

Lessons Learned from Offering in-Department Wellness Programs

Dr. Jacquelyn Kay Nagel, James Madison University

Dr. Jacquelyn K. Nagel is an engineer, academic, and consultant. At James Madison University she is an Associate Professor in the Department of Engineering. She earned her Ph.D. in Mechanical Engineering from Oregon State University, and her M.S. and B.S. in Manufacturing Engineering and Electrical Engineering, respectively, from Missouri University of Science & Technology. As a multidiscipline engineer her diverse areas of expertise are bio-inspired design (BID), mechatronic systems, and manufacturing automation. As a student, she worked at Kimberly-Clark, Motoman, and Intel and gained experience in the areas of industrial automation, manufacturing, and sensors. As a professor she has grown an international reputation for BID process and pedagogy research and has given invited talks/webinars/lectures to SWE, INCOSE, NASA, and at universities in Canada, France, and USA. As a consultant, she leads practicing engineers and organizations through the process of taking inspiration from nature to solve problems.

Dr. Jenna P. Carpenter, Campbell University

Dr. Carpenter is Founding Dean of Engineering at Campbell University. She is the 2022-23 President of ASEE and one of the recipients of the 2022 NAE Bernard M. Gordon Prize for Innovation in Engineering and Engineering Technology Education. Her areas of expertise are innovative STEM curricula and DEI issues in STEM education.

Engagement in Practice: Lessons Learned from Offering in Department Wellness Programs

Abstract

During the pandemic, reports from academic-focused sources emphasized the importance of providing services that address student well-being. A need to help students in the area of mental health and wellness within an undergraduate only department of engineering was recognized. Wellness Wednesday programming for students, faculty, and staff was started at James Madison University, a mid-size liberal arts focused university in the mid-Atlantic region of the east coast to address this need. The bi-weekly programming during the AY2021-22 addressed the eight dimensions of wellness which include: physical, intellectual, emotional, spiritual, environmental, financial, occupational, and social. An asynchronous approach to the programming was used to accommodate students' differing schedules. The Wellness Wednesday programming impacted 28% of the engineering student population and 41% of the engineering faculty and staff population through 13 sessions. Following the success of the program, the idea was shared nationally at the Engineering Deans Institute, which resulted in adoption in an undergraduate-only school of engineering at Campbell University, a liberal arts university on the East coast. A once-a-month asynchronous format (four hours) was used at this institution, versus the two-day, six-hour format used at James Madison. Programming impacted 12% of engineering students. This paper presents the framework for offering asynchronous wellness programming within a department, as well as best practices and lessons learned.

1. Introduction

During the pandemic, reports from academic-focused sources [1-3] emphasized the importance of providing services that address student well-being. A need to help students in the area of mental health and wellness within an undergraduate only department of engineering was recognized.

To address this need, two engineering programs housed at East coast, liberal arts universities started in-department wellness programs. The wellness programming attempts to provide engineering students, faculty and staff with a short break from their routine, formally acknowledge that tending to mental health and wellness is good practice, and model positive behavior and habits for and with students. It is one of several non-academic programs that are offered to students that seek to build community and encourage students to engage in a broader range of activities. By a department officially sponsoring these types of activities, the goal is to not only indicate to students that wellness is important and valued, but give students permission to take time off from studying to participate.

At these institutions, the undergraduate engineering programs include a significant number of general education courses which puts the degree programs at 126 and 136 hours. This means

that students carry heavier course loads than other majors on campus, which can result in stressful semesters and many hours dedicated to studying. Like other institutions, there has been an increase in self-reported mental health issues and struggles among students since the beginning of the pandemic. While non-academic activities to build community and provide students with some fun opportunities have been offered for a number of years, it was felt that a specific focus on and acknowledgement of mental health struggles, self-care, and overall well-being was needed to educate and provide students with practical strategies that could be used to manage these challenges. While both intuitions offer campus-wide programming on mental health and wellness, the activities are too far away or the topics are not attractive to engineering students.

It should be noted that students with serious mental health issues are referred to campus counseling centers, but students cannot be forced to take advantage of them nor does the campus have the staff and capacity to handle the increase in caseloads since the beginning of the pandemic. Second, a much larger segment of students suffers from mental health challenges that are likely not severe enough for them to reach out for help, yet which are serious enough to cause a level of stress, anxiety, or depression that interfere with their academic success and overall health. Equipping students with strategies and modeling positive behaviors can assist them in managing these challenges and mitigating negative impact.

