

Preparing Our Staff for Healthier Students: Lessons and Leadership



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Session Outline

- Background and Research Objectives
- Query of Participants
- Research Methodology
- Findings: Professionals
- Findings: Academic Preparation Programs
- Findings: Academic Coursework
- Discussion
- Recommendations for Leadership

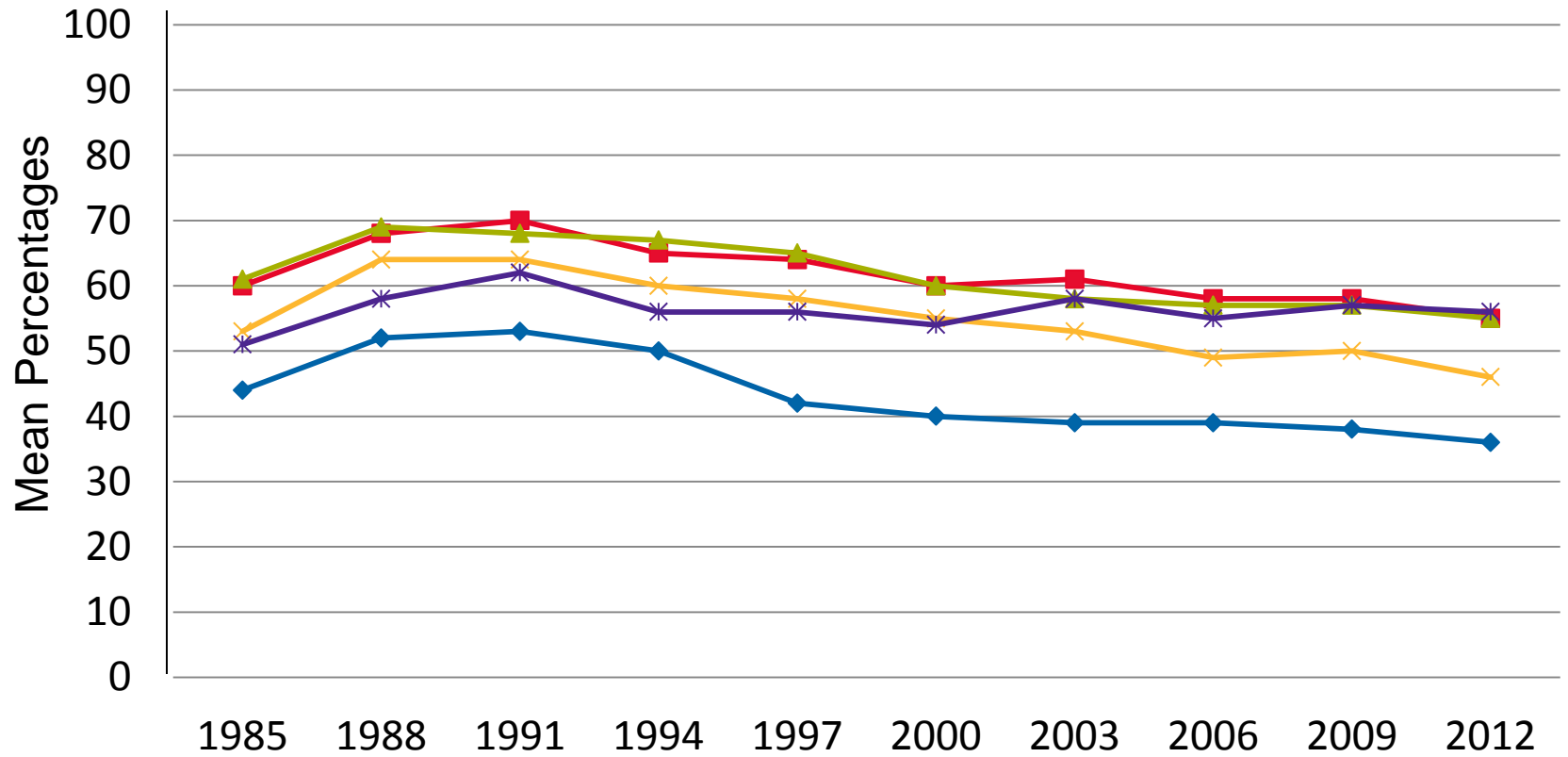
Workshop Objectives

- To learn the current state of affairs with a range of wellness needs among students and professionals
- To synthesize current course content and academic resources
- To create specific recommendations for academic preparation programs and professional development activities

What is the Need?

- Extent of campus problems associated with a range of wellness issues
- How well prepared student affairs professionals are to deal with these issues
- The nature of attention to these wellness issues in academic preparation programs

Alcohol's Involvement In Violent Behavior and Property Damage



◆ Physical Injury

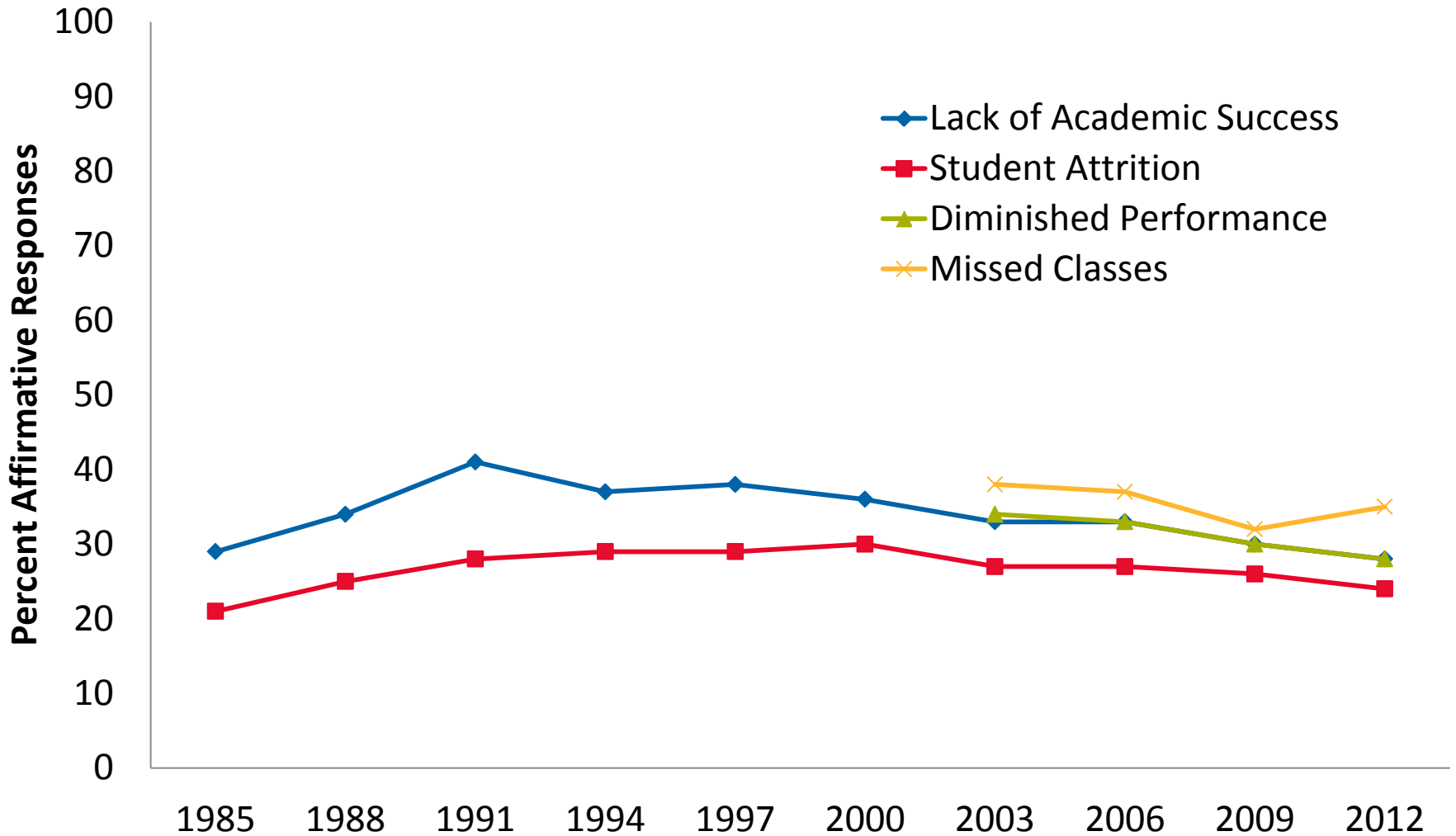
■ Violent Behavior

▲ Residence Hall Damage

✕ Campus Property Damage

* Violation of Campus Policy

Alcohol's Involvement in Academic Achievement



Sources of Academic Impacts

reported by students over the past 12 months

Anxiety	19.7%	Concern for a troubled friend or family member	10.4%
Depression	12.6%	Relationship difficulties	9.7%
Sleep difficulties	19.4%	Stress	28.5%

Source: ACHA

National College Health Assessment
Spring, 2013

Violence, Abusive Relationships, and Personal Safety

reported by students over the past 12 months

A verbal threat	18.2%
A physical fight	6.2%
An emotionally abusive intimate relationship	9.5%
A physically abusive intimate relationship	2.3%

Nutrition and Exercise

reported by students over the past day or week

Ate 3-4 servings of fruits and vegetables per day	28.9%
Ate 5 or more servings of fruits and vegetables per day	6.3%
Met recommendation for moderate-intensity exercise, vigorous-intensity exercise, or a combination of the two	48.8%

Mental Health

reported by students over the past 12 months

	Yes, in the last 2 weeks	Any time within the last 12 months
Felt things were hopeless	15.9%	45.0%
Felt exhausted (not from physical activity)	46.4%	79.1%
Felt overwhelmed by all you had to do	48.4%	83.7%
Felt very lonely	22.3%	55.9%
Felt overwhelming anxiety	20.4%	51.0%
Felt very sad	23.3%	59.6%

Source: ACHA

National College Health Assessment
Spring, 2013

Research Methodology

- Review of academic preparation program requirements
- Determination of key wellness areas, with a focus on drugs and alcohol
- Professional assessment (1,900 full-time student affairs professionals)
- Academic program assessment (180 coordinators)
- Contact of all academic programs
- IRB review

Wellness Areas of Study

Alcohol Abuse	Illicit Drug Abuse (marijuana, cocaine, designer drugs)	Prescription Drug Abuse	Eating Disorders / Problems
Body Image	Relationships	Nutrition	Stress Management
Physical Exercise	Maintaining School – Work – Life Balance	Emotional Health	Mental Health (depression and other clinical issues)
	Disability Awareness	Other Challenges	

Key Assessment Questions: Student Affairs Professionals

If you supervise one or more professional staff, please answer the following two questions:

[1=not at all to 5 = very much]

