

Institution: Southern Adventist University

Title of QEP: Living in Balance: Healthy Minds

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EXECUTIVE SUMMARY

The Healthy Minds Quality Enhancement Plan (QEP) is a five-year plan to increase student well-being and decrease stress levels and psychological distress by providing students with a knowledge of wellness, stress, and anxiety as well as effective coping strategies for dealing with stress and anxiety. This is accomplished by providing curricular content along with supporting resources and campus-wide events and activities. The express purpose is to help students develop the skills necessary to achieve a healthy balance in their academic lives and transfer their learning to the challenges they will face in their future.

The selection of a mental health topic arose from the University's strategic planning process and was refined by subsequent campus-wide surveys of employees and students. The Healthy Minds QEP utilizes a public health approach that focuses on student-selected interventions related to life balance, stress management, and coping with anxiety. Knowledge content and opportunities to put knowledge into practice will be embedded in the curriculum of key general education courses to ensure engagement by the large majority of students. The curricular content will be supported by well-publicized, campus-wide resources, activities, and events.

The specific outcomes of the QEP are:

- Students will identify five domains of wellness, the impact of stress and anxiety, and coping skills for stress and anxiety.
- Students will integrate the domains of wellness into a personal wellness plan and will design a personal coping plan for managing stress and coping with anxiety.
- Students will report higher levels of well-being and lower levels of psychological distress.

A QEP Implementation Task Force is responsible for oversight of all aspects of the implementation process as well as collecting assessment data, and ensuring data are analyzed and subsequent actions are taken. The task Force comprises faculty from courses with embedded QEP content, representatives from Counseling Services and Institutional Research, and senior administrators in the area of student success. A five-column assessment template will be used to track data and monitor improvements made based on analysis of those data.

Data related to the first two outcomes, content knowledge and ability to use coping strategies, will come from assessments embedded in courses. An annual survey that includes instruments to measure well-being, stress, and psychological distress will provide data to evaluate how successfully the QEP achieves the third outcome. The Health Minds QEP is supported by financial resources outlined in a five-year budget which covers additional personnel, course content development, and outreach and programming expenses.