

QUALITY ENHANCEMENT PLAN • MARCH 1 - 3, 2022 • DR. KEN SHAW



# LIVING IN BALANCE

HEALTHY MINDS





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**Institution:** Southern Adventist University

**Title of QEP** Living in Balance: Healthy Minds

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## **EXECUTIVE SUMMARY**

The Healthy Minds Quality Enhancement Plan (QEP) is a five-year plan to increase student well-being and decrease stress levels and psychological distress by providing students with a knowledge of wellness, stress, and anxiety as well as effective coping strategies for dealing with stress and anxiety. This is accomplished by providing curricular content along with supporting resources and campus-wide events and activities. The express purpose is to help students develop the skills necessary to achieve a healthy balance in their academic lives and transfer their learning to the challenges they will face in their future.

The selection of a mental health topic arose from the University's strategic planning process and was refined by subsequent campus-wide surveys of employees and students. The Healthy Minds QEP utilizes a public health approach that focuses on student-selected interventions related to life balance, stress management, and coping with anxiety. Knowledge content and opportunities to put knowledge into practice will be embedded in the curriculum of key general education courses to ensure engagement by the large majority of students. The curricular content will be supported by well-publicized, campus-wide resources, activities, and events.

The specific outcomes of the QEP are:

- Students will identify five domains of wellness, the impact of stress and anxiety, and coping skills for stress and anxiety.
- Students will integrate the domains of wellness into a personal wellness plan and will design a personal coping plan for managing stress and coping with anxiety.
- Students will report higher levels of well-being and lower levels of psychological distress.

A QEP Implementation Task Force is responsible for oversight of all aspects of the implementation process as well as collecting assessment data, and ensuring data are analyzed and subsequent actions are taken. The Task Force comprises faculty from courses with embedded QEP content, representatives from Counseling Services and

Institutional Research, and senior administrators in the area of student success. A five-column assessment template will be used to track data and monitor improvements made based on analysis of those data.

Data related to the first two outcomes, content knowledge and ability to use coping strategies, will come from assessments embedded in courses. An annual survey that includes instruments to measure well-being, stress, and psychological distress will provide data to evaluate how successfully the QEP achieves the third outcome. The Health Minds QEP is supported by financial resources outlined in a five-year budget which covers additional personnel, course content development, and outreach and programming expenses.

## **OVERVIEW**

Southern Adventist University (Southern), founded in 1892, is part of a private, coeducational, worldwide educational system established by the Seventh-day Adventist (SDA) Church. The university offers doctoral, masters, baccalaureate, and associate degrees, as well as one-year certificates. Various delivery modalities (e.g. face-to-face, online, hybrid) are employed to effectively support learners enrolled in the university's classes and programs. To develop skilled professionals in various disciplines, Southern also seeks to help students become productive citizens who engage in service to the whole of humanity.

### **Mission Statement:**

Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.

From its beginnings in the mid-nineteenth century, the Seventh-day Adventist Church has held as a core tenet the focus on the whole person. For this reason, SDA education advocates a balance between the physical, mental, social, and spiritual dimensions of life. According to White (1941), one of the founders of the SDA church, "True education is the preparation of the physical, mental, and moral powers for the performance of every duty; it is the training of body, mind, and soul for divine service. This is the education that will endure unto eternal life" (p. 331). This emphasis on whole person health provides a framework for addressing mental health concerns on our campus.

Mental wellness has been established as a significant concern for college campuses across the United States. In 2021, the Jed Foundation, a leading research body in the field of mental health, reported the following:

- 60% of college students reported difficulty managing their stress.
- 82% reported struggling with anxiety
- 63% stated that they deal with depression.
- 19% reported experiencing suicidal thoughts, and
- 63% reported feeling that their emotional health had worsened over the COVID-19 pandemic.

Southern Adventist University's institutional data indicate that its students are not immune to these mental health issues. The CIRP Freshman Survey (2021) administered by the Higher Education Research Institute is given each year to incoming, first-time, first-year students at Southern. A comparison of the data from the four cohorts surveyed from 2013-2016 and the four cohorts surveyed between 2017-2020 reveals:

- The number of students who reported they have frequently felt depressed increased by 80%.
- The number of students who reported frequently feeling overwhelmed in the previous year by all the had to do increased by 19%.

Additionally, there has been a marked increase in the number of students seeking counseling services on campus. From the 2014-2015 academic year to the 2018-2019 academic year, personal counseling appointments increased by over 40% at Southern's counseling center. This number does not include University Health Center (UHC) appointments that were primarily mental-health related or for appointments for psychiatric intervention. At present, approximately 5% of Southern's students go to the UHC for psychiatric care.

In 2012, Southern focused its Quality Enhancement Plan (QEP) on a topic that is consistent with the core tenet of physical health. The 2022 Quality Enhancement Plan, *Living in Balance: Healthy Minds*, builds on the 2012 QEP but shifts the focus to the mental health domain of wholistic wellness. Like the 2012 plan, the present QEP emphasizes preventative coping strategies but adds proactive and active coping measures that strengthen overall health. The *Healthy Minds* QEP emphasizes Southern's desire to address the mental health needs of students on its campus.

### **LIVING IN BALANCE: HEALTHY MINDS QUALITY ENHANCEMENT PLAN**

The *Healthy Minds* QEP is a five-year plan to increase student well-being and decrease stress levels and psychological distress by providing students with a knowledge of wellness, stress, and anxiety as well as effective coping strategies for dealing with stress and anxiety. This is accomplished by providing curricular content, as well as supporting resources and campus-wide events and activities. The expressed purpose is to help students develop the skills necessary to achieve a healthy balance in their academic lives and transfer their learning to the challenges they will face in their future.



## **SECTION I: IDENTIFICATION OF TOPIC AND BROAD-BASED SUPPORT**

Based upon feedback from multiple stakeholders across the university, the Living in Balance: Healthy Minds QEP has been selected. This section identifies the process of selecting the QEP topic and outlines the broad-based support for the Healthy Minds initiative.

### **STRATEGIC PLANNING TASK FORCE**

The Healthy Minds QEP was chosen as part of the institution's most recent strategic planning process. In February 2019, Southern began developing a new set of strategic goals for the five-year period that would begin in 2020. Broadly representing campus, the University's Strategic Planning Task Force (SPT) consisted of 15 administrative staff, (president, eight vice presidents and associate vice presidents, directors, and hourly support staff), and 20 faculty, half of whom were heads of academic departments. Members of the SPT were specifically selected from across campus based on their in-depth knowledge of the university.

The SPT reviewed institutional data regarding enrollment, retention, graduation rates, and student placement, as well as financial and donor data and information from residence life. Additional information was gleaned from surveys sent to employees, students, alumni, and donors to help determine the relative importance of specific items such as maintaining a residential atmosphere and increasing online course offerings. Focus groups and workshops with employees, students, and members of the Board of Trustees provided additional context

### **SUBCOMMITTEE WORK IN QEP TOPIC SELECTION**

The SPT identified strategic goals under four broad themes: authentic Christianity, exceptional learning experience, student-focused community, and responsible stewardship. Subcommittees of the SPT further investigated the context around each goal and proposed strategies to achieve these goals. In support of Strategic Goal 3.2, "Nurture and Support of Our Students Will Remain a Priority," the Student Life Subcommittee proposed that campus mental health support be expanded.

As the goals and strategies of the strategic plan became clear, university administration solicited proposals for QEP topics from the Task Force subcommittees. Three topic proposals were initially presented, two from the Academic Master Plan Subcommittee and one from the Spiritual Life Subcommittee:

- Improvements to the academic advising program
- Development of essential (core) skills
- Support for mental wellness

During the administrative review of these topics, a clear consensus emerged that the QEP should address mental health. Formal acceptance of the QEP topic was accomplished through the University's normal approval process as shown in Table 1.

**Table 1: Healthy Minds QEP Development and Approval Timeline**

| <b>PROPOSAL</b>   | <b>DATE</b>              |
|---|--------------------------|
| Initial QEP ideas proposed to Expanded Cabinet  | February 3, 2020         |
| Proposed topics vetted/filtered by Strategic Planning Task Force  | February 18, 2020        |
| Proposal vetted by Expanded Cabinet   | March 2, 2020            |
| Proposal(s) taken to University Senate for review   | March 23, 2020           |
| Proposal(s) taken to University Assembly for final selection/vote   | March 30, 2020           |
| Cabinet identifies QEP Director and proposes QEP Design Task Force  | April 2020               |
| QEP Design Task Force creates plan to include regular communication with Administration, Senate, and Deans / Chairs | May 2020 – August 2021   |
| University Senate approves QEP Design Task Force  | November 9, 2020         |
| Vetted proposal(s) presented to Board of Trustee  | February 2021            |
| Proposal(s) taken to Strategic Planning & Budget Committee  | March 10, 2021           |
| Proposal(s) taken to Student Association Senate for review  | March 10, 2021           |
| Final approval of plan  | September – October 2021 |
| Final document preparation  | November – December 2021 |

**QEP DESIGN TASK FORCE ESTABLISHED**

The President's Cabinet assigned a team to develop the QEP mental health proposal. The QEP Design Task Force (see Table 2) identified a chair and reported its decision back to the President. The QEP Design Task Force Chair and QEP Director were named. The QEP Director was tasked with the implementation of the QEP.