2. Motivation

Engineering students can be a vulnerable population with high stress or anxiety which leads to a lack of well-being. Engineering curricula tend to be packed with heavy course loads that involve problem and lab/project-heavy courses, fast-paced courses with significant theoretical content to master, significant homework and exam requirements, and, often, heightened competition among students. Moreover, engineering courses tend to have strict pre-requisite and grade requirements that may mandate grades of C or higher to pass, which make the consequence of failing a course higher. Engineering majors are likely to have been higher achievers in high school (due to the advanced math and science background required for admission to most programs) and not used to making lower grades or struggling to do well. Succeeding in engineering generally requires that students quickly become expert time managers, adept at self-motivation and focus, efficient and fast learners, and largely focused on their studies to the exclusion of most everything else. These high-pressure situations leave little margin for error and often do not provide students with the time to adjust to college and learn these types of management skills that are needed to be successful. Therefore, engineering majors are particularly vulnerable and likely to encounter a near continual level of high stress or anxiety that leads to overall lack of well-being in multiple dimensions.

Recent literature emphasizes the importance of providing services that address student well-being, wellness, and mental health. This section presents the work in reverse chronological order, starting with sources that were released during the pandemic followed by earlier work that was published pre-pandemic.

In a 2020 report by the Chronicle of Higher Education [1], it was found that the traditional model of serving students' needs for mental health and well-being that involves attending sessions at a counseling center on campus is not scalable to meet demand. This has resulted in long wait times, off-campus referrals, limited follow-ups and students not getting the treatment they need [1]. Anxiety, depression, and stress are the most frequently reported problems students are facing, which can be successfully addressed outside of the counseling center through prevention services that are offered elsewhere on campus such as departments, residence halls, libraries, and athletic facilities [1]. When a campus, college, or department takes a proactive approach to addressing students' wellness needs, they can decrease the number of students seeking treatment to make room for those that truly need it and possibly prevent crises from ever happening [2]. Furthermore, most students want guidance on stress reduction from their institution with the second highest topic being how to help others in distress [4]. Once students learn strategies for recognizing and coping with distress, they can take control of their own well-being.

Prioritizing student wellness can be a vital retention strategy, especially for underserved populations [1-2]. For example, wellness programming that helps to keep students connected socially to their peers, mentors or institutions, physically or digitally, prevents isolation [3]. Technology, however, can be a distractor when it comes to wellness, unless it is strategically used to build and sustain connections or provide access to services such as teletherapy [1,3]. Peer mentors are also a reliable approach to connecting fellow students with the resources they need in an approach way [2]. Building a culture of wellness improves the well-being of students, faculty, and staff [3].

One of the most regarded theories of well-being is the one put forth by Seligman [5]. Seligman's PERMA model explains that well-being requires the presences of five pillars (positive emotion, engagement, relationships, meaning, and accomplishment). Studies have shown that these five pillars are tied to better academic outcomes in students. The outcomes include better overall adjustment to college life, academic success, and general satisfaction with life [6-8]. Moreover, research suggests that each of the five pillars is also positively associated with student physical health, robust well-being, and life satisfaction [6]. Lastly, studies show that helping individuals adapt during times of increased stress improves not only their immediate well-being, but can also increase their likelihood of well-being in the future [9].

3. 8 Dimensions of Wellness

Wellness is a multi-dimensional construct that encompasses a person's physical, intellectual, emotional, spiritual, environmental, financial, occupational, and social health [3,10,11]. Column two, Table 1 provides a brief description for each wellness dimension. Health is a state of being, whereas wellness is an active process that involves decisions toward good health. Furthermore, the wellness dimensions are mutually interdependent, thus attention must be given to all the dimensions with a goal of finding a balance that works for the individual [10].

