

**Putting Mindfulness and Well-Being into Practice
Through Campus Employment**

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Introduction and Justification of Need

Mindfulness is one of the largest buzz words in higher education today. The concepts of a healthy mind have been practiced for centuries, but the benefits are now making headlines in higher education programming as an essential part of the student experience (Schrock, 2021). The traditional aged college students of today are titled emerging adults. Rogers defines this population as “twenty somethings between 18 and 29 years of age” (Rogers, 2016, p. 2). They are at a time in life when they are beginning to make life decisions, focusing on career goals, establishing self-identity, experiencing commitments to relationships, learning about financial responsibility, and freely exploring many changes and options all around them (Rogers, 2016). Although this life phase is often fun, it also brings fear and anxiety with uncertainty of the future which can be overwhelming (Rogers, 2016). One of the beneficial traits of this age is the curiosity and open-mindedness to experience new ideas. The benefits of the trying mindfulness at this time allow for supporting life skills needed to navigate not only college, but also relationships, career, and individual purpose as a tool of success that is an equally important pillar of overall well-being (Rogers, 2016). As an educator on a college campus, there is an expectation that the co-curricular experience is as equally as important in developing the whole person, therefore, incorporating the education and experiences in the work setting adds to the skill set they gain for both personal and professional development. KORU Mindfulness teachings are embedded into campus programs, activities, and classrooms to introduce the concepts to those at the critical age of 18-24-year-old, or emerging adults. Integrating mindfulness and well-being practices into the student campus work experience can engage them with the skills and knowledge to navigate this new world during a time when they are challenged with increasing pressure linked to stress, depression, and anxiety (ACHA, 2019 & ACHA, 2020). With

challenging financial resources to operate in the post-pandemic world (ActiveMinds, 2020), campus administrations across the country are eager for low cost and effective preventative activities and programs to offset the rising need of increased mental health counseling (Shrock, 2020). In a 2013 study of 83 higher education institutions, Conley concluded that mindfulness training was the “most effective type of intervention” (as cited in Shrock, 2020, p. 3) when used as a tool to increase awareness and self-regulation to cope with the stressors of daily life. As a campus, UW-Superior is committed to embedding Mindfulness and Well-Being (MWB) practices into multiple facets of the student experience, and the addition of weaving it into Campus Recreation employment opportunities will add one more layer of education and opportunity to learn and experience practical components in a safe and experiential environment. With small introductions of mindful discussions, experiences, and trials, student employees will be allowed to make their own choices and set the commitment to their own journey during the time they are employed with the department.

The I-Gen blends Millennials and Generation Y, those born after 1995, of today has never known life without technology at their fingertips. This provides constant access and connection to people across the globe. The social media addiction of this population is adding to increased solitude, lack of face to face communication skills, reduced inability to face conflict, and greater disconnection of family (Orlowski, 2020). Focus and attention are noted as key forces behind the immediate benefits of meditation (Greater Good, n.d.). The instructor in the classroom or the supervisor in the workplace, serve as a role model when they lead by example and set the expectation for the group; and students noted they embrace that format and better understand the benefits when it is presented in that way (Shrock, 2021). The common issues facing college students today include depression, anxiety, addiction, sleep disorder, and much

more as students continue to be unengaged in the human connection and remain connected 24/7 to electronic devices (Orlowski, 2020). The advancements and use of technology in our work place have proven beneficial, but the speed of which technology is rapidly growing does not align with the pace of human brain development (Orlowski, 2020). Many students today struggle to successfully manage the common stresses of balancing a family, school, and a job without feeling overwhelmed as a part of their college experience (ACHA, 2019). In fact, more than 87% of college students noted they “felt overwhelmed by all they had to do” in the course of 12 months during the 2019 study (ACHA, 2019). Engaging in daily mindful practices and learning how to be present in moments of the day have been linked to greater happiness including the ability to be grateful, compassionate, forgiving, and socially connected (Greater Good, n.d.). All of these abilities can be cultivated through daily mindful practices and supports resilience as a lifelong skill we all need to thrive (Kabat-Zinn, n.d.). The introduction and teaching of the PERMANENT Model of Well-Being (Barker, 2021) provides guidance and pillars that allow the teachings to be simple and easily recognized along with supporting the campus mission (UW-Superior, 2020a) to value the development of the whole person during their collegiate experience (Barker, 2021). Meditation has been “shown to improve attention and self-awareness in many populations, including college-aged students.” (Lemay, Hoolahan, and Buchanan, 2019). Studies continue to suggest that practicing mindfulness at least once a week may reduce stress and anxiety in college students (Lemay, Hoolahan, and Buchanan, 2019).

To further discuss mindfulness and well-being (MWB), we need to define it and the components of the practice. Jon Kabat-Zinn states mindfulness as the “awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally” (Kabat-Zinn, 1990). Kabat-Zinn is the founder of Mindfulness Based Stress Reduction (MBSR) and is

known as the father of the practice (Kabat-Zinn, n.d.). The components we will use to introduce practical experiences include resources and guidance from the following:

1. The Greater Good Science Center (GGSC, n.d.) is housed at the University of California-Berkeley and contains research in the field, with pillars of learning that specifically support educational needs.
2. KORU Mindfulness Education targets mindful skill introduction and learning in a 4-week classroom setting that includes activities such as a belly breathing, body scan, mindful eating, focused attention and more in a controlled and guided format with a certified instructor.
3. Mindfulness Based Stress Reduction (MBSR) training is an 8-week course that digs deeper with longer class times, increased journaling, more self-paced activities, and greater awareness of the physical benefits, also taught by a certified instructor.
4. Levelhead-Ed is a “digital engagement program designed to improve overall well-being and employee engagement in the workplace” (Shrock, 2021). It is a completely technological based application that is available to students for \$19/year that implements tools and techniques. I will use the “Learning to Thrive” content that targets users in an educational setting. This is very self-paced for a more independent exploration of MWB.
5. The PERMANENT Model of Well-Being is already on our campus, as it was developed by Randy Barker, the Director of Health, Counseling, and Well-Being at UW-Superior (Barker, 2021). The model offers simple reminders built into an acronym that resonates easily with students if they need to center on a specific

pillar in their life. This model of learning includes both in-person or virtual introductions to the nine pillars and is taught as a core part of the curriculum in the HHP-102 class, a requirement for all incoming freshman and transfer students.