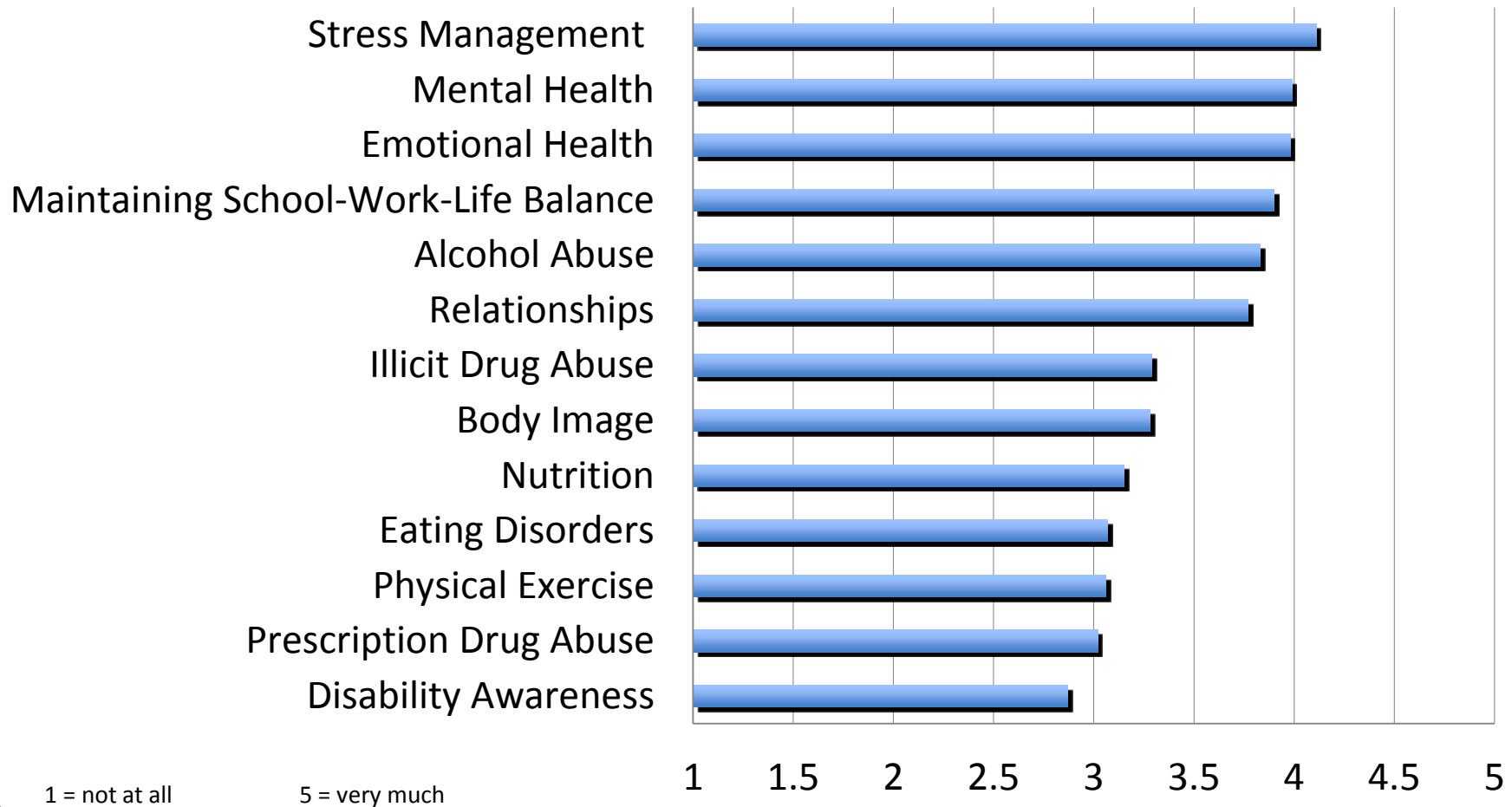
1. Focusing on the students served in your functional area, to what extent do your full-time professional staff members believe each of the following to be a problem or area of concern among students?
2. Overall, for these professional staff in your functional area, how well prepared are they to work with each of the following issues?

Professionals Assessment

- N = 1,900
- Responses from 545 (29%)
- Analysis based on:
 - Professional role – job setting
 - Years of experience
 - Area of academic preparation

