

**TITLE PAGE**

**Title of project:** Pharmacy Student Satisfaction with Mental Health & Wellness Resources

**Course title:** PHPR 896B, Pharmacy Practice Project

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**ABSTRACT**

**Specific Aims:** To identify the level of student satisfaction with access to and quality of current mental health and wellness resources and identify the need for new or expanded resources at each campus.

**Subjects:** Students enrolled in the University of Arizona College of Pharmacy in classes of 2021, 2022, 2023 who were present during the class in which the survey was administered.

**Methods:** A survey was administered during a regularly scheduled class. The survey included questions regarding Health-Related Quality of Life (HRQOL), student satisfaction and perception of quality of resources currently provided by The University of Arizona, and questions regarding the importance of implementation or expansion of resources based on the participants' personal experiences. Data on demographic information such as age, gender year in school, self-reported work-life-school balance, commute time, dependent status, and enrolled campus was also collected.

**Main Results:** Surveys were completed by 52 students (response rate of 46.0%) from the Phoenix campus and 89 students (response rate of 34.6%) from the Tucson campus. Responses between campuses were significantly different in regard to access to and quality of available resources for mental health and wellness. The top five resources considered "Very Important" by respondents were similar between the the two campuses.

**Conclusions:** Student satisfaction with access to and quality of mental health and wellness resources differed between campuses, however expansion of resources and services for both student populations is desired.

## Pharmacy Student Satisfaction with Mental Health & Wellness Resources

### INTRODUCTION

According to the World Health Organization, mental health is defined as, “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” (WHO, 2014). Wellness is a more broad term which, according to the Student Health and Counseling Services at The University of California Davis, can be divided into the following categories: emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual (UC Davis, n.d.). According to the literature, the demands of a rigorous academic program can take a great toll on students’ mental health and overall wellness. In the 2015 University of Arizona Graduate Student Mental Health National Association of Graduate Professional Students Report, students reported school and education-related issues as the most significant source of their stress. In the report, a majority of doctoral students reported current stress levels as “more than average” or “tremendous stress” (Evans et al, 2017). Another study focused specifically on PharmD students, and reported a significant negative correlation between stress and mental health-related quality of life. In particular, mental health scores were lower for third-year PharmD students (P3) than for first-year PharmD students (P1) (Marshall et al, 2008). This result indicates a decline in self-reported mental health as students progress through the PharmD curriculum.

Harrison (2010) reported approximately 20% of colleges and schools of pharmacy had multi-campus programs, and the trend has continued to grow. The Accreditation Council for Pharmacy Education has several requirements for satellite/branch campuses, including comparable access to faculty, advising, academic affairs, teaching and learning technology, student services, professional organizations, and library resources, regardless of campus (ACPE, 2018). While these standards are in place to ensure equivalency of academic experiences between main and branch campuses, there is no

measure of differences in student mental health and wellness. Awe et al. (2015) surveyed first, second, and third year pharmacy students at two universities with multi-site campuses. The results of this study showed that students at branch campuses demonstrated higher stress and lower self-efficacy. Stressors that were compared included workload and leisure time, academic environment and faculty relations, career and professional future, marriage and children, and discrimination based on demographic characteristics.

Given the significant amount of stress experienced by pharmacy students, it is important to identify resources needed to supplement students' mental health and wellness while enrolled in a demanding academic program. This study seeks to evaluate pharmacy student satisfaction with mental health and wellness resources and identify which resources are valued by students across a multi-campus pharmacy school. The outcome of this study can inform the prioritization of mental health and wellness resources for students on both campuses, in addition to serving as a platform for students to highlight the need for additional resource implementation. Furthermore, this study may act as a tool for assessing the unique needs of students attending other pharmacy schools or graduate programs to assist with potential stressors and optimize their ability to learn throughout the course of the curriculum.

## **METHODS**

Design: This was a descriptive study.

Subjects: Students were eligible to participate in this study if they were currently enrolled in the Doctor of Pharmacy (PharmD) academic program at The University of Arizona, and in their first (P1), second (P2), or third (P3) year. The PharmD program at The University of Arizona is a 4 year program. Fourth year students and those who did not attend class the day of survey administration were excluded from the study. This study was approved by The University of Arizona Human Subjects Protection Program.

Measures: Data was collected from all students using an online survey conducted via Qualtrics (Qualtrics, Provo, UT). Students were asked Healthy Days Core Module HRQOL (HRQOL-4) core questions provided by the Center for Disease Control (CDC) (n.d.):

1. Would you say in general your health is: Very Good, Good, Fair, Poor
2. How many days in the past 30 days was your physical health NOT good? 0-1, 2-3, 4-5, 6-9, 10+
3. How many days in the past 30 days was your mental health NOT good? 0-1, 2-3, 4-5, 6-9, 10+
4. During the past 30 days, approximately how many days did poor physical or mental health keep you from doing usual activities? 0-1, 2-3, 4-5, 6-9, 10+

The survey listed several resources provided by The University of Arizona College of Pharmacy (COP Student Resources, n.d.) or other universities, and students responded to the following questions:

1. How satisfied are you with your access to each of the following university of college student resources? Very Satisfied, Satisfied, Neither, Dissatisfied, Very Dissatisfied
2. How would you rate the quality of each of the following university or college resources? No Opinion, Good, Fair, Poor
3. Mental and Physical Health and Nutrition: Identify the level of importance of each of the following resources based on your personal needs or desire to be implemented and/or expanded. Very Important, Mostly Important, Not Important
4. Family and Student Services: Identify the level of importance of each of the following resources based on your personal needs or desire to be implemented and/or expanded. Very Important, Mostly Important, Not Important

Demographic data including age, gender, year in school, campus attended, dependent status, self-reported work-life-school balance, commute time, and presence of a chronic health condition was also collected. Students were also given a free-response option to list any additional resources to be implemented or expanded that were not included in the survey.

Data Collection: The surveys were administered to pharmacy students via Qualtrics Online Survey Software (Qualtrics, Provo, UT) 15 minutes before the end of a regularly scheduled class for each year. Students from both campuses were asked to participate at the same time. For second and third-year students, the survey was administered near the end of Fall semester. Whereas for first-year pharmacy students, the survey was administered during the beginning of Spring semester due to scheduling conflicts in the Fall semester.