I will later share examples of types of practice that are simple and have proven health benefits. As the field is growing, so are the abundant resources available to people in written, audio, and visual formats. The formality of the program we will use in Campus Recreation will explore a limited amount of resources available (stated above) but students will have a choice to access any other resources such as FitBit, Calm, HeadSpace, Mindful.org and other free or low-cost options that a student may want to explore on their own.

Every day our nation sees the mental health impact of daily stress negatively influence the student lives in and out of college classrooms, especially at the end of a global pandemic. (ActiveMinds, 2020). Over 80% of college students reported that COVID-19 has negatively impacted their mental health and one in five students say that their mental health has “significantly worsened” during the pandemic (ActiveMinds, 2020). Educators are working hard to continue to support both in-person and virtual learning and balance the expectations of returning and incoming classes of students. Experts, including Ramli et al (2018), note a large part of today’s student stress is connected to the high expectations of the Generation Y and Millennials is due to their “perceived proficiency in technology and access to anytime resources.” (as cited in Shrock, 2020, p. 1). Tools and accessible resources for emerging adults are expected to be most successful in a digital platform (Levelhead, 2021). This program will utilize some technology in the forms of apps and sound clips to align with the ease of access for student employees.

Every year, the American College Health Association (ACHA) conducts the National College Health Assessment (NCHA) with colleges across the country. UW-Superior has participated in the survey for over ten years to gather data and compare the institution to the national average in a variety of mental health issues. According to the 2020 UW-Superior Campus Climate Survey (University, 2020b), the following statistics align with the national trend of increasing need for greater mental health support (Shrock, 2020):

- 29.3% (217) of students currently (within the last two weeks) experience **anxiety** (compared to 29.6% in NCHA)
- 17.7% (131) of students currently experience **depression** (16.7% of NCHA)
- 7.7% (57) of students currently seek **mental health support** on a regular basis

Tables 1 and 2 below were obtained from the ACHA | NCHA Spring 2019 Executive Summary:

Table 1

Table 2

NCHA 2019 Anxiety Data

Felt overwhelming anxiety				
	Percent (%)	Male	Female	Total
No, never		34.2	18.4	23.0
No, not last 12 months		15.1	9.9	11.4
Yes, last 2 weeks		19.4	33.4	29.6
Yes, last 30 days		11.0	15.3	14.0
Yes, in last 12 months		20.3	23.0	22.1
<i>Any time within the last 12 months</i>				
		50.7	71.8	65.7

NCHA 2019 Depression Data

Felt so depressed that it was difficult to function				
	Percent (%)	Male	Female	Total
No, never		43.1	32.1	34.9
No, not last 12 months		19.9	20.3	20.0
Yes, last 2 weeks		13.1	17.4	16.7
Yes, last 30 days		6.7	9.5	8.8
Yes, in last 12 months		17.2	20.7	19.7
<i>Any time within the last 12 months</i>				
		37.1	47.6	45.1

Ongoing scientific research supports that mindfulness practices are a positive way to proactively balance mental health (Greater Good, n.d.). Non-judgmental awareness of present moment focused activities helps to develop the ability to recognize and control emotional responses, enhance positive mood and psychological well-being as well as reduces levels of stress, anxiety, and depression (Schrock, 2020). These interventions provide the skills needed to

cope with the normal stresses of daily “adulting” and help support stronger mental health to better balance work life, relationships, sleep, and physical health.

Based on the reports of increasing need and a momentum shift from reactive therapy to preventative therapy (Barker, 2021), the institution made a commitment to the campus with the opening of a new department called the Pruitt Center for Mindfulness and Well-Being in 2018 (Pruitt, n.d.). The mission of the Pruitt Center for Mindfulness and Well-Being promotes “the science and practice of mindfulness and well-being for the students, faculty, staff, and surrounding community” (Pruitt, n.d.). Learning the benefits of practice, using them in small, incremental ways, and embedding them into student life across campus, offers the ideal opportunity to recognize the needs and take action that can benefit each individual person that can teach a lifetime of skills to better balance their lives. Although the Pruitt Center includes programming offered to students, faculty, staff, and the community, the primary focus of education and proactive work target the student population. A majority of the programs, events, and activities offered by the Pruitt Center are in-person, but the growing availability of technological resources coupled with the affordable option and convenience is quickly becoming a viable source for higher ed to consider as a supplemental and long-term proactive support system.