Professionals Assessment

Perceived Extent of the Problem or Concern

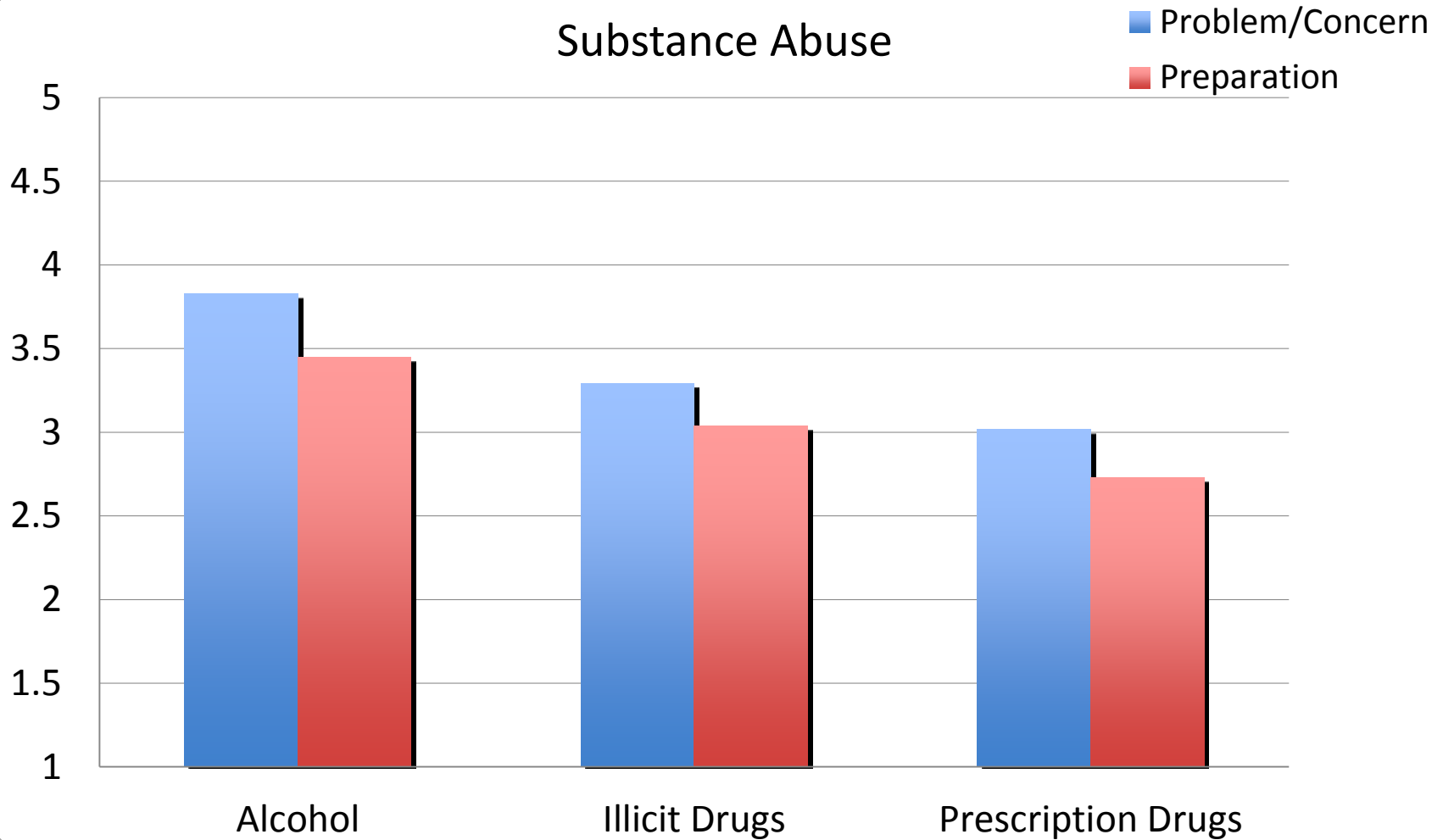


1 = not at all

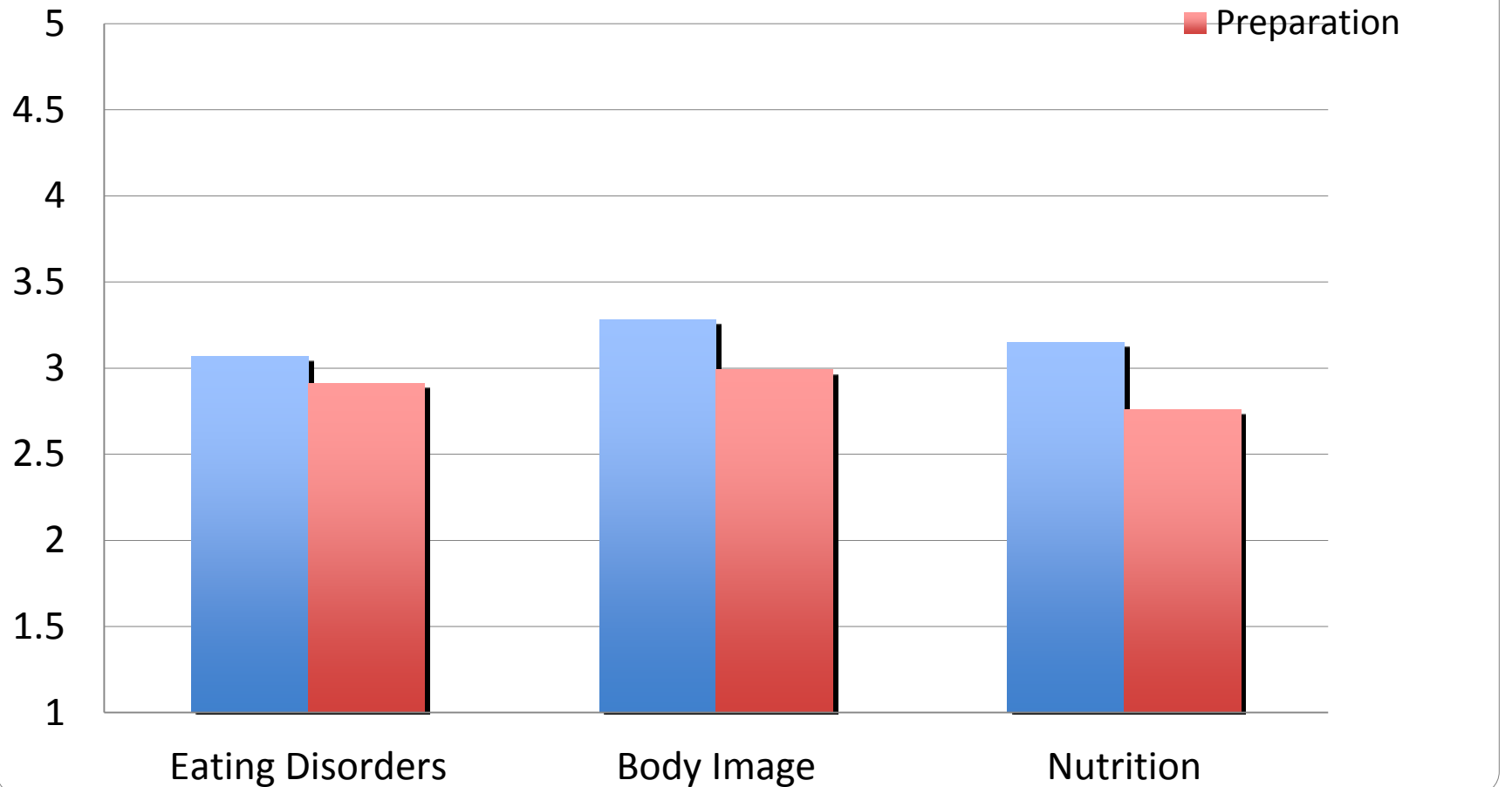
5 = very much

1 1.5 2 2.5 3 3.5 4 4.5 5

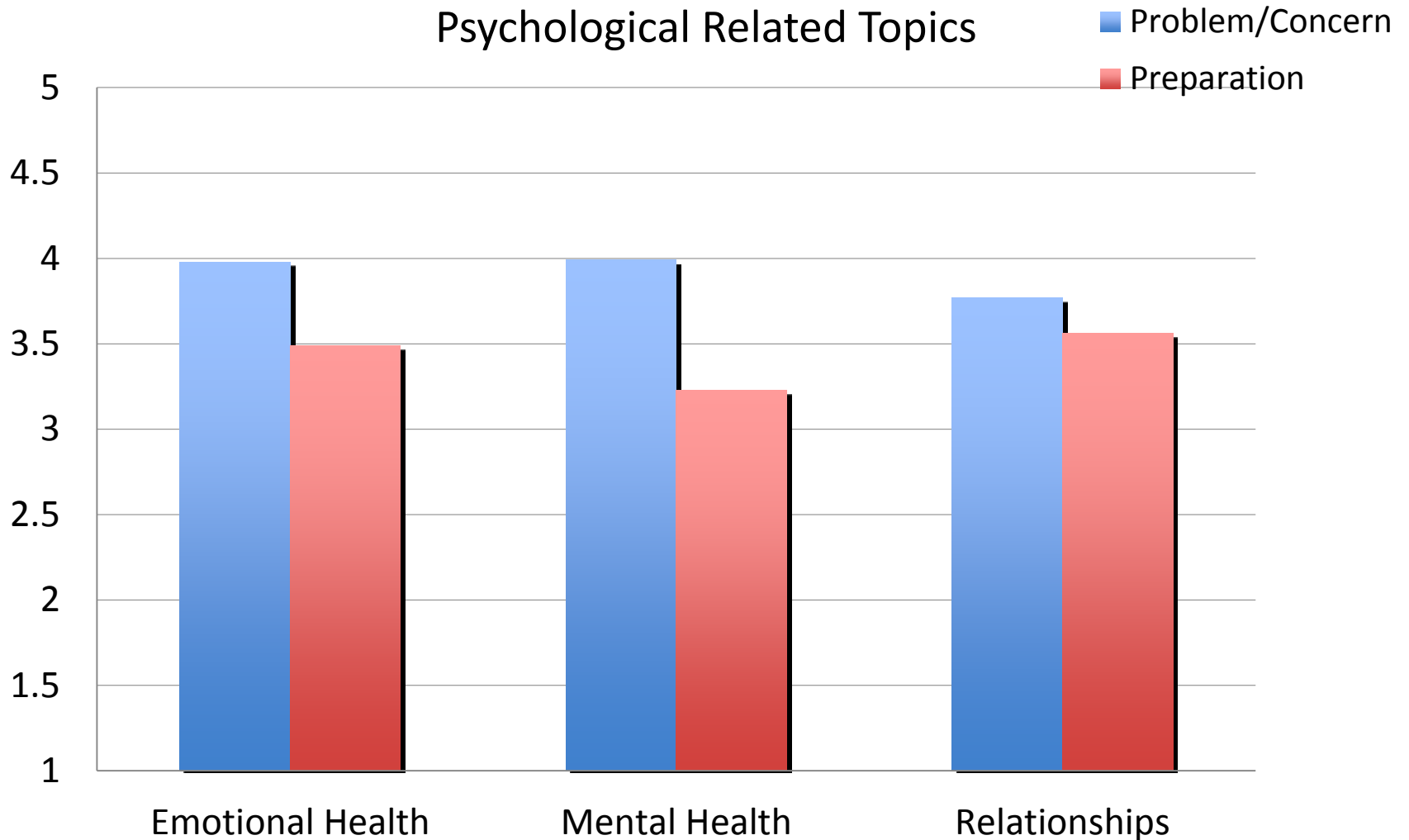
Substance Abuse



Eating Disorders, Body Image and Nutrition

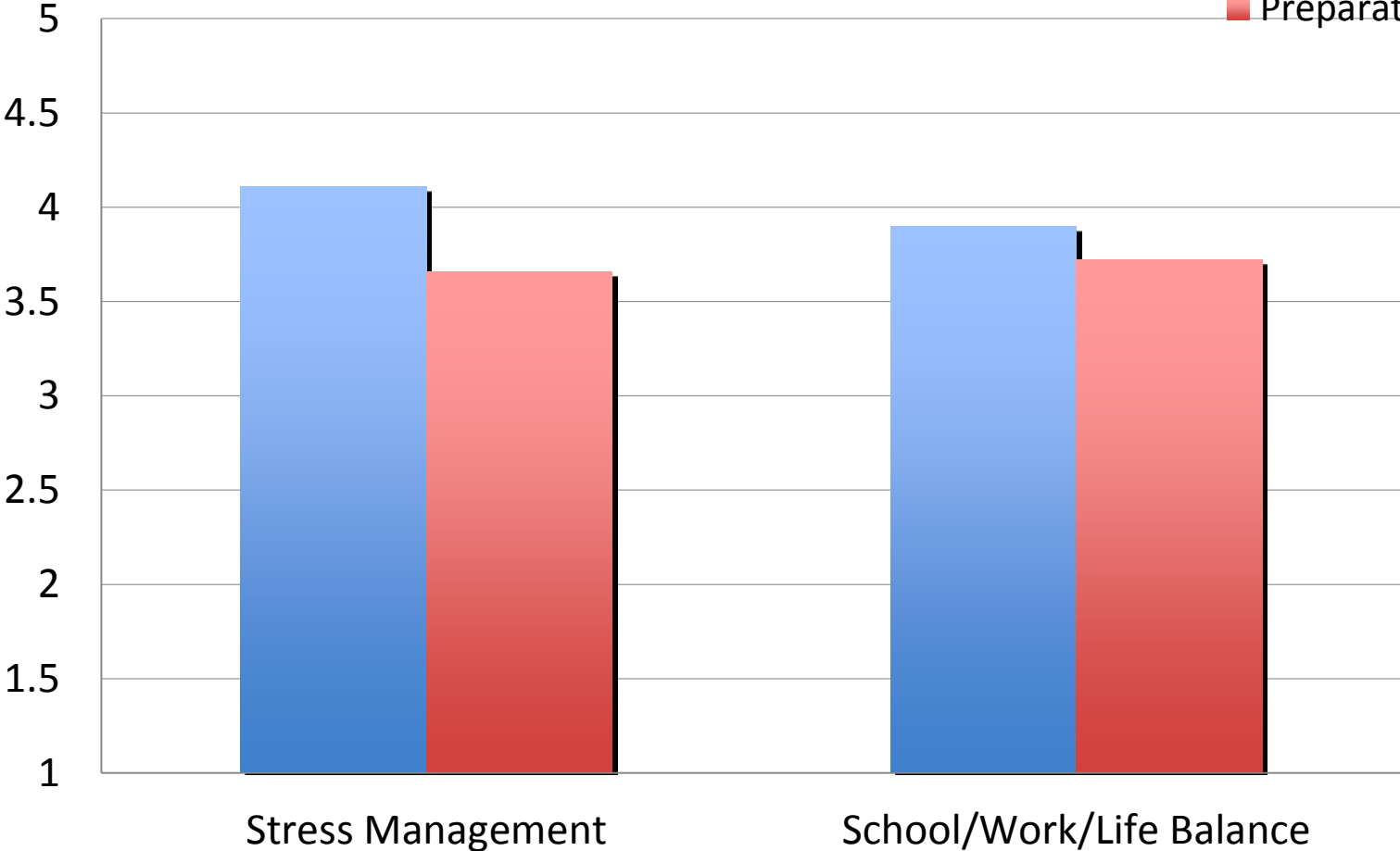


Psychological Related Topics



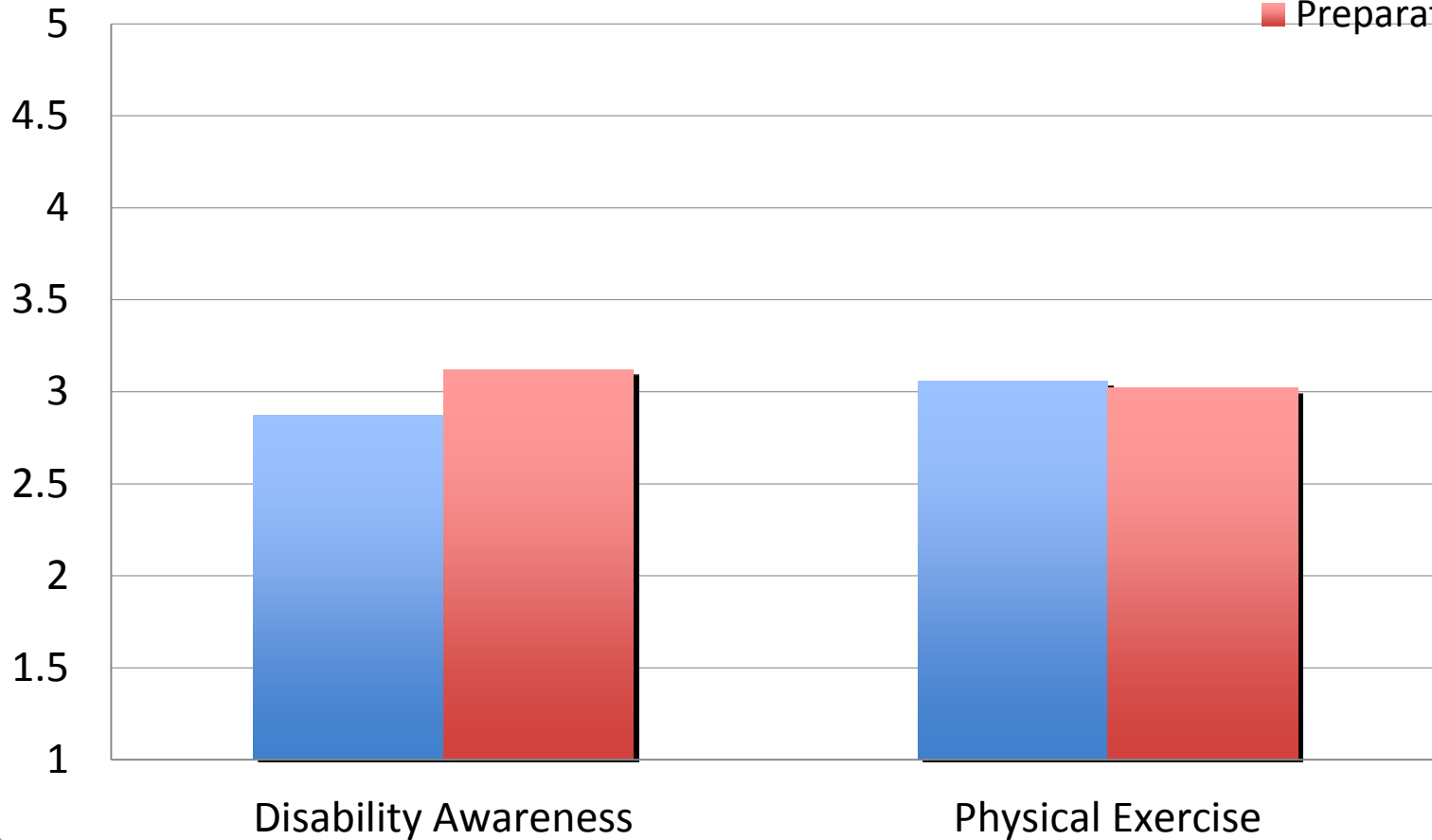
Stress and School-Work-Life Balance

■ Problem/Concern
■ Preparation



Additional Topics

■ Problem/Concern
■ Preparation