Data analysis: Based on student enrollment, sample size was estimated to be about 370; however, due to exclusion criteria and students opting out of taking the survey, total participant size was 141 students. Since participants were not required to answer each question, percentage calculations were based on the responses to each question, instead of the fraction of participants. Frequencies and percentages were used for count data and groups were compared using a Fisher's exact test. Significance was determined using the mid-p value of a two-sided exact Fisher's test. It was originally planned to utilize the Chi square test for data analysis; however, the sample size and the inability to exclude non-zero values did not support its use. The a priori p-value was 0.05. In order to simplify data analysis, some multiple-choice options were combined (i.e. very satisfied and satisfied). The top five resources for each campus were determined based on response frequency.

## **RESULTS**

As shown in Table 1, the response rate for this survey was 46% in Phoenix and 34.2% in Tucson for a total response rate of 38.1% among all P3, P2, and P1 pharmacy cohorts during the 2019-2020 academic year. Of note, P1 students had the highest response rate of 69.7%, versus 16.3% of P3 students. In particular, P3 students in Tucson had the lowest response rate of 8.8%, while P1 students in Phoenix had the highest response rate of 72.9%.

The demographic characteristics of participants from each campus are shown in Table 2. There was a statistically significant variance in age between the two campuses ( $p=0.01738$ ), with 59.6% and

73% of responders identifying as 18-25 years of age in Phoenix and Tucson, respectively. In addition, there was a statistically significant difference between campuses for commute time from home to school ( $p=0.0001$ ) and school to home ( $p=0.00005$ ). Of note, 80% of Tucson students reported commuting 30 minutes or less from home to school, versus 42% of Phoenix students; the remaining Phoenix students (57%) reported commuting 30 minutes to over 1 hour from home to school. There was no significant difference between campuses by gender, self-reported perception of school-work-life balance, or HRQOL-4 responses. The responses for the CDC HRQOL-4 are reported in Table 3.

Student satisfaction with access to resources is reported in Figure 1. There was a statistically significant difference between campuses regarding satisfaction with access to the following resources, where Tucson students reported higher satisfaction compared with Phoenix students: Campus or Community Health Centers ( $p = 0.00017$ ), Counseling and Psychology Services ( $p = 0.00015$ ), Tutoring/Learning Specialists ( $p = 0.00023$ ), Financial Counseling ( $p = 0.02788$ ), Housing Assistance/Student Housing ( $p = 0.0413$ ), and Fitness Center ( $p = 0$ ).

These results are similar to those in Figure 2, where students reported the quality of available resources. Students in Tucson reported higher quality of the following resources compared with Phoenix students: Campus or Community Health Centers ( $p = 0.00008$ ), Counseling and Psychology Services ( $p = 0.04969$ ), Tutoring/Learning Specialists ( $p = 0.0091$ ), Financial Counseling ( $p = 0.00599$ ), and Fitness Center ( $p = 0$ ).

Figures 3 and 4 show no significant difference in the level of importance of resources between Phoenix and Tucson.

Tables 4 and 5 report the five resources most commonly ranked "Very Important" for "Mental and Physical Health and Nutrition Resources" and "Family and Student Services Resources". Among "Mental and Physical Health and Nutrition Resources", participants on both Phoenix and Tucson campuses reported water refill stations (P:75%, T:65%), fitness center/rooms (P:65%, T:55%), vaccine

clinics (P:57%, T:55%), general preventative care (P:43%, T:54%), and primary healthcare (P:43%, T:57%) as “Very Important”. Regarding “Family and Student Services Resources”, participants from both campuses reported financial counseling (P:45%, T:59%), career advising (P:45%, T:55%), disability resources (P:47%, T:44%) and learning specialists/tutoring services (P:41%, T:41%) as “Very Important”. In addition, Phoenix respondents included parental leave (P:37%), and Tucson respondents included diversity and inclusion resources (T:44%) as “Very Important”. The remaining options can be found in Table 9 and Table 10 in the appendices.

The last question of the survey included a free-response option to identify resources not listed in the survey that participants would like to have implemented and/or expanded. These responses are reported in Table 6. Other than two students in Phoenix who mentioned lack of resources available at the campus, there was no notable pattern or theme.

## **DISCUSSION**

The primary findings of this study are that student satisfaction with resources is different between campuses, with Tucson respondents more satisfied, but the desire for new or expanded resources seem similar. Phoenix and Tucson students reported differences in quality and satisfaction with access to the following resources: Campus or Community Health Center, Counseling and Psychology Services, Tutoring/Learning Specialists, Financial Counseling, and Fitness Center. The campuses also reported a difference in satisfaction with access to Housing Assistance/Student Housing. The location of the downtown Phoenix Biomedical Campus may serve as a barrier to some of the services that are offered in Tucson. According to the 2010 U.S. Census Bureau, both Phoenix and Tucson are considered urbanized areas, though their populations differ. The population of Phoenix exceeds 1.3 million residents, and nearly 3 million if the 22 surrounding suburbs are included. Tucson’s population is about 520,000 and exceeds 850,000 if including its 22 surrounding suburbs (U.S. Census Bureau, 2010). An example of differences of location is that students in Tucson have access to graduate housing and the



Campus Recreation Center, while neither are available at the Phoenix Campus. This may be one factor explaining the differences in satisfaction with access or quality between the campuses.

Additional findings show that Phoenix and Tucson often agreed on which resources are considered very important: water refill stations, fitness center/rooms, vaccine clinics, general preventative care, primary healthcare, financial counseling, career advising, disability resources, and learning specialists/tutoring services. The only difference between Phoenix and Tucson was considering Parental Leave and Diversity and Inclusion Resources very important, respectively. Compared with Tucson, Phoenix students reported generally being older and a larger percent were primary caregivers; this may explain the need for more family-centered services. Phoenix students also reported longer commutes, which may account for 17% responding "Very Poorly Balanced" for work-life-school balance, compared to 7% for Tucson. However, there was no overall statistical difference in work-life-school balance responses between the two campuses.

Interestingly, 65% of Phoenix students reported a fitness center as a very important resource based on personal needs or a desire for implementation/expansion, but 58% reported dissatisfaction with access to a fitness center. This pattern repeats with tutoring/learning specialists where 41% of Phoenix students reported it as a very important resource, while 34% reported dissatisfaction with access to tutoring/learning specialists. These two resources may represent valuable areas of future implementation or expansion for the Phoenix campus.