With a mission to weave mindfulness into multiple facets of the student experience at UW-Superior, the general terms of Mindfulness and Well-Being practices (MWB) and Mindfulness Awareness Practices (MAPs) may be used interchangeable throughout the paper, both discussing the actual act of using mindfulness to guide direction or an activity. Embedding MAPs suggest that “students’ capacity for learning will increase when students cultivate their skills to focus on, observe, and reflect upon the self by using their mind as the object of their

reflection.” (Yamada & Victor, 2012, p. 139). Furthermore, it is suggested that teaching MAPs should be considered a “fundamental part of basic education” (Yamada & Victor, 2012, p. 140). Common elements of a mindfulness practice may include, but are not limited to, activities such as yoga, mindful eating, attention focus, sensory awareness, body scan, guided imagery, 4x4 box breathing, 4-7-8 breathing, deep belly breathing, self-compassion, loving kindness, forest bathing, biophilia experience, inhale-exhale controlled breathing, reflective contemplation, journaling, non-judging awareness, gratitude, forgiveness, and seating-sitting-standing meditation practices (Boyce et al, 2018).

To create the greatest benefit and most thorough training, this program will highlight several leading organizations and resources to maximize experience opportunity so students can select the best fit for their journey. One of the leading research institutions in the country is the University of California – Berkeley Greater Good Science Center which houses endless resources revolving around the science behind physical and mental benefits of daily mindfulness experiences (Greater Good, n.d.). The Greater Good Science Center promotes 12 pillars of well-being including; Altruism, Awe, Bridging Differences, Compassion, Diversity, Empathy, Forgiveness, Gratitude, Happiness, Mindfulness, Purpose, and Social Connection.

In addition to pillars noted above, the concepts of the biophilia effect (Arvey, 2018) and ecotherapy (Chavaly & Naachimuthu, 2020) would be explored and/or included experiences of the program to recognize the vast outdoor resources in the region. As the Pruitt Center will share the expected increased responsibility and stress that comes with emerging adulthood in units of the KORU class, the biophilic effect, a person’s tendency to connect with nature, (Arvey, 2018) will showcase the outdoor resources of the northland and experience how “humans not only associate nature with emotional happiness but also desire to experience nature probably because

of experiences of awe, relaxation, and stress relief” (Chang et al., 2020, p.3). This program will take full advantage of the abundance of nature, both land and water, in the region during every season.

Implementing the Program:

Campus Recreation is the second largest student employer on campus, just behind Residence Life, and report to the Division of Student Affairs. The current partnership with the Pruitt Center offers the support needed to embed a variety of practices into the employee training, daily work, and customer interactions for our student staff that will complement the courses, programs, seminars, and sessions offered to the campus. As a co-sponsor of select activities including the student yoga class and collaborative funding for the Mindful Hike, there is already a strong relationship between the departments. The addition of student training and the half day staff retreat will enhance the relationship and continue to share the missions of the departments to support the student experience. According to Levelhead-Ed and included in the case study of the Spring and Fall 2020 UW-Superior classroom and program pilot programs (Shrock, 2021), “brief, real-life examples and practices are appreciated and accepted for learning self-management skills”. The Levelhead organization has been offering micro-lessons to a variety of businesses and organizations since 2017 and continue to grow their research, offerings, and applications. The Levelhead-Ed app is specifically designed for higher education with a theme of “Learning to Thrive” that includes content related to improving stress awareness, increasing student engagement, and improving the ability to focus and pay attention. This will be a key supporting tool to implement into the MWB practices for Campus Recreation student employees.

As I reflect on the first course in graduate school, REC-701 Foundations of Leisure, we were required to define leisure in our own terms considering our personal experiences and preferences. Each student developed an initial definition and seven weeks later, after in-depth consideration of multiple views and factors, we were given the opportunity to add new layers or dimensions to our original version. My final definition was “*leisure is a fluid state of mind and opportunity that allows for intentional planned activities as well as infrequent optional moments of practice that varies from day to day and person to person.*” Looking back, my definition reflects aspects of practicing mindfulness as a leisure choice and it solidifies my commitment to share the benefits in the campus recreation field. The student experience encompasses all areas of student life both in and out of the classroom, and on campus as well as in the community during their time at the institution. The connectivity a student has to the institution is often based on a variety of experiences, including student employment roles on the campus. The addition of mindful practices offered both formally and informally in the Campus Recreation work team setting can support the on-going learning and experiences in which a student can put learning into action for their own personal growth.

Connection to Recreation and Leisure Services:

In higher education university recreation settings, it is common to have a pillar of a fitness/wellness/well-being/personal training unit as a key part of student programming for the campus. There are often collaborative efforts between campus recreation and student health services on campuses to partner resources, both human and financial. As mental health needs continue to be restrictive and challenging to schedule, the need for preventative and pro-active programming is gaining traction and becoming an expected part of the campus experience (Shrock, 2020). UW-Superior is blessed to have the Pruitt Center the Mindfulness and Well-

Being for the pro-active work as well as a Student Health and Counseling Office for the responsive need of therapy during and after a crisis. Campus Recreation is both a collaborative partner with these departments as well as a unit willing to utilize the student employees to introduce, teach, and practice the components of mindfulness into the work experience. In many campus efforts, using mindfulness has been present in the classroom and in formal programming but not in a student employment setting. The efforts of crossover and multiple opportunities for large and small bites of mindfulness could become an integrated part of the student experience in Campus Recreation at UW-Superior.

Action Plan | Implementation:

Each of the action steps below will rely on my ability to effectively engage the Campus Recreation work team in sharing the vision and supporting the program's benefits by being actively involved both personally and professionally with the program. The work of Randy Fujishin in *Building Effective Groups; The Art of Small Group Communication* (2013) offers the support I need to guide my team, those who will actually be delivering the services of program. By utilizing task-guiding and social-guiding behaviors for this specific role, I will need to step back and assess the level of awareness of the staff and student employees and then shift my leadership moving forward (Fujishin, 2013, pp. 123-128). The staff must also be willing to practice, trust, and explore a new idea in training and work-place culture.

