

Chapter 12: Demonstration Project Reports

As part of Truman's participation in the Higher Learning Commission's Academy for the Assessment of Student learning, the Office of the Provost funded seven demonstration projects. These projects were intended to be small-scale, carefully assessed programs to improve student critical thinking, leadership, or wellness. This chapter contains the final reports for each of the demonstration projects.

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Executive Summary of the Bulldog LEADERS Program

Project Summary:

Bulldog LEADERS, a leadership program for Truman student-athletes was developed and implemented in the fall semester of 2012 by Megan Wargo-Kearney, Cathy Monroe, Lauren Mathewson, Tyler Madsen, and Shea Carr. The program contributes to the overall mission of Truman State University, which is to improve and develop leaders across campus. The program focuses on experiential learning opportunities and small group discussions with student-athletes. The primary goal is to adequately develop student leaders for athletics and most importantly, so each student possesses the knowledge, skills and understanding necessary to become effective world citizens. The heart of our program embraces the relational and collaborative skills in leadership, which can be taught, practiced, and consistently improved by everyone. Student-athletes explore and reflect on their own personal values, styles, and self-concepts while developing core leadership skills necessary to be successful agents of change. Students learn how to communicate effectively in order to develop relationships, manage conflicts, and facilitate consensus. This program emphasizes the importance of leadership in athletic pursuits and to capitalize on the transformational opportunities inherent within this co-curricular environment to develop better leaders. The target populations of the Bulldog LEADERS program are first-year student-athletes, upperclassmen, and ultimately, as resources are grown and developed, the entire student-athlete population. For now, we have identified what we believe to be the two audiences within the athletic community that are in the most need of leadership development and those that can most quickly help us to reach the larger athletic community over a timeline of approximately three to four years. During this first year, our program and services are tailored to meet the needs of first-year student-athletes and senior leaders.

Additionally, student-athletes are given the opportunity to build a support network of faculty, staff, and peers who can positively impact their personal growth while at Truman. Through innovative and intentional education programs and opportunities, the program assists in developing a sense of community among teams and individuals centered on the value of positive leadership. By creating a culture of leadership within the Athletics Department, our student-athletes will be prepared to handle team leadership challenges within both athletics and the broader Truman community. Most importantly, by instituting and sustaining a culture of leadership within Athletics through positive role modeling, teamwork, and engaging intentionally with one another, all members of the athletics community will inherently contribute to the greater success of their teams, and the quality and effectiveness of the Athletics Department, Truman State University, and the Kirksville community.

Project Future:

The leading concern for the future of this program is gaining more support from the coaches. Many of the coaches like the idea of the leadership program but few are willing to promote it to their athletes as a priority. We are hoping that our end of the semester survey being sent out to all the coaches will provide some insight into reasons or ways for us to gain more support from coaches.

A meeting with Jerry Wollmering, the Director of Athletics, would be beneficial. Jerry has shown some support for the program but has not been vocal enough in regards to his belief in the

program. We had him speak at our last meeting of the semester and he made some very good points. We would like to see him share these same thoughts with the coaching staff and possibly the entire student-athlete population. If Jerry is a more visible supporter of this program it may have a positive impact on the support from the coaching staff of the program. This is not the entire solution but an important step that can only help gain the support we are hoping to have.

We had a total of four meetings during this project. Attendance was strong for the first two meetings and drastically reduced in the last two meetings of the semester. Here are some ideas that can be discussed over winter break that may help gain support and interest from the student-athletes.

- As a committee we need to be more visible to the student-athletes. One way to do this would be to meet with each team individually at the beginning of the semester and promote the program.
- Sending out a bi-weekly email with a leadership tip or activity that they could do on their own time. Particularly, finding subject material that would continue their development of the skills or ideas recently discussed at the previous event.
- Developing a multi-media venue to promote, recap and continue development of leadership skills. For instance, setting up a blog or Facebook page to provide a resource for those involved in the program to discuss problems and an opportunity to help others through mentoring, based on the skills learned in the program.