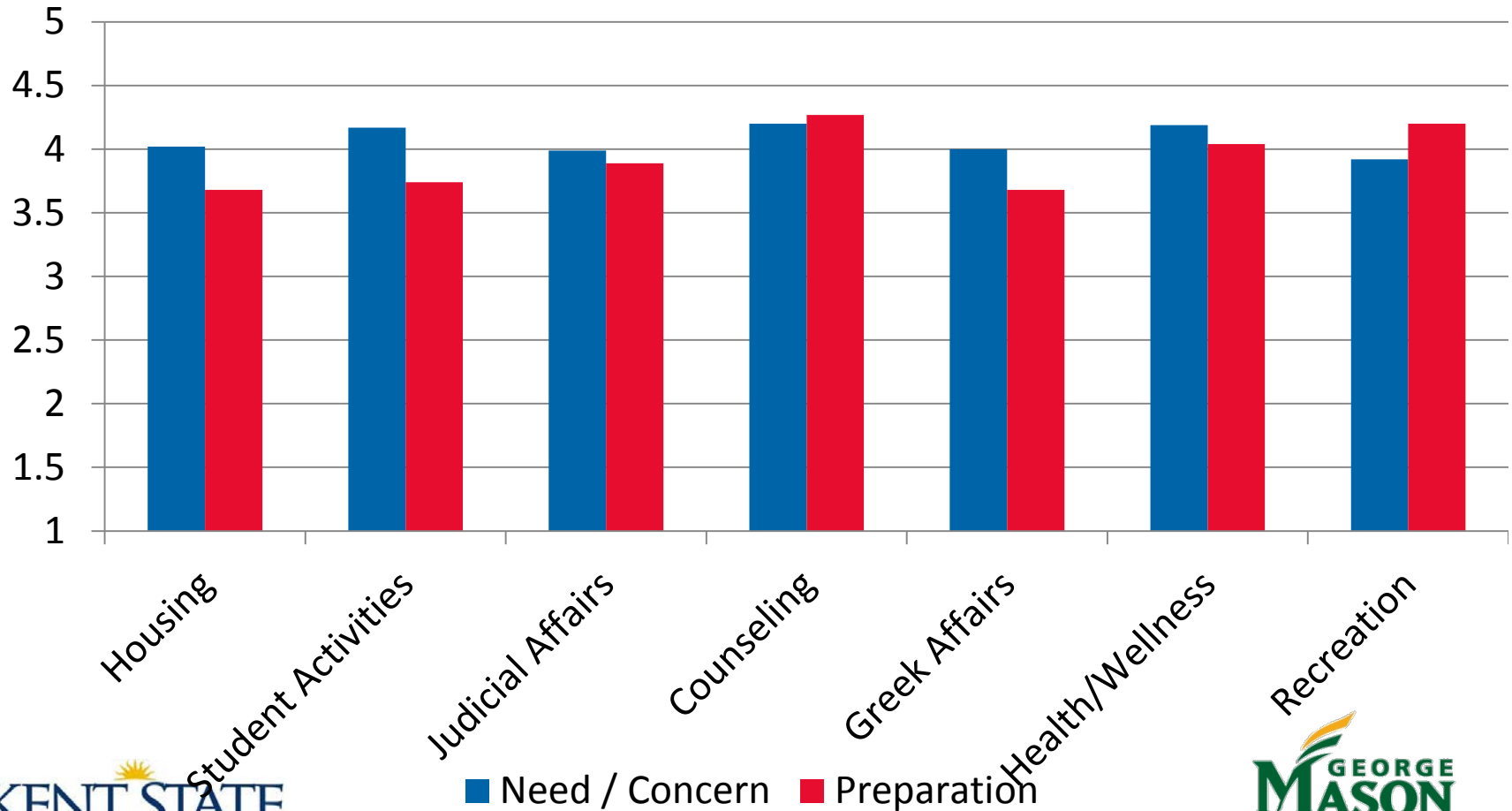


Professional Roles for Analysis

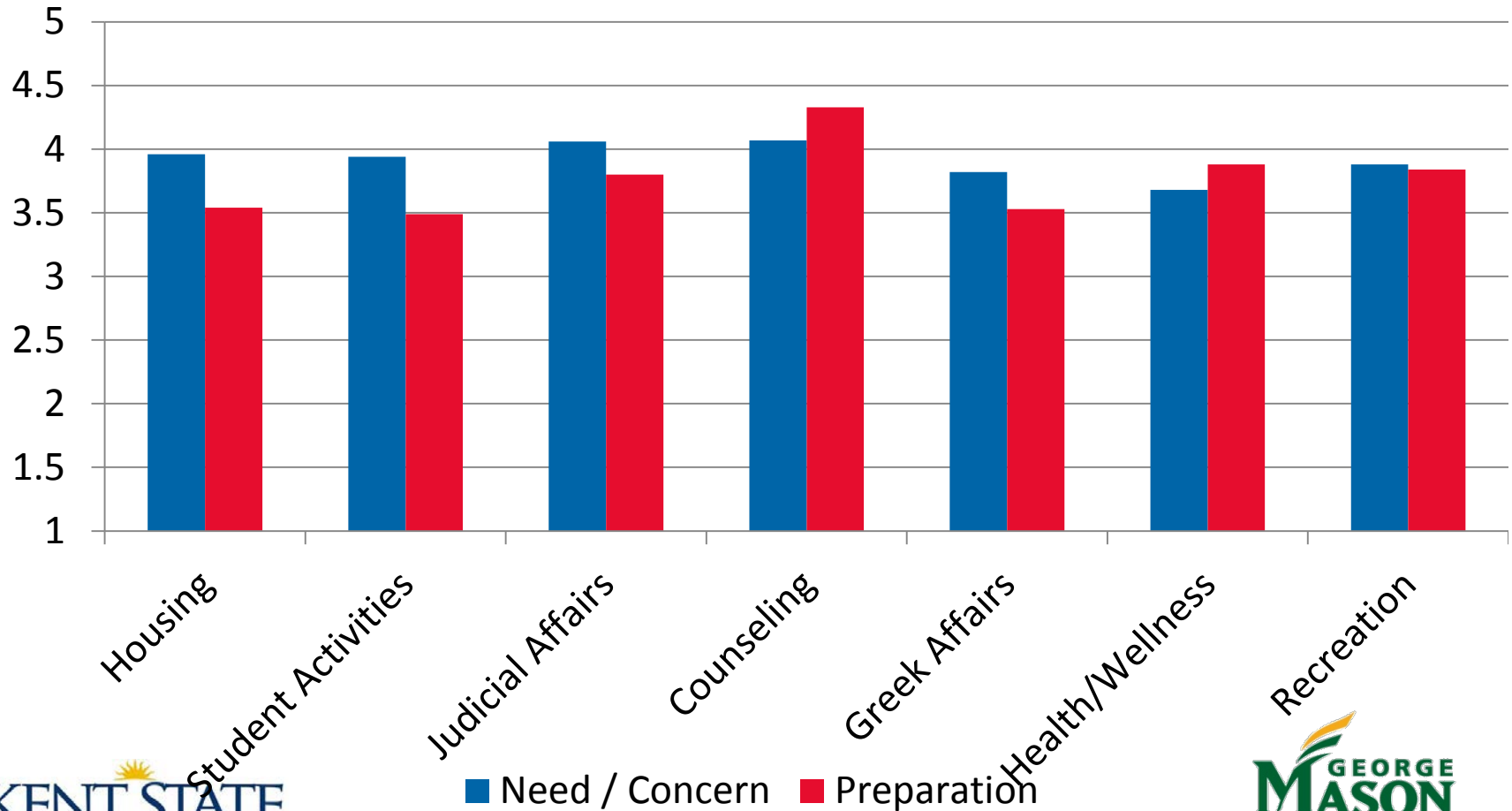
Professional Role	N = 545
Housing	162
Student Affairs Administration	90
Student Activities	161
Judicial Affairs	76
Counseling	55
Greek Affairs	34
Health/Wellness	74
Recreation/Intramurals	25

Note: numbers do not sum to 545 as respondents may report more than one area of professional responsibility

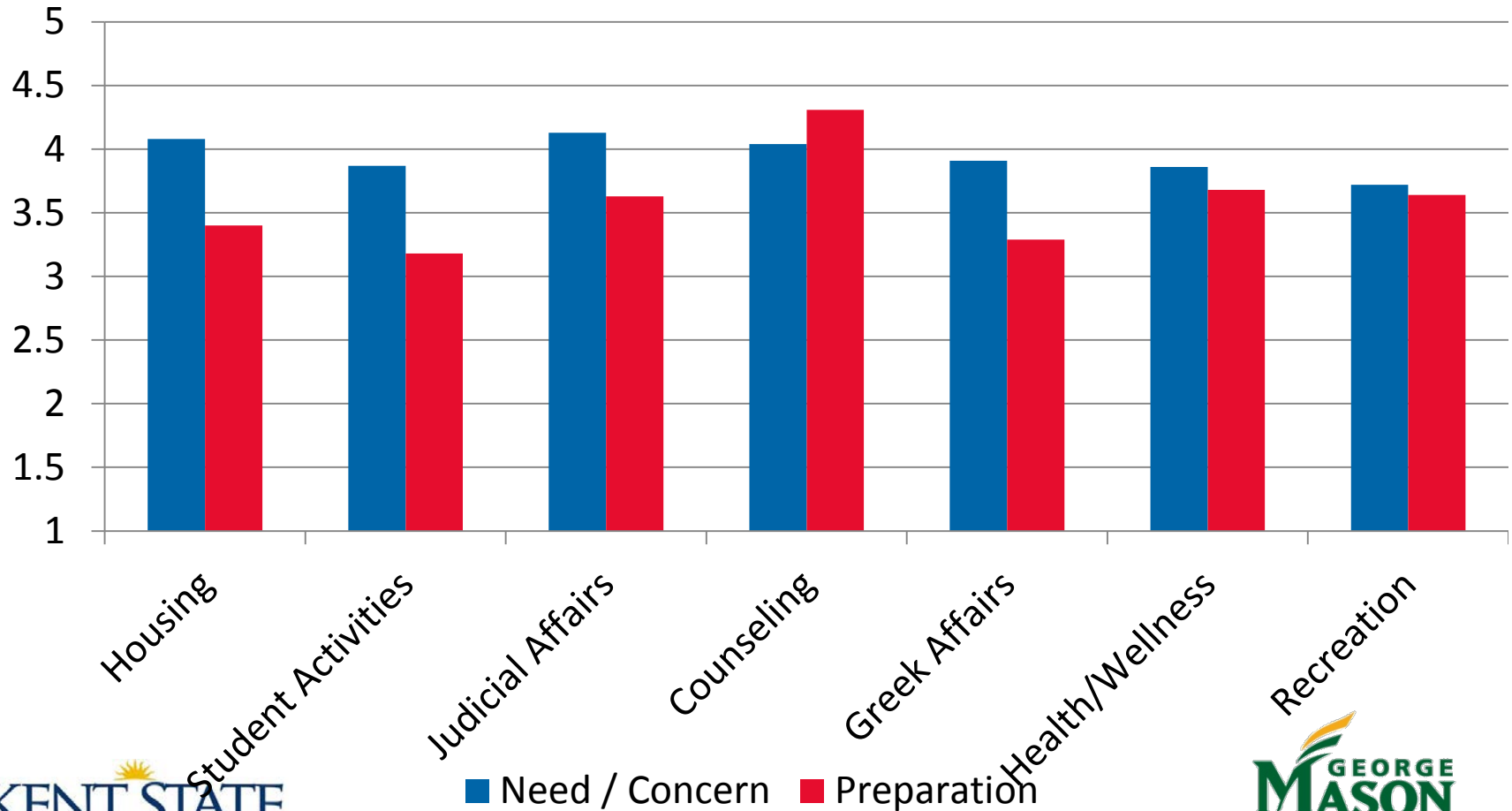
Level of Concern Compared With Preparation Based on Professional Role: Stress Management