To successfully engage the student employees with the program components and benefits, each of the leadership team members and student leaders will need to understand the levels of structured user experiences including immersion, absorption, and engagement (Ellis, 2017, pp. 5-7). In combination, all three states of engagement have direct links to a satisfactory experience by connecting the user's level of attention (focused) to the emotional outcome of the

activity, event, or situation. Of the three states, absorption and engagement are very relevant in daily meditation as we sit still and focus on the breath while recognizing thoughts that enter and exit our minds during this silent practice (Ellis, 2017, p. 11).

From the perspective of quick access to quality successful guided MWB activities, I will focus on the positive benefits of technology and its impact on support and training students in their journey of discovery for the practice. I will rely on many forms of technology to support the education and practice including websites, apps, and other forms of technology for training and guided programs. Although a conflict of the recreation field in general, technology is expected in our daily activities. During the COVID-19 pandemic, higher education was forced to respond quickly and utilize technology to deliver courses and programs in a virtual way. The target population for this program has immediate access to technology and expects connectivity at all times. The ease and accessibility of current well-being applications like FitBit, Levelhead, Calm, and Headspace all exist only in digital form. This provides instant opportunity for students to have access as they need it. In 2001, Jo Bryce (2001) challenges that it's "possible that Internet use may improve mental health through the varied opportunities for social support and interaction" and later in the same article notes "it has also been claimed that technology and Internet use may have detrimental influences on mental health" (Bryce, p. 13). Although there are countless benefits that technology brings to the recreation field, there is current evidence of the increasing negative impact on youth today, especially as it pertains to the time commitment to social media (Orlowski, 2020). Assigning MWB experiences with support of current technology to a category of serious leisure or casual leisure (Nimrod, 2010) is a challenge. Serious leisure is "characterized by considerable commitment, effort, and perseverance and associated with many enduring psychological rewards" (Nimrod, 2010, p. 227). This definition

fits well with specific MWB practices such as in their advanced forms include decades of practice by monks and yogis of the world. Casual leisure is defined as “an immediately, intrinsically rewarding relatively short-lived pleasurable core activity, requiring little or no special training to enjoy it” (Nimrod, 2010, p. 227). In MWB, we practice focused breathing and relaxation with an intent to notice the breath, often in a short term of only seconds at a time. Breathing is something our body does without us being aware yet is a core function of our existence. The breath is used as an anchor of focus on many meditation sessions. Taking a deep, focused breath is often the starting point of many guided meditations to force the body begin to settle in for the duration of the experience.

Action Plan | Steps:

Program Components

The following include the components of training, learning, support, and execution of the program to share the experience with student employees in Campus Recreation:

1. Introduce and educate Campus Recreation Leadership Team on benefits of mindfulness and discuss appropriate workplace options for the practice:
 - Share science-based evidence of mindfulness for better mental health (Greater Good Science Center, n.d.)
 - Share recent journal articles and research with evidence that MWB support leads to greater success in college students in and out of the classroom
 - Collaborate training with Pruitt Center staff for half day retreat

2. Train Campus Recreation Leadership Team micro-sessions in the workplace:
 - Practice grounding exercise to start meetings

- Offer meditations and guided imagery during retreats and staff meetings. As the experience becomes more comfortable for the staff, they may begin to lead or guide a group meditation on their own or for themselves privately.
 - Close meetings with gratitude moments (e.g. Three good things)
 - Explore additional small micro-programs (1-5 minutes activities).
 - Discuss Social-Emotional Learning as a part of conflict management
3. Secure funding for purchase of:
- Levelhead app for student employees (optional)
 - MBSR course for student leaders (optional)
 - Any additional support needs and/or resources (magazines, apps, podcasts, trainings)
 - Consider existing grants for student support with special needs
 - Additional technology needs to support the program
4. Build momentum within the student employee team (65 students):
- Secure “champions” across the staff of students that are willing to lead and visibly share their experiences. During the assessment portion of the year, an initial “ask” will be requested and students will be able to self-nominate and identify as a “champion” to assist with sharing the message and supporting the vision of the program.
 - Practice formal and informal ways as often as possible by building into customer engagement and daily operations
5. Maintain stakeholder and partner relationships for on-going support:

- Make connections with departments and discuss their role
 - Identify the individual from each unit to act as the liaison for the program
 - Commit and schedule formal training sessions for the year
 - Explore support with on-going monthly check in meetings to share successes
6. Create an on-going activity calendar for MWB activities:
- Group/all staff events, meetings and programs (one/semester, end of year celebration)
 - Individual unit staff meetings and events (monthly, weekly)
 - Share the responsibility between professional staff members (daily, as needed)
 - All informal activities may eb and flow as opportunities present themselves
7. Prepare pre- and post- assessments for student employees:
- Measure employee knowledge and comfort with mindfulness and well-being practices.
 - Create options for those who chose to not participate in the entire program to still allow for the informal micro-sessions to still be available
 - Establish baseline or minimum levels of acceptable practices for workplace
 - Work with UW-Superior Office of Institutional Effectiveness to evaluate data per academic year
8. Fully implement program with student employees in Fall 2022:
- Follow MWB activity calendar with scheduled events and activities (See Figure 1)
 - Encourage reflections and journaling as teachable discussion opportunities. Students can choose to journal in a digital google-sheet or a traditional written journaling book, whichever they chose.

- Weave in MWB practices into customer service, meetings, and other chances that arise.