Table 1: Eight Dimensions of Wellness with examples

Physical	Recognizing the need for physical activity, diet, sleep, and nutrition.	<ul style="list-style-type: none"> • Awareness of sedentary, sleep, and eating behaviors • Engaging in regular exercise • Developing habits that improve care for the body • Maintaining a positive body image
Intellectual	Seeking to expand knowledge, skills and creative abilities.	<ul style="list-style-type: none"> • Maintaining a curiosity about all there is to learn • Engaging in activities that stimulate the mind • Developing routines that support knowledge retention • Practicing skills to improve them or learn new ones • Understanding how technology supports learning
Emotional	Coping effectively with life and an ability to express a wide variety of feelings.	<ul style="list-style-type: none"> • Awareness of limitations and seeking support when needed • Practicing strategies for coping with stress or anxiety • Developing resilience • Managing grief, loss, failure • Understanding how to be positive/optimistic
Spiritual	Developing a sense of purpose and meaning in life.	<ul style="list-style-type: none"> • Embracing cultures and traditions • Identifying personal values and beliefs • Finding connection to something greater than ourselves • Developing mindfulness
Environmental	Choosing a lifestyle that sustains the Earth's natural environment.	<ul style="list-style-type: none"> • Understanding personal impact on the environment • Observing and engaging with the environment • Spending time in nature • Developing good habits to reduce the spread of community disease
Financial	Making responsible decisions to live within means and setting financial goals for the future.	<ul style="list-style-type: none"> • Understanding personal finances • Tracking spending and saving to maintain a budget • Developing good spending habits • Access to insurance
Occupational	Engaging in work that is meaningful, enjoyable and aligns with personal values.	<ul style="list-style-type: none"> • Understanding career paths • Awareness of personal skills and interests • Engaging in professional development • Networking with alumni and other working professionals
Social	Establishing a sense of connection and belonging through positive relationships.	<ul style="list-style-type: none"> • Joining organizations, clubs, or community groups • Connection to peer cohort or department • Awareness of impact on others • Developing healthy relationships • Strengthening communication skills

Wellness needs vary for different age groups. The column three, Table 1 provides examples of how the eight dimensions of wellness relate to college aged students, but they are not exclusive to students enrolled in an engineering program. Not all students need to work on all dimensions equally or simultaneously. Rather, a self-care assessment can help students identify where they might be deficient and provide guidance on the type of strategies to seek out.

4. Wellness program frameworks at two institutions

4.1. James Madison University

This subsection describes the wellness programming at James Madison University, the first of two universities, as well as the broader university services the in-department wellness program compliments.

4.1.1 Program structure

During the 2021-22 academic year, 13 Wellness Wednesday events were held, seven in the Fall semester and six in the Spring Semester. The events were offered bi-weekly (on Wednesdays during in the Fall, on Wednesdays and Thursdays in the Spring). The programming was designed to be asynchronous so that students could come and go throughout the day and be self-paced (from 11am to 5pm on a single day in the Fall, from 3-6pm on two days in the Spring). Across the entire academic year, all eight wellness dimensions were showcased. Each wellness event was focused on a single dimension of wellness and included an activity and list of resources on that topic, as well as consistent components that were available during each event (snacks, coloring, origami, the Let it go! board, and the how are you feeling mentimeter poll).

The bi-weekly topics were determined at the beginning of the semester and posters were hung to communicate the topical schedule. Wellness session topics included: the 8 dimension of wellness (first session of the semester), mental health, health benefits of nature, rest and resilience, alumni connections, Lego builds, DIY stress relief toys, dealing with anxiety, personal finance, and personal story sharing for connection and affirmation. Emotional, social, and environmental wellness were the most offered topics but included different activities. For example, in the Fall semester environmental wellness was addressed with the health benefits of nature and included a nature sketching activity that encouraged people to spend some time outdoors, whereas in the Spring the activity was to form a walking group on the half hour to make one lap around the courtyard behind the building. The set of resources shared at both events were the same and were infographics about the benefits of spending time in nature. As a second example, the emotional wellness activities in the Fall were an alumni guest speaker on the topic of mental health with mental health trivia hosted on slack and a DIY stress relief toy build, whereas in the Spring a paper airplane contest was hosted. The resources for both were focused on strategies for dealing with stress and anxiety. Figures 1-6 show the breadth of the wellness activities at the East coast, liberal arts university.



Figure 1: Student engaged in coloring a positive message



Figure 2: Collaborative Lego build that resulted in a surfing giraffe



Figure 3: Example mentimeter poll from November 2021



Figure 4: Students, faculty, and staff engaged in meditation led by recreation staff