While we were very disappointed at the turnout of the last meeting, this program still has the potential to be something worthwhile and beneficial for the student-athletes and the university. Next semester's goal should be to have a steady attendance from the first meeting to the last. Another goal should be to have twenty to thirty student-athletes at each of the groups who are truly invested in the program. This semester we had a core group (mostly upper classmen) of approximately fifteen to twenty student-athletes at the last two meetings.

Critical Thinking in Student Worker Supervision

Project Summary:

A new model for supervising student workers in Student Affairs at Truman State University was designed for this project. The model utilized the theories and techniques of professional coaching to facilitate critical thinking skills in the supervision of student workers. A group of professional staff members in Student Affairs representing Residence Life, Multicultural Affairs, the Career Center, the Center for Student Involvement, the Student Recreation Center, and the Student Union were trained in critical thinking coaching through a combination of on-line training modules developed for this project and group discussion sessions. The goal was to improve critical thinking skills in student workers through implementing critical thinking coaching in supervision sessions. The project also hypothesized that utilization of coaching techniques would result in transformative learning experiences for student workers.

Training was divided into four modules: Critical Thinking; Transformative Learning; Coaching and Rubrics. The modules were developed to address five objectives:

1. Coaches will develop the ability to utilize and recognize critical thinking.
2. Coaches will recognize states of cognitive development, how cognitive development minimizes or enhances one's ability to think critically and techniques for challenging movement to higher stages of thinking.
3. Coaches will understand the process of facilitating transformative learning through critical thinking coaching.
4. Coaches will develop competence in the techniques of coaching that will facilitate the processes of transformative learning and critical thinking.
5. Coaches will understand and accurately utilize rubrics in sample supervision sessions.

Five segments of approximately ten minutes each were included in each module. The training segments are listed below:

Critical Thinking Module

- Argumentation
- Assumption
- Appraising a Position
- Reasoning Errors
- Evaluating Alternatives

Transformative Learning Module

- Overview
- Disorienting Dilemmas
- Reflective Judgment
- Reflective Discourse
- Facilitating Upward Movement

Coaching Module

- Overview

Rubrics Module

- Introduction to Rubrics

- The Coaching Relationship
- Techniques
- Coaching in Supervision
- Coaching and Critical Thinking
- The Washington State Rubric
- AACU Rubric
- Critical Thinking Rubric
- Critical Thinking Coaching Rubric

Participants would work through a module each week and then participate in a group discussion where the contents of the module were discussed and applied. After the modules and training discussions were completed, participants decided to continue to meet periodically throughout the Spring Semester to continue discussions and training. Meeting dates were 10/8/12; 10/15/12; 10/22/12; 10/29/12; 12/3/12; 2/25/12; and 4/8/12.

Evaluation:

Seventeen supervisor/coaches participated with selected student workers creating 31 pairs. A taped sample of a supervision session was gathered from each pair in September prior to the commencement of the training. A second taped session was collected from each pair in April after the training was completed. The tapes were transcribed. A group of six people (those individuals who developed this proposal) were trained in scoring a critical thinking and critical thinking coaching rubric and scored the sixty-four transcripts using the rubrics. Evaluation forms were completed by the members of each pair. Evaluation of this project was designed to address four questions. These questions and the related data are presented below.

1. *Does a critical thinking coaching model of student employee supervision improve the critical thinking scores of student employees over time?* There were no significant differences between the pre and posttest critical thinking scores as measured by the critical thinking rubric scores for student workers ($t=.25$). Approximately half of the participating students, however, improved.
2. *Do the scores of supervisors applying a critical thinking coaching model in supervision improve over time?* There were no significant differences between pre and posttest scores on critical thinking coaching as measured by the rubrics ($t=1.54$). A majority, however, showed improvement.
3. *Is there a relationship between the critical thinking rubric scores of supervisees and the critical thinking coaching rubric scores of supervisors?* A significant correlation was found between student scores on the critical thinking rubric and coach scores on the critical thinking coaching rubric for both pre-test ($r=.79$ significant at the .01 level) and posttest ($r=.681$ significant at the .01 level).
4. *Do student employees who are exposed to a critical thinking coaching model of supervision report transformative learning experiences more frequently than do student employees in similar positions who are not exposed to a critical thinking coaching model of supervision?* There was no significant difference between the number of student workers who received coaching and those who did not who reported transformative learning experiences as a result of their student work experience. We received 21

surveys from student workers who received coaching and 21 surveys from student workers who did not. Eighteen students in each group reported transformative learning as a result of their participation as a student worker in Student Affairs and 3 denied having a transformative learning experience.

Recommendations:

1. Training – The responses to the training were generally positive. Participants liked the convenience of viewing information on-line combined with the opportunity to meet, discuss and apply the concepts face-to-face. We discovered, however, that the knowledge and skill needed to successfully combine coaching and critical thinking development in supervision is complex and additional training is needed. Specifically, more training sessions and a longer period of time to utilize the skill in supervised practice where coaches can work with a supervisor to evaluate taped samples of supervision sessions would improve training.
2. Rubric – We altered the rubric used to evaluate transcripts from what was originally proposed in order to be more consistent with decisions made by faculty governance regarding a critical thinking rubric. Efforts need to be made to further evaluate the rubric and its validity in measuring critical thinking and critical thinking coaching. We spent two hours training raters. Although inter-rater reliability was high at the end of training, this consistency was not maintained through the evaluation process. Rating the transcripts was a time consuming process and there were sources of error introduced into the process in order to address the logistics and constraints of timelines and available personnel. More extensive training of raters to minimize rater differences and additional error controls are recommended for future efforts.
3. We recommend continued efforts. Although data does not yet fully support the effectiveness of our training program, we do know that student employment experiences can be transformational. Additional efforts to improve the quality of work and supervision remain critical.

School-wide Exploration of Critical Thinking Pedagogy in the Liberal Studies Program

School of Social & Cultural Studies, Principal Investigators: Amber Johnson, Terry Olson, Natalie Alexander, Jay Self, and Tom Zoumaras

Project Summary:

Here we report preliminary results from a large-scale, collaborative project that is specifically focused on improving the learning outcome that our students *understand and articulate well-reasoned arguments*, which is identified as one of three key outcomes for students university-wide by the Higher Learning Commission Pathways Demonstration Project. Based on the data and literature reviewed and the recommendations made by the Higher-Order Thinking Skills Committee's Report to Undergraduate Council, we inferred that *if the Truman faculty adopts common concepts, frameworks, or rubrics to complement existing strategies for teaching critical thinking*, our students will develop better thinking skills.

To test this proposition, seventeen faculty from the School of Social and Cultural Studies who were teaching Essential Skill or LSP Mode of Inquiry courses to nearly 950 students in AY13 volunteered to participate in this pilot project at one of three levels of critical thinking pedagogy. The control group [Level 1] changed nothing about the way they taught their course. The first treatment group [Level 2] introduced only the language of the critical thinking rubric in their discussions with students about assignments. The second treatment group [Level 3] introduced the language of the critical thinking rubric in their discussions AND revised assignments to include the language of the critical thinking rubric. Faculty-led workshops on teaching critical thinking helped faculty imagine ways to use the rubric language with students and revise particular assignments for Essential Skills or Mode courses. Faculty who participated in the workshops on teaching critical thinking said they were very valuable for their own professional development and a rewarding way to structure conversations about teaching with colleagues from other disciplines.

Preliminary Results:

For this project, we have used both 1) the California Critical Thinking Disposition Inventory [CCTDI] as pre-test/ post-test [total n= 584; pre-test n=566; post-test n=451] and 2) Truman's Critical Thinking Rubric to measure critical thinking represented in a strategic sample of student artifacts [n=128] following recommendations of Truman's Center for Applied Statistics and Evaluation (CASE) for a sample size and selection strategy to support statistical comparison of the control and treatment groups. Preliminary results do show statistically significant differences both in the change in critical thinking disposition and level of critical thinking demonstrated for students in courses using the rubric language and/or both rubric language and revised assignments [Level 2 and 3] compared to the control courses [Level 1]. The results support the proposition that when faculty make intentional reference to developing critical thinking skills in course discussion and assignment design students become measurably better at thinking critically.

California Critical Thinking Disposition Inventory: A paired samples t-test comparison

of the control and treatment groups for the difference in pre-test and post-test CCTDI scores [overall score and each of 7 subscores] shows that there is no statistically significant change in the overall CCTDI scores for students in the control classes [Level 1, $n=119$, $p=.241$], while there is a statistically significant improvement in CCTDI scores for students in Level 2 [$n=157$, $p=.001$] and Level 3 [$n=151$, $p=.000$] treatment groups. There is also a difference in the number of CCTDI subscores for which there is statistically significant improvement, primarily between the control and either treatment group. For the control group only 2 of 7 subscores [Truth-seeking $p=.002$ and Confidence in Reasoning $p=.038$] show statistically significant improvement between the pre-test and post-test. For Level 2, there is statistically significant improvement in 4 of 7 subscores [Truth-seeking $p=.009$, Open-mindedness $p=.019$, Analyticity $p=.011$, and Confidence in Reasoning $p=.000$]. For Level 3, there is statistically significant improvement in 3 of 7 subscores [Truth-seeking $p=.000$, Open-mindedness $p=.013$, and Confidence in Reasoning $p=.000$].

Rubric Scores: Truman's Critical Thinking Rubric has 7 components that were used to score student work submitted from participating courses. Five faculty scored 128 artifacts of student work from fall and spring semesters, representing each level of instruction and each of the disciplines included in the project. On 6 of 7 components, mean rubric scores increase incrementally from the control [Level 1] through Level 2 and Level 3 treatment groups as expected if pedagogy leads to better performance for students in critical thinking. On 1 component [Other Approaches/ Conclusions], the highest rubric scores were in Level 2 instead of Level 3 [this could be a function of the emphasis of a particular course or assignment]. The differences in rubric mean scores between groups are only statistically significant for one component [Issue $p=.036$] and the overall Rubric Score [$p=.049$].

Conclusions:

This pilot project demonstrates that very small changes in the way we discuss our expectations with and/or present assignments regarding critical thinking skill development to students can have measureable positive impacts on their disposition towards and performance of critical thinking. The results of this pilot study suggest that developing intentional strategies for teaching critical thinking skills in courses at all levels of the curriculum would lead to measurable gains in students' critical thinking ability with relatively little effort on the part of faculty.

Critical Thinking in Accounting

Project Summary:

This project involved examining critical thinking of students enrolled in three distinct accounting courses at Truman. These courses included an introductory course, an upper-division course for Accounting majors and a graduate Accounting course. The students each completed a case which required them to critically analyze accounting information being used to sell a business, after a faculty-led presentation on critical thinking. A pretest on accounting concepts was administered. The California Critical Thinking Dispositions Inventory (CCTDI) was administered before and after the experience. After students completed the case, they evaluated their own critical thinking in conjunction with a faculty member through the use of one of the two rubrics being examined by the University.

Results:

Data collection was completed at the end of fall semester 2012. The Center for Applied Statistics and Evaluation (CASE) prepared an evaluation of the project to test the hypotheses. The total number of students who completed the project with usable data was 130.

Hypothesis one (H1) states that “no improvement in critical thinking will take place after exposure to information about critical thinking, a case study using critical thinking and the use of a critical thinking rubric. The data did not support this hypothesis. A simple paired t-test was conducted of the pre and post CCTDI scores. The mean score for the pre-test was 296.75, and the mean score for the post-test was 304.10 which revealed a significant increase in the scores after completing the project ($p < .001$).

The second hypothesis (H2) stated that “there is no difference in the level of critical thinking demonstrated by accounting students at different points in their academic program.” An ANOVA was conducted based on the pre-project critical thinking scores by level which indicated that there is a difference by course level ($p = .049$). The graduate course, Foundations of Auditing (ACCT 604G) had a mean score of 303.7 ($SD = 30.1$). Introduction to Financial Accounting (ACCT 220) had a mean score of 292.9 ($SD = 23.5$). Financial Reporting I (ACCT 302) had a mean score of 291.9 ($SD = 29.3$). The same ANOVA on the post-project scores revealed no significant differences in scores based on levels ($p = .279$).

The third hypothesis (H3) indicated that the critical thinking rubrics being considered by Truman assist students in developing their critical thinking in similar ways. The rubrics were scored by both student and faculty. The project was evaluated by one of the two rubrics. Independent sample t-tests revealed a significantly greater mean difference in the students and professors for the Washington State University (WSU) rubric compared to the AACU rubric ($p = .001$). For the AACU rubric, faculty scored the students .18 points lower than the students. For the WSU rubric, faculty scored the students .69 points lower than the students. This may be due to the scale differences in the rubrics. The scores were also correlated with the post-test, and the WSU rubric was a significant predictor of performance while the AACU did not significantly predict performance. Faculty rubric scores ($r = .42$, $p = .000$) and student rubric scores ($r = .30$, $p = .021$) on the WSU rubric, and AACU rubric scores were ($r = .42$, $p = .000$) and student rubric scores ($r = .30$, $p = .021$). It should be noted that Truman is proposing its own rubric and that rubric is based on the WSU rubric. At the time we started this research, we decided to stay with

the two well-established rubrics. This research appears to support Truman's modification of the WSU rubric rather than something like the AACU rubric.

In conclusion, it appears that critical thinking can be improved with exposure to a project that gives students practice in the use of critical thinking. The level of the student does not appear to be a factor in the critical thinking. The Washington State rubric seems to be a better predictor of performance than the AACU rubric which implies that the Truman rubric should have similar results. This study could be extended by using the Truman rubric instead of the other two rubrics.

Wellness PACT (Prevention Activities Coordination Team)

Project Summary:

The Wellness PACT was designed to be a comprehensive Wellness and Prevention model that would be utilized in the coordination of wellness and prevention activities and services for the Truman State University Community. It builds on the wellness and prevention activities that have been implemented in the past and has the focus of providing students with the well-being, knowledge and skills needed to support their peers by providing student leaders in wellness and prevention, educational opportunities for students, faculty and staff, awareness activities, information systems and professional resources. Looking at the big picture of wellness on a campus from one year to the next does not always yield noticeable results, but at the end of the first year of implementation of the Wellness PACT, it is easy to see the PACT has led to better coordinated prevention efforts (across different offices/departments on campus), more educational information made available to students, and the collection of data that when measured over time might help the university with our wellness education and prevention efforts.

When gifted with this grant, there were concerns about what type of transformative experiences would occur and how our group would be able to assess our efforts through broad campus measures. Due to the scope of our work and the varying constituencies involved, we thought it would be best to collect feedback from our student interns regarding their experience as interns (we had a student coordinator who collected this information and provided her own feedback as well). When asked about how transformative their experience was (on a scale of 1 to 5 with 1 being not at all transformative, 2 a little transformative, 3 somewhat transformative, 4 transformative, 5 very transformative), the students all reported their experience to be transformative. Note: The three students who were in programming roles who interacted with the Truman Partners in Prevention Coalition all stated that their experience was transformative or very transformative. The student who spent the majority of his time working on the website found the experience to be somewhat transformative. The students who reported a more transformative experience cited: learned skills in time management and participation in wellness/prevention discussion with other students, faculty and staff on a regular basis which enhanced their critical thinking and communication skills. It was also interesting for the students to look at issues within the student population at Truman that the university might be concerned by and have the experience of looking at the problem or issue through the lens of different areas (health, counseling, conduct, law enforcement, policy development, activities, Greek Life, etc.). In particular the students seemed to enjoy providing resources to their fellow students. Their feedback for what could be done in the future will be included later in this report.

The Wellness PACT was extraordinarily successful in marketing the existence of the new wellness website to students. When surveyed through the Missouri College Health Behaviors Survey in February, 47.9% of the 527 students who participated in the survey said that they were aware of wellness.truman.edu as a resource for health related resources. This number was higher than anticipated because the primary push of materials related to the website and programs

planned/coordinated by the Wellness PACT all occurred in early March and April after the survey data was collected.

The only learning outcome we do not have evidence to assess the success of, is that students will have the knowledge and skills to support the mental and physical well-being of their peers. While we were not able to develop a method for measuring the knowledge of students who participated in our sponsored programs, we were able to keep a record of events sponsored and how many students attended each event. A list is included in the appendix that shows each event and its estimated attendance. Our estimation is that over the course of the past year approximately 8300 people were impacted by this grant. We know that some of the students who attended these events might have attended multiple events, but with the programs being co-sponsored by a variety of groups we are confident that several different parts of the student community were touched through our programming/education/awareness efforts.

In the interest of learning more about our students and their habits related to their health and wellness we utilized the Missouri College Health Behavior Survey to record a baseline of students' perception of positive and negative changes in their personal health and well-being. Our students reported positive changes (they could check all that applied) in Social Relationships (64.5%), Amount of Exercise (49.7%), Type of Exercise (34.2%), and Eating Patterns (32.4%). When asked about how much the positive change improved their health/well-being, 74.4% reported moderate to significant improvement. Inversely our students reported negative changes (again checking all that applied) in Sleeping Patterns (51.8%), Eating Patterns (35.8%), Use of Alcohol (26.8%), and Amount of Exercise (24.3%). Not surprisingly they stated that the change 75.5% said that this change was not at all or slightly and improvement on their health/well-being. We also asked the students questions about what motivated them to make changes and who their source of support/information was to make those changes. The top answers of motivation reflected personal situations (55.2%), personal values and beliefs (54.7%), and personal and/or professional goals (51.4%). We are interested in looking at more breakout data from this question to see if year in school contributed to how students answered. The two top answers for sources of support or information were personal reflection (72.7%) and discussions with peers (52.9%). This certainly supports our belief that students look to their peers for help when they have concerns or questions about their experience. Last year when asked about whom they felt they could go to on campus when personal concerns arise the most popular answer was friends/peers at 77.9%. In our most recent survey this number climbed even higher to 89.4%. While our students are still more likely to utilize resources offered by the faculty and staff at Truman than at other schools in the state of Missouri, we cannot ignore that the overwhelming majority of our students will first go to their friends when they have a problem.

Our recommendation is that the Wellness PACT continues into the upcoming year and we have already made plans to fund the student interns from the offices that participated in the grant this past year. Since the University does not currently have a professional staff member whose sole focus is prevention, it is essential that we continue to utilize the energy and

enthusiasm of our student interns and our student coordinator of interns in order to organize our efforts and leverage what success we have had and implement changes based on what we have learned over the past year. The survey results mentioned above that talked about who students go to says it all: they go to their peers. They go to their friends. We must do a better job of providing our students (and in the future faculty and staff as well) with better information targeted to effectively educating them about their behaviors. When looking at concerning student behaviors, like use of alcohol, for example, it is clear that students do not have an accurate understanding of what a typical student's experience is like. Education alone, from a prevention standpoint, is not the most powerful of tools, but education combined with environmental management (enforcement of policies and availability of information related to social norms and a misunderstanding of typical student behaviors) could begin to better address some of the typical and not-so-typical Truman student issues/concerns. Critical to our success in this area is also the restructuring/development of a Bystander Intervention Training program. With the understanding that our students make most of their decisions based on personal experience, reflection and conversations with their peers, it is likely that by empowering them regarding how to step in and intervene when they witness something that they believe is not right, or healthy, that we are giving them the tools to be more engaged citizens in our campus community.

We remain concerned when faced with the financial constraints of our times and hope to continue to find funding to finance the students and initiatives involved in the Wellness PACT. As we look to address our community's ability to make healthy decisions, we know that our campus will need to be vigilant in our commitment to continued support of this endeavor and others like it. It is our hope that through further collaboration with other groups on campus and with additional support we can move forward and impact more people with each year.

Mental Health First Aid: An Ecological Approach to Addressing Mental Health & Suicide Ideation on Truman's Campus

Introduction to Project and Changes from Initial Grant Proposal:

As noted in the December project report, our project changed significantly from the initial plan due to circumstances beyond our control. The original goal was to send two faculty members to a week-long Mental Health First Aid (MHFA) instructor training which would increase the number of instructors on our campus to 5, allowing us to train a critical mass of students, staff & faculty in MHFA over the next several years. Due to the lengthy time requirement of the instructor training (40 hours) and the busy schedules of Truman faculty, we were unable to recruit faculty who were able to participate. Also, we had been advised that a new version of the training, developed specifically for the higher education setting, was to be available early in our grant timeframe. Unfortunately, there was a delay from the national Mental Health First Aid office and that training is still not available (though Joe Hamilton and Lou Ann Gilchrist did participate in a pilot for the new Higher Ed MHFA training).

We decided, however, to do what we could to still address the important HLC goal of assisting our students to live emotionally and physically healthy lives. More specifically, we wanted to increase the capacity for individuals on our campus to understand, support and appropriately refer students in mental health crises. In order to do that, Joe Hamilton, Lou Ann Gilchrist, and Brenda Higgins decided to offer 2nd block courses for students in Mental Health First Aid in both the Fall of 2012 and Spring of 2013 semesters. Due to the interactive nature of the course, the enrollment was limited to 20 students each semester. We viewed this as a pilot for our campus with the goal to continue each semester if the course was successful. We also hoped to provide the course to faculty and staff in the future following a curricular change allowing the course to be provided over an 8-hour, rather than 12-hour, timeframe. (The first faculty/staff offering is scheduled for July 30 & 31, with a hope to have 20 participants.)

Budget:

Because our grant budget had primarily been devoted to training, we felt obligated to only spend funds for training purposes. Thus, only \$326.92 out of the \$6,000 approved was spent. That \$326.92 was allocated toward expenses for Joe Hamilton to attend the MHFA Summit in St. Louis. This summit prepared him to teach the 8-hour course and provided an update on MHFA at a national and state level. Brenda Higgins completed the training to do the 8-hour course on-line and Lou Ann Gilchrist is scheduled to have the training module completed prior to the MHFA training we will be offering on Truman's campus on July 30 & 31.

The Office of Student Affairs funded the purchase of the MHFA USA books and other supplies for student participants in our two classes.

Impact on Student Learning Outcomes:

Fifteen students enrolled in our first class and twenty-four in the second (an overload). Fifteen students completed the course in the fall with nine being officially certified in MHFA. In the spring semester, eighteen completed the course and all were certified. (We allowed students to make up missed classes in the Spring but did not allow classes to be made up in the Fall). In addition, one staff member completed the course along with the students. (She was not officially registered for the course.) Course evaluations were consistently positive, both for the course and the faculty.

The HLC Pathways Task Force questioned whether students being trained over such a short time period could actually have transformative experiences. In an effort to gauge the extent of transformational experiences, students were provided guided journaling opportunities weekly and were also asked to respond (in a course evaluation) to specific questions regarding changes in the way they think or behaved following the course. (Copies of these documents are available for review upon request.) Because the course was offered Pass/Fail, students may not have given as thorough consideration to their journaling and evaluations as had a grade been attached.

Students were asked, “While taking this course did you have an experience that caused you to change the way you think or behave regarding mental health or mental illness?” In the first class we had 8 out of 11 students say “yes.” In the second class we had 10 out of 17 say “yes.” Many were able to describe what about the experience motivated the change and/or how others would recognize the change in them. Several students talked about how the course changed the way that they perceive and interact with family and friends suffering from mental illness as a result of the class. Several students also shared how the course helped them to understand the frightening world of those with mental illness and, as a result, how they have become more empathic in their interactions.

Some students mentioned how they now feel confident in their abilities to recognize and assist those who are suffering from mental illness. Anecdotally, a few students self-referred for counseling services and or pharmacologic management after realizing that they, personally, were suffering from a treatable mental health disorder. All of the respondents except for two (one from each class) said that they would recommend the course to others. Most were very enthusiastic about their recommendations.

Scalability:

Though we did not get additional individuals certified as trainers, we have established a process of continuously training students, faculty and staff to assist members of the Truman community who experience mental health crises. Hamilton, Gilchrist and Higgins are committed to teaching the course *at least* once per each fall, spring and summer semesters.

Recommendations Regarding Further Implementation:

The following are our recommendations based upon our experience in this pilot program and the outcomes reported by our students:

- 1) Each faculty department chair and office representatives for staff departments (or their designee) should be trained in MHFA to serve as a resource to others in their departments.
- 2) The University should support training of faculty and staff by encouraging departments to allow time for their F/S to attend the training and fund the cost of the manuals for participants.
- 3) MHFA Instructors should keep abreast of the availability/applicability of the Higher Ed version of MHFA.