Figure 1

Weekly Activity Calendar

Sample Weeks of MWB activities for Campus Recreation Student Employees						
Those attending either a KORU course or the MBSR Course may also do these in addition to their daily learning with the noted courses.						
Week/Activity	MONDAY		WEDNESDAY	THURSDAY	FRIDAY	SATURDAY/SUNDAY
WEEK 1	Morning Wake Up Energy Breathing Activity (4 min) AND Levelhead activity	Individual Choice of reading selection (half to 2 page options-themed each week around better health choices regarding sleep, resilience, and forgiveness)- available on campus for work time-GGSC	Evening/Bedtime routine of Sleep support/Peace exploration (10 min)	Weekly Staff meeting Grounding Meditation to start meeting (5 min) AND Levelhead activity	Full Body Scan (prone position) by App choice (20-25 min) and weekly recap Journal entry	Video or Reading choice and Reflection (5 min video or 1-2 page article) and 2 paragraph reflection OR coloring in adult coloring book
WEEK 2	Gratitude focused seated meditation (6 min) AND Levelhead activity	Individual Choice of reading selection (choices regarding happiness, gratitude, and awe) available on campus for work time-GGSC	Evening/Bedtime routine of Sleep support/Peace exploration (10 min)	Weekly Staff meeting- "3 good things" group share around the room AND Levelhead activity	Full Body Scan (floor seated position) by App choice (20-25 min) and weekly recap Journal entry	Outdoor Activity choice- Forest Bathing (30 min) or Mindful walk alone (30 min)
WEEK 3	Box Breathing meditation (4 sec inhale, 4 sec hold, 4 sec exhale, 4 sec hold x 10) (guided 4 min) Note body response AND Levelhead activity	Individual Choice of reading selection (choices regarding difference, purpose, and social connection) available on campus for work time-GGSC	Evening/Bedtime routine of Sleep support/Peace exploration (10 min)	Weekly Staff meeting - Self Compassion exercise (may I be happy, may I be safe, may I live with ease) (5 minutes guided activity) AND Levelhead activity	Full Body Scan (seated position) by App choice (20-25 min) and weekly recap Journal entry	Yoga or Stretching physical activity- guided video choice (20- 45 min)
WEEK 4	Mindful eating of any meal (guided 4 minute) AND Levelhead activity	Individual Choice of reading selection (choices regarding empathy and compassion) available on campus for work time-GGSC	Evening/Bedtime routine of Sleep support/Peace exploration (10 min)	Weekly Staff meeting - Chair Seated body scan exercise (4 min) AND Levelhead activity	Full Body Scan (prone position) by App choice (20-25 min) and weekly recap Journal entry	Gratitude "thank you" note to mentor, family, friend x 3 (mailed in 4 weeks)

Resources

The timeline for implementation is reliant on the availability of resources, both human and financial, to begin to train staff for the program. Many of the training resources will come from the programs, classes, and events that are coordinated by the Pruitt Center for MWB, many of which are already existing and free to all UWS students and staff. Those events include, but are not limited to: semester Speaker Series, Weekly Yoga class, Weekly Tai Chi class, KORU class, and open sessions, (Pruitt, n.d.). Building the activities and events into the training of the students and staff will require a financial commitment of Campus Recreation payroll hours. Any

mandatory trainings will require student staff to be on pay status. Any optional trainings will be on their own time but still impact their overall MWB experience. There will have to be clear expectations and a list of approved core classes, sessions, events, or trainings as well as support for deeper or greater training for those that want to gain more knowledge. The department will identify and support up to eight activities or courses per academic year in which a student employee can be on pay status. As with most successful groups, the ability to lead by example and practice servant leadership traits (Fujishin, 2013, pp. 138-140) has a large impact on the willingness of the team to gain synergy moving forward with specific initiatives. The staff training will begin with guided sessions offered by many resources such as the Mindful.org website, MBSR resource manual, uses of many apps including Levelhead, Mindful, Calm, or FitBit, as well as the Greater Good Science Center resource pages and videos. The program will support the campus strategic plan by allowing for MWB to compliment the work being done in the classroom and give students one more advantage in using the practice in “real life” setting such as an employment position.

The Levelhead-Ed app is available to all UW-Superior students for a small fee of \$19/year. The “Learning to Thrive” (Levelhead, n.d.) content application is made to support college students. Use of this app helps to guide students in MWB and meditations as well as support each other with the use of virtual “stickers” and “high fives” to celebrate successes and micro-programs along the way. It includes many of the short 1-3-minute practices that are perfect for beginners to learn the basics but still offer support for those that have dabbled with meditation, gratitude, reflection, and focused thoughts (Shrock, 2020).

The campus Jim Dan Hill Library houses a resource collection of MWB books, audio tapes, magazines, and other valuable references that are free for all students to access (Jim Dan

Hill, n.d.). To make the journey more accessible, Campus Rec will partner with the Library to house some of those resources in the Marcovich Wellness Center and Wessman Arena work stations for easier access to student employees. Based on themes of the program (e.g: yoga, mindful eating and nutrition, forest bathing and biophilia, gratitude), we will have these resources available on a bi-weekly basis for students to access in the break rooms during work time. We will also supply a variety of adult coloring books with crayons, colored pencils, and markers to use as focus support and stress relief opportunities.