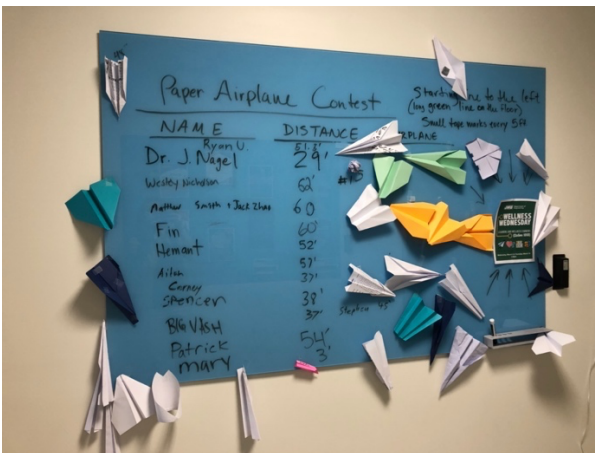


Figure 5: Paper airplane contest leaderboard with all flown airplanes attached



Figure 6: Faculty selfie with students taking a wellness walk outside

4.1.2 Resource needs

A common space that students were familiar with was critical. In the Fall 2021 semester the events were hosted in the department maker space (especially when the activity could result in a mess) and one of the design studios (flexible furniture and more room to spread out). In the Spring 2022 semester the department's Learning and Wellness Commons space opened and all the wellness events were hosted in there to signal to all students the importance of wellness in the departmental culture. Literature suggests that there are benefits to having a dedicated space for wellness [1]. Digital space was also dedicated to wellness. A page was created to host all the resources shared at the events in the departmental Canvas site that all students, faculty, and staff have access to. Now everyone in the department has a repository of wellness information regardless of if they attend or not.

One person was required to be in the space where the Wellness Wednesday event was hosted. This person explained the topic, activity, and resources for the event and asked participants to contribute to the mentimeter poll or Let it go! board. They also kept track of supplies and made sure participants had what they needed. Participants were offered a snack after they engaged in some aspect of wellness.

4.1.3 Student response and engagement

Student response to Wellness Wednesday was positive. The same was true for faculty and staff. Students appreciated the department showing care for the wellness of its students even if they did not attend the events. A linear trend emerged across the academic year amongst the students with the senior cohort engaging the most (likely because the organizer was an instructor of senior design) and the first-year cohort engaging the least. The year of Wellness Wednesday events impacted 28% of the engineering student population and 41% of the engineering faculty and staff population. These percentages correlate to a student, faculty, or staff member attending at least one Wellness Wednesday event. Repeat attendance of senior, junior, and sophomore students and faculty occurred but is not reflected in these percentages.

When polled between semesters about the wellness activities they liked the most, the collaborative Lego build was by far the favorite activity with the DIY stress toy build and the rest and resilience activity as second and third, respectively. This influenced the set of topics for the Spring 2022 semester. Of the consistent components the snacks were the most liked followed by coloring. Students also liked the variety of resources shared during the wellness events and appreciated having constant access to the resources through the Departmental Canvas site.

The Wellness Wednesday programming continued into the 2022-2023 academic year as part of the engineering Learning and Wellness Commons, where activities and events are organized by students, led by students, and for students. Four student coordinators manage the space, promote collaboration, and facilitate individual and group tutoring in areas of learning and wellness. The types of support offered by the engineering Learning and Wellness Commons include academic development, professional development, experiential development, and self-care development. Now that the Learning and Wellness Commons is an established space, coloring, origami, and the Let it go! board are available all the time as well as Legos, fidget toys,

and some games. Thus, the wellness programming has shifted focus to educating people on a wellness topic through an activity and dissemination of resources.

4.1.4 Campus wellness ecosystem

James Madison University prioritizes students' health and well-being through centers, events, and resource access. The university counseling center is the primary place students can seek help from experienced mental health professionals through individual or group counseling, assessment and referral options, and information about prevention or coping strategies. Services are developmental, proactive, and outreach-oriented. The center is fully accredited by the International Association of Counseling Services and meets the standards set forth by the American Psychological Association and the American Counseling Association.

The university recreation center offers health and wellness programming each semester on a wide range of topics. The introductory classes cover different aspects of wellness such as sexual health, cooking and meal planning, party smarts, dealing with stress, managing social media, eating disorders, healthy relationships, sleep, and listening. As a compliment to the in-person programming, the recreation center produces a health and wellness podcast to help students lead healthy and productive lives. The university health center monthly publication called Potty Mouth, written by students for students, hangs inside a bathroom stall. This one-page publication shares health center events and information as well as campuswide events that focus on health.