**Table 2: QEP Design Task Force**

|                               |   |
|-------------------------------|---|
| Bob Overstreet, Chair         | Director, Center for Teaching Excellence  |
| Tiffany Bartell, QEP Director | Coordinator, Counseling Services  |
| Dionne Felix                  | Associate Vice President for Academic Administration, Dean, Student Success and Retention     |
| Tyson Hall                    | Associate Vice President for Academic Administration, Dean, Graduate and Professional Studies |
| Chris Hansen                  | Executive Director, Institutional Research and Planning                                       |
| Lorri Merchant                | Associate Professor, School of Social Work  |
| Dennis Negrón                 | Vice President for Student Development  |
| Michael Rumsey                | Assistant Director, Student Finance   |
| Jim Wampler                   | Director, Student Support Services  |

## **EXPLORATORY STUDENT SURVEYS**

To provide evidence-based information for the QEP initiative, the QEP Design Task Force deployed three exploratory surveys during the 2020-2021 academic year: two cross-sectional student surveys and one employee survey regarding the topic of mental wellness. Data were gathered via distributed email invitations, as part of convenience samples through population surveys, with either all undergraduate and graduate students or all employees of the university. A short summary of the results of the research process is presented below.

The initial student survey in Fall 2020 examined levels of stress, mental health, and resilience as well as the relationships between them (see Appendix A: Table A1 for descriptive statistics). All undergraduate students were invited to participate via email. A low population response rate of 6% made it necessary to collect additional data from students in the winter semester. However, this initial survey provided valuable information to the committee. A total of 2,247 students were invited to participate in the survey, and 377 students completed at least part of the survey. (Not all respondents answered every question, so totals in the following demographic breakdown may not add up to 100% in each category.) Of the respondents, 20% were freshmen, 20% were Sophomores, 21% were juniors and 24% were seniors. Females responded at a much higher rate (61%) than males (25%). The majority of respondents lived on campus (62%), compared to those who lived off campus (24%). In terms of representation of the racial/ethnic groups on campus, the percentage of respondents in each category match the campus percentages as a whole. The largest group of respondents were White/European descent (47%), followed by Hispanic/Latino descent (13%), Asian descent (9%), those with two or more races (8%), Black/African descent (6%), other (3%) and the smallest group, Native Hawaiian/Pacific Island descent (0.1%).

Nearly half of Southern student respondents reported their mental health as “poor” or “fair.” Over 50% of students reported high stress levels. As expected, student stress levels were negatively associated with mental health. Past research (Beiter et al., 2014; Hubbard et al., 2018) shows this as a well-established relationship. It is likely that as Southern students’ stress increases, their overall mental health decreases. While higher levels of resiliency are associated with higher levels of mental health, increased stress levels seem to lower levels of resiliency in students. These findings reinforced student mental health as the overall focus of the QEP and pointed to stress management as a potential intervention.

In order to extend the exploratory data gathering, a second student survey (see Appendix B) was distributed to all undergraduate and graduate students in Winter 2021 via email invitation. The survey invitation was emailed to 2,412 students, and 1,039 respondents completed the survey, representing a 43% population response rate (see Appendix A: Table A2 for descriptive statistics). This survey expanded the measure of mental health from a one-measure item to a more comprehensive scale measure for psychological distress. Of the respondents, 13% were freshmen, 16% were sophomores, 23% were juniors, 28% were seniors and 8% were graduate students. Again, females

responded at a higher rate (62%) than males (38%). The majority of respondents lived on campus (56%), compared to those who lived off campus (31%). In this survey the largest group of respondents were of White/European descent (40%), followed by Hispanic/Latino descent (15%), Asian descent (12%), those with two or more races (8%), Black/African descent (6%), other (2%), and Native Hawaiian/Pacific Island descent (0.1%).

Nearly half of Southern students reported high levels of stress and high levels of psychological distress. Like the findings in the first survey, increased levels of stress were associated with increased levels of psychological distress. Additionally, higher levels of psychological distress were associated with higher levels of stress. There appears to be a cyclical pattern to these findings.

### STUDENT-SELECTED INTERVENTIONS

A key question on the Winter 2021 survey invited students to identify, from a list of intervention options, the top three topics that would be beneficial to their mental health. Figure 1 identifies the choice options students were offered and the percentage of students who chose each option.



**Figure 1.** Students' Intervention Choices. Results from an exploratory survey of Southern students in Winter 2021 indicate their desired mental health topics. Students were asked to select their top three choices from a list of 12 mental health intervention areas.

The interventions most often selected by students, as a whole, are balancing responsibilities, stress management skills, and skills to help manage anxiety. However, students who report higher levels of psychological distress are more likely to choose the interventions of coping, stress-management skills, and managing the difficult emotions of anxiety and depression. Students with higher levels of stress were significantly more likely to choose the interventions of self-compassion and dealing with failure. Interestingly, students who are age 26 and older are more likely to choose mindfulness skills as an intervention. Males are less likely to identify managing anxiety as a need. There were no other significant differences in the intervention choices by academic class, age category, ethnicity, or gender. The findings from the student surveys indicate that for both the student body as a whole as well as those with higher levels of psychological distress, stress management and managing the difficult emotions of anxiety are important for students' mental health. For this reason, the QEP initiative will not only be helpful to the student body as a whole, but also to those with higher levels of psychological distress.

### **EMPLOYEE SURVEY**

To invite employee feedback, the QEP Design Task Force sent out "Student Mental Health Survey - Employees W21." Not only do employees have an important perspective to share regarding student mental health, but incorporating employee participation with the QEP initiative from the beginning encourages employee participation with the implementation of the QEP initiative. The survey was distributed to all 475 full-time and part-time employees via email invitation, with 261 respondents completing at least part of the survey. This represents a population response rate of 54% (see Appendix A: Table A3 for descriptive statistics). The representation of different types of employees was 22% full-time hourly employees, 16% full-time salaried employees, 20% part-time hourly employees, 46% faculty, and 12% administration.

Over 90% of employees who responded to the survey either agreed or strongly agreed that student mental health is an important issue that should be addressed on campus. The data from employees indicate that they hear about students with mental health issues often, with 9% daily, 29% weekly, 24% monthly, and 38% once or twice a semester or rarely. The employees were also asked to indicate to what extent they agreed that students struggle with anxiety, depression, and managing stress. The response was overwhelming, with 90% of employees agreeing or strongly agreeing that these were areas that students are struggling with in relation to their mental health.

The findings of the student surveys and the employee survey indicate a clear direction forward for the QEP process: first, recognizing student mental health as an important area of need on campus, and second, identifying the top three areas of need as life balance, stress-management and coping with stress and anxiety. In subsequent campus-wide surveys, a scale measure for well-being will be added to allow for a more holistic measure of mental health that includes both positive and negative aspects of mental health.

## **SUMMARY OF TOPIC SELECTION PROCESS**

The process for identifying a QEP topic involved multiple stakeholders across the institution, including students, faculty, staff, administration, board members, alumni, and donors. Their participation is reflected in surveys, focus groups, workshops, and committees. Based on the data from each of the stakeholder groups, the Living in Balance: Healthy Minds initiative has been established to improve overall mental wellness with the goals of increasing student well-being and decreasing psychological distress by addressing the reported needs of acquiring life balance, acquiring skills for managing stress and increasing coping skills for dealing with stress, and anxiety. In addition to broad-based support for this QEP topic, widespread involvement is anticipated during the initiation, implementation, and completion of this five-year project.

## **SECTION II: IMPROVEMENT OF STUDENT LEARNING AND/OR SUCCESS**

The Healthy Minds initiative focuses on improving specific learning outcomes across Southern's campus, as well as laying a foundation for students' success in future challenges. This section reviews relevant literature, defines student learning outcomes for the QEP, and outlines strategies to achieve those outcomes.

### **MENTAL HEALTH FOCUS AT SOUTHERN**

The educational experience for students enrolled at Southern focuses on strengthening the whole person. The statement "Power for Mind and Soul," attached to the school logo, emphasizes the Seventh-day Adventist belief that mental health, physical health, and spiritual health are inextricably intertwined. Ellen White (1923), a founder of the Seventh-day Adventist Church, indicates this belief:

*Our first duty toward God and our fellow beings is that of self-development. Every faculty with which the Creator has endowed us should be cultivated to the highest degree of perfection, that we may be able to do the greatest amount of good of which we are capable. Hence that time is spent to good account which is used in the establishment and preservation of physical and mental health (p. 107).*

Educational programs at Southern are designed to develop the total individual, giving students the skills to embrace a full and productive life while in their courses of study and after graduation. Assisting students in building strong mental health aligns with Southern's goal to attend to the whole being of students as they prepare for future professions.

### **MENTAL HEALTH FOCUS AT OTHER INSTITUTIONS**

Other institutions of higher education have addressed mental health needs on their campuses through a variety of initiatives and programs. Florida State University's The Student Resilience Project includes an online toolkit that promotes the well-being of students by increasing their stress management skills and fostering a sense of belonging. The ThriveRU initiative at Ryerson University, which includes both students and employees, focuses on increasing skills related to resilience, including mindfulness, gratitude,

optimism, self-compassion, grit and wellness, including healthy lifestyle changes and the creation of individual wellness plans. The ThriveRU program also includes a website that features stories of resilience. Other universities, such as Stanford University, Princeton University, Smith College, University of Pennsylvania, and Tulane University have campus-wide initiatives to destigmatize failure by creating platforms that feature stories of faculty and student resilience in response to adversity.

Students' deteriorating mental health is a concern on college campuses across the country, and the COVID-19 pandemic is exacerbating mental health concerns. The decline of mental wellness in the current student population presents challenges for students' quality of life in school and beyond. Essentially, this decline can impact student persistence and completion.

## **STUDENT-SELECTED INTERVENTIONS**

The QEP Design Task Force used results from exploratory surveys (see sample in Appendix B) administered to Southern students in the 2020-2021 academic year to confirm mental health as a target topic and to identify life balance, stress management, and, coping with stress and anxiety as key elements of this QEP.

### **Life Balance**

Managing academic pressure, student work schedules, and social obligations, as well as other aspects of student life, is challenging for individuals entering college and for those moving from general education studies to core, major-specific courses. Many students find it difficult to allocate their time and energy in a way that helps them maintain needed grades while simultaneously supporting a healthy state of mind and well-being. On Southern's campus, over half of survey respondents report a desire to learn more about balancing competing obligations.

It is important to provide students with resources to achieve desired academic goals as well as knowledge on healthy non-academic activities that strengthen their overall functioning (Kennett et al., 2019). Students can learn to differentiate between activities that promote good mental health and those that negatively impact it (Kennett et al., 2019). Moreover, work-life balance can mediate student mental health and impact symptoms of perceived stress, anxiety, and depression (Sprung & Rogers, 2020). Consequently, providing students with knowledge and resources regarding work-life balance contributes to their mental wellness. Life balance involves a wholistic approach to wellness, giving attention to resourcing the individual over all of the domains of wellness. Attention to resourcing students' mental health specifically requires that special attention be given to the domains of physical health, emotional health, cognitive health, social health and spiritual health.

### **Stress Management**

Stress is an individual's physiological reaction to changes, internally or externally, where pressure or demands are introduced to the individual (Ganesan et al., 2018). Stress can be positive (eustress) or negative (distress), with short-term stress boosting

performance, learning, and motivation (Ganesan et al., 2018). Chronic stress, however, can lead to myriad health implications including increased anxiety and decreased learning (Ganesan et al., 2018).

Managing stress is a mental health challenge that students report as significant. The Stress in America 2020 report by the American Psychological Association (APA) showed that, in 2020, Gen Z adults (18-23 years old) experienced higher rates of stress than other age demographics (APA, 2020b). Moreover, 6.1 out of 10 Gen Z respondents reported elevated stress levels and experienced a higher rate in the increase of stress when compared to other adults (APA, 2020b). Additionally, 34 percent reported that their mental health was worse in 2020 than in 2019 (APA, 2020b). The authors of this study urged immediate action to address the growing mental health crisis for Gen Z adults (APA, 2020b).

Stress management involves an individual's ability to self-regulate in response to demanding situations (Ribeiro et al., 2020). Students often face stressors over multiple domains and experience pressure that overwhelms their current coping skills. Minahan et al. (2021) asserted that avoidant coping strategies present challenges for young adults, and Coiro et al. (2017) maintained that engagement coping skills have positive effects on stress. Healthy coping skills include proactive and active strategies and practices. Proactive strategies for reducing stress in college students include early intervention with psychoeducation on stress, triggers, and psychological conditions with unmanaged stress (Ribeiro et al., 2020). Active strategies include cognitive behavioral interventions. These interventions incorporate coping strategies (Yusufov et al., 2019; Benjet, 2020), emotional regulation (Cherry, 2020), and mindfulness (Alzahrani et al., 2020), and can mitigate perceived stress levels and levels of psychological distress. Education on stress types, reduction, and management strategies enables students to cope with personal and academic stress.

### **Coping with Anxiety**

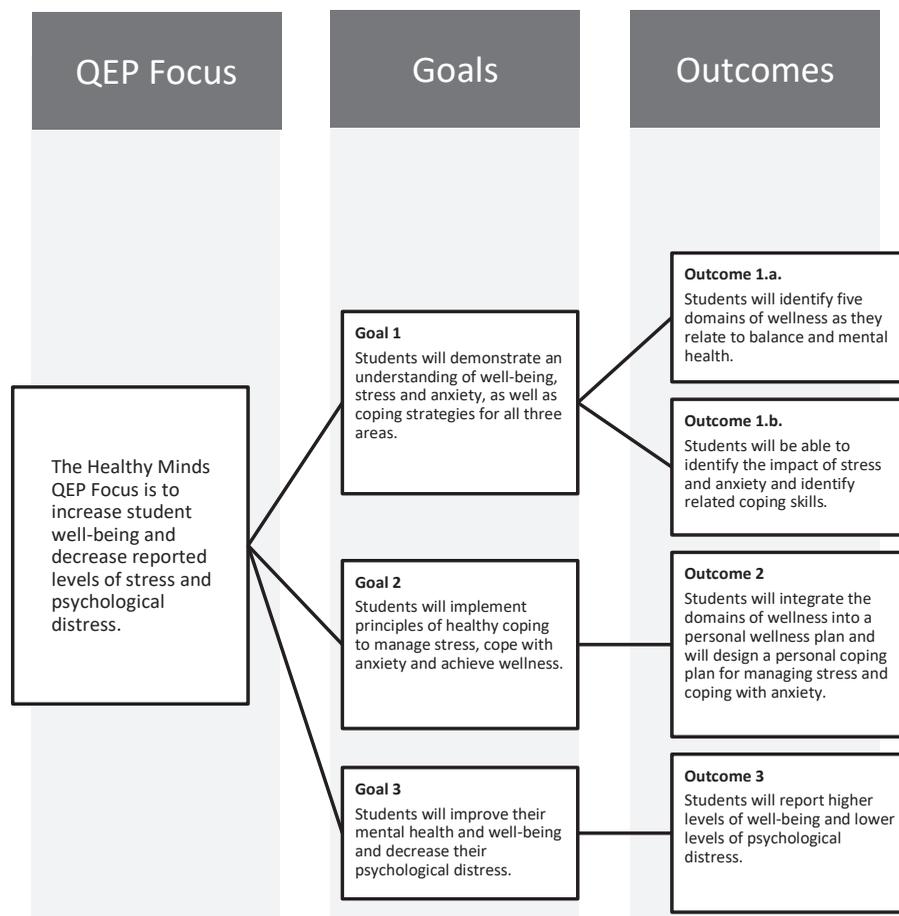
Anxiety is the most nationally reported mental health issue among college students and one of the top three concerns reported by Southern's students. Anxiety can exist as either state or trait anxiety. The American Psychological Association (APA, 2020a) defines state anxiety as "anxiety in response to a specific situation that is perceived as threatening or dangerous." Trait anxiety is defined as a "proneness to experience anxiety" with the propensity to see the environment as unsafe and threatening (APA, 2020a). State and trait anxiety can negatively affect a student's ability to participate in campus life academically and socially.

Interventions for stress management include psychological and physiological coping strategies, both proactive and active. Decreasing perceived stress reduces anxiety symptoms (Valikhani et al., 2021). Yusufov (2019) asserted that relaxation training, psychoeducation, and mindfulness-based stress-reduction programs are also helpful in reducing anxiety levels for university students. Moreover, increasing students' ability to practice self-compassion is helpful for mediating some types of anxiety (Stefan, 2019).

Educators, administrators, and researchers agree that the current generation of college students are facing increasing challenges to their mental wellness. The widespread mental health needs on the campuses of colleges and universities require a comprehensive, public health approach to mental health concerns (Jed Foundation, 2021). Furthermore, Robbins et al. (2021) emphasized the importance of total campus involvement to enhance the mental health of all students. To this end, the Healthy Minds initiative implements a public health approach that focuses on the following student-selected interventions: life balance, stress management, and coping with anxiety.

## STUDENT LEARNING OUTCOMES

General education courses at Southern facilitate learning in three domains: spiritual, intellectual, and physical (see Southern’s Undergraduate Catalog, 2020-2021 pp. 70-75). The Healthy Minds QEP focuses on mental wellness, which is included in the intellectual development domain. The following four student learning outcomes (see Figure 2) are supported in the research findings and the expressed needs of Southern students. The first three outcomes are learning objectives related to specific in-class activities designed to provide students with tools they can use to lower psychological distress and increase their sense of well-being. The final outcome relates to the improvement of self-reported levels of stress, psychological distress and well-being, as measured through an annual campus-wide survey. Any changes in survey results over the five-year period of the Healthy Minds QEP will increase understanding about the degree to which the student learning outcomes are being accomplished. Survey results will also be used to make process improvements.



**Figure 2:** Through the Healthy Minds QEP, Southern Adventist University seeks to increase student well-being and decrease reported levels of stress and psychological distress. This focus is accomplished through three goals and four student learning outcomes.

## **Healthy Minds QEP Focus and Goals**

The Healthy Minds QEP focus is to increase student well-being and decrease reported levels of stress and psychological distress.

### **Goal 1:**

Students will demonstrate an understanding of well-being, stress, and anxiety, as well as coping strategies for all three areas.

### **Goal 2:**

Students will implement principles of healthy coping to manage stress, cope with anxiety, and achieve wellness.

### **Goal 3:**

Students will improve their mental health and well-being and decrease their psychological distress.

## **Healthy Minds QEP Learning Outcomes**

### **1.a. Students will identify five domains of wellness as they relate to balance and mental health.**

Providing a foundation for understanding well-being and the facets of health that support good mental health is crucial to the Healthy Minds initiative. Students begin their first semester at Southern by engaging in course content covering five dimensions of wellness: physical, cognitive, emotional, social, and spiritual. This is enhanced and reinforced during the annual Mental Wellness Week event, held on campus in the second week of the fall semester. This foundation helps students understand the areas of life that may require resourcing to achieve well-being and balance.

### **1.b. Students will be able to identify the impact of stress and anxiety and identify related coping skills.**

Curricular content and supporting activities covering stress management, anxiety types, and associated risk factors are key to helping students understand how to both proactively and actively cope with the stressors of academic and personal life. This content addresses student concerns regarding stress management and supports the next outcome of increasing capacity for coping with stress.

### **2. Students will integrate the domains of wellness into a personal wellness plan and will design a personal coping plan for managing stress and coping with anxiety.**

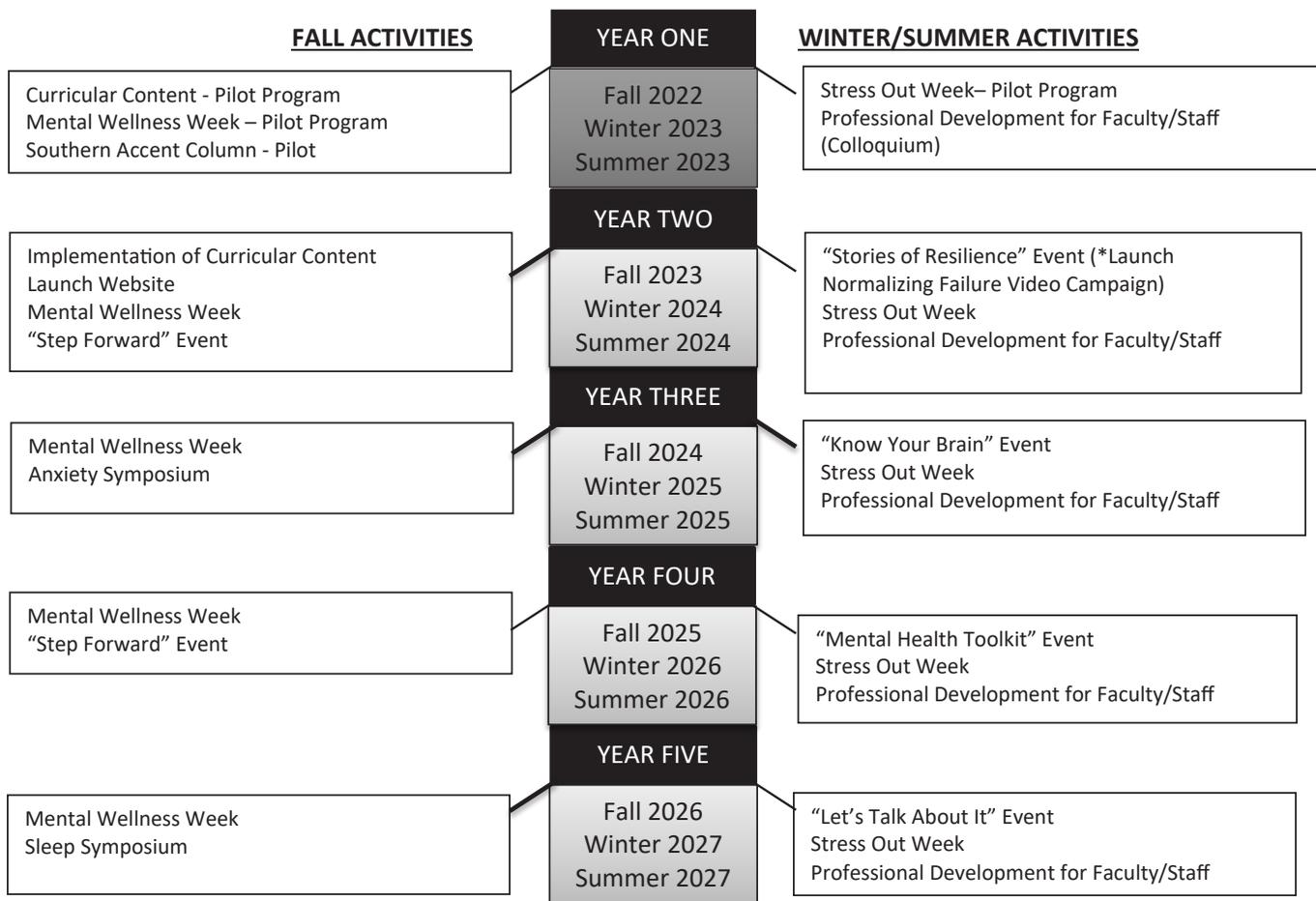
Students put into practice the information learned on the domains of wellness and the concept of life balance by creating their own wellness plan. Furthermore, students engage with stress- and anxiety-related content by creating a personal coping plan. Coping strategies are individual; therefore, students develop custom plans tailored to their own needs, personality and stage of life.

**3. Students will report higher levels of well-being and lower levels of stress and psychological distress.**

Students are assessed for well-being, stress, and psychological distress via an annual, campus-wide survey (see Section III, “Survey Assessments”). Survey results will be used to gauge the overall impact of the curricular and supporting activities.

**STRATEGIES FOR IMPLEMENTATION**

The Healthy Minds program goals are achieved through curricular components and supporting activities and resources. Content is initially launched in limited scope during a pilot year to allow for adjustment and revision before the QEP is fully implemented. Figure 3 shows the detailed implementation timeline.



**Figure 3.** Timeline depicting the staged implementation of the Healthy Minds QEP components.

## **Curricular Components**

Key content and opportunities for practical application take place in general education courses. The course strategies are outlined as follows:

### **Southern Connections (NOND 101)**

All incoming Southern freshmen are required to complete a one-credit course—Southern Connections. This course is designed to equip first-year students for success in the university environment. Emphasis is placed on the development of critical and creative thinking skills within each student's chosen field of interest. Freshmen are placed in their Southern Connections classes according to their chosen major and have targeted content provided by faculty to help them to be successful in their major field.

In addition to their major-specific content, all Southern Connections classes include curricular content focused on increasing cognitive and emotional health, as well as life balance.

Four modules are presented using a variety of methods including assignments, quizzes, and video content. These include the following topics:

- stress
- stress tolerance
- management skills
- emotional regulation
- coping strategies
- self-compassion

Practical application of concepts is facilitated through the construction of a personal wellness plan. Weekly participation information is collected via eClass.

### **Fitness for Collegiate Life (PEAC 125)**

Fitness for Collegiate Life (PEAC 125) is a physical education course required for all incoming freshmen and transfer students at Southern. This class combines knowledge acquisition and practical application to provide students with an understanding of wholistic health and the installation of the regular practice of healthy habits. Building on the foundation of the previous QEP, Living in Balance: Physical Activity, the content in Fitness for Collegiate Life (PEAC 125) is modified to include:

- stress management
- the body's stress response
- active and proactive coping skills (e.g., mindfulness, self-awareness, and self-care)

The topics are presented using psychoeducational videos.

## **Developmental Psychology (PSYC 128)**

Developmental Psychology (PSYC 128) is a general education course that covers the study of human development from a lifespan perspective. Emphasis is placed on the scientific study of growth and change in the areas of physical, cognitive, socioemotional, and spiritual development of the individual. The following topics are emphasized or added:

- mindfulness
- neuroplasticity
- self-compassion

The topics are presented using psychoeducational videos. Practical application of concepts are facilitated through course assignments.

## **Fit for Hire (PEAC 425)**

Fit for Hire (PEAC 425) is a capstone course designed to prepare students as they commit to a life of balance, wholeness, and personal responsibility for their own well-being. Reflection on their fitness journey and plans for their lifetime fitness goals are an important part of this class, and students create a post-college fitness plan to incorporate wellness principles. The plan is expanded to include key principles for lifelong mental health and well-being.

## **SUPPORTING ACTIVITIES AND RESOURCES**

Supporting activities and resources outside of the classroom enhance students' wellness experience and create a culture of wellness on campus. In keeping with the Jed Foundation's recommendation that mental health on college and university campuses be addressed with a public health approach (Jed, 2021), the Healthy Minds QEP utilizes cross-campus partnerships. These include coordination with additional existing courses featuring content related to the QEP and partnerships for campus-wide, interdepartmental events. Supporting activities and resources include the following:

### **Quarterly Events**

Campus-wide, quarterly events that focus on mental wellness complement the curricular component of the QEP. These educational programs, such as seminars, workshops, and other related events, cover the topics included in the QEP and provide both knowledge and practical application opportunities. Seminars and workshops are available for cultural credit (required for all Southern students), and topics are presented by guest speakers and by Southern faculty and staff. Quarterly events are listed in Figure 3; two examples are described below.

### **Mental Wellness Week**

One quarterly event is Mental Wellness Week, a week long interdepartmental psychoeducational fair held the second week of fall semester. This event orients students to mental health resources on campus and in the community, provides knowledge and opportunities to practice key coping strategies, and informs students of ways to care for

their mental health. The event involves informational booths in the student center, morning and evening focused meetings, and a convocation featuring a guest speaker.

### **Stress Out Week**

Stress Out Week, a longstanding tradition at Southern, will be restructured as a robust mental health event held every second semester during the week of mid-term exams. The event equips students with stress management skills and other coping strategies as they enter mid-term exams, and it encourages adaptive, rather than maladaptive, coping. Topics are presented in an engaging and activity-based format, using informational booths in the student center and related giveaways. In addition, students have access to counselors and other support services.

### **Normalizing Failure Video Campaign**

In keeping with the themes of decreasing psychological distress, increasing well-being, and destigmatizing both mental health and failure, a video campaign will be launched in the winter of 2024. This is modeled after Harvard University, Stanford University, and other institutions of higher education that have produced videos, websites, or events to normalize failure. A video series including stories of failure and subsequent resilience will be released quarterly during regular campus convocation events and added to the online resource portion of the Healthy Minds web page. This campaign will proactively address stress management by destigmatizing failure and adversity, as well as provide examples of coping strategies used by others.

### **Healthy Minds Website**

With increasing numbers of students reporting that they use the internet to access information on mental health subjects and resources, it is crucial for the Healthy Minds QEP to provide a web page. A website would centralize access to the student services offered at Southern and includes listings of events and programming involved in the Healthy Minds initiative. In addition, useful, evidence-based information on mental health topics will be highlighted on the website. The main web page will be launched in the Fall 2023 semester. In Winter 2025, an expanded website with an online resource library of videos, podcasts, book recommendations, and other helpful materials will become available. Links to the website will be provided in the course modules, promoted through the weekly mental health column in the student newspaper, and provided at all Healthy Minds campus events.

### **Southern Accent Weekly Column**

The Healthy Minds initiative produces a weekly mental health column for the student newspaper, Southern Accent. The column disseminates psychoeducational material with mental health content, spotlights mental health initiatives, and advertises upcoming events.

## **SUMMARY OF STRATEGIES FOR IMPLEMENTATION**

The Jed Foundation (2021) recommends creating a “community of support” involving the whole campus in order to provide a coordinated effort and to create a well-knit safety net of support for college students. The Healthy Minds initiative will utilize a

campus-wide set of strategies to include: 1) curricular content in designated courses, 2) supporting quarterly activities, 3) cross campus partnerships, and 4) mental wellness resources (see Figure 3: Healthy Minds Strategies Implementation Timeline). Through these strategies, Southern will increase student well-being and decrease stress levels and psychological distress, contributing to a campus-wide culture of mental wellness.

## **SECTION III: ASSESSMENT PLAN**

### **FIVE-YEAR ASSESSMENT PLAN**

Southern Adventist University will assess the degree to which the QEP learning outcomes are achieved using a standard five-column assessment process, as depicted in Table 3. This framework will govern tracking and review of both assessment data and improvement plans over the course of the QEP.

**Table 3: QEP Assessment Review Timeline**

| Outcomes   | Assessment  | Benchmark*  | Data-Results           | Improvement Actions |
|--|---|---|------------------------|---------------------|
| Students will identify the five domains of wellness as they relate to balance and mental health.     | NOND-101 Video Module 1: “Five Domains of Wellness” Knowledge Quiz    | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |                     |
| Students will be able to identify the impact of stress and anxiety as well as related coping skills. | NOND-101 Video Module 2: “Stress Types and Management” Knowledge Quiz | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |                     |
|  | NOND-101 Video Module 3: “Emotional Regulation” Knowledge Quiz        | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |                     |

|  |   |   |                        |  |
|--|---|---|------------------------|--|
|  | NOND-101 Video Module 4: "Coping Strategies" Knowledge Quiz | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |  |
|  | PEAC-125 Video Module 1: "Stress Response" Knowledge Quiz   | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |  |
|  | PYSC-128 Video Module 1: "Neuroplasticity" Knowledge Quiz   | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |  |
|  | PYSC-128 Video Module 2: "Mindfulness" Knowledge Quiz       | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |  |
|  | PYSC-128 Video Module 3: "Self-compassion" Knowledge Quiz   | At least 80% of the students taking the quiz will answer at least 80% of the questions correctly on the first attempt | Pilot:<br>F23:<br>W24: |  |

|  |                                      |  |                              |  |
|--|--------------------------------------|--|------------------------------|--|
| Students will integrate coping strategies and the domains of wellness into personal wellness plans     | NOND-101 Weekly Wellness Plan Rubric | At least 70% of students will score at least 75% on the Personal Wellness Plan activity  | Pilot:<br>F23:<br>W24:       |  |
|  | PYSC-128 Coping Strategy Plan Rubric | At least 70% of students will score at least 75% on the Coping Strategy Plan activity  | Pilot:<br>F23:<br>W24:       |  |
| Students will report higher levels of well-being and lower levels of stress and psychological distress | Campus-wide assessment               | Mean scores on well-being, stress and distress scales will be improved in Year 4 as compared to the baseline year (W23), at $p < 0.05$ . | W23:<br>W24:<br>W25:<br>W26: |  |

\* Benchmarks will be evaluated and adjusted based on data from the pilot year.

### **Direct Assessments**

The assessments will be administered at multiple points in the QEP implementation cycle. Direct assessments of student knowledge will be administered each term with short quizzes that accompany each instructional module. Other direct assessments, also embedded in course curricula, will measure students' ability to design personal wellness plans that incorporate QEP-related principles and practices. At the end of each term, the Institutional Research and Planning (IRP) office will extract these in-course results from the "back end" of the institution's learning management system via SQL queries and aggregate them into reports for the QEP Implementation Task Force to review.

Each video module embedded in a course corresponds with a multiple-choice quiz that students will access via eClass, Southern's Moodle-based learning management system. In the pilot year, only a limited number of sections of each course will participate in the Healthy Minds curriculum, and the quizzes will be open-ended. Student responses to these open-ended quiz questions will be used to develop the multiple-choice quiz questions for subsequent years. A typical set of open-ended questions to be used in the pilot courses is shown in Appendix C.

A wellness plan assignment in NOND-101 will require each student to choose a domain of wellness and a set of interventions to focus on that semester. The student will then complete a regular electronic check-in via eClass to track his/her progress. Students in PSYC-128 will be required to create a coping plan in which they identify key challenges in the area of stress management or coping with anxiety. They will be asked to select coping strategies they plan to use and then report on their use of these coping strategies via an eClass assignment.

### **Survey Assessments**

An annual, campus-wide survey that includes scales to measure well-being, stress, and psychological distress will be sent to all undergraduate and graduate students to measure the degree to which Outcome 3 has been achieved. The following scales that will be used:

- the PANAS-GEN (Watson, et al., 1988)
- the Perceived Stress Scale (Cohen et al., 1988)
- the Kessler Psychological Distress Scale (Kessler and Mroczek, 1992)

Results of this survey will be aggregated by the IRP office and reported to the QEP Implementation Task Force. The Strategic Planning Task Force expects a positive correlation between student levels of achievement on the knowledge and practice assessments and improved results on the scales in the campus-wide survey.

The QEP Implementation Task Force will track report results in the five-column tracking template and determine what actions to recommend. Results will be reported to the vice president for Student Development, who will in turn report results to the President's Cabinet as well as provide guidance regarding which actionable items need to be routed through the university committee structure.

