

HEALTH IN EDUCATION.

A Culture of Personal Well-Being Proposal: Report

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01: MENTAL HEALTH CRISIS IN AMERICA

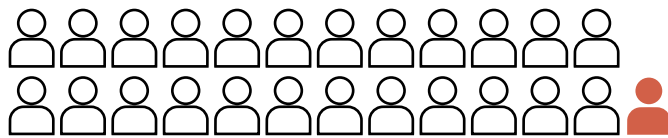
Often interchanged, poor mental health and mental illness are not the same things, but both are equally important to understand.

Mental Health: Emotional, psychological, and social well-being.¹

- Affects thoughts, feelings, and actions.
- Helps determine stress tolerance, relationships, and decision making.

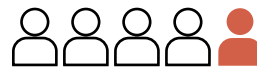
Mental Illness: Conditions that affect thinking, feeling, mood or behavior.²

- May be occasional or chronic and affect relationships and daily functioning.



1 in 25

Americans live with a serious mental illness³



1 in 5

Americans will live with mental illness in a given year³

Why should we talk about mental health and mental illness?

- Mental illness is common.
- Mental health can change over time and a mental health crisis can be experienced by anyone due to stress, pressure, grief, life changes, etc.
- Those who will never personally experience a mental health crisis, concern, or illness will likely need to be equipped to help someone they know.

Program Opportunity: Talking about mental health and mental illness creates a culture of well-being by normalizing wellness to demystify mental health care and decrease stigma and barriers to well-being.

1. "Learn About Mental Health - Mental Health - CDC." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 26 Jan. 2018, www.cdc.gov/mentalhealth/learn/index.htm.
2. "Mental Health: Strengthening Our Response." World Health Organization, World Health Organization, www.who.int/en/news-room/fact-sheets/detail/mental-health-strengthening-our-response.
3. Key substance use and mental health indicators in the United States: Results from the 2015 National Survey on Drug Use and Health. Rockville, MD: Center for Behavioral Health Statistics and Quality. Substance Abuse and Mental Health Services Administration. 2016.

02: MENTAL HEALTH CRISIS AMONG STUDENTS

Mental Well-Being is a Serious Concern for College Students.

1/5th

of college students have a mental health condition¹

2nd

Suicide is the 2nd leading cause of death among college students²

75%

of all conditions present by the age of 25³

73%

of students with a mental health condition experienced a health crisis on campus⁴

34%

reported their college didn't know about the mental health crisis on campus⁴

What institutional level interventions are suggested by organizations?

- Providing mental health services with no out-of-pocket cost to students.
- Advising students with a history of mental health concerns.
- Encouraging students to create psychiatric advance directives.
- Creating accommodations and protocols for requesting accommodations.
- Considering absences for treatment to be excused absences.
- Making emergency psychiatric services including several alternatives.
- Training campus police and public safety responders using CIT programming.
- Creating reentry programs for students coming out of a health crisis.

-
1. "Colleges and Universities." Colleges and Universities | Suicide Prevention Resource Center, 1 Jan. 1970, www.sprc.org/settings/colleges-universities.
 2. Goodwill, Janelle R., and Sasha Zhou. "Association between Perceived Public Stigma and Suicidal Behaviors among College Students of Color in the U.S." *Journal of Affective Disorders*, vol. 262, 2020, pp. 1–7., doi:10.1016/j.jad.2019.10.019.
 3. Parcesepe, Angela M., and Leopoldo J. Cabassa. "Public Stigma of Mental Illness in the United States: A Systematic Literature Review." *Administration and Policy in Mental Health and Mental Health Services Research*, vol. 40, no. 5, 2012, pp. 384–399., doi:10.1007/s10488-012-0430-z.
 4. College, Chadron State. "College Student Mental Health Statistics." *College Student Mental Health Statistics - CARE Team - Chadron State College*, www.csc.edu/care/resources/statistics/index.csc.

02: MENTAL HEALTH CRISIS AMONG EDUCATORS

Mental Well-Being is Equally Concerning for Faculty.