An MBSR (Mindfulness Based Stress Reduction) Course (Kabat-Zinn, n.d.) is an 8-week class that is offered to students and staff three times per year (one per semester, including summer). The course involves 3 hours per week of educational classroom and lecture learning that always ends with 30-40 minutes of practice activities. Taught by the Pruitt Center Program Manager, this is a manageable support program with a cost of \$50/person. The interactive program is currently taught in a virtual setting but will soon be available in a hybrid version to make it more accessible and flexible. The course teaches pillars of mindfulness with an ever-present personal touch to make it a truly personal journey. The course ends with an 8-hour silent retreat to put the practice into action by bringing the experience full circle with total reflection and use of all pillars during the day. Students who commit to this level of training will be able to experience deep-structured experiences as the learning of MWB allows them to “have a genuine interest in the activity in which they are involved and strong desire to continue doing the activity.” (Ellis, 2017, p.12)

A KORU Course (Rogers, 2016) is a 4-week session that is offered to students four times per year. Taught in a traditional classroom format by the Director of Health, Counseling, and Well-being, the KORU course explores the mindfulness options that most often benefit college

students and young adults as they navigate this time in their life. The course is a newer model of teaching mindfulness as a life skill to reduce perceived stress, improve sleep quality, and increase mindfulness, self-compassion, and gratitude, financial change, and stronger relationships (KORU Mindfulness, n.d.) and encourages journaling and reflection as a daily activity. The course is offered free of charge at this time but may soon be offered as a 1.0 credit elective for UWS students. This course is limited to 12 people per session.

The Campus Climate Survey (University, 2020a), which is completed every other year, includes questions regarding mental and physical health measures, impacts of stress, and access to resources both proactive and responsive. The 2020 survey has set baseline data for the institution's student population. This information will drive the need and support continued effort for MWB resources in the *Forward Superior* strategic plan for 2021-2024.

The Greater Good Science Center website (Greater Good, n.d.) has endless resources that can be offered in print or digital formats. Virtual and in-person training is also available for educators, teachers, and community leaders. The science-based research revolves around the twelve components of well-being including altruism, awe, bridging differences, compassion, diversity, empathy, forgiveness, gratitude, happiness, mindfulness, purpose, and social connection. This website resource and digital magazine are currently free to access and offers additional trainings for a reasonable price.

Action Plan | Stakeholders and Partners:

Stakeholders and partners will be critical for the program to succeed. On a small campus, most successful programs and events thrive when there is crossover or collaborative efforts. The MWB student employee program will be no different. Although the leadership and guidance of

the program will come from Campus Recreation leadership, the support of others during the course of the year will be critical.

Student Employment Office

A commitment from the Student Employment Office falls into a support role. As we will be using the office to process all student work contracts and positions descriptions, the MWB program will be noted and need to be supported as a part of the learning experience in the student employment model.

Pruitt Center for Mindfulness and Well-Being

This department will be the most important resource for updated information and science-based research as they deliver a multitude of sessions, courses, activities, and events that share the practice in an educational and participatory way across the campus, community, and virtually.

Residence Life

Residence Life is a partner in delivering the program through collaborative efforts. The biggest commitment will be the start of the Fall semester with the Mindful Hike. This collaborative effort will combine the students of the Living-Learning Community, here on after referred to as the LLC, Mindful floor with the Lead Student Program Managers of Campus Recreation in a 2 day/overnight outdoor adventure including forest bathing (Avray, 2018), ecotherapy (Chavaly & Naachimuthu, 2020) and other outdoor activities that include silent individual and team time with daily reflections and journaling of guided and self-administered activities. This will be an important part of the experience for the students living on the LLC Mindful floor as we educate “an important perspective to the understanding of mental health and illness and the importance of human connectivity to other living things” (Chavaly &

Naachimuth, 2020, p. 85). Further, the opportunity to connect nature to mental health is abundant in this region, and using this trip to educate how the outdoors “reduce stress and depressive symptoms, increase self-reported positive emotion, improve self-esteem, mood, and physical health and produce physiological and psychological relaxation” (Chavaly & Naachimuth, 2020, p. 85) is a tool that will be both educational and habitual to provide external choices for outdoor experiences.

Division of Student Affairs

Both Campus Recreation and the Pruitt Center for MWB report to the Division of Student Affairs. Continued support of teaching the practice in the work place will operate as a pilot for the Student Employment office to consider allowing further experiences and training to be included across campus.

Jim Dan Hill Library

The library will supply magazines and mindful resources on a weekly basis in a Campus Recreation resource library which will be housed in the MWC for quick access by students. These will be housed in three locations for student access: Wessman Arena student office, MWC Welcome Desk, and Intramural Sports office. The addition of a tablet in the MWC will be loaded with apps and digital resources for students to utilize at work. The Campus Recreation leadership team will work with the Library staff for recommendations of current or new literature and we will volunteer as a pilot program should the Library want to explore new reading or learning tools in the area of MWB.

Action Plan | Budget:

- Levelhead App purchase for “Learning to Thrive” - \$19/student/year
- MBSR 8-week Course (optional) - \$50/person

- KORU Mindfulness Course (optional) - Free, but potential tuition cost of 1 credit
- Investment of tablet to support learning and practice in the resource room - \$200
- Hourly salary via Campus Recreation student payroll per required courses and events.

The salary for student employees ranges from \$8.50/hour to \$11.00/hour, depending on the student position. There will be a maximum of eight events over the course of the academic year to which the student can be paid to attend.