### **Monitor Participation in Supporting Activities**

In addition to the student outcomes assessment process, the QEP Implementation Task Force will monitor the effectiveness of supporting activities in increasing student engagement by tracking participation and asking event participants to describe what impact those events had on their understanding and practice of mental health. A QR code will be linked to a short survey that students access while at the event. Participation will be incentivized with giveaways. These data will inform the QEP Implementation Task Force as they seek to find the most relevant topics and most engaging delivery methods for events.

### **Overview of Assessment Cycle**

Because most of the assessments will be embedded in courses, the assessment review timeline will be closely tied to the annual academic calendar. Below is a summary of the annual review cycle by the QEP Implementation Task Force.

### January:

- Aggregate and review data from fall NOND 101, PSYC 128, and PEAC 125/425 courses. (Pilot year: Carefully analyze responses to open-ended questions and assign a team to develop corresponding multiple-choice questions for future use.)
- Review participation data and open-ended responses from fall semester quarterly events.
- Monitor the implementation of any recommended actions.

### May:

- Aggregate and review data from winter NOND 101, PSYC 128, and PEAC 125/425 courses.
- Review participation data and open-ended responses from winter semester quarterly events.
- Prepare report for Student Development office summarizing assessment results, new recommending actions, and observations regarding previously recommended actions.
- Pilot year: Start adding assessment questions into the LMS for all NOND 101, PSYC 128, and PEAC 125/425 courses. IRP office verifies that the extraction process works correctly.
- Pilot year and Year 2: Review focus group data to determine if any changes to process and topics need to be made. Make recommendations for corrective action, if needed.

### Summer:

- Work out logistics for any changes to the QEP implementation and assessment that result from the action plans in preparation for the coming year.

## **SUMMARY OF ASSESSMENT PLAN**

Assessment of the Healthy Minds initiative includes both direct assessments and survey assessments given at multiple points in the QEP implementation cycle. Assessment utilizes a standard five-column assessment plan as depicted in Table 3. This framework governs tracking and review of both assessment data and improvement plans based upon expected learning outcomes and benchmarks, which may be changed based upon assessment data. The assessment review timeline is closely tied to the annual academic calendar, and the annual review cycle will be reviewed by the QEP Implementation Task Force.

## **SECTION IV: ORGANIZATIONAL SUPPORT AND RESOURCES**

The implementation and sustainability of the Living in Balance: Healthy Minds QEP is supported by human, physical, and financial resources. Supporting resources are provided not only to ensure that the QEP is implemented successfully, but also to ensure that the process and program components are sustained after the five-year QEP

process has been completed. This section outlines the support put in place by the university to ensure successful implementation, oversight, and assessment.

## **ORGANIZATIONAL SUPPORT**

- A QEP director\*
- The addition of a part-time counselor to backfill the counseling staff’s reallocated clinical hours to support the QEP director
- The addition of a graduate student worker and undergraduate student worker to support the QEP director
- Reallocated hours from IRP and addition of part-time hours from an IRP assistant to support data collection, aggregation, and reporting
- A QEP Implementation Task Force (Table 4) established to review data at the end of each term, determine improvement actions, and monitor implementation of those actions

\*Due to family medical concerns, the QEP director will resign from her role as a university counselor in January of 2022 but will continue in the role of QEP director.

**Table 4: QEP Implementation Task Force**

| Role/Expectations   | Department                          | Name            |
|---|-------------------------------------|-----------------|
| QEP Director (5-year position)<br>QEP Implementation Chair<br>Campus Communication<br>Fifth-year Interim Report | Student Support Services            | Tiffany Bartell |
| Administration Liaison  | Academic Administration             | Dionne Felix    |
| Administration Liaison  | Student Development                 | Dennis Negron   |
| Data Aggregation and Reporting  | Institutional Research and Planning | Chris Hansen    |
| NOND 101 Liaison  | Student Support Services            | Renita Moore    |
| PSYC 128 Liaison  | School of Education and Psychology  | Cristy Pratt    |
| PEAC 125/425 Liaison  | School of PE, Health and Wellness   | Judy Sloan      |

The QEP director (a five-year appointed position) has the following responsibilities:

- Oversee implementation and sustainability of the Living in Balance: Healthy Minds QEP
- Chair the QEP Implementation Task Force
- Communicate with campus entities involved in implementation to ensure efficiency
- Plan and execute events and supporting activities involved in implementation plan
- Write the fifth-year interim report

The graduate student worker and reallocated student worker hours will be spent assisting the QEP director with implementation and promotional activities. The IRP hours and data analysis hours will be used for collection, aggregation, and reporting of data from course assessments and the campus-wide surveys.

The QEP Implementation Task Force is composed of representatives from the key areas across campus needed for successful implementation and assessment of the QEP (see Figure 4).

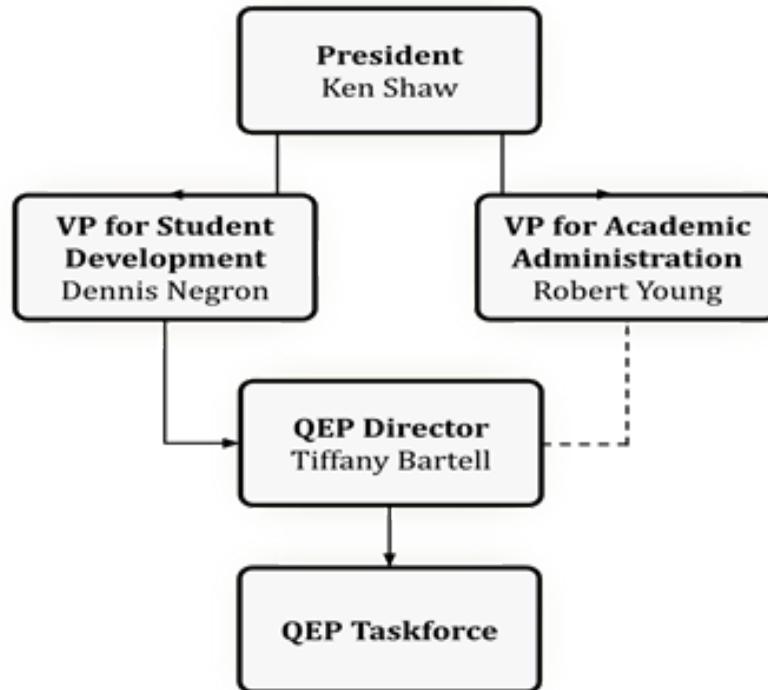


Figure 4. Organizational structure for QEP oversight and reporting.

### **PHYSICAL RESOURCES**

No additional physical space or office equipment will be needed to implement the five-year project. The courses that will be used to implement the QEP will use existing classrooms.

### **FINANCIAL RESOURCES**

The budget in Table 5 below lists the funding needed to support organizational resources in implementing, assessing, and sustaining the Healthy Minds QEP. The budget includes funding for:

- The QEP director position at one-quarter time over the five-year timeframe
- Reallocated time for Counseling & Testing
- Release time for IRP and IRP assistant
- Financial compensation for data analysis
- Student labor – graduate student and reallocated student worker hours
- Hours needed in new course development
- Other financial resources: assessment needs, funding for supportive events/activities, and promotional costs

## SUMMARY OF RESOURCES

Southern has committed adequate resources to initiate, implement, and complete the Living in Balance: Healthy Minds QEP. Upon completion of this mental health initiative, Southern hopes to continue related efforts and expand the mental wellness culture of our campus. We seek to develop happy, healthy, and resilient individuals who balance their personal and professional lives, actively engage in self-care, and live to serve others.

**Table 5: QEP Budget**

| <b><u>QEP Budget*</u></b>             |                      |                  |                  |                  |                  |                  |
|---------------------------------------|----------------------|------------------|------------------|------------------|------------------|------------------|
|                                       | <b>Planning Year</b> | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    |
|                                       | <i>(2021-22)</i>     | <i>(2022-23)</i> | <i>(2023-24)</i> | <i>(2024-25)</i> | <i>(2025-26)</i> | <i>(2026-27)</i> |
| <b>Labor</b>                          |                      |                  |                  |                  |                  |                  |
| QEP Director                          | \$16,000             | \$16,000         | \$16,000         | \$16,000         | \$16,000         | \$16,000         |
| Contract Counselor**                  | \$13,440             | \$14,400         | \$14,640         | \$14,880         | \$15,120         | \$15,360         |
| Counseling & Testing Reallocated Time | \$16,000             | \$16,000         | \$16,000         | \$16,000         | \$16,000         | \$16,000         |
| IRP Reallocated Time                  | \$10,000             | \$10,000         | \$10,000         | \$10,000         | \$10,000         | \$10,000         |
| Student Workers                       |                      |                  |                  |                  |                  |                  |
| Undergraduate                         | \$1,400              | \$2,048          | \$2,048          | \$2,048          | \$2,048          | \$2,048          |
| Graduate                              |                      | \$5,280          | \$5,280          | \$5,280          | \$5,280          | \$5,280          |
| Consultant                            | \$750                |                  |                  |                  |                  |                  |
| Data Analysis                         | \$2,996              | \$1,000          | \$1,000          | \$1,000          | \$1,000          | \$1,000          |
| IRP Assistant                         | \$1,750              | \$6,000          | \$6,000          | \$6,000          | \$6,000          | \$6,000          |
| QEP Editor                            | \$500                |                  |                  |                  |                  |                  |

