked to reflect on the two weeks prior to the COVID-19 outbreak.
Pre-PSS_1 to Pre-PSS_10	Items from the Perceived Stress Scale (PSS; Cohen et al., 1983). Participants were asked to reflect on the month prior to the COVID-19 outbreak. No reverse coding has occurred on any of the items.
Post-GAD_1 to Post-GAD_2	Items from the Generalized Anxiety Disorder 2 items (GAD-2; Kroenke et al., 2007). Participants were asked to reflect on a two week period since the COVID-19 outbreak.
Post -PHQ_1 to Post -PHQ_2	Items from the Patient Health Questionnaire-2 (PHQ-2; Kroenke et al., 2003). Participants were asked to reflect on a two week period since the COVID-19 outbreak.
Post -PSS_1 to Post -PSS_10	Items from the Perceived Stress Scale (PSS; Cohen et al., 1983). Participants were asked to reflect on the month since the COVID-19 outbreak. No reverse coding has occurred on any of the items.