Level of Concern Compared With Preparation Based on Professional Role: Emotional Health



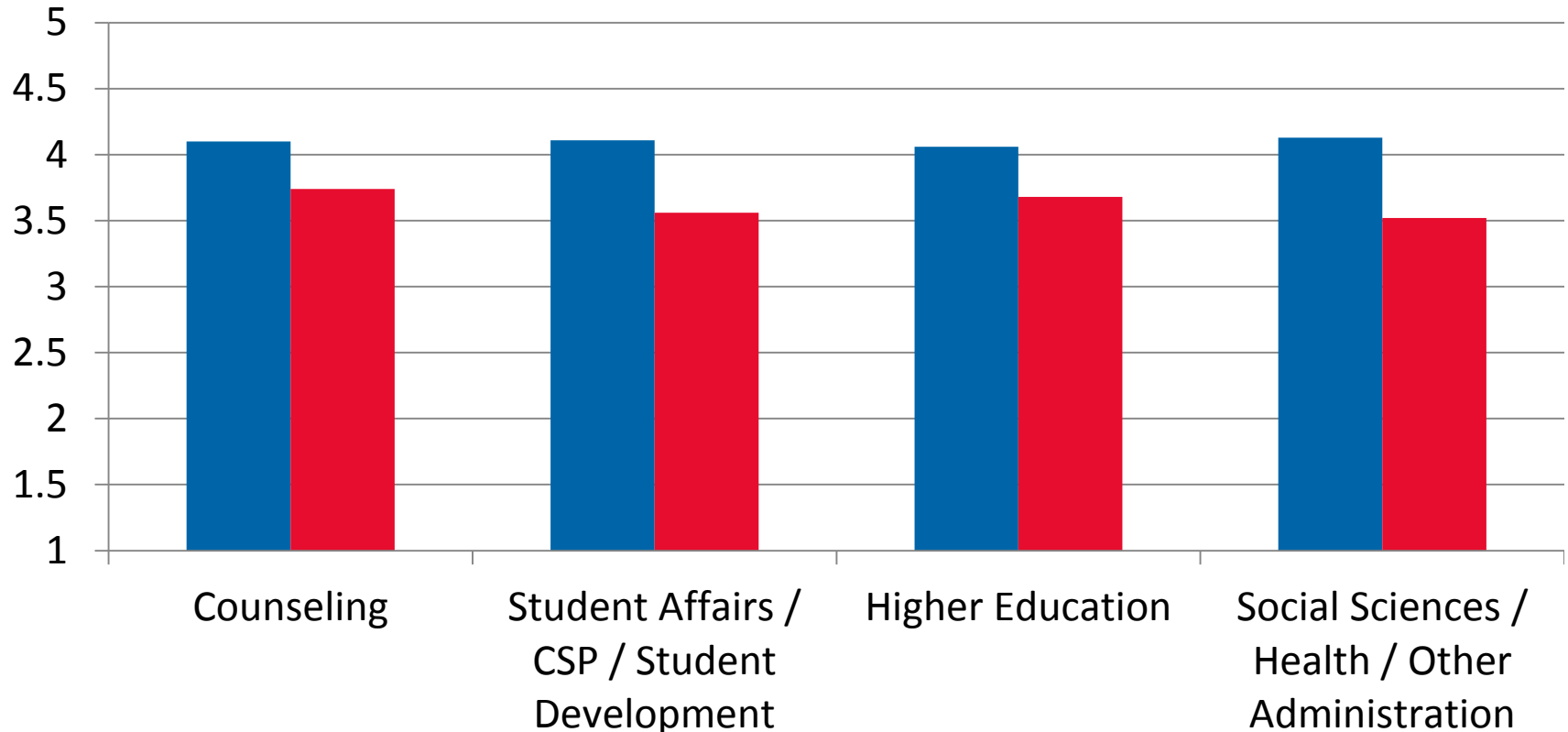
Level of Concern Compared With Preparation Based on Professional Role: Mental Health



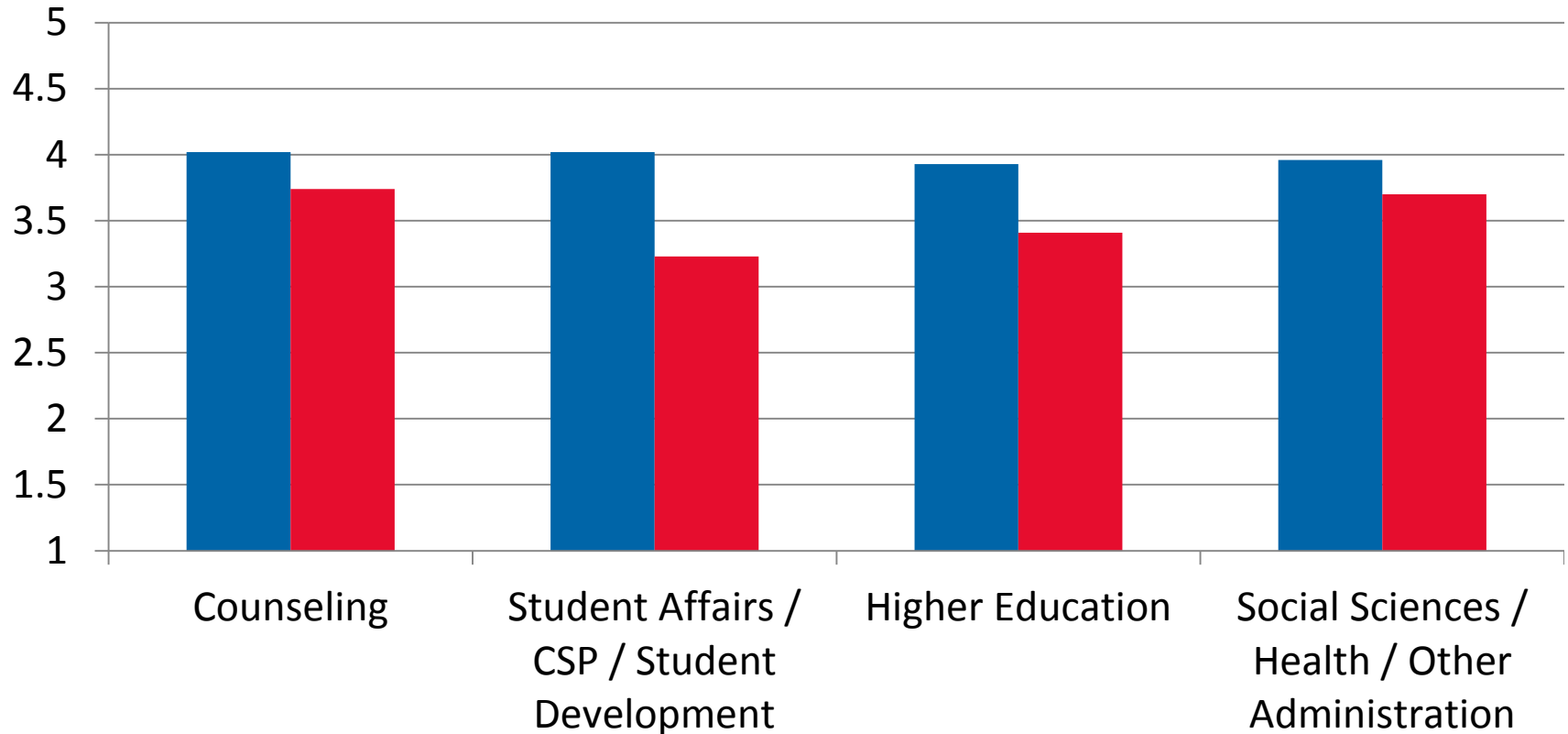
Academic Program Preparation

Major Field of Study		N = 545
Counseling		99
Student Affairs, College Student Personnel, Student Development		129
Higher Education		158
Social Sciences	91	165
Health related (special education, rehabilitation, physical education)	37	
Other administration (business administration, public administration)	37	

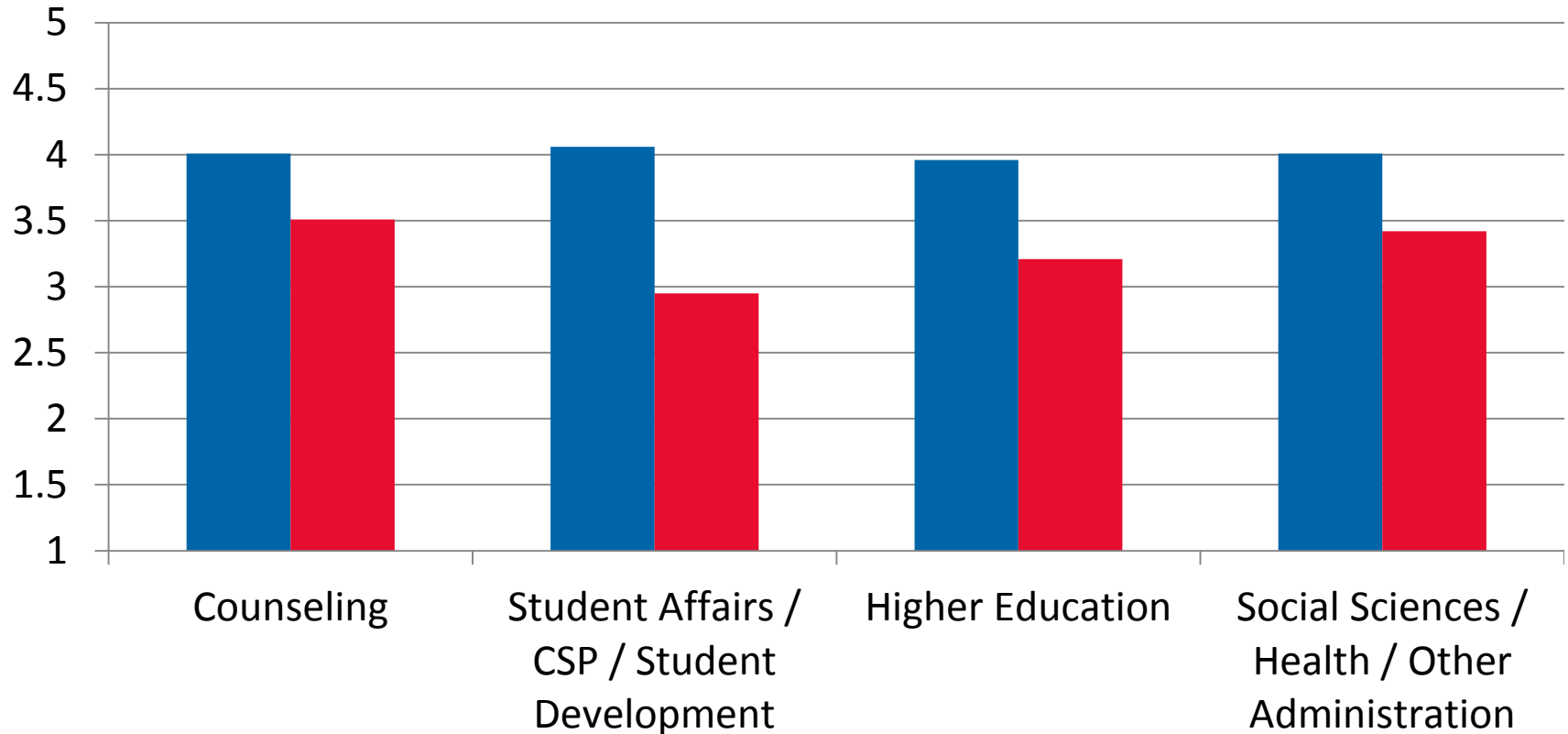
Level of Concern Compared With Preparation Based on Academic Program Preparation: Stress Management



Level of Concern Compared With Preparation Based on Academic Program Preparation: Emotional Health



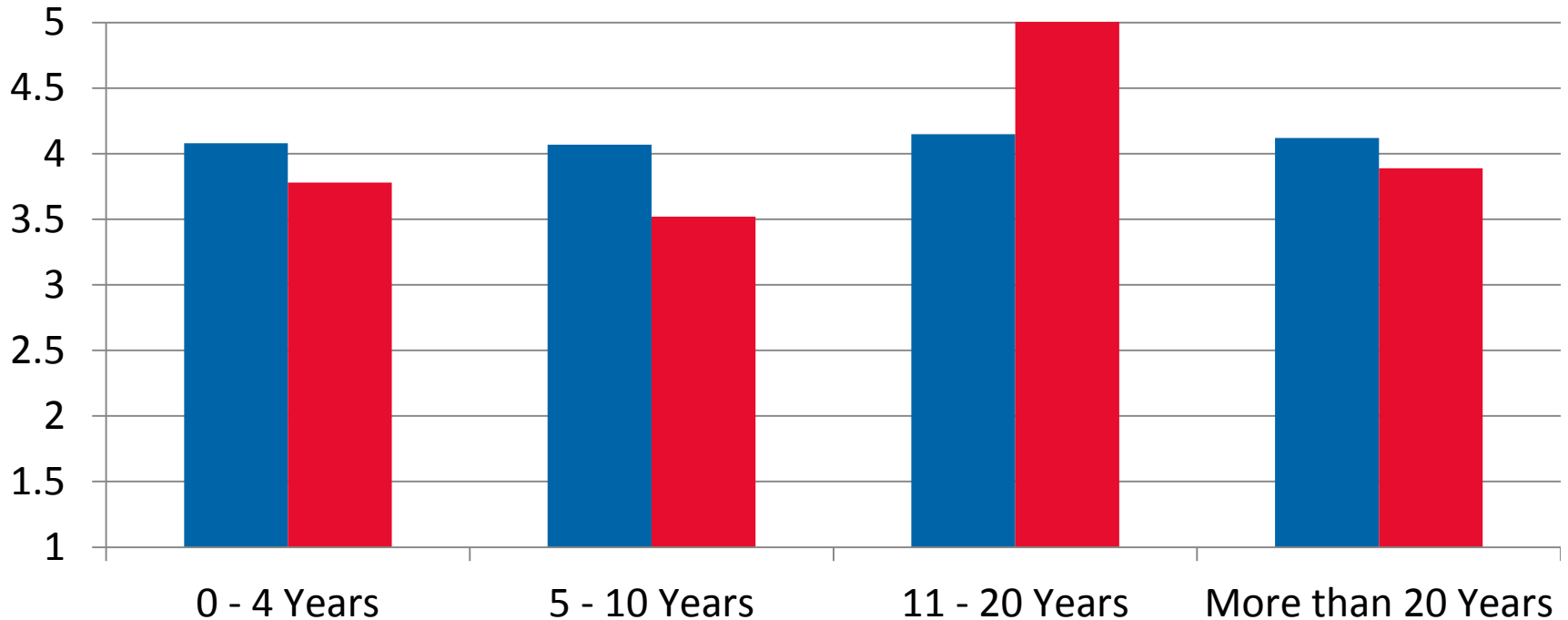
Level of Concern Compared With Preparation Based on Academic Program Preparation: Mental Health



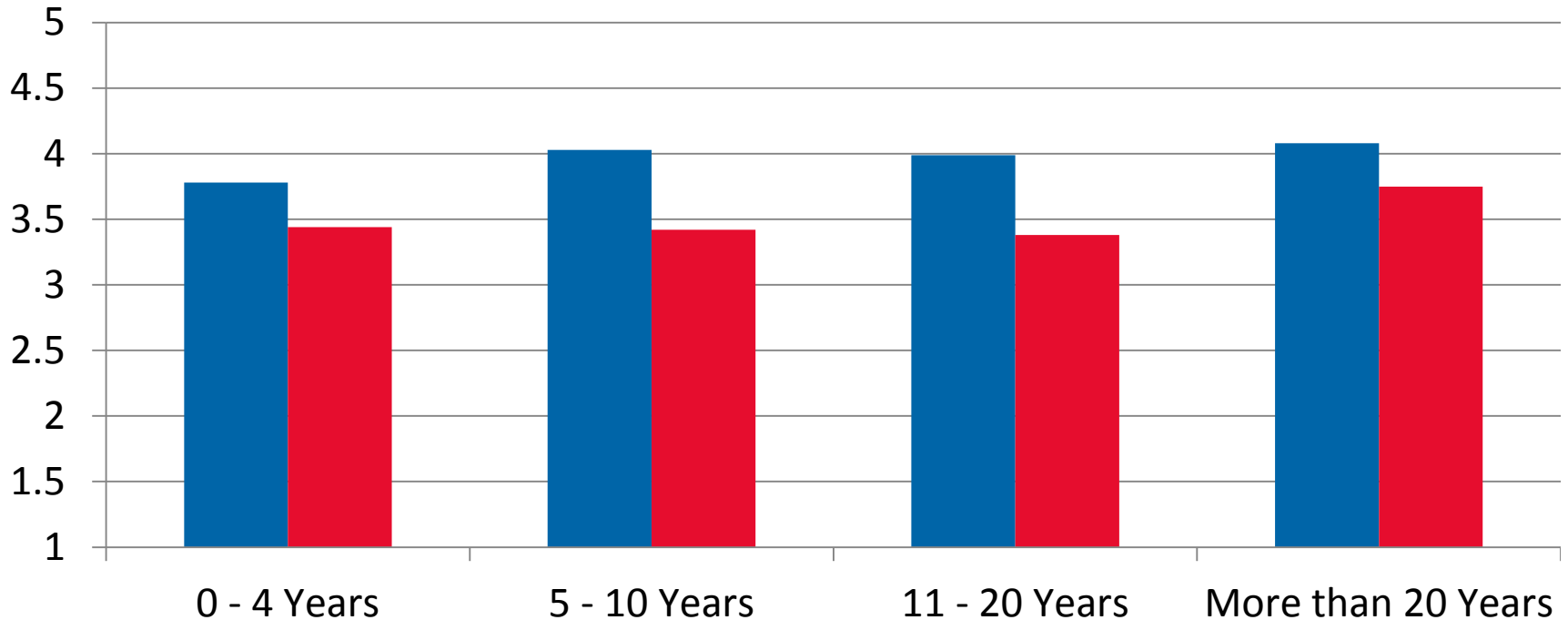
Professionals' Years of Service

Professional Years	N = 545
0 – 4	119
5-10	153
11-20	157
More than 20	126

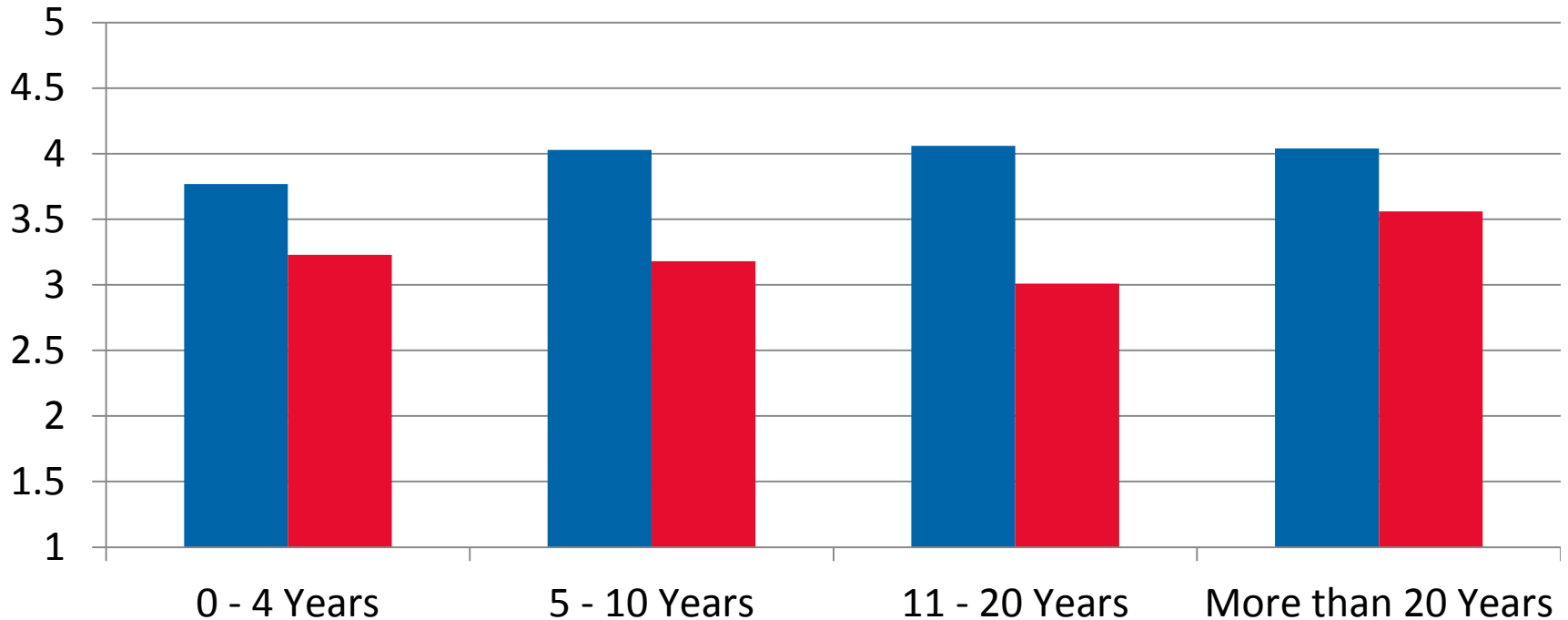
Level of Concern Compared With Preparation Based on Years of Experience: Stress Management



Level of Concern Compared With Preparation Based on Years of Experience: Emotional Health



Level of Concern Compared With Preparation Based on Years of Experience: Mental Health



Academic Programs Assessment

- **Website Review** of Academic Requirements
- **E-Mail Contact** of Academic Program Coordinators
 - N = 180
 - Responses from 98 (54%)
- **On-Line Survey:** Academic Program Coordinators
 - N = 180
 - Responses from 73 (40.1%)
 - Descriptive Review

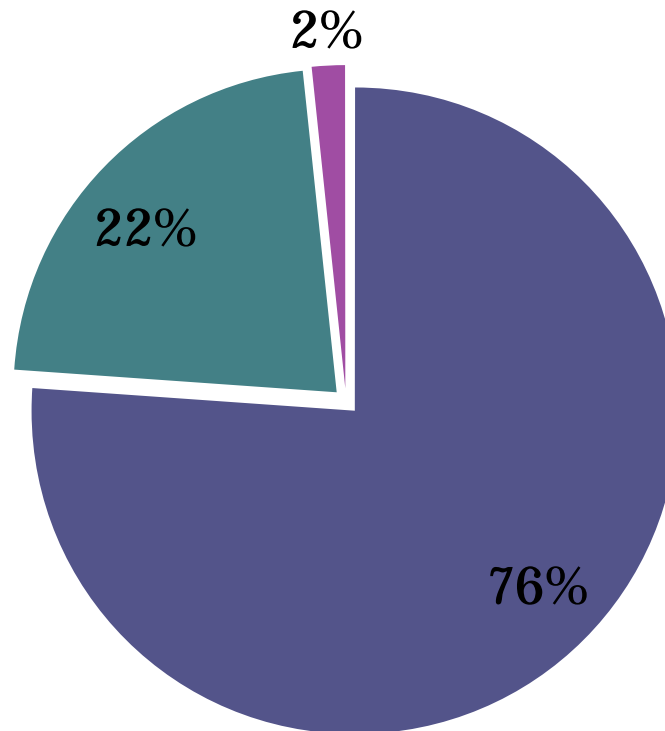
Website Review of Academic Requirements: Wellness Offerings in Preparation Programs

- Data was collected from
 - <http://naspa.org/>
 - <http://www.petersons.com/>
 - [http://grad-schools.usnews.rankingsandreviews.com/
best-graduate-schools](http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools)
- Reviewed plan of study/course curriculum of 180 Higher Education Administration / Student Affairs related Masters Programs

- 43 of 180 programs that had courses in the following general areas:
 - counseling with college students
 - helping skills for practitioners
 - intervention skills
 - counseling skills
- Of these 43, only three institutions had workshops and seminar courses on wellness and alcohol/substance abuse:
 - The College of Saint Rose:** EPY 637 Substance Abuse Prevention Workshop (no credit)
 - University of South Florida:** EDF 6935: Wellness Seminar (required)
 - University of Connecticut:** EDLR-5112 Alcohol and Other Drugs and Their Influence on Higher Education (elective)

Wellness Offerings in Preparation Programs

- No course on Wellness and Alcohol/substance abuse
- Courses such as counseling with college students, helping skills for practitioners, intervention skills, counseling skills
- Courses (workshops) on Wellness and alcohol/substance abuse



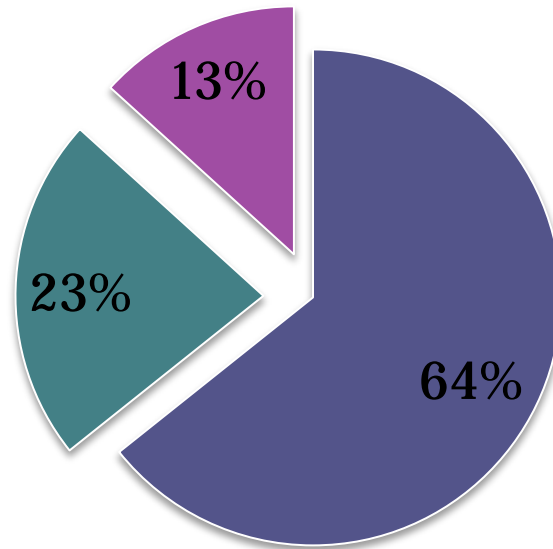
E-Mail Contact of Academic Program Coordinators

- Data collection was done with 180 program coordinators of the higher education administration/student affairs/college student personnel programs. An email request addressed the following questions:
 1. Does your program offers any course(s) specific to wellness and/or substance abuse for Masters Students in your Higher Education/College Student Personnel/Student Affairs program?
 2. Does your program have a requirement for Masters Students to take a course in this subject area?
 3. If you do offer this course, would you please provide the course title and credit hours?

- 98 of 180 programs coordinators responded to the email inquiry
 - * 63 (64.3%) programs do not offer courses on Wellness and Alcohol/Substance Abuse
 - * 22 (22.4%) programs indicated that they do not offer a course but address the topic in some of their courses
 - * 13 (13.3%) programs offer courses on Wellness and Alcohol/Substance Abuse as an elective but through other departments (i.e. counseling)

Wellness Offerings in Preparation Programs

- No course on Wellness and Alcohol Abuse
- No course but the topic is addressed in some courses
- Yes as an elective but mostly through other departments (i.e. counseling)

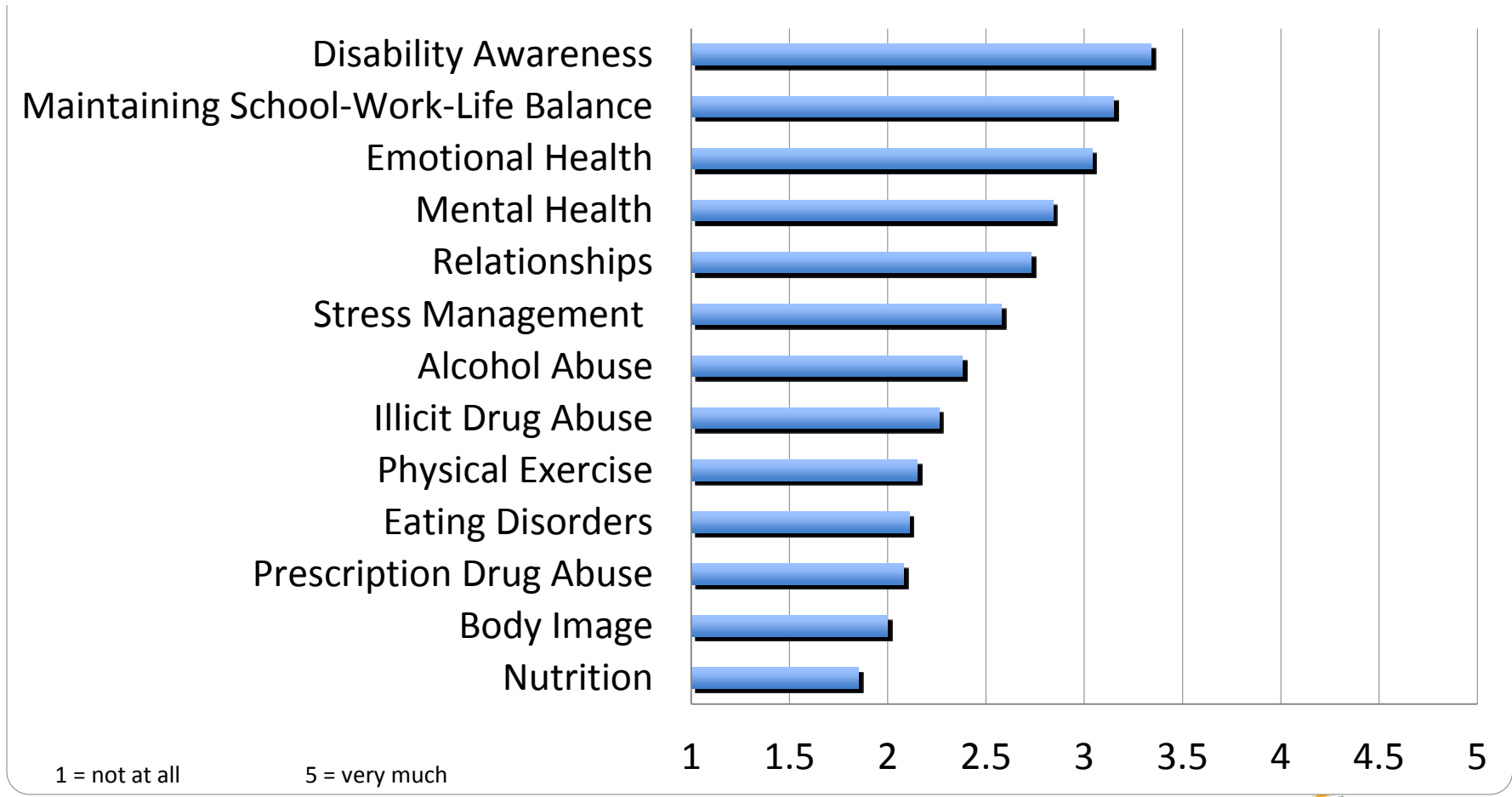


Academic Affairs Assessment On-Line Survey

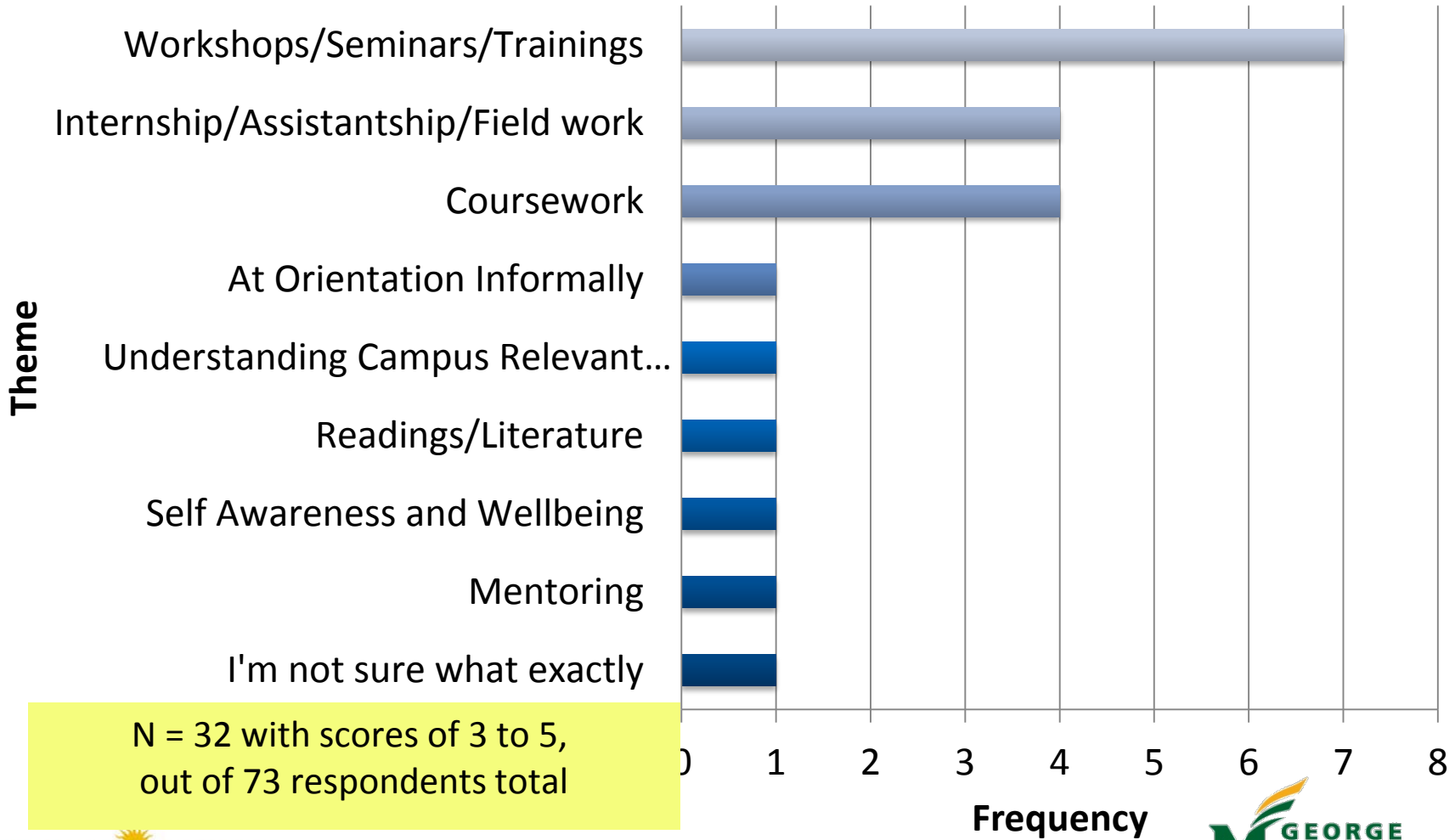
- To what extent does your academic program prepare students to deal with each of the following?
[1=not at all to 5 = extremely well]
- For those questions where your response is 3 or higher, what strategies or approaches are used to accomplish this?
- What plans does your program have for increasing the level to which any of the topics are addressed with your students?

Academic Affairs Assessment: On-Line Survey

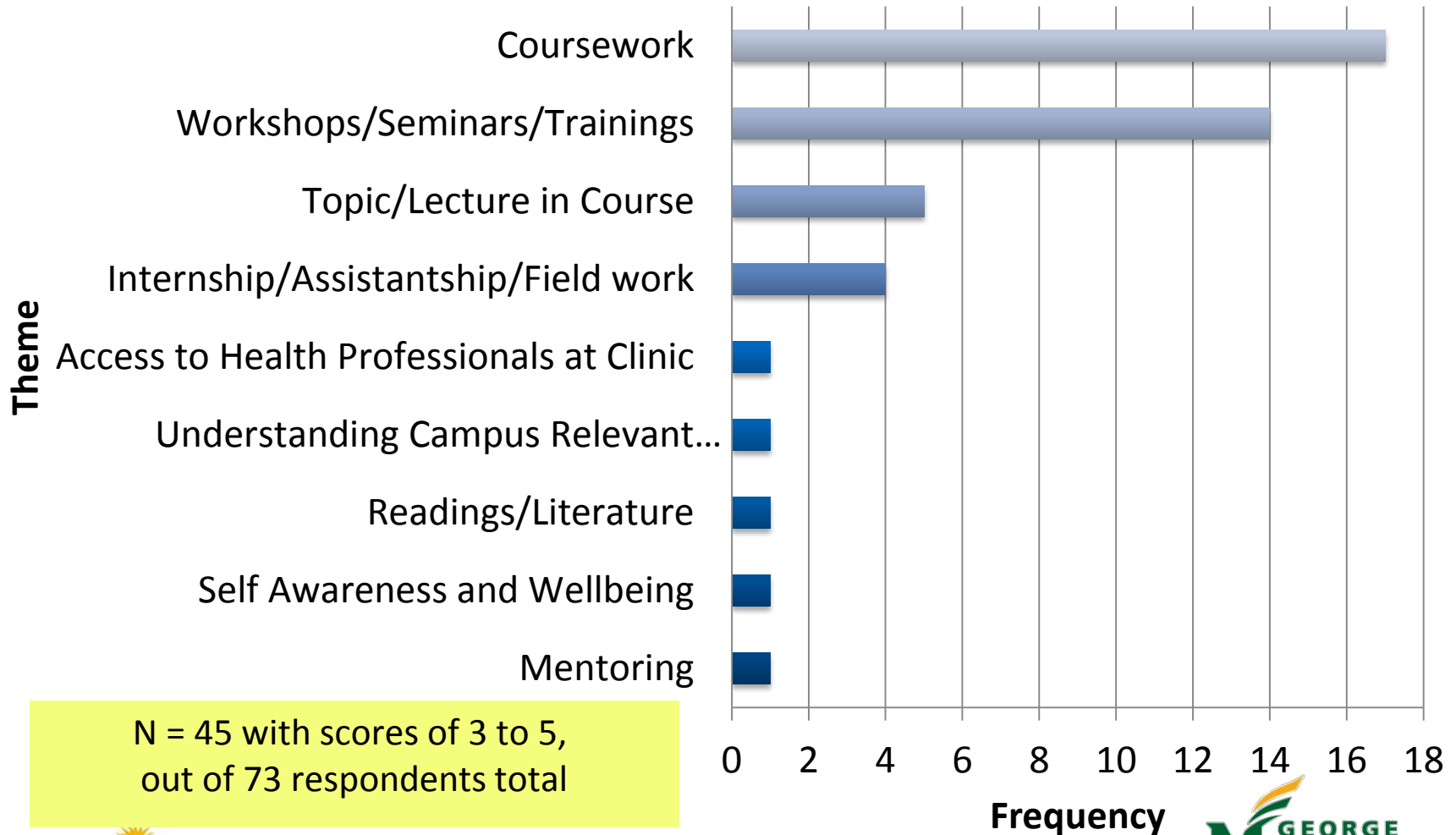
Extent to Which the Program Addresses the Problem or Concern



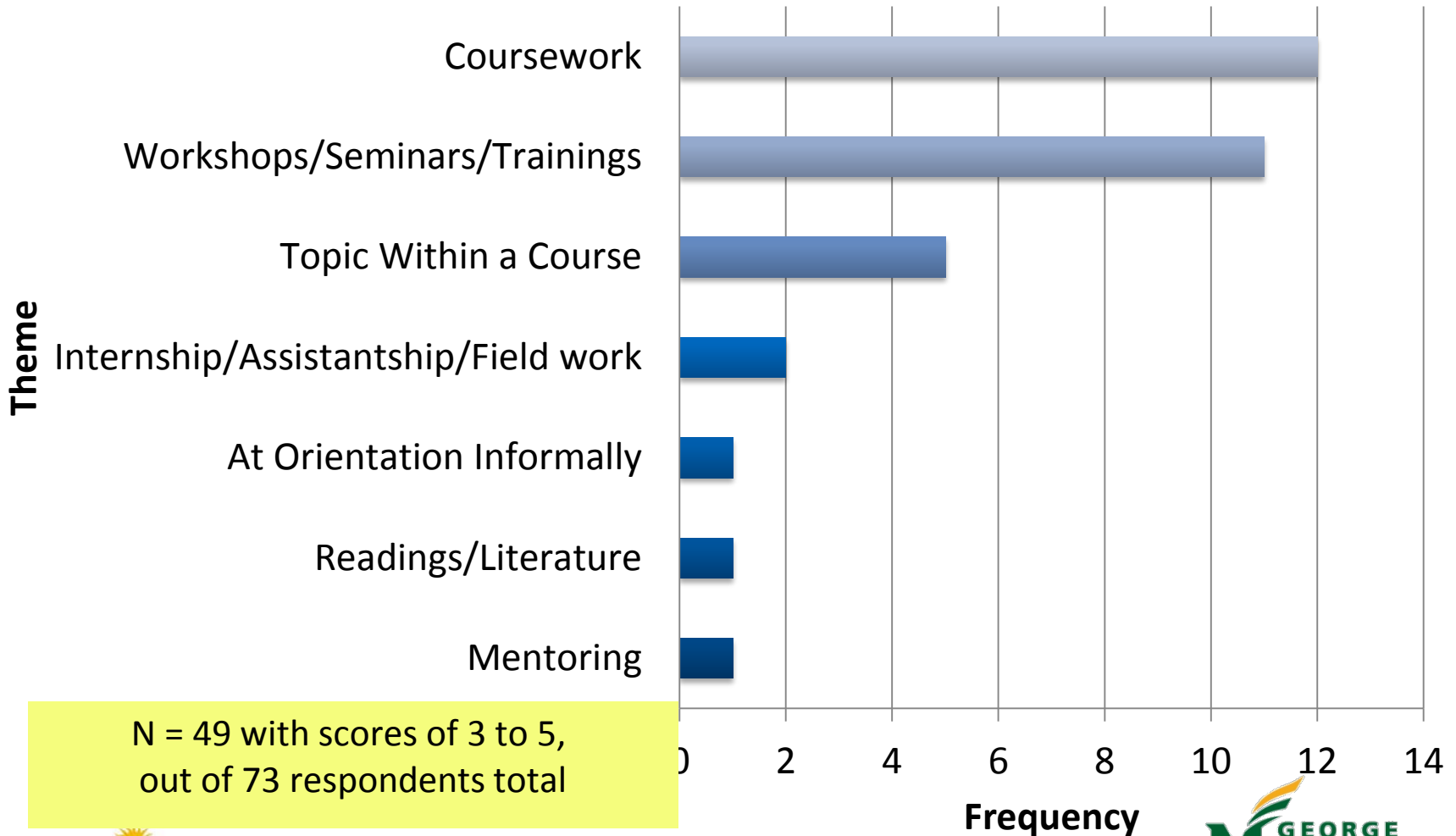
Topical Integration: Stress Management



Topical Integration: Mental Health



Topical Integration: Emotional Health



Topical Integration: Stress Management

Theme	Examples
Coursework	
Internship/Assistantship	
Workshops / Seminars / Trainings	
Counseling	
Readings / Literature	

Topical Integration: Mental Health

Theme	Examples
Coursework	The Ohio State University: Counseling Theory and Practice
Internships/Assistantships	Staff Training in the Residence Halls

Topical Integration: Emotional Health

Theme	Examples
Coursework	Florida State University : Capstone in Higher Education Florida State University: Intentional Interventions
Workshop	GA Professional Development Sessions
Hands-on Application, Internships	Core Competency – Personal Foundations

Summary Findings

In virtually all cases, the perceived extent of concern or the problem on wellness issues is greater than the level of preparation.

The perceived level of the problem regarding wellness issues, among college administrators, is moderate.

Academic program preparation on wellness issues is viewed as moderate or low.

Only one academic program (of 180) has a dedicated, required course on wellness issues.

The infusion of wellness issues (and with stress management, mental health, and emotional health issues) into courses is found to a limited extent.

Specific documentation of how an academic program achieves a relatively high score on wellness issues is lacking.

Recommendations for Leadership

Better address the obvious disconnect between the need (nature of the problem) and the academic program preparation.

Discuss ways of infusing wellness issues into the curriculum, including what is reasonable to cover and in what format

Conduct systematic program reviews to monitor attention to current issues and student needs in substantive and appropriate ways for new professionals.

Assess the current practical problems new professionals deal with, including how much time wellness issues take up with practitioners.

Share strategies, syllabi, and obstacles/challenges

Get involved with appropriate membership groups, such as knowledge communities, commission, faculty fellows programs, etc.

Plan to submit a conference presentation for Spring, 2015 to review progress and next steps on these issues.

Contact Information

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