Wellness Zone Final Report

Impact of the Wellness Zone on Student Learning Outcomes:

After just one year, the Wellness Zone seems to have had a positive impact on the student-learning outcome of living emotionally and physically healthy lives. Students utilizing the Wellness Zone left with significantly less stress than when they arrived. On a 7 point Likert Scale with 1 indicating Low/No Stress and 7 indicating High Stress, the mean stress level was a 4.55 upon entering the Wellness Zone and a 2.74 when leaving. This suggests that, on average, visiting the Wellness Zone lowers immediate stress levels. Of students visiting the Wellness Zone at least once over the course of the spring semester 86% reported reduced stress due to their visit to the Wellness Zone. The most commonly used stress management technique was the massage chairs followed by meditation, coloring, puzzles and playing cards.

The long-term impact of reducing stress levels presents an interesting challenge due to end of the semester projects and final exams. Students were surveyed to find general stress levels at the beginning of the academic year and again at the end of the school year. As expected, stress levels were significantly higher at the end of the school year (4.6 at the beginning and 5.08 at the end using the same 7 point Likert scale). At the beginning of the academic year, the most common potential stressors were the amount of work required in class (11.6%), keeping a high enough GPA for scholarships or graduate school (10.2%), and multiple back-to-back assignments and tests in different classes (10.1%). At the end of the year, the most common potential stressors were studying for tests (12.1%), multiple back-to-back assignments (11.4%), and the amount of work required in classes (11.3%). Knowing the top things causing stress can help the Wellness Zone tailor the programming to help manage these stressors during particular times of the semester.

An unanticipated result of this project was the impact on students in HLTH 440 Program Implementation and Evaluation. The students in this class assigned to work with the Wellness Zone selected health topics, created presentations, advertised, presented the information (in a classroom on campus as the Wellness Zone is not large enough) and held follow up consultation hours in the Wellness Zone. Some presentations had only 3-4 attend, but others had over twenty. Some of this discrepancy can be related to low interest in the topic, late advertising or poor timing of the event. While improvements can be made related to these presentations, progress was made during this school year.

Recommendations for Further Implementation:

Many ideas have been generated for further implementation of the Wellness Zone. A major issue related to the success of this program was the lack of student knowledge that the Wellness Zone exists and what services are offered. Location of the Wellness Zone may be an issue. One idea to improve this is to move one of the massage chairs to the HUB of the Student

Union Building. Currently Dave Lusk is considering this and will inform the Wellness Committee when he has made a decision. In addition to a chair being placed in the HUB, a sign next to the chair will inform users there are more stress management opportunities available in the Wellness Zone (and identify where they can find the Wellness Zone).

The HLTH 440 class will continue to provide programming and office hours in the Wellness Zone. The Spring 2013 students had many suggestions for future programming and changes. One of the strongest suggestions was to do more nutrition programming since proper nutrition can impact many areas of health including stress levels. The students even suggested having cooking classes in the residence halls on Sunday evenings.

The Wellness Zone now has a website, Facebook page and Twitter account thanks to a student from the HLTH 410 Health Communications class. By continuing to update these and work with student groups such as the American Marketing Association and the Student Public Health Association more students will learn about and utilize the services offered

On the surveys the students suggested making the space more warm and cozy. Their suggestions of an actual fountain with running water, or music being played all the time are not realistic, but some of their other suggestions for more artwork and plants are achievable. A zero-gravity chair and artificial plants have already been purchased and artwork will be purchased soon.

The library staff has been very supportive of the Wellness Zone and are considering other options to make the space more aesthetically pleasing. One option being considered is moving the room to the 3rd floor in the Library which would help with the ambience of the room by adding more natural light. They have also added the location of the Wellness Zone to their website.

The purchase of the iPad and TV took most of spring semester to be completed. Once they are up and running students will be better able to utilize the back room by using the podcasts to participate in guided meditation, progressive relaxation and yoga. With these added features both new and repeat visits from students can be expected.

One other avenue for further implementation would be to expand the services to target faculty and staff at the university. The students at Truman are not the only ones experiencing high levels of stress. By having programming targeting the employees at Truman we can address their health issues as well