|                                       |                 |                 |                 |                 |                 |                 |
|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| QEP Director Training - SACSCOC Conf. |                 | \$2,500         |                 |                 | \$2,500         |                 |
|                                       |                 |                 |                 |                 |                 |                 |
| Normalizing Failure Video Campaign    |                 | \$800           | \$1,200         | \$1,200         | \$1,200         | \$1,200         |
| <b>Newly Allocated Funds</b>          | <b>\$35,436</b> | <b>\$45,980</b> | <b>\$44,120</b> | <b>\$44,360</b> | <b>\$47,100</b> | <b>\$44,840</b> |
| <b>Reallocated Funds</b>              | <b>\$27,400</b> | <b>\$28,048</b> | <b>\$28,048</b> | <b>\$28,048</b> | <b>\$28,048</b> | <b>\$28,048</b> |

|   |                |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| <b>Course Development</b>                       |                |                |                |                |                |                |
|   |                |                |                |                |                |                |
| Video Creation                                  |                | \$3,000        |                |                |                |                |
| Pilot Year Faculty Incentives                   |                | \$2,500        |                |                |                |                |
| <b>Newly Allocated Funds</b>                    | <b>\$0</b>     | <b>\$5,500</b> | <b>\$0</b>     | <b>\$0</b>     | <b>\$0</b>     | <b>\$0</b>     |
|   |                |                |                |                |                |                |
| <b>Assessments</b>                              |                |                |                |                |                |                |
|   |                |                |                |                |                |                |
| Focus Groups                                    |                | \$500          | \$500          |                |                |                |
| <b>Newly Allocated Funds</b>                    | <b>\$0</b>     | <b>\$500</b>   | <b>\$500</b>   | <b>\$0</b>     | <b>\$0</b>     | <b>\$0</b>     |
|   |                |                |                |                |                |                |
| <b>Marketing</b>                                |                |                |                |                |                |                |
|   |                |                |                |                |                |                |
| <i>Living in Balance: Healthy Minds</i> graphic | \$800          |                |                |                |                |                |
| Promotional Materials & Student Incentives      | \$2,000        | \$4,500        | \$4,500        | \$4,500        | \$4,500        | \$4,500        |
| <b>Newly Allocated Funds</b>                    | <b>\$2,800</b> | <b>\$4,500</b> | <b>\$4,500</b> | <b>\$4,500</b> | <b>\$4,500</b> | <b>\$4,500</b> |
|   |                |                |                |                |                |                |
| <b>Events</b>                                   |                |                |                |                |                |                |
|   |                |                |                |                |                |                |
| Mental Wellness Week                            | \$2,000        | \$2,000        | \$2,000        | \$2,000        | \$2,000        | \$2,000        |
| Mental Wellness Week Speaker***                 | \$2,000        | \$2,000        | \$2,000        | \$2,000        | \$2,000        | \$2,000        |

|   |                 |                 |                 |                 |                 |                 |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Student Mental Health Training                            |                 | \$2,000         | \$2,000         | \$2,000         | \$2,000         | \$2,000         |
| Events  |                 | \$1,500         | \$1,500         | \$5,500         | \$1,500         | \$5,500         |
| <b>Newly Allocated Funds</b>                              | <b>\$2,000</b>  | <b>\$5,500</b>  | <b>\$5,500</b>  | <b>\$9,500</b>  | <b>\$5,500</b>  | <b>\$9,500</b>  |
| <b>Reallocated Funds</b>                                  | <b>\$2,000</b>  | <b>\$2,000</b>  | <b>\$2,000</b>  | <b>\$2,000</b>  | <b>\$2,000</b>  | <b>\$2,000</b>  |
|   |                 |                 |                 |                 |                 |                 |
| <b>Totals</b>   |                 |                 |                 |                 |                 |                 |
| <b>Newly Allocated Funds</b>                              | <b>\$40,236</b> | <b>\$76,380</b> | <b>\$68,780</b> | <b>\$72,280</b> | <b>\$70,780</b> | <b>\$72,280</b> |
| <b>Reallocated Funds</b>                                  | <b>\$29,400</b> | <b>\$30,048</b> | <b>\$30,048</b> | <b>\$30,048</b> | <b>\$30,048</b> | <b>\$30,048</b> |
|   |                 |                 |                 |                 |                 |                 |
| * Revised May 2022 Based on On-site Team Feedback         |                 |                 |                 |                 |                 |                 |
| ** Contract counselor position has already been approved. |                 |                 |                 |                 |                 |                 |
| ***Reallocated from Student Development                   |                 |                 |                 |                 |                 |                 |

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## SECTION VI: APPENDICES

### Appendix A Distribution of Respondent Responses

**Table A1: Descriptive Statistics Managing Challenges Student Survey Fall 2020**

|                                  | N   | Min  | Max | Mean | SD   |
|----------------------------------|-----|------|-----|------|------|
| <b>Mental Health Variable</b>    |     |      |     |      |      |
| Mental Health                    | 323 | 1    | 5   | 2.68 | 1.16 |
| <b>Stressor Variables</b>        |     |      |     |      |      |
| PSS                              | 333 | 2.33 | 5   | 3.51 | .51  |
| COVID                            | 332 | 1    | 5   | 2.89 | 1.17 |
| <b>Religious Coping Variable</b> |     |      |     |      |      |
| RCOPE                            | 323 | 1    | 4   | 3.37 | .75  |
| <b>Resiliency Measures</b>       |     |      |     |      |      |
| BRS                              | 323 | 1.20 | 4   | 3.30 | .66  |
| RES (CD-RESC)                    | 377 | 1.76 | 5   | 3.71 | .58  |
| <b>Control Variables</b>         |     |      |     |      |      |
| Female                           | 377 | 0    | 1   | .61  |      |
| Male                             | 377 | 0    | 1   | .25  |      |
| <b>Class Standing</b>            |     |      |     |      |      |
| Freshman                         | 377 | 0    | 1   | .20  |      |
| Sophomore                        | 377 | 0    | 1   | .20  |      |
| Junior                           | 377 | 0    | 1   | .21  |      |
| Senior                           | 377 | 0    | 1   | .24  |      |
| <b>AGE</b>                       |     |      |     |      |      |
| <b>Living Situation</b>          |     |      |     |      |      |
| On Campus                        | 377 | 0    | 1   | .62  |      |

|                                    |     |   |   |     |  |
|------------------------------------|-----|---|---|-----|--|
| Off Campus                         | 377 | 0 | 1 | .24 |  |
| <b>Father's Level of Education</b> |     |   |   |     |  |
| Highschool diploma or less         | 377 | 0 | 1 | .11 |  |
| Some College/Associates Degree     | 377 | 0 | 1 | .13 |  |
| Bachelor's Degree                  | 377 | 0 | 1 | .25 |  |
| Graduate Degree                    | 377 | 0 | 1 | .33 |  |
| <b>Mother's Level of Education</b> |     |   |   |     |  |
| Highschool diploma or less         | 377 | 0 | 1 | .10 |  |
| Some College/Associates Degree     | 377 | 0 | 1 | .20 |  |
| Bachelor's Degree                  | 377 | 0 | 1 | .34 |  |
| Graduate Degree                    | 377 | 0 | 1 | .20 |  |
| <b>Race/Ethnicity</b>              |     |   |   |     |  |
| American Indian/Alaskan            | 377 | 0 | 0 | 0   |  |
| Asian Descent                      | 377 | 0 | 1 | .09 |  |
| Black/African Descent              | 377 | 0 | 1 | .06 |  |
| Hispanic/Latino Descent            | 377 | 0 | 1 | .13 |  |
| Native Hawaiian/Pacific Island     | 377 | 0 | 1 | .01 |  |
| White/European Descent             | 377 | 0 | 1 | .47 |  |
| Two or More Races/Ethnicities      | 377 | 0 | 1 | .08 |  |
| Other                              | 377 | 0 | 1 | .03 |  |
| <b>(N=377)</b>                     |     |   |   |     |  |

**Table A2: Descriptive Statistics Student Mental Health Survey W21**

|                               | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>SD</b> |
|-------------------------------|----------|------------|------------|-------------|-----------|
| <b>Mental Health Variable</b> |          |            |            |             |           |
| Psychological Distress        | 807      | 1          | 5          | 2.72        | .92       |

|                                    |     |   |   |      |      |
|------------------------------------|-----|---|---|------|------|
| <b>Stressor Variables</b>          |     |   |   |      |      |
| Overall Stress                     | 753 | 1 | 5 | 2.75 | .70  |
| COVID                              | 753 | 1 | 5 | 2.76 | 1.09 |
| <b>Control Variables</b>           |     |   |   |      |      |
| Female                             | 864 | 0 | 1 | .62  |      |
| Male                               | 864 | 0 | 1 | .25  |      |
| <b>Class Standing</b>              |     |   |   |      |      |
| Freshman                           | 846 | 0 | 1 | .13  |      |
| Sophomore                          | 846 | 0 | 1 | .16  |      |
| Junior                             | 846 | 0 | 1 | .23  |      |
| Senior                             | 846 | 0 | 1 | .28  |      |
| Senior                             | 846 | 0 | 1 | .08  |      |
| <b>Age</b>                         |     |   |   |      |      |
| 18-19                              | 846 | 0 | 1 | .19  |      |
| 20-21                              | 846 | 0 | 1 | .37  |      |
| 22-23                              | 846 | 0 | 1 | .15  |      |
| 24-25                              | 846 | 0 | 1 | .05  |      |
| 26 and up                          | 846 | 0 | 1 | .11  |      |
| <b>Living Situation</b>            |     |   |   |      |      |
| On Campus                          | 846 | 0 | 1 | .56  |      |
| Off Campus                         | 846 | 0 | 1 | .31  |      |
| <b>Father's Level of Education</b> |     |   |   |      |      |
| Highschool diploma or less         | 846 | 0 | 1 | .16  |      |
| Some College/Associates Degree     | 846 | 0 | 1 | .16  |      |
| Bachelor's Degree                  | 846 | 0 | 1 | .23  |      |
| Graduate Degree                    | 846 | 0 | 1 | .30  |      |

| <b>Mother's Level of Education</b>         |     |   |   |     |  |
|--|-----|---|---|-----|--|
| Highschool diploma or less                 | 846 | 0 | 1 | .11 |  |
| Some College/Associates Degree             | 846 | 0 | 1 | .21 |  |
| Bachelor's Degree                          | 846 | 0 | 1 | .32 |  |
| Graduate Degree                            | 846 | 0 | 1 | .22 |  |
| <b>Race/Ethnicity</b>                      |     |   |   |     |  |
| American Indian/Alaskan Descent            | 846 | 0 | 0 | 0   |  |
| Asian Descent                              | 846 | 0 | 1 | .12 |  |
| Black/African Descent                      | 846 | 0 | 1 | .06 |  |
| Hispanic/Latino Descent                    | 846 | 0 | 1 | .15 |  |
| Native Hawaiian/<br>Pacific Island Descent | 846 | 0 | 1 | .01 |  |
| White/European Descent                     | 846 | 0 | 1 | .4  |  |
| Two or More Races/Ethnicities              | 846 | 0 | 1 | .08 |  |
| Other                                      | 846 | 0 | 1 | .02 |  |
| <b>(N=846)</b>                             |     |   |   |     |  |

**Table A3: Descriptive Statistics Student Mental Health Survey - Employees W21**

|                                  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>SD</b> |
|----------------------------------|----------|------------|------------|-------------|-----------|
| <b>Mental Health Variables</b>   |          |            |            |             |           |
| Student Mental Health Importance | 258      | 1          | 4          | 3.5         | .66       |
| Students and Anxiety             | 259      | 1          | 4          | 3.36        | .72       |
| Students and Panic Attacks       | 256      | 1          | 4          | 2.80        | .87       |
| Students and Depression          | 258      | 1          | 4          | 3.29        | .73       |
| Students and Stress Management   | 258      | 1          | 4          | 3.46        | .67       |

|  |     |   |   |      |      |
|--|-----|---|---|------|------|
| Know How to Respond Student Mental Health      | 260 | 1 | 4 | 2.55 | .88  |
| Knowledge to Support Students Mental Health    | 259 | 1 | 4 | 2.24 | .89  |
| Open to Learn                                  | 259 | 1 | 4 | 3.33 | .76  |
| Frequency of Student Mental Health Interaction | 260 | 1 | 5 | 3.00 | 1.15 |
| <b>Control Variables</b>                       |     |   |   |      |      |
| <b>Work Role</b>                               |     |   |   |      |      |
| Full-time Hourly                               | 260 | 0 | 1 | .22  |      |
| Full-time Salary                               | 261 | 0 | 1 | .16  |      |
| Part-time Hourly                               | 261 | 0 | 1 | .20  |      |
| Faculty  | 260 | 0 | 1 | .46  |      |
| Administration                                 | 260 | 0 | 1 | .12  |      |
| <b>(N=261)</b>                                 |     |   |   |      |      |

Appendix B  
QEP Student Mental Health Survey W 21

QEP Student Mental Health W21 - Student Survey

**Informed Consent**

We are gathering information here at Southern Adventist University regarding the mental health of college students. In this survey you will be asked about your levels of general stress and distress. In addition, we will ask for your feedback regarding mental health topics you may be interested learning about in the future

If you complete the survey, there is a random possibility of being awarded a 20\$ gift card. Out of the all the respondents, 25 will be awarded \$20 gift cards. For instance, if 500 people complete the survey the odds of being awarded a gift card will be 1 in 20. If you are randomly chosen you be contacted via email by the lead investigator. The fact that you completed the survey will be known by the investigator, however your responses will be anonymous.

This survey should take you approximately 5 - 7 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study for any reason.

If you would like to contact the Principal Investigators in the study to discuss this research, please email Lori Merchant at [lmerchant@southern.edu](mailto:lmerchant@southern.edu) or Chris Hansen at [Chansen@southern.edu](mailto:Chansen@southern.edu). This study has been approved by the Southern Adventist University Institutional Review Board.

By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age or older, and that you are aware that you may choose to terminate your participation in the study at any time for any reason.

**1. Choice Options**

- I consent, begin the survey
- I do not consent, I do not wish to participate

QEP Student Mental Health W21 - Student Survey

**Section One: Psychological Distress**

These questions concern how you have been feeling over the past months.  
Choose the answer that best represents how you have been.

2. During the last month about how often do you...

|   | None of the time      | A little of the time  | Some of the time      | Most of the time      | All the time          |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| feel tired out for no good reason?                | <input type="radio"/> |
| feel nervous?                                     | <input type="radio"/> |
| feel so nervous that nothing could calm you down? | <input type="radio"/> |
| feel hopeless?                                    | <input type="radio"/> |
| feel so restless or fidgety                       | <input type="radio"/> |
| feel so restless you could not sit still?         | <input type="radio"/> |
| feel depressed?                                   | <input type="radio"/> |
| feel that everything was an effort?               | <input type="radio"/> |
| feel so sad that nothing could cheer you up?      | <input type="radio"/> |

QEP Student Mental Health W21 - Student Survey

**Section Two: Stress**

These questions in this scale ask you about your feeling and thoughts during the past month. In each case, please indicate how often you felt or thought a certain way.

3. In the **last month**, how often have you ...

|   | Never                 | Almost Never          | Sometimes             | Fairly Often          | Very Often            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| felt that you were unable to control the important things in life?                              | <input type="radio"/> |
| felt confident about your ability to handle your personal problems?                             | <input type="radio"/> |
| felt that things were going your way  | <input type="radio"/> |
| felt difficulties were piling up so high that you could not overcome them?                      | <input type="radio"/> |
| feel that you are unable to handle unpleasant or painful emotions like sadness, fear, or anger? | <input type="radio"/> |
| felt discouraged by failure   | <input type="radio"/> |
| been able to stay focused and think clearly when under pressure?                                | <input type="radio"/> |

4. In the **last month**, how would you rate the amount of stress in your life that is related to COVID?

- None
- A small amount
- A moderate amount
- A large amount
- A extreme amount

QEP Student Mental Health W21 - Student Survey

**Section Three: Potential Areas of Intervention**

5. Please indicate the top three topics/skills that you are interested in learning more about and/or believe would be the most helpful to you.

- |   |   |
|---|---|
| <input type="checkbox"/> Increasing Coping Skills                               | <input type="checkbox"/> Learning to be self-aware                                |
| <input type="checkbox"/> Learning Self-Acceptance and Self-Comparison           | <input type="checkbox"/> Increasing social connection                             |
| <input type="checkbox"/> Increasing skills to handle failure and disappointment | <input type="checkbox"/> Balancing responsibilities in life ( school/life balance |
| <input type="checkbox"/> Increasing stress management skills                    | <input type="checkbox"/> Growing a sense of gratitude and mindfulness             |
| <input type="checkbox"/> Learning ti handle painful or difficult emotions       | <input type="checkbox"/> Learning to skills to help manage anxiety                |
| <input type="checkbox"/> Becoming more adaptable                                | <input type="checkbox"/> Learning to skills to help manage depression             |

## Appendix C

### Example Formative Assessment (QEP Content Video Responses-Pilot Year)

1. State as clearly as possible the purpose of this video.
2. List 2 - 3 “pieces” of information or data that you found particularly compelling
3. What are the implications of either applying OR not applying this information to your own life?
4. What challenges will face in applying this information to your own life?







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