Students were asked what other resources they would like to see implemented or expanded on their campus. To summarize the comments from Phoenix, students feel there is an overall lack of resources compared to Tucson, particularly tutoring and family services. To summarize the comments from Tucson, students report frustration with the financial burden of parking and transportation, and request additional financial and mental health counseling/support.

There are several implications to this study. The student populations vary between Tucson and

Phoenix. Thus, the resources and services at each campus need to be assessed individually. When multi-campus professional programs are looking into assessment of resources, it is important to consider the campuses separately being that the needs can differ. Studies have proven the PharmD curriculum is rigorous and can take a toll on mental health (Evans et al., 2017). Having the proper resources in place to support students through their academic journey could possibly improve students' HRQOL. However, studies would need to be completed to further investigate this.

There were several limitations in this study. First, it was unclear how students determined quality and access to resources that are currently unavailable or not as readily available; therefore, it is not known if students selected dissatisfied or neither for these resources. Another limitation is the ambiguity of the response rankings for work-life-school balance. Participants were to choose between "Very Balanced", "Somewhat Balanced", "Not Balanced", or "Very Poorly Balanced". However, it is unclear whether "Not Balanced" or "Very Poorly Balanced" would be interpreted as a worse work-life-school balance. Therefore, it may be difficult to interpret the results of this survey question. The use of categorical data instead of continuous data is another limitation in this study. The result of categorical data analysis poses certain barriers, like the inability to calculate means, standard deviations, or utilize t-test analyses. Additionally, the use of categorical data in the HRQOL-4 seen in Table 3 (i.e. 0-1, 2-3, etc.) prohibits the use of the Unhealthy Days summary index ("Physically Unhealthy Days" plus "Mentally Unhealthy Days" equals "Total Unhealthy Days") because the data is non-continuous (CDC, n.d.).

Furthermore, the relatively small sample size (n=141) and poor response rate of P3 students (16.3%) may not accurately reflect the pharmacy student population, and should be generalized cautiously. This lack of participation may be due to P3 students nearing their clinical rotation year, and being less invested in the resources provided on campus. Conversely, P3 students may just have lower overall in-class attendance, and consequently lower attendance on the day of survey administration. However, as attendance wasn't monitored in this study, these presumptions are only speculative.

Previous studies have laid groundwork for this study. Studies by Marshall et al. and Evans et al. implied professional programs, like the PharmD program, negatively impact students' mental health. Per Awe et al., branch campuses of multi-site campuses experienced higher stress than students at the main campus. These studies prompted investigation into satisfaction with quality of and access to resources and identify the need for new or expanded resources at each campus. Once these results are implemented, further studies are needed to assess the impact on pharmacy students' mental health.

## **CONCLUSIONS**

In this multi-campus institution, student satisfaction with mental health and wellness resources differs between the main and satellite locations. While student demographics are similar between campuses, differences in age, housing, and commute time can create unique challenges for students, and pose as opportunities for individualized resource implementation or expansion to ensure pharmacy student satisfaction with mental health and wellness.

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**Table 1.** Response Rate

	Phoenix	Tucson	Total
<b>P3 Responders/P3 Students (Response Rate)</b>	12/37 (32.4%)	7/79 (8.8%)	19/116 (16.3%)
<b>P2 Responders/P2 Students (Response Rate)</b>	13/39 (33.3%)	25/96 (26.0%)	38/135 (28.1%)
<b>P1 Responders/P1 Students (Response Rate)</b>	27/37 (72.9%)	56/82 (68.3%)	83/119 (69.7%)
<b>Total</b>	52/113 (46.0%)	88*/257 (34.2%)	<b>141/370 (38.1%)</b>

\*Total Tucson responders = 89. One participant did not report their year in school.

**Table 2.** Demographic Characteristics

Characteristics	Phoenix n (%)	Tucson n (%)	p-value
Total number of students	113	257	-
Participated in study	5 (46)	89 (35)	
<b>Age</b>			
18-25	31 (60)	65 (73)	0.01738
26-30	6 (12)	15 (17)	
> 30	12 (23)	9 (10)	
Prefer not to answer	3 (6)	0 (0)	
<b>Gender</b>			
Female	34 (65)	58 (65)	0.20421
Male	16 (31)	31 (35)	
Prefer not to answer	2 (4)	0 (0)	
<b>Year in School</b>			
P1	27 (52)	56 (63)	0.05036
P2	13 (25)	25 (28)	
P3	12 (23)	7 (8)	
<b>Miscellaneous</b>			
Chronic disease present	12 (23)	15 (17)	-
Primary caregiver	12 (23)	12 (14)	
<b>Work-Life-School Balance</b>			
Very balanced	7 (13)	10 (11)	0.24615
Somewhat balanced	28 (52)	50 (56)	
Not balanced	10 (19)	23 (26)	
Very poorly balanced	9 (17)	6 (7)	
<b>Commute from Home to School</b>			
Less than 15 minutes	8 (15)	33 (37)	0.0001
15-30 minutes	14 (27)	37 (43)	
30-45 minutes	8 (15)	9 (10)	
45-60 minutes	13 (25)	8 (9)	
Over 1 hour	9 (17)	2 (2)	
<b>Commute from School to Home</b>			
Less than 15 minutes	9 (17)	33 (37)	0
15-30 minutes	10 (19)	32 (36)	
30-45 minutes	10 (19)	14 (16)	
45-60 minutes	12 (23)	8 (9)	
Over 1 hour	11 (21)	2 (2)	

**Table 3.** CDC HRQOL-4 Responses

HRQOL-4	Response	Phoenix n (%)	Tucson n (%)	p-value
1. Would you say in general your health is:	Excellent	7 (13)	12 (13)	0.33402
	Very Good	20 (37)	29 (33)	
	Good	19 (35)	41 (46)	
	Fair	6 (11)	7 (8)	
	Poor	2 (4)	0 (0)	
2. How many days in the past 30 days was your physical health NOT good?	0-1	25 (46)	43 (48)	0.311
	2-3	17 (31)	18 (20)	
	4-5	5 (9)	18 (20)	
	6-9	4 (7)	7 (8)	
	10+	3 (6)	3 (3)	
3. How many days in the past 30 days was your mental health NOT good?	0-1	10 (18)	15 (17)	0.3
	2-3	11 (20)	28 (31)	
	4-5	15 (28)	13 (15)	
	6-9	9 (17)	14 (16)	
	10+	9 (17)	19 (21)	
4. During the past 30 days, approximately how many days did poor physical or mental health keep you from doing usual activities?	0-1	19 (35)	39 (44)	0.06594
	2-3	18 (33)	22 (25)	
	4-5	7 (13)	18 (20)	
	6-9	2 (4)	7 (8)	
	10+	8 (15)	3 (3)	



