The Minority College Experience: An Examination of Minority Status Stress and Mental Health Outcomes
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INTRODUCTION

• Several studies conducted at predominantly White institutions (PWIs) have found support for the idea that the stress associated with being a minority student has negative effects on their psychological functioning (Smith et al., 2014).
• In a study by Greer and Brown (2011), results suggest that minority students at a PWI felt increased minority status stress when compared to their Black counterparts attending a historically Black college and university (HBCU) counterparts. 
• Cokley et al. (2011) found ethnic minorities had higher rates of mental illness, as well as reporting more instances of discrimination.

METHOD

Participants
• N = 191 students attending the University of Wisconsin-Eau Claire who identified as a racial or ethnic minority.
• 33.5% identified as Asian American, 23.6% as Multi/Bi-racial, 18.8% as Latino/Latina, 11% as Native/First American, 7.3% as Other, and 5.2% as Black/African American.
• 51.7% reported as female, 27.2% as male and 1% as transgender/other.
• Most participants were between the ages of 18-20 (78.5%).
• 47% of participants reported being freshman.

Procedure
• Participants were recruited via in-person, email, SONA and professor solicitations.
• Questionnaires were compiled using Qualtrics.

Research Question and Hypothesis
Research Question: What is the nature of the relationship between minority status stress and mental health?
Hypothesis: We predict that the more minority status stress a student encounters, the worse their mental health outcomes.

RESULTS

• Our research findings partially supported our hypothesis in that minority status stress positively correlated with anxiety but correlated with depression negatively. 
• Clinicians should assess for minority status stress and assist students in identifying aspects of their identity that may contribute to unique experiences impacting their mental health functioning. 
• Future studies should explore which of the various psychosocial factors that may help to explain the unique role minority status stress plays in various mental health outcomes.
• University personal should create more ethnically appropriate resources on campus to provide support and intervention services for minority students on campus.

SELECTED REFERENCES


DISCUSSION

• Our research findings partially supported our hypothesis in that minority status stress positively correlated with anxiety but correlated with depression negatively.
• Clinicians should assess for minority status stress and assist students in identifying aspects of their identity that may contribute to unique experiences impacting their mental health functioning.
• Future studies should explore which of the various psychosocial factors that may help to explain the unique role minority status stress plays in various mental health outcomes.
• University personal should create more ethnically appropriate resources on campus to provide support and intervention services for minority students on campus.

THANKS

The University of Wisconsin- Eau Claire Office of Research and Supportive Programs, Learning and Technology Services, and the many students who participated in our study.