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Enhancing Student Support in Higher Education: Occupation-Based Programming and the Vital
Role of Occupational Therapy

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Capstone Project completed in partial fulfillment of the Doctor of Occupational Therapy Entry-
Level Doctor of Occupational Therapy

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Abstract

Introduction: With the higher education student populations facing greater prevalence of mental health conditions and greater presence of students with disabilities attending higher education, there is a greater demand than many higher education resources can meet. Therefore, there is a need to revise the current student support structure. This project advocated for the role of occupational therapy (OT) program development in higher education student disability services. **Purpose:** The primary aim of this project was to develop, implement, and evaluate a virtual 4-week occupation-based pilot program. The initial pilot participants included students receiving accommodations from the Student Accessibility and Accommodations (SA&A) Office within all OT programs at St. Catherine University. The focus of the program was to enhance occupational balance via education and accountability of academic and non-academic skills, such as time management, study skills, and mindfulness.

Approach: An extensive literature search, two scoping reviews, review of existing survey data, and a needs assessment was conducted to gather background information prior to program implementation. **Outcomes:** Nine participants registered for the program. Although there was some attrition, adequate participation was achieved to receive feedback via the program surveys for future program revision and re-implementation. Overall, participants stated several program strengths, and changes in occupational balance and behaviors associated with time management were noted. **Recommendations:** The SA&A Office and the OT profession can continue this partnership in developing creative initiatives, such as programming, to support students.

Enhancing Student Support in Higher Education: Occupation-Based Programming and the Vital Role of Occupational Therapy

Higher/postsecondary education, which encompasses undergraduate and graduate schooling, involves stress and uncertainty for many students. Factors like racial disparity, engagement in unhealthy behaviors, impact of the pandemic, having a disability, etc., have an immense impact on students' academic achievement and well-being. Survey results from the American College Health Association (ACHA) National College Health Assessment found anxiety, depression, stress, sleep difficulties, and procrastination to be some of the highest rated issues interfering with perceived academic performance of college students (ACHA, 2022). On a local level, many of these same factors, in addition to excessive computer use, were indicated in the 2021 Student Health and Safety Survey from the Minnesota Office of Higher Education (Minnesota Office of Higher Education, 2022). Of importance, 14% of respondents from this survey reported having a disability, and of those students 70% stated having a disability has impeded academics. These findings provide evidence for holistic support