78%

reported feeling physically
and emotionally exhausted
at the end of the day ¹

53%

reported mental health and
wellbeing as a factor for
wanting to leave academia ²

19%

reported experiencing
panic attacks ¹

57%

reported they do not
feel they can share
mental health issues or
unmanageable stress with
employers ²

41%

reported experiencing
difficulties concentrating ¹

Faculty and staff are on the front lines of serving and supporting students, and often must deal with the same mental health concerns themselves. ³

COVID-19 has also increased mental health concerns among both groups. ⁴

Program Opportunity: Empathy can be fostered among faculty and students around shared concerns for mental well-being. Faculty and students can co-create spaces of well-being through shared concerns for mental well-being.

-
1. Quality of Worklife Survey - American Federation of Teachers. www.aft.org/sites/default/files/worklifesurveyresults2015.pdf.
 2. "Teacher Wellbeing Index 2020." Education Support, 3 Dec. 2020, www.educationsupport.org.uk/resources/research-reports/teacher-wellbeing-index-2020.
 3. Lever, Nancy, et al. "School Mental Health Is Not Just for Students: Why Teacher and School Staff Wellness Matters." Report on Emotional & Behavioral Disorders in Youth, U.S. National Library of Medicine, 2017, www.ncbi.nlm.nih.gov/pmc/articles/PMC6350815/.
 4. MENTAL HEALTH, HIGHER EDUCATION, AND COVID-19. www.acenet.edu/Documents/Mental-Health-Higher-Education-Covid-19.pdf.

03: SCOPE OF INTERVENTION

Opportunity: Crises of personal well-being, like mental health, are wicked problems that can be addressed at a reasonable scope using program-level interventions.

Program Problem: Staff, faculty, and students are not healthy and have presumably low measures of personal well-being.

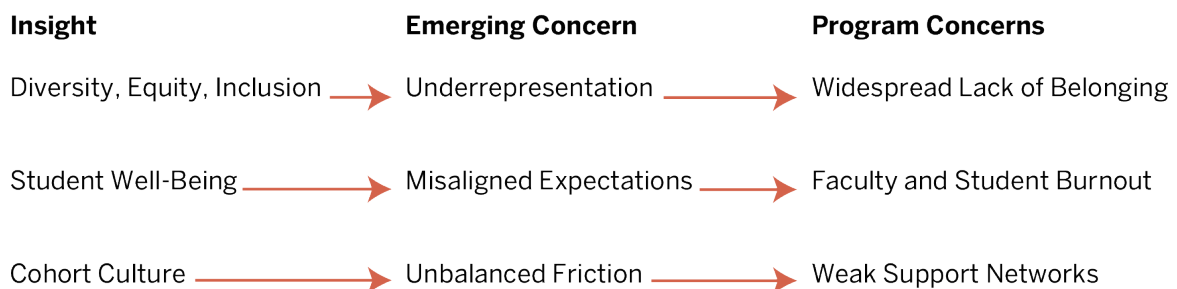
Evidence: Program-level analysis and research support the need for a culture of well-being through insights gathered from surveys and interviews.

#4 Diversity, Equity, Inclusion: Lack of representation in the program leads students to question their role in the field of design.

#5 Student Well-being: Students express varying degrees of stress based on pace, workload, and career preparation, pointing to frustrations between expectation versus reality.

#6 Cohort Culture: Diverse backgrounds and ranges of experiences create friction among students and a culture of distrust.

Current Concerns Lead to Unhealthy Work Environments and Impacts on Program Success and Effectiveness:



How might personal well-being be measured to address concerns?
(next page, theoretical frameworks)

Theoretical Frameworks: Two frameworks for this intervention are referenced and identified as ways to measure personal well-being as a diagnostic.