In the 2022-2023 academic year, the university improved access to virtual mental health and wellness support services through partnership with a new platform called TimelyCare. Students do not need insurance and do not need to visit the counseling center to access the service. This free service offers students access to 24/7, on-demand access to a mental health professional to talk about anything at any time, up to 12 telehealth counseling visits annually with a licensed mental health provider, health coaching on nutrition, exercise, sleep habits, mindfulness, and goal-setting, and self-care videos or group conversations.

4.2. Campbell University

This subsection describes the wellness programming at Campbell University, the second of two universities, as well as the broader university services the in-department wellness program compliments.

4.2.1 Program structure

During the 2022-23 academic year, eight wellness events were held, one each month (the first Tuesday of the month during Fall Semester, the last Monday of the month during Spring Semester). In the Fall Semester, attendees participated in a fun activity (origami, outdoor games, 3D puzzles, and Christmas cookie decorating) and enjoyed a snack. Faculty and staff were welcome to attend and a number of them stopped by. Activities were planned and staffed by two graduate assistants, under the supervision of the Director of Student Success. In the Spring Semester, in addition to an activity (crafts, meditation and reflection, scavenger hunt, outdoor games) and snack, students were provided with a wellness resource (emotional

wellness, spiritual wellness, intellectual wellness, and physical wellness), targeting a different dimension of wellness each month. Use of posters and other materials to emphasize wellness strategies was also implemented in the Spring Semester, as well as a monthly podcast to advertise the activities and wellness focus. Additional staffing support was provided in the Spring 2023 Semester by volunteer undergraduate engineering majors. Figures 7-10 show the breadth of the wellness activities at Campbell University.



Figure 7: Students and staff showing off their origami creations



Figure 8: Students and staff enjoying learning about meditation and reflection



Figure 9: Students and faculty enjoying an outdoor game



Figure 10: Students engaged in coloring positive messages

4.2.2 Resource needs

Because the engineering program at this institution is fairly new, undergraduate only and smaller (200 students), the number of faculty and staff with the ability to run this program is small. In the 2022-23 academic year, graduate assistants were used (due to the pandemic, several student athletes who were undergraduate engineering majors had an extra year of NCAA eligibility, so they stayed at the institution a fifth year and participated in a 5th year MBA program). Given that this is a unique situation which will not reoccur, in Spring Semester we transitioned to using undergraduate volunteers to assist with the program, with the goal of

hiring upper-level undergraduate student workers to run the wellness program next year. The dean has funds to support the program (pay student workers and purchase supplies and materials for the activities and snacks) at this time. If the program were to grow much larger (say, if 50% of engineering majors participated) or if future budget cuts reduced the student worker budget, the program might need to be revised.

4.2.3 Student response and engagement

Student attendance during the Fall 2022 Semester was steady, with approximately 12% of engineering majors participating each month. Some students noted that they would like to attend, but that the day (Tuesday), time (10 am – 2 pm) and location (main building) overlapped with their classes taught on the other side of campus. Between semesters, students were surveyed to determine the preferred day and time. There was not a day and time that was an overwhelming favorite, but the day and time was moved to Mondays, from 10 am – 2 pm in the main building during the Spring 2023 Semester to attempt to better accommodate student schedules. The survey also asked students if they attended at least one of the wellness events in the fall and, if so, which event was their favorite; which events (if any) they would like to see repeated; additional suggestions for the activities; and whether or not they were willing to volunteer to help with one of the events. 36% of survey respondents had not attended a wellness even in the fall. Of those that did attend, 57% liked the outdoor games best. When asked about which activities they would like to see repeated, 73% of respondents wanted to do the outdoor games again, 50% wanted to repeat the origami activity, 41% asked to do the 3D puzzle activity again, 23% asked to do cookie decorating in the spring, and 18% preferred new activities (note that students could select more than one answer on this question). 41% of survey respondents wanted to volunteer to help run one of the wellness days in the Spring Semester.

4.2.4 Campus wellness ecosystem

Campbell University prioritizes students' mental health in multiple ways on our campuses. In Counseling Services, mental health services are available to every student at no charge and their insurance is not billed. This program operates similar to a private practice that adheres to HIPPA with secure electronic medical records as well as all aspects of ethics and confidentiality. Counseling Services provides individual counseling services, support groups, informative psycho-educational groups, and meaningful and engaging outreaches both in-person and virtually. The main treatment method is solution-focused to equip students with the needed skills to be successful as a student and in their future careers. Additionally, campuswide Well-Being programming with the Well-Being Wheel and frequently offers Well-Being Wednesday programs. Counseling Services contributes to the campuswide Well-Being newsletters.

Counseling Services also serves on a committee of key stakeholders (the Prevention Intervention Team for Student Success (PITSS) Committee) on campus that assists struggling students with resources to improve their academic experience. This committee utilizes a software platform by Starfish which allows PITSS members to identify a student in the program with a Well-Being flag, then the social worker intern in Counseling Services who serves as a case manager will contact each of the flagged students.

Campuswide efforts to address the increasing need and demands of mental health services include a program referred to as Well-Being Ambassadors. Faculty and staff in key buildings and positions throughout the campus have been identified and trained in Mental Health First Aid, QPR (Question. Persuade. Refer. – a suicide prevention training), and other basic areas of mental health concerns among college age students. Additionally, to support the other dimensions on the Well-Being Wheel, other departments such as Campus Life, Title IX, and Spiritual Life offer support with a set curriculum. Together, the goal of these efforts is to increase the number of members of the campus community who are trained, ready, and easily available to support basic mental health concerns across campus.

5. Best practices and lessons learned

5.1. What works?

Self-guided activities that allow for people to come and go at different times work very well. This allows for people to engage for the amount of time that their schedule allows for, from 10 minutes to multiple hours. Activities that focus on promote mindfulness or social interaction have the highest engagement. For example, paper airplane competitions or collaborative Lego builds that span an entire day or two engage many people and promote social interaction across grade years. Individual activities such as coloring or origami promote mindfulness.

Having one or more graduate or undergraduate student assistant(s) that work with a faculty or staff organizer for the wellness programming is beneficial to not only assist with overseeing programming content, but they also serve as a friendly face to welcome and encourage other students to engage in the activities. When faculty and staff engage in the activities it demonstrates to the students the value of making time for wellness, which helps to integrate it into the organizational culture.

Offering food, especially pre-packaged snacks, is a great way to attract people to the programming.

5.2. What doesn't work?

Accommodating student, staff, and faculty schedules does not work. For faculty and staff to be involved, the programming must be during the working hours. For students to be involved it must not overlap with classes, given that classes are spread across the week and from morning to evening. Thus, finding a day and time to offer the wellness programming that does not interfere with classes and does not go too late into the day is a challenge. One option to make the programming more accessible is to offer the same activity on a MWF time and a TTh time.

The location of the activities is an important factor. Hosting the wellness programming outside the department or in a place that engineering students rarely go does not work. When a department spans multiple buildings, some that are close and some that are far, it makes finding a good location to host the activities challenging. One option is to choose a location that students frequently pass by or through indoors or outdoors. Meaning, the activities don't have

to be in a classroom or lounge area. A second option is to host the activities in different locations on a rotational basis to catch a variety of people.

5.3. What could be improved?

Constant and consistent communication of wellness events, strategies, and resources could improve attendance and adoption. Although the wellness events occurred on a consistent schedule and students knew about them, some were not convinced that it was worth their time to attend. Providing more visual reminders of wellness strategies in the department might help generate additional interest, but also help students who do attend the wellness programming to remember the strategies they learned. Regular reminders through email or other digital platforms on wellness strategies and resources available to students could help to build interest and positive habits. Another improvement would be to ensure that all wellness dimensions are communicated to students on a rotational basis rather than focusing on the ones needed at the time of the programming, such as emotional wellness during exam weeks.

6. Conclusion/Call to Action

Wellness is a multi-dimensional aspect of life that all students should be aware of. Research shows that when students are well their learning and performance are increased. In-department wellness programming has the opportunity to provide engineering students, faculty and staff with a short break from their routine, formally acknowledge that tending to mental health and wellness is good practice, and model positive behavior and habits for and with students. Two frameworks for achieving this vision were shared. It was found that student engagement and appreciation for the wellness programming was strong. Students who participated in the wellness events tended to come back each month. Activities were popular, and, overall, the programs were well-received.

Transferability of wellness programs from one institution to another is feasible. The framework developed at James Madison University was transferred to Campbell University over a summer. Although both frameworks are different, they share the common elements of: asynchronous format that allows students to come and go, activity that addresses a wellness dimension, hosted in a department space where the students are, staffed by members of the department, offered a take-away resource that students could refer to in the future, snacks, and informing students of other programs offered on the campus that target wellness (such as the services explained in Sections 4.1.4 and 4.2.4). Other institutions can consider these elements as a set of requirements for building out a successful, in-department wellness program.

