



A Pilot Study Evaluating the Promotion of College Student Wellness in an Online Classroom Setting

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BACKGROUND:

The mental health needs of college students have received more attention since the COVID-19 pandemic began and the need only continues. Research has demonstrated that student success and retention is not only completing coursework, but how connected the student is to others in their campus and classroom. The purpose of this study is to test the effectiveness of weekly wellness discussion questions in an online college course in terms of a student's wellbeing and evaluation of the activity.

METHODS & RESULTS:

71 students volunteered to participate in a weekly discussion board in an upper division general education undergraduate course on leadership. 15 weekly discussion activities/questions were adapted from "Wellness Cards" developed by the university counseling and prevention services center to be used in Live classroom/group settings. Qualitative themes as 22 pre and post surveys, participants self-reported psycho/social factors related to student success and provided evaluation of the semester long activity. Students demonstrated increase in all student success factors and evaluated the design of the activity positively.

DISCUSSION/IMPLICATIONS:

Findings support the efficacy of integrating wellness in learning environments without sacrificing course quality. Increased belonging and growth mindset can support student success, mental health needs, and university outcomes. Future directions include expanded deployment of wellness activities with university support. Such programs could also be considered in other learning and organizational settings. This includes workforce development.

STUDENT FACTORS - BASED ON THE WEEKLY WELLNESS BOARDS (n=22)	Mean BEFORE	Mean AFTER	mean diff	t-value	df	Sig. 1-tailed
• I feel like I belong in this class.	5.50	8.00	2.50	-4.13	19	0.00
• I tell others about the good social experience I've had in this class.	5.17	7.39	2.22	-3.53	17	0.00
• I feel like an integral part of this class.	5.56	7.78	2.22	-3.91	17	0.00
• If I missed a class, no one would notice.	4.19	3.25	0.94	2.08	15	0.03
• I don't like to try new things; my life is fine the way it is.	4.45	2.35	2.10	2.94	19	0.00
• I think it is important to have new experiences that challenge how you think about yourself and the world.	7.05	8.85	1.80	-3.36	19	0.00
• I have a sense that I have developed a lot as a person over time.	7.05	8.85	1.90	-3.38	19	0.00
• I gave up trying to make big changes in my life a long time ago.	3.52	2.90	0.62	1.10	20	N.S.
• My life has been a continuous process of learning, changing, and growing.	7.45	8.85	1.40	-3.44	19	0.00
• I feel like I belong to the WSU community.	4.26	6.11	1.84	-3.36	18	0.00
• I am involved in the WSU community.	3.25	4.95	1.70	-3.02	19	0.00
• I only care about getting a degree and getting out.	5.05	3.70	1.35	2.86	19	0.01
• I have made good friends at WSU.	4.10	5.50	1.40	-3.11	19	0.00
• I believe that WSU cares about students like me.	4.89	6.42	1.53	-4.32	18	0.00
• I would choose to attend a different university if it were an option.	3.58	2.11	1.47	3.24	18	0.00

PERSONAL IMPACT & EVALUATION	Agree/ Strongly Agree
• These weekly wellness discussion boards helped me in my personal life.	86%
• These weekly wellness discussion boards helped me in my work/school life.	86%
• I have already used ideas from the weekly wellness discussion boards in my life.	91%
• I was satisfied with these weekly wellness discussion boards overall.	91%
• These weekly wellness discussion boards were presented in ways I could clearly understand.	95%

QUALITATIVE THEMES (N=71) Discussion Board Benefits:

- Connection & Community
- Holistic Approach to Well-Being
- Self-Reflection & Personal Growth
 - Learning & Skill Acquisition
 - Supportive Environment
- Awareness & Change Over Time



<https://www.wichita.edu/services/prevention/wellnesscards.php>

For more information, contact
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