In addition to the above, the cost of the leadership team training will be absorbed into the Campus Recreation budget as a commitment to the position. The leadership team consists of the professional staff members Campus Recreation Director, Assistant Director, MWC Program Manager, Wessman Facilities Manager, Administrative Office Assistant and the three Lead Student Managers. A traditional academic year will house up to 65 student employees for all units within the department. This number may fluctuate each year based on enrollment and department programming needs (See Table 3):

Table 3

Annual Departmental Budget for MWB Program

Activity	Cost	# Participants	Total
Levelhead App	\$19	25	\$475
MBSR 8-week Course	\$50	5	\$250
KORU 4-week Course	\$0	15	\$0
Tech Support-tablet in break room	\$200	NA	\$200
Hourly Salary for up to 8 activities	\$75	10	\$750
Leadership Staff team training day	\$100	5	\$100
Pruitt Center Staff fee for training	NA	5	\$0
Annual Total investment for 65 students plus 5 professional staff			\$1,775

Student employees will have choices on their time commitment to the program. Based on their choice, the financial investment could vary based on a student who is minimally supportive versus those that are fully invested and will take advantage of every opportunity available.

Below is the breakdown of a fully committed student who may take advantage of every opportunity followed by a student who will only select the minimum engagement for the year:

Table 4

Student Involvement Cost – Fully Immersed

Sample Student Involvement Cost
Student Employee - Fully Immersed

\$ Cost	Activity/Event	Time Commitment
\$50	MBSR Course	8-week
\$0	KORU Course	4-week
\$19	Levelhead App	Full Year
\$72	8 Activities	Academic Year/Student Salary
\$0	Micro-lessons	Academic Year
\$0	Resources on site	Academic Year
\$141	Total Cost	

Table 5

Student Involvement Cost – Minimal Commitment

Sample Student Involvement Cost
Student Employee - Minimal Commitment

\$ Cost	Activity/Event	Time Commitment
\$18	2 Activities	Academic Year/Student Salary
\$0	Micro-lessons	Academic Year
\$0	Resources on site	Academic Year
\$18	Total Cost	

Action Plan | Timeline

To initially implement the MWB student employee program, the department will require baseline awareness, education, training, and benefits of the practice and learn how to deliver, execute, and evaluate activities. Below is a timeline to fully prepare for the launch of the program in Fall 2022 (see Figure 2).

June through December 2021 – Secure the leadership team commitment. When fully staffed, the Campus Recreation leadership team consists of five full time professional staff and three lead student staff.

January 2022 – Campus Recreation leadership team staff retreat with Pruitt Center Program Manager during J-term winter break will explore any new relative data, provide training and greater understanding of the experiences and practices, and allow for self-exploration of new team trainings and tools for the program.

February through May 2022 – On-going training with leadership team to practice and experience the MWB program in the workplace. Dive into the learning and living of practices of the “Theory of structured experience” by Ellis, et al (2017) and explore the three states including immersion, absorption, and engagement.

Summer 2022 – Solidify remaining stakeholder/partner relationships assuring timeline and specific dates for training and collaborative programming.

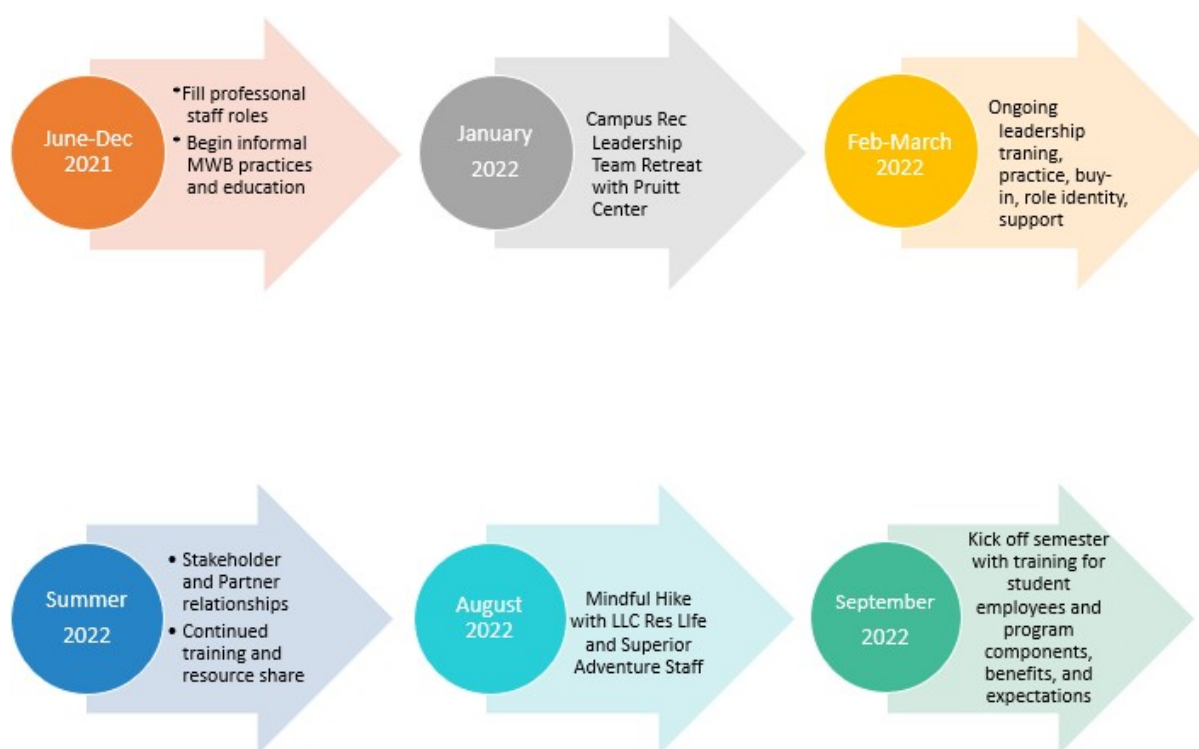
August 2022 – Complete the “Mindful Hike” Camping trip with Residence Life LLC Mindful floor students, Superior Adventures Trip leader, and Campus Recreation Student Program Managers. This event is important to kick off the year with a true experiential learning experience. This will be a unique opportunity for the small population who partake in the Mindful Hike and camping trip through the LLC Mindful floor. Activities will involve

individual, small group, and large group dynamics focusing on meditation, communication, teamwork, and trust.