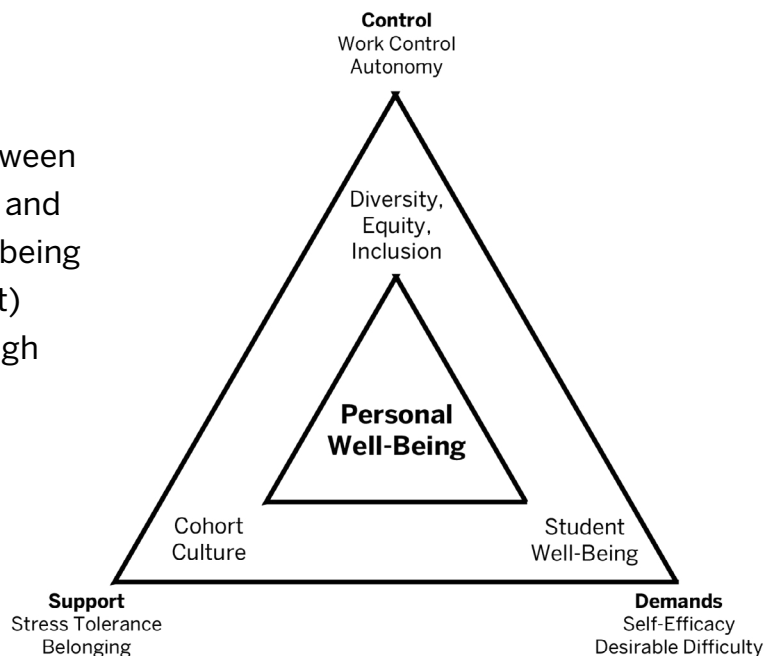
Karasek (1979)-Johnson (1988) Job Demand-Control-Support Model: Examines Well-being through Demands, Control, Support. ¹

Dr. Robert Talbert, Five-Question Summary:

Frequent informal evaluation on scale of 1 (strongly disagree) to 5 (strongly agree) based on five questions. ²

Adaptation of Frameworks for Program:

The triangular relationship shows the connections between key program opportunities and measures of personal well-being (demands, control, support) that can be assessed through questioning.



-
1. Marchalik, Daniel. "What Health Care Can Teach Other Industries About Preventing Burnout." Harvard Business Review, 26 Oct. 2020, hbr.org/2020/10/what-health-care-can-teach-other-industries-about-preventing-burnout.
 2. Talbert, Robert. "Agile Student Feedback through the Five-Question Summary." Robert Talbert, Ph.D., Robert Talbert, Ph.D., 19 June 2019, rtalbert.org/agile-student-feedback-through-the-five-question-summary/.

04: INTERVENTION PROTOTYPES

1 : Accountability and Intentions Framework

Frequency: before every semester | Audience: Faculty

- Commitment to setting and administering measures for well-being.
- Framework for setting personal intentions and needs for the semester.

2 : Collaborative Diagnostic & Co-Creation Agreement

Frequency: weekly | Audience: Faculty and Students

Faculty Responsibilities:

- Vocalizing needs and monitoring personal well-being.
- Agreement in the responsibility of personal well-being.
- Commitment to action if required for student well-being.

Faculty Roles for Diagnostic:

- Administering weekly diagnostic and running data to seek results.
- Modifying questions as seen fit for personal well-being.
- Assessing the need for intervention in the following week.

Student Responsibilities:

- Vocalizing needs and monitoring personal well-being.
- Agreement in the responsibility of personal well-being.
- Commitment to action if able to for personal well-being.

Student Roles for Diagnostic:

- Engaging in weekly personal well-being survey.
- Expressing concerns or questions relating to the survey.

3 : Personal Well-Being Reference

Frequency: when needed | Audience: Faculty

- Reference list for faculty of possible daily interventions and habits for a culture of personal well-being.

4: Longitudinal Assessment Possibility

Frequency: Mid-Semester | Audience: Faculty

- Potential for addressing assessment at mid-semester faculty check-ins.

HEALTH IN EDUCATION.

A Culture of Personal Well-Being: Facilitation Guide

00: ADMINISTRATION OF INTERVENTION

As detailed in the report, four levels of intervention are possible to create a culture of personal well-being in the program. This guide will walk through the administration of these interventions.