Due to the high stress or anxiety that is typical in engineering studies (and practice), we challenge more engineering programs and departments to offer wellness events to not only signal to students that their wellness is important and valued, but to consider it as part of professional development that will serve them throughout their careers.

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8. Appendix

This appendix includes example wellness resources.

8 Dimensions of Wellness



Physical

Recognizing the need for physical activity, diet, sleep, and nutrition.

- Exercising and eating nutritionally to maintain health
- Caring for your body in order to stay healthy across the lifespan
- Taking time to recover when sick
- Physical safety



Intellectual

Seeking to expand knowledge, skills and creative abilities.

- Recognizing creative abilities
- Stimulating the mind
- Maintaining a curiosity about all there is to learn
- Valuing lifelong learning



Emotional

Coping effectively with life and an ability to express a wide variety of feelings.

- Developing skills and strategies to cope with stress
- Managing feelings in a constructive way
- Successful life transitions
- Understanding and respecting behaviors, feelings, values, and attitudes



Spiritual

Developing a sense of purpose and meaning in life.

- Search for meaning and purpose in the human experience
- Seeking spiritual centered beliefs through religion, the arts, culture, or nature
- Identifying a core set of values and beliefs that guide daily life



Environmental

Choosing a lifestyle that sustains the Earth's natural environment.

- Understand and demonstrate concern for personal safety and awareness of surroundings
- Observing and engaging with the environment
- Caring for the environment
- Supporting environmental fit for health and wellness



Financial

Making responsible decisions to live within means and setting financial goals for the future.

- Satisfaction with current and future financial situations
- Planning for financial and legal security
- Healthcare coverage across the lifespan
- Access to services



Occupational

Engaging in work that is meaningful, enjoyable and aligns with personal values.

- Personal satisfaction and enrichment through work, careers, and employment
- Using skills and abilities through paid and unpaid work
- Engaging in personally meaningful and rewarding work
- Developing a sense of strengths, skills, values and interests



Social

Establishing a sense of connection and belonging through positive relationships.

- Developing a network of support
- Maintaining healthy relationships by connecting with family, friends, community
- Enjoying spending time with others and engaging in meaningful activities
- Caring about others, letting others care about you



Treat Yourself Tuesday

Tues., Oct. 4

Stop in Anytime, 10 AM - 2 PM

Carrie Rich 126

Take time out of your busy schedule to learn about some great Wellness Tips, Enjoy a Free Snack, & Try a Fun Activity!



Department of
Engineering

WELLNESS WEDNESDAY

LEARNING AND WELLNESS COMMONS
(EnGeo 1018)



Walking groups on the
half hour



Health benefits of
being in Nature



Coloring and Origami



Snacks

**Wednesday, March 30 & Thursday, March 31
3-6pm**

Image source: Flaticon.com



Department of
Engineering

WELLNESS WEDNESDAY

LEARNING AND WELLNESS COMMONS
(EnGeo 1018)



Future salary budgeting
challenge



Personal finance tips



Coloring & Origami



Snacks

Financial Wellness

Wednesday, April 13 & Thursday, April 14

3-6pm

Image source: Flaticon.com

Activity 3 Draw the leaves



- Pick any three leaves from above picture that you like.
- Draw each of those 3 leaves in 15 seconds.
- Now draw each of the 3 leaves again in 45 seconds each.
- Now draw each of the 3 leaves again in 2 minutes. Note, you must keep drawing for the entire 2 minutes, so think about the details you are able to now add with the extra time you have.
- Now lets repeat the same leaves in 45 seconds.
- Lastly, again draw each leaf in 5 second.

Two Minute Meeting Preparation Meditation

This is a short but powerful mindfulness practice to create focus and clarity before your meeting. Use this exercise to let go of any tension and become grounded in the present. Kate will guide you to cultivate a strong sense of assurance, poise and optimism for the remainder of your day.

Source: Kate James



90-second Deep Breathing Exercise to Relieve Stress



Dana Santas, a professional sports mind-body coach known as the Mobility Maker, shares a short, deep breathing exercise called 5-7-3 to help you relieve stress and lower blood pressure.

Source: CNN

Qigong for Reducing Stress and Anxiety

Reduce stress and anxiety naturally within minutes with the help of qigong. A combination of meditative movement, mindful breath and intention are powerful self-healing tools that can help you to reduce stress & anxiety and feel more connected.

Source: Qigong with Kseny on YouTube