September 2022 – Kick off the fall semester with introduction of program, pre-assessment of student employees, training, and educational sessions. Varied levels of the program will be optional (such as Levelhead app and MBSR course) but most of the program will be embedded into the departmental daily work, meetings, and operational team culture.

Figure 2

Timeline for Program Launch



On an annual basis, the program will follow a cyclical process of training and implementation. As the department experiences staff departures or a large turnover, we can alter

any portion of the cycle, as needed, and continue with required changes, new resources, or additional training and education (See Figure 3).

Figure 3

Cyclical Timeline for MWB Program per Academic Year



Action Plan | Additional Elements

For the MWB program to thrive with opportunity for the student employees in Campus Recreation, there needs to be buy in from all sides include the professional staff, partners/stakeholders, and student employees. Although this idea has been discussed as a visionary goal the campus would like to attain during the next 3-year strategic plan, there is no guarantee that the program will be welcomed by student employees in a way that allows for measurable success. My blend of Laissez-Faire and Democratic Leadership styles (Fujishin, 2013, pp. 135-136) will allow the group(s) to be supported with varied inclusive participation and still operate themselves within sub-groups. The units, or sub-groups, of Campus Recreation include the programming units of Intramural Sports, Aquatics, Fitness, and Adventure and the Facilities staff of MWC and Wessman operations who work with customer engagement in each facility. Each sub-group may develop their own trust and team culture that protects and supports their way of practicing or experiencing mindfulness. As MWB is a very personal journey that is unique to each person's preferences, the way I support any questions or concerns will allow me to visibly practice Servant Leadership (Fujishin, 2013, pp. 138-140) within the team or to support a sub-group. I can be visible in how I practice during engaged conversations and share stories and experiences as learning tools to students, colleagues, and customers.

Monitoring | Assessment and Evaluation

As the Director of Campus Recreation, assessment and evaluation remains a priority for me to deliver the best quality opportunities for our student staff and be a committed leader support growth in the professional staff. The student employment experience is a great opportunity to implement learning into real life experiences in a safe environment. It will be my responsibility to set the course and lead the team by teaching, supporting, and demonstrating

MWB in action in my leadership and interactions with individuals, groups, and users. The activity calendar will guide my direction and timing with programs and reminders. The assessment timeline will align with the campus assessment schedule as with other campus evaluation processes, often at end of term or end of academic year.

Levelhead-Ed has an existing pre- and post- test required for any new users of the application “Learn to Thrive” (Shrock, 2021, p.3). The survey is shared via Survey Monkey and is mandatory for each student to complete prior to accessing the Levelhead-Ed application. The tool includes the following components (Schrock, 2021, pp. 13-14):

- General **Demographics** (3 questions related to academic class/year in school, participation as a part of paid employment, and extracurricular time commitment)
- Measurement of the users understanding and experience with MWB (beginner, currently practicing, and goals of participation) known as the **FFMQ** (Five Factor Mindfulness Questionnaire)
- Activity and School engagement (7-point scale) known as **UWES** (Utrecht Work Engagement Scale)
- Perceived Stress (5-point scale) known as **PSS-14** (Perceived Stress Scoring)
- Level of Focused Awareness and Attention (5-point scale)
- Self-Compassion Scale (5-point scale) known as **SCS**

The pre-test will be issued to all students at the start of the semester or at the start of their employment. The post-test will be issued to all student employees at the end of each academic year or upon resignation from the department. The program will operate for two full academic years before determining success and continuity. The pre- and post- tests (Levelhead, 2021) will be issued within the 16-week academic semester timeline of the given year. Other qualitative

assessments can occur during the year with open conversations and when opportunities present themselves within the work team. Students who chose to participate in the KORU classes or the MBSR classes will take those specific course assessments as well. Conversations during staff meetings or general dialogue may present themselves with beneficial information. Although these informal assessments would be spontaneous and unplanned, they could impact the need of additional formal tools and resources for different programming or recognize an additional need for self-care.

Conclusion

Changing the culture of any community takes a commitment of time and resources for any work group or team. Embedding opportunity to individuals in small micro-lessons (Levelhead, n.d.) of mindful practices in a student employment setting is a perfect compliment to the student experience at UW-Superior. The current momentum of mindfulness balanced with the increasing needs of mental health support for college students (ACHA, 2020) creates an opportunity for culture change. With the Pruitt Center for MWB leading the charge in creating culture change on campus, the combination of stakeholders and Campus Recreation's commitment to the student employees solidifies the investment into the Strategic Plan *Forward Superior* 2021-2024 placing focus on goal #2, the "culture of care", which supports holistic development in a Liberal Arts tradition (University, 2020a). Student employees at UW-Superior will learn greater skills in self-care and have opportunity to practice interventions which recognize perceived stress, better sleep, increased compassion and gratitude, and enhance relationships (Rogers, 2016). The use of Levelhead-Ed's "Learning to Thrive" app (Shrock, 2021, p. 3) and its assessment tools will help the campus measure success and justify the investment for greater student mental health resources across the campus.

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