1 : Accountability and Intentions Framework

Frequency: before every semester | Audience: Faculty

- Administered by Program Administration and Leadership to Faculty
- Modality: PDF Interactive or Printable

2 : Collaborative Diagnostic & Co-Creation Agreement

Frequency: weekly | Audience: Faculty and Students

- Administered by Faculty to Students
- Modality: Qualtrics

3 : Personal Well-Being Reference

Frequency: when needed | Audience: Faculty

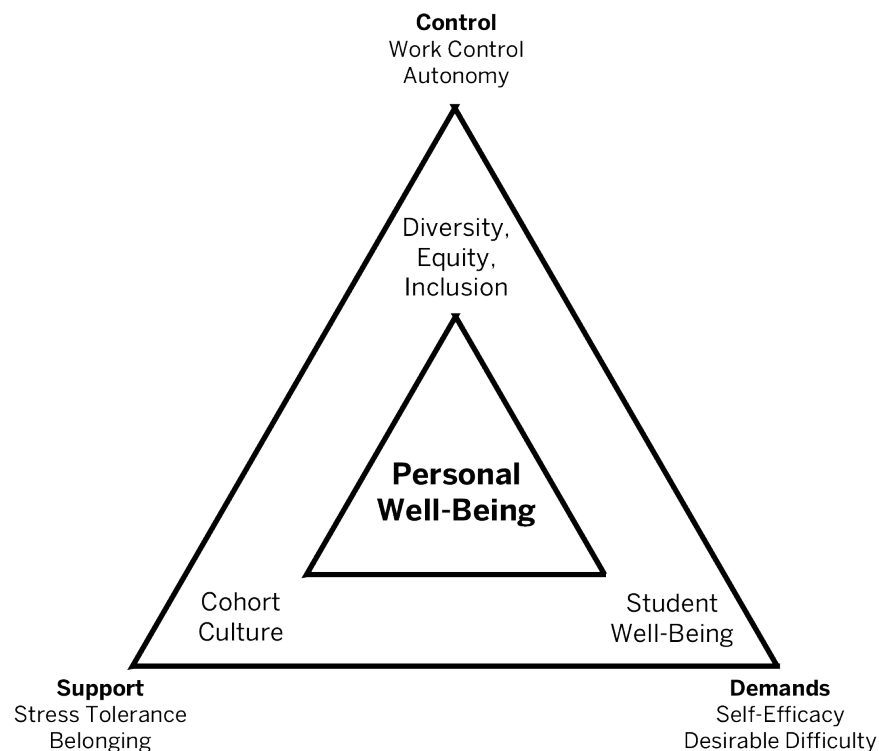
- Resource available when needed
- Modality: PDF Interactive or Printable

4: Longitudinal Assessment Possibility

Frequency: Mid-Semester | Audience: Faculty

- Administered by Program Administration and Leadership to Faculty
- Modality: In Person

Triangle of Personal Well-Being: All of the tools are based on an adaptation of the Karasek (1979)-Johnson (1988) Job Demand-Control-Support Model and Dr. Robert Talbert, Five-Question Summary shown below. The triangular relationship shows the connections between key program opportunities and measures of personal well-being (demands, control, support) that can be assessed through questioning.



Guidelines for Assessment

- Administration and leadership are responsible for describing this concept to faculty as a diagnostic for measuring personal well-being.
- Faculty are responsible for describing this concept to students as a diagnostic for measuring personal well-being.

-
1. Marchalik, Daniel. "What Health Care Can Teach Other Industries About Preventing Burnout." Harvard Business Review, 26 Oct. 2020, hbr.org/2020/10/what-health-care-can-teach-other-industries-about-preventing-burnout.
 2. Talbert, Robert. "Agile Student Feedback through the Five-Question Summary." Robert Talbert, Ph.D., Robert Talbert, Ph.D., 19 June 2019, rtalbert.org/agile-student-feedback-through-the-five-question-summary/.

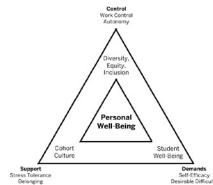
Accountability and Intentions Framework: Framework for faculty to guide intentions for the upcoming semester.

1. Faculty uses the Triangle of Personal Well-Being to set semester commitment for student well-being.
2. Faculty use the section that corresponds to their commitment for guiding their intentions.
3. Faculty includes their commitment to student well-being in the syllabus.

SEMESTER INTENTIONS

For this semester I am making a commitment to:

- ☐ (Section 1) Establish Measures for Assessing Well-Being
- ☐ (Section 2) Set Intentions for Demands, Control, and Support
- ☐ (Check-List) Providing Built-In Accommodations
- ☐ Other _____



Section 1:

I am measuring students' feeling of autonomy by asking:

I am measuring students' sense of belonging by asking:

I am measuring desirable difficulty by asking:

Section 2:

I am setting desirable difficulty in the curriculum by:

I am creating a sense of belonging in the classroom by:

I am giving opportunities for student autonomy by:

Guidelines for Assessment

- Encourage faculty to set at least one commitment for student well-being.

Collaborative Diagnostic & Co-Creation Agreement: Use of Qualtrics survey to check in on student's needs in Demands/Desirable Difficulty, Control/Autonomy, and Support/Belonging along with the agreement between faculty and students.

Name

Review the Triangle of Well-being (demands, control, support) to help you answer the questions below regarding your personal well-being.

My needs in this class were met this week in the following areas:

	Click to write Column 1
Demands/ Desirable Difficulty	<input type="text"/>
Control/ Autonomy	<input type="text"/>
Support/ Belonging	<input type="text"/>

PERSONAL WELL-BEING CO-CREATION AGREEMENT

A culture of well-being is only possible through accountability and co-creation between faculty and students. Read the agreement below and make one or more commitments to personal well-being as a collaborative effort.

As your instructor, I am committing to:

- ☐ Establishing Measures for Assessing Well-Being
- ☐ Setting Intentions for Well-Being in Curriculum
- ☐ Providing Built-In Accommodations
- ☐ Other: _____
- ☐ Other: _____

Notes:

I accept my responsibility to:

- Vocalize my needs and monitor my own personal well-being.
- Maintain and facilitate a culture of personal well-being in the academic environment.
- Act and report if required for student well-being and safety.
- Set an example for communication and assessment for personal well-being.

Signature _____

Pronouns _____

Date _____

As a student, I am committing to:

- ☐ Making a List of Tangible Coping Tools to Fall back On During Stressful Periods (self-soothing, distraction, opposite action, mindfulness, etc.)
- ☐ Designating a Person to Communicate with During a Concern for My Personal Well-Being
- ☐ Exploring Time Management Strategies with My Academic Advisor
- ☐ Other: _____
- ☐ Other: _____

I accept my responsibility to:

- Vocalize my needs and monitor my own personal well-being.
- Engage in a culture of personal well-being.
- Act and report if required for a peers well-being and safety.
- Report, to the best of my ability, an honest representation of my well-being at that moment.

Signature _____

Pronouns _____

Date _____

Guidelines for Assessment

- All parties agree to practice and communication of personal well-being.
- Check-ins are confidential between student and faculty.

Guidelines for Evaluation

- Use scatter plot report on qualtrics. Singular deviation points to individual student concern. Multiple deviation indicates classes level concern.

Personal Well-Being Reference: List of resources for possible daily check-ins for personal well-being.

PERSONAL WELL-BEING IDEAS

Personal Check-Ins

- ☐ Ask "what are your needs for today?"
- ☐ Plan Pauses for Questions
- ☐ Make Time for Check-Ins
- ☐ Make Time for Breaks
- ☐ Have Consistent Office Hours
- ☐ Encourage Drop-In Visits

Motivation Theory

- ☐ Provide Multiple Due Date Options
- ☐ Provide Choice of Topics for Assignments
- ☐ Allow Students to Propose topic Options
- ☐ Project Your Motivation for Subject
- ☐ Vary Instructional Format
- ☐ Allow for Assignment Revisions
- ☐ Outline Single Grading Criterion
- ☐ Implement Frequent Low Stakes Testing

Other

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Notes:

HEALTH IN EDUCATION.