**Table 4.** Top 5 Mental and Physical Health and Nutrition Resources Ranked “Very Important”

Top 5 Mental and Physical Health and Nutrition Resources Ranked “Very Important”	
Phoenix (n, %)	Tucson (n, %)
Water Refill Stations (38, 75%)	Water Refill Stations (58, 65%)
Fitness Center/Room (33, 65%)	Primary Healthcare (51, 57%)
Vaccine Clinics (29, 57%)	Fitness Center/Rooms (49, 55%)
General Preventative Care (22, 43%)	Vaccine Clinics (49, 55%)
Primary Healthcare (22, 43%)	General Preventative Care (48, 54%)

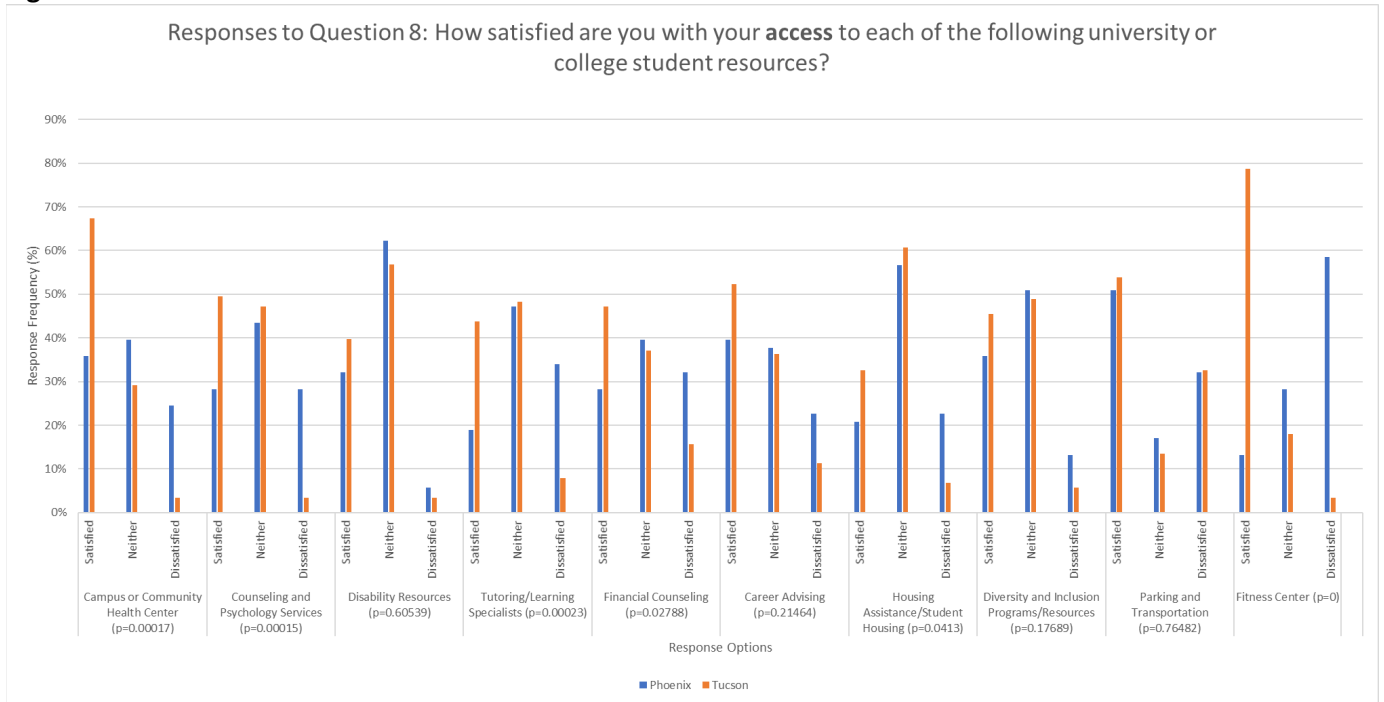
**Table 5.** Top 5 Family and Student Services Resources Ranked “Very Important”

Top 5 Family and Student Services Resources Ranked “Very Important”	
Phoenix (n, %)	Tucson (n, %)
Disability Resources (24, 47%)	Financial Counseling (52, 59%)
Financial Counseling (23, 45%)	Career Advising (48, 55%)
Career Advising (23, 45%)	Disability Resources (39, 44%)
Learning Specialists and/or Tutoring Services (21, 41%)	Diversity & Inclusion Resources (39, 44%)
Parental Leave (19, 37%)	Learning Specialists and/or Tutoring Services (36, 41%)

**Table 6.** Free Response Answers

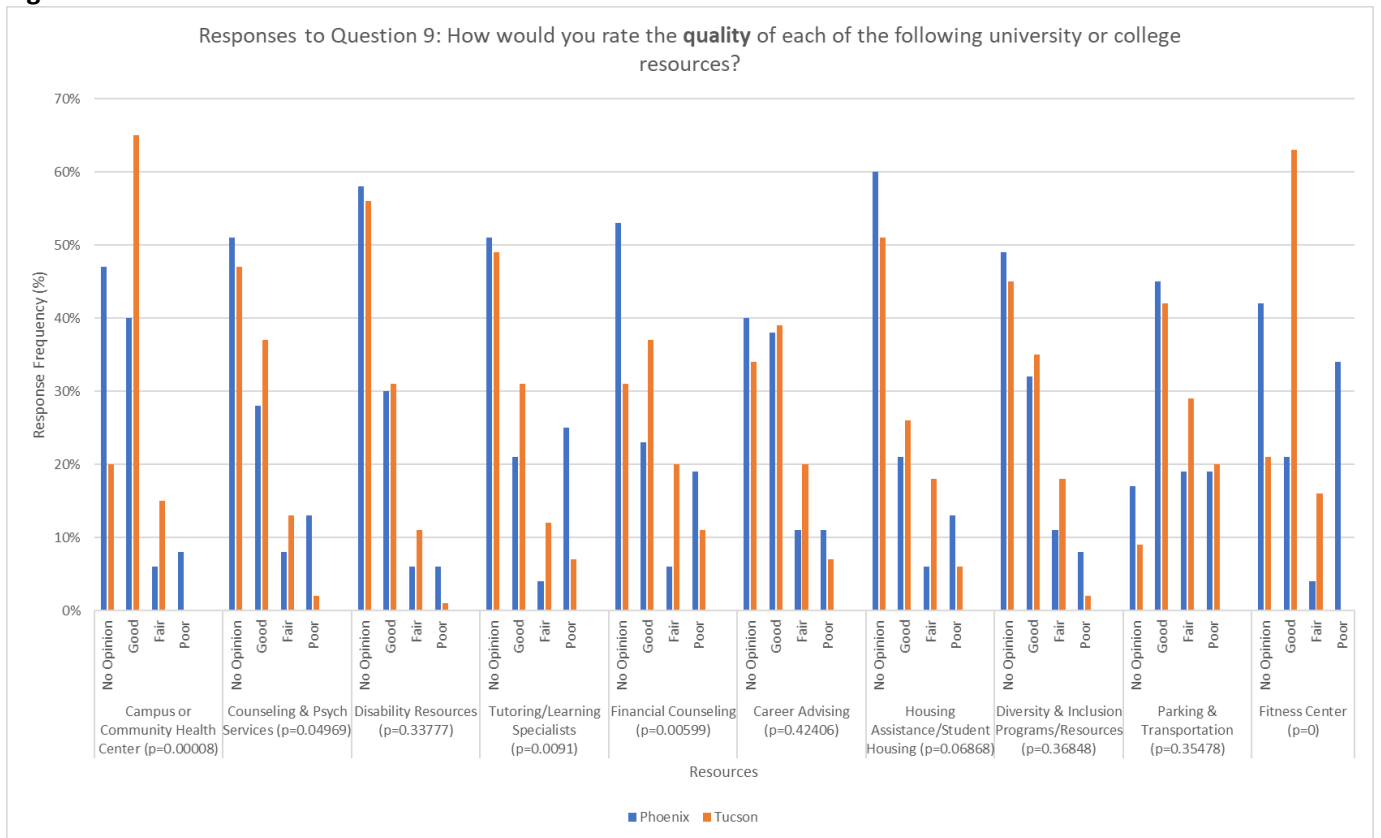
Are there any other resources that were not listed above that you would like to have implemented and/or expanded?	
Phoenix	Tucson
I believe some access to tutoring services would be very helpful.	It lists almost everything.
Literally anything for the PBC campus would be appreciated because we have none of these.	Stations for asthma medication machines (nebulizers) to use without being seen or observed by the public.
Family counseling services. I have an autistic 12 year old and would love to have resources here to help him and me.	There is huge unmet need for financial counseling (Not for information on financial aid). As professional students, we are going to be in a very high income bracket relative to most Americans once we graduate. We need to know how best to manage this income, invest it, and learn how to plan for unexpected economic circumstances.
Need more resources in Phoenix. Almost nothing here!	Free parking, seriously it needs to happen. Stop billing the students for lack of funds.
There were some options that were not applicable to me because I have not set out to identify the availability of these resources. However, the inclusion of no opinion in one response field allowed the clarification.	veterans mental health support

Figure 1.



Satisfied includes responses for “Very Satisfied” and “Satisfied”. Dissatisfied includes responses for “Very Dissatisfied” and “Dissatisfied”

Figure 2.



**Figure 3.**

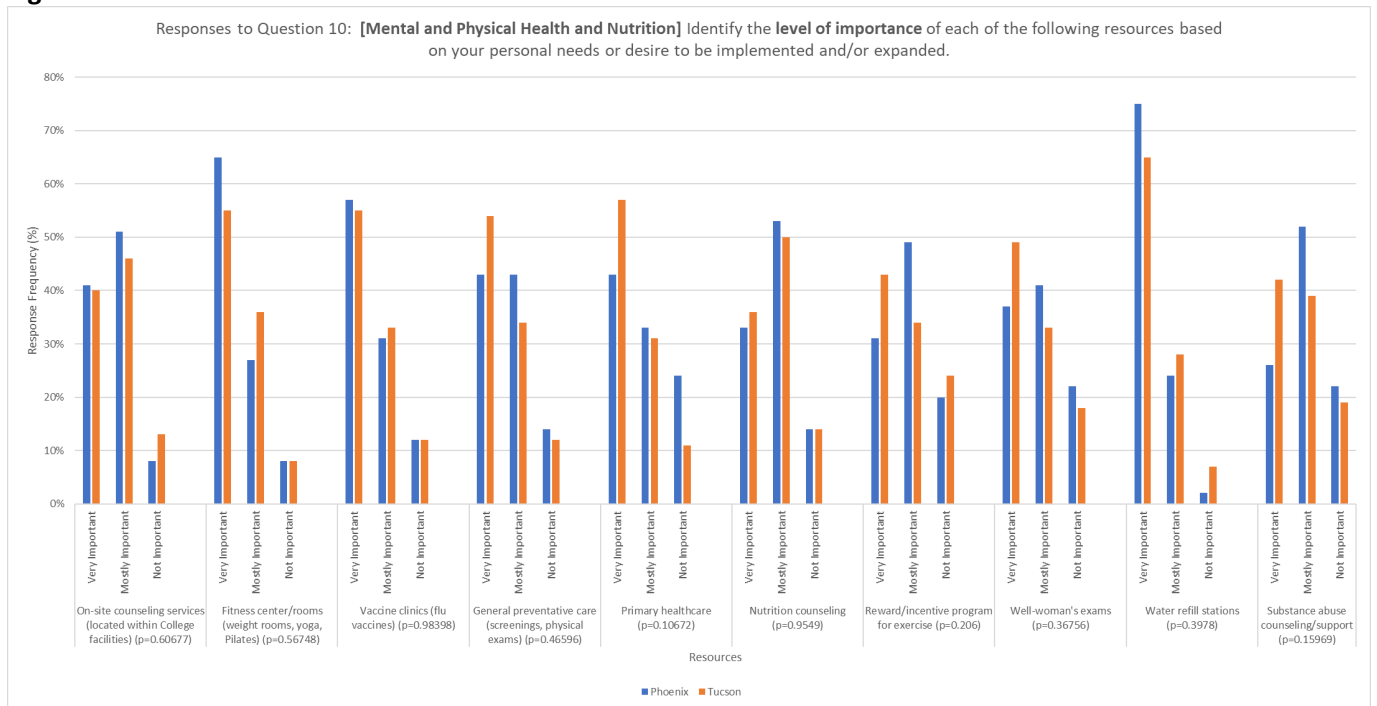
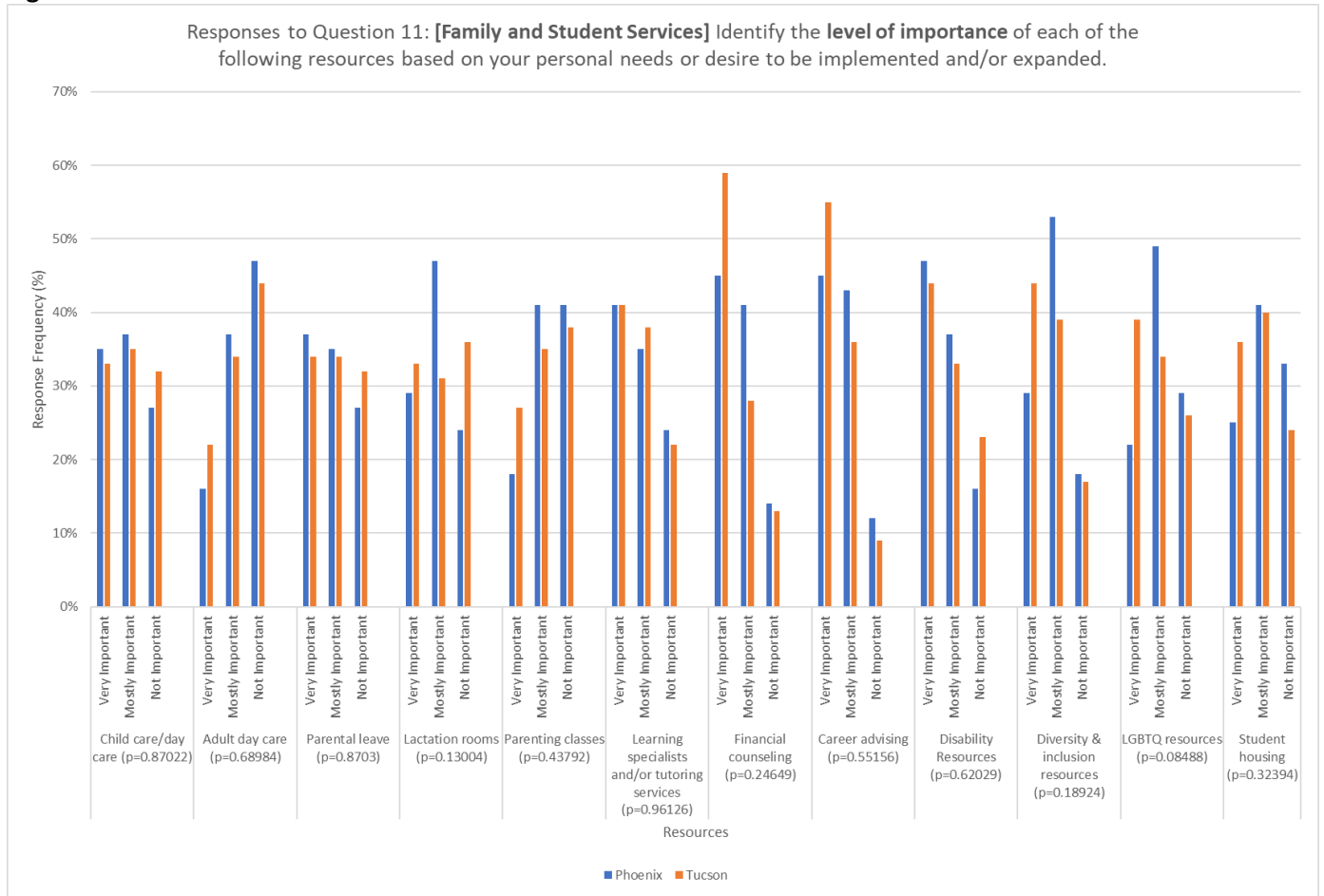


Figure 4.



## APPENDICES

**Table 7.** Responses to Satisfaction with Access to University or College Student Resources

Satisfaction with access to:	Response	Phoenix, n (%)	Tucson, n (%)	p-value
Campus or Community Health Center	Very Satisfied	6 (11%)	21 (24%)	<b>0.00017</b>
	Satisfied	13 (25%)	39 (44%)	
	Neither	21 (40%)	26 (29%)	
	Dissatisfied	7 (13%)	3 (3%)	
	Very Dissatisfied	6 (11%)	0 (0%)	
Counseling & Psych Services	Very Satisfied	3 (6%)	17 (19%)	<b>0.00015</b>
	Satisfied	12 (23%)	27 (30%)	
	Neither	23 (43%)	42 (47%)	
	Dissatisfied	10 (19%)	3 (3%)	
	Very Dissatisfied	5 (9%)	0 (0%)	
Disability Resources	Very Satisfied	5 (9%)	14 (16%)	0.60539
	Satisfied	12 (23%)	21 (24%)	
	Neither	33 (62%)	50 (57%)	
	Dissatisfied	2 (4%)	3 (3%)	
	Very Dissatisfied	1 (2%)	0 (0%)	
Tutoring/Learning Specialists	Very Satisfied	2 (4%)	14 (16%)	<b>0.00023</b>
	Satisfied	8 (15%)	25 (28%)	
	Neither	25 (47%)	43 (48%)	
	Dissatisfied	7 (13%)	5 (6%)	
	Very Dissatisfied	11 (21%)	2 (2%)	
Financial Counseling	Very Satisfied	2 (4%)	14 (16%)	<b>0.02788</b>
	Satisfied	13 (25%)	28 (31%)	
	Neither	21 (40%)	33 (37%)	
	Dissatisfied	8 (15%)	10 (11%)	
	Very Dissatisfied	9 (17%)	4 (4%)	
Career Advising	Very Satisfied	7 (13%)	16 (18%)	0.21464
	Satisfied	14 (26%)	30 (34%)	
	Neither	20 (38%)	32 (36%)	
	Dissatisfied	6 (11%)	8 (9%)	
	Very Dissatisfied	6 (11%)	2 (2%)	
Housing Assistance/Student Housing	Very Satisfied	2 (4%)	12 (13%)	<b>0.0413</b>
	Satisfied	9 (17%)	17 (19%)	
	Neither	30 (57%)	54 (61%)	
	Dissatisfied	6 (11%)	3 (3%)	
	Very Dissatisfied	6 (11%)	3 (3%)	
Diversity & Inclusion Programs/Resources	Very Satisfied	4 (8%)	12 (14%)	0.17689
	Satisfied	15 (28%)	28 (32%)	
	Neither	27 (51%)	43 (49%)	
	Dissatisfied	2 (4%)	4 (5%)	
	Very Dissatisfied	5 (9%)	1 (1%)	
Parking & Transportation	Very Satisfied	6 (11%)	17 (19%)	0.76482
	Satisfied	21 (40%)	31 (35%)	
	Neither	9 (17%)	12 (13%)	
	Dissatisfied	11 (21%)	17 (19%)	
	Very Dissatisfied	6 (11%)	12 (13%)	
Fitness Center	Very Satisfied	1 (2%)	30 (34%)	<b>0</b>
	Satisfied	6 (11%)	40 (45%)	
	Neither	15 (28%)	16 (18%)	
	Dissatisfied	9 (17%)	3 (3%)	
	Very Dissatisfied	22 (42%)	0 (0%)	



**Table 8.** Responses to Rate the Quality of University or College Student Resources

Rate the quality of:	Response	Phoenix, n (%)	Tucson, n (%)	p-value
Campus or Community Health Center	No Opinion	25 (47%)	18 (20%)	<b>0.00008</b>
	Good	21 (40%)	58 (65%)	
	Fair	3 (6%)	13 (15%)	
	Poor	4 (8%)	0 (0%)	
Counseling & Psych Services	No Opinion	27 (51%)	42 (47%)	<b>0.04969</b>
	Good	15 (28%)	33 (37%)	
	Fair	4 (8%)	12 (13%)	
	Poor	7 (13%)	2 (2%)	
Disability Resources	No Opinion	31 (58%)	50 (56%)	0.33777
	Good	16 (30%)	28 (31%)	
	Fair	3 (6%)	10 (11%)	
	Poor	3 (6%)	1 (1%)	
Tutoring/Learning Specialists	No Opinion	27 (51%)	44 (49%)	<b>0.0091</b>
	Good	11 (21%)	28 (31%)	
	Fair	2 (4%)	11 (12%)	
	Poor	13 (25%)	6 (7%)	
Financial Counseling	No Opinion	28 (53%)	28 (31%)	<b>0.00599</b>
	Good	12 (23%)	33 (37%)	
	Fair	3 (6%)	18 (20%)	
	Poor	10 (19%)	10 (11%)	
Career Advising	No Opinion	21 (40%)	30 (34%)	0.42406
	Good	20 (38%)	35 (39%)	
	Fair	6 (11%)	18 (20%)	
	Poor	6 (11%)	6 (7%)	
Housing Assistance/Student Housing	No Opinion	32 (60%)	45 (51%)	0.06868
	Good	11 (21%)	23 (26%)	
	Fair	3 (6%)	16 (18%)	
	Poor	7 (13%)	5 (6%)	
Diversity & Inclusion Programs/Resources	No Opinion	26 (49%)	40 (45%)	0.36848
	Good	17 (32%)	31 (35%)	
	Fair	6 (11%)	16 (18%)	
	Poor	4 (8%)	2 (2%)	
Parking & Transportation	No Opinion	9 (17%)	8 (9%)	0.35478
	Good	24 (45%)	37 (42%)	
	Fair	10 (19%)	26 (29%)	
	Poor	10 (19%)	18 (20%)	
Fitness Center	No Opinion	22 (42%)	19 (21%)	<b>0</b>
	Good	11 (21%)	56 (63%)	
	Fair	2 (4%)	14 (16%)	
	Poor	18 (34%)	0 (0%)	

**Table 9.** Responses to Level of Importance of Physical and Mental Health and Nutritional Resources

Identify the level of importance of:	Response	Phoenix, n (%)	Tucson, n (%)	p-value
On-site counseling services (located within College facilities)	Very Important	21 (41%)	36 (40%)	0.60677
	Mostly Important	26 (51%)	41 (46%)	
	Not Important	4 (8%)	12 (13%)	
Fitness center/rooms (weight rooms, yoga, Pilates)	Very Important	33 (65%)	49 (55%)	0.56748
	Mostly Important	14 (27%)	32 (36%)	
	Not Important	4 (8%)	7 (8%)	
Vaccine clinics (flu vaccines)	Very Important	29 (57%)	49 (55%)	0.98398
	Mostly Important	16 (31%)	29 (33%)	
	Not Important	6 (12%)	11 (12%)	
General preventative care (screenings, physical exams)	Very Important	22 (43%)	48 (54%)	0.46596
	Mostly Important	22 (43%)	30 (34%)	
	Not Important	7 (14%)	11 (12%)	
Primary healthcare	Very Important	22 (43%)	51 (57%)	0.10672
	Mostly Important	17 (33%)	28 (31%)	
	Not Important	12 (24%)	10 (11%)	
Nutrition counseling	Very Important	17 (33%)	32 (36%)	0.9549
	Mostly Important	27 (53%)	44 (50%)	
	Not Important	7 (14%)	12 (14%)	
Reward/incentive program for exercise	Very Important	16 (31%)	38 (43%)	0.206
	Mostly Important	25 (49%)	30 (34%)	
	Not Important	10 (20%)	21 (24%)	
Well-woman's exams	Very Important	19 (37%)	44 (49%)	0.36756
	Mostly Important	21 (41%)	29 (33%)	
	Not Important	11 (22%)	16 (18%)	
Water refill stations	Very Important	38 (75%)	58 (65%)	0.3978
	Mostly Important	12 (24%)	25 (28%)	
	Not Important	1 (2%)	6 (7%)	
Substance abuse counseling/support	Very Important	13 (26%)	37 (42%)	0.15969
	Mostly Important	26 (52%)	35 (39%)	
	Not Important	11 (22%)	17 (19%)	

**Table 10.** Responses to Level of Importance of Student and Family Resources

Identify the level of importance of:	Response	Phoenix, n (%)	Tucson, n (%)	p-value
Child care/day care	Very Important	18 (35%)	29 (33%)	0.87022
	Mostly Important	19 (37%)	31 (35%)	
	Not Important	14 (27%)	28 (32%)	
Adult day care	Very Important	8 (16%)	19 (22%)	0.68984
	Mostly Important	19 (37%)	30 (34%)	
	Not Important	24 (47%)	39 (44%)	
Parental leave	Very Important	19 (37%)	30 (34%)	0.8703
	Mostly Important	18 (35%)	30 (34%)	
	Not Important	14 (27%)	28 (32%)	
Lactation rooms	Very Important	15 (29%)	29 (33%)	0.13004
	Mostly Important	24 (47%)	27 (31%)	
	Not Important	12 (24%)	32 (36%)	
Parenting classes	Very Important	9 (18%)	24 (27%)	0.43792
	Mostly Important	21 (41%)	31 (35%)	
	Not Important	21 (41%)	33 (38%)	
Learning specialists and/or tutoring services	Very Important	21 (41%)	36 (41%)	0.96126
	Mostly Important	18 (35%)	33 (38%)	
	Not Important	12 (24%)	19 (22%)	
Financial counseling	Very Important	23 (45%)	52 (59%)	0.24649
	Mostly Important	21 (41%)	25 (28%)	
	Not Important	7 (14%)	11 (13%)	
Career advising	Very Important	23 (45%)	48 (55%)	0.55156
	Mostly Important	22 (43%)	32 (36%)	
	Not Important	6 (12%)	8 (9%)	
Disability Resources	Very Important	24 (47%)	39 (44%)	0.62029
	Mostly Important	19 (37%)	29 (33%)	
	Not Important	8 (16%)	20 (23%)	
Diversity & inclusion resources	Very Important	15 (29%)	39 (44%)	0.18924
	Mostly Important	27 (53%)	34 (39%)	
	Not Important	9 (18%)	15 (17%)	
LGBTQ resources	Very Important	11 (22%)	34 (39%)	0.08488
	Mostly Important	25 (49%)	30 (34%)	
	Not Important	15 (29%)	23 (26%)	
Student housing	Very Important	13 (25%)	32 (36%)	0.32394
	Mostly Important	21 (41%)	35 (40%)	
	Not Important	17 (33%)	21 (24%)	

Student consent for the survey will be implied if the survey is completed and submitted by the student.

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## Assessment of Mental Health and Wellness Resources

Q1 Would you say in general your health is:

- Excellent
  - Very Good
  - Good
  - Fair
  - Poor
- 

Q2 Now thinking about your physical health, which includes physical illness and injury, how many days during the past 30 days was your physical health NOT good?

- 0-1
  - 2-3
  - 4-5
  - 6-9
  - 10+
-

Q3 Now thinking about your mental health, which includes stress, depression, anxiety, and problems with emotions, how many days during the past 30 days was your mental health NOT good?

- 0-1
  - 2-3
  - 4-5
  - 6-9
  - 10+
- 

Q4 During the past 30 days, approximately how many days did poor physical or mental health keep you from doing usual activities, such as self-care, school, work, or recreation?

- 0-1
  - 2-3
  - 4-5
  - 6-9
  - 10+
- 

Q5 Rank your school-work-life balance over the last year

- Very Balanced
  - Somewhat Balanced
  - Not Balanced
  - Very Poorly Balanced
-

Q6 What is your average commute time from home to school?

- Less than 15 minutes
  - 15-30 minutes
  - 30-45 minutes
  - 45-60 minutes
  - Over 1 hour
- 

Q7 What is your average commute time from school to home?

- Less than 15 minutes
  - 15-30 minutes
  - 30-45 minutes
  - 45-60 minutes
  - Over 1 hour
-

Q8 How satisfied are you with your **access** to each of the following university or college student resources?

	Very Satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
Campus or Community Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling & Psych Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring/Learning Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing Assistance/ Student Housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity & Inclusion Programs/Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking & Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q9 How would you rate the **quality** of each of the following university or college resources?

	No Opinion	Good	Fair	Poor
Campus or Community Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling & Psych Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring/Learning Specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing Assistance/ Student Housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity & Inclusion Programs/Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking & Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q10 Identify the **level of importance** of each of the following resources based on your personal needs or desire to be implemented and/or expanded:

	Not Important	Mostly Important	Very Important
On-site counseling services (located within College facilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness center/rooms (weight rooms, yoga, Pilates)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vaccine clinics (flu vaccines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General preventative care (screenings, physical exams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary healthcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reward/incentive program for exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-woman's exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water refill stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance abuse counseling/support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q11

	Not Important	Mostly Important	Very Important
Child care/day care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult day care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lactation rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parenting classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Specialists and/or tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity & inclusion resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Are there any other resources that were not listed above that you would like to have implemented and/or expanded?

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Q13 Campus enrolled in as of today

- Tucson
- Phoenix

Q14 Year in pharmacy school

- P1
  - P2
  - P3
- 

Q15 Age

- 18-25
  - 26-30
  - 30+
  - Prefer not to answer
- 

Q16 Are you the primary caregiver for anyone (child(ren), older adult, sibling,etc.)?

- Yes
  - No
- 

Q17 Do you have a chronic disease, such as diabetes, chronic pain, depression, anxiety, seizures, etc.?

- Yes
  - No
- 

Q18 Gender

- Male
- Female
- Other not specified
- Prefer not to answer

**Data collection form (electronic version):**

[https://uarizona.co1.qualtrics.com/jfe/form/SV\\_06BQYyCx6YBrzCd](https://uarizona.co1.qualtrics.com/jfe/form/SV_06BQYyCx6YBrzCd)