

# **Honors Wellness Ambassadors:**

A Peer Mentoring Program to  
Promote Holistic Wellness



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# Overview

- Motivation for the Creation of the Program
- Creating the Program
- The Program Today
- What We've Learned
- Looking Ahead
- Questions

# Motivation for the Creation of the Program

## Literature

- Increase in issues related to mental/emotional health on college campuses
- High-achieving students exhibit perfectionism
- Maladaptive coping strategies can lead to depression and anxiety (Flett et. al, 2016 and

Wimberley & Stasio, 2012)

## Anecdotal

- “Hyperinvolvement”
- Programmatic stressors (GPA requirements)
- Demanding course load
- Pressure to be involved

## NCHA Data (Clemson)

- Academic Impacts
- Mental Health Concerns

# National College Health Assessment Data - Mental Health



YEAR NCHA ADMINISTERED	2010	2012	2016
<b>Past 12 months:</b>			
Felt things were hopeless	38.7 (45.6)	41.3 (45.3)	50.4 (49.8)
Felt very sad	56.8 (60.7)	57.2 (61.0)	68.6 (65.0)
Felt so depressed it was difficult to function	22.5 (30.7)	28.1 (31.3)	33.3 (36.7)
Felt overwhelming anxiety	43.9 (48.4)	47.4 (50.7)	60.2 (58.4)
Felt overwhelming anger	32.1 (38.2)	31.7 (37.1)	36.5 (39.6)

 Clemson University data

 National reference data (in parenthesis)

# National College Health Assessment Data – Academic Impacts

YEAR NCHA ADMINISTERED	2010	2012	2016
<b>Past 12 months:</b>			
Affected by anxiety	18.4 (18.3)	20.2 (20.2)	25.4 (23.2)
Affected by depression	10.2 (11.7)	10.8 (12.4)	15.8 (15.4)
Affected by stress	26.1 (27.4)	31.2 (29.0)	35.3 (31.8)

 Clemson University data  
 National reference data (in parenthesis)

# National College Health Assessment- 2018 Data

Students in the Honors College and not in the Honors College are relatively similar in terms of overall health, nutrition, and exercise.

According to the 2018 NCHA data, students in the Honors College had much higher numbers regarding receiving psychological/mental health services than non-honors students.

Members of the Honors College also experienced more daytime sleepiness than regular students. However, both categories of students had similar percentages regarding feeling an above average amount of stress, and the same willingness to seek out professional help if needed.



# Wellness Ambassadors

**CLEMSON HONORS COLLEGE**



# Creating the Program



# Program Proposal

A program proposal was developed and presented to the Director of the Honors College.

The program proposal included:

- Purpose statement
- Framework- 8 dimensions of wellness
- Proposed budget
- Recruitment/selection
- Training
- Roles and responsibilities of WAs
- Program structure

We also used this when meeting with potential campus partners.

Developed/changed throughout the planning and implementation process.

# Campus Partners

- Healthy Campus
  - Residential Living
  - Residential Learning
  - Office of Access and Equity, Title IX
  - Counseling and Psychological Services
  - Wellness Living-Learning Community
-

# Recruitment & Selection

- Occurs in late fall/early spring semester
  - Online application- Google form (opened before winter break)
  - Information sessions
  - App reviewers: Graduate Assistant and me
    - Evaluations by current Was
  - Applicant numbers
    - 39 for 2017-2018
    - 27 for 2018-2019
    - 31 for 2019-2020
  - Approximately 15 selected for interviews
  - 9 selected as WAs first year; fill open spots each year
    - Career goals related to wellness (i.e.- genetic counseling, medicine, etc.) **OR**
    - Personal investment in wellness
  - Rubrics for application and interview question-  
can send to those interested
-

# Training

- NASPA Certified Peer Educator Training
- Wellness Dimensions
- Title IX Training
- Suicide Prevention Training
- Wellness Ambassador Response Protocol

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# Honors Community Wellness Survey

**Purpose:** To identify concerns specific to our community

361 Total Responses (23% of Honors population)

10 Total Questions

- Student's understanding of impact wellness has on success as a student
- Student's personal implementation of wellness practices
- Student's awareness/utilization of wellness programming

## Survey Results

### **Stressors:**

#1 Academics (329)

#2 Tied: Social Activities,  
Maintaining a Healthy Lifestyle,  
Relationships, Job/Internship,  
Finances

### **Sacrifices:**

#1 Sleep

#2 Workout

#3 Personal time

# The Program Today

# WA Responsibilities and Expectations

## Monthly Events

National Wellness Week

Fall for Wellness

Mindfulness Journaling

Spill the Tea

Yoga and Werk It Events

Friendsgiving

## Community Groups

81 students signed up

- Cooking and Nutrition
- Adventure
- Mindfulness
- Residential College

## Drop-In Hours

We provide during the week for students to drop by the Wellness Ambassador office to receive low-level support, hear about on- and off-campus resources, and feel heard.

## Website Blog

Expectations: each WA writes one blog a semester, focusing on a specific dimension of wellness

## Committees

Marketing and Promotions

Innovation and Involvement

Logistics

# Marketing/Promotion


Honors Blog

Mass Emails and Canvas  
Notifications

 [www.cuhonorswellnessambassadors.com](http://www.cuhonorswellnessambassadors.com)

Website

Drop-In and Event Flyers

 Facebook: Clemson University Wellness  
Ambassadors

Social Media

Instagram: cuwellnessambassadors  
Twitter: @CUwellnessa



# Supervision and Support

- Co-supervision model
  - Katie and the graduate assistant split the WAs for one-on-ones
  - Both lead team meetings when available
- Individual and team support
  - WA one-on-ones are once per month
  - Team meetings are every other week
  - Follow-up after drop-in meetings if students need to debrief

# Assessment Plan

- Honors Community Wellness Survey- beginning of program
- Drop-In Assessment
  - Pre-Meeting Questionnaires - for students to fill out at beginning of meeting
  - Conversation Logs - for Wellness Ambassador to fill out after meeting to document conversations, learning that occurred, and resources shared
  - Post-Meeting Questionnaires - for students to fill out after meeting
- Community Group Interest Survey
- Keep/Start/Stop with Wellness Ambassadors near end of semester

# What We've Learned

1. Our students are passionate about wellness!
2. Marketing is crucial.
3. We need to spend more time talking about effective programming with our WAs.
4. Frequent team meetings are more valuable than frequent one-on-ones.
5. Collaboration is key!
6. Students prefer small group environments.

# Looking Ahead

1. Continuation of Community Groups
2. Scale back on drop-in hours more and continue to assess their need/effectiveness
3. Reevaluation and restructuring of committees
4. Focus on increased collaboration within the Honors College and across campus

*Thank you for coming!*



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# Questions?

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