A Culture of Personal Well-Being: Assets and Tools

SEMESTER INTENTIONS

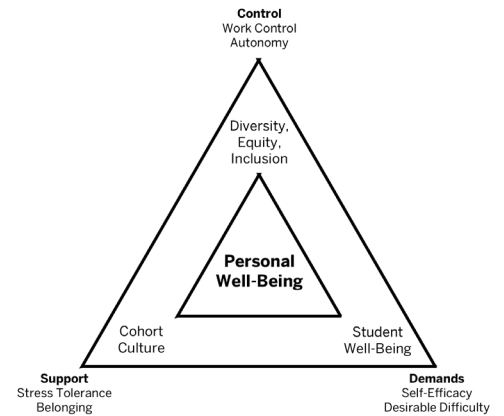
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(Section 2) Set Intentions for Demands, Control, and Support

(Check-List) Providing Built-In Accommodations

Other _____



Section 1:

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I am measuring students' sense of belonging by asking:

I am measuring desirable difficulty by asking:

Section 2:

I am setting desirable difficulty in the curriculum by:

I am creating a sense of belonging in the classroom by:

I am giving opportunities for student autonomy by:

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Setting Intentions for Well-Being in Curriculum

Providing Built-In Accommodations

Other: _____

Other: _____

Notes:

I accept my responsibility to:

- Vocalize my needs and monitor my own personal well-being.
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- Act and report if required for student well-being and safety.
- Set an example for communication and assessment for personal well-being.

Signature _____

Pronouns _____

Date _____

As a student, I am committing to:

Making a List of Tangible Coping Tools to Fall back On During Stressful Periods (self-soothing, distraction, opposite action, mindfulness, etc.)

Designating a Person to Communicate with During a Concern for My Personal Well-Being

Exploring Time Management Strategies with My Academic Advisor

Other: _____

Other: _____

I accept my responsibility to:

- Vocalize my needs and monitor my own personal well-being.
- Engage in a culture of personal well-being.
- Act and report if required for a peers well-being and safety.
- Report, to the best of my ability, an honest representation of my well-being at that moment.

Signature _____

Pronouns _____

Date _____

WEEKLY CHECK-IN

Example of Questions (actual survey on qualtrics)

My needs were meet this week in the following areas:

Demands/ Desirable Difficulty:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Control/ Autonomy:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Support/ Belonging:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

WEEKLY CHECK-IN

Qualtrics: https://utexas.qualtrics.com/jfe/form/SV_ai35VP5DuP5Q5ng



Name

Review the Triangle of Well-being (demands, control, support) to help you answer the questions below regarding your personal well-being.

My needs in this class were met this week in the following areas:

Demands/ Desirable Difficulty	<input type="text"/>
Control/ Autonomy	<input type="text"/>
Support/ Belonging	<input type="text"/>

12:28

UTEXAS

Name

Review the Triangle of Well-being (demands, control, support) to help you answer the questions below regarding your personal well-being.

My needs in this class were met this week in the following areas:

PERSONAL WELL-BEING IDEAS

Personal Check-Ins

- Ask “what are your needs for today?”
- Plan Pauses for Questions
- Make Time for Check-Ins
- Make Time for Breaks
- Have Consistent Office Hours
- Encourage Drop-In Visits

Other

Motivation Theory

- Provide Multiple Due Date Options
- Provide Choice of Topics for Assignments
- Allow Students to Propose topic Options
- Project Your Motivation for Subject
- Vary Instrurctional Format
- Allow for Assignment Revisions
- Outline Single Grading Criterion
- Implement Frequent Low Stakes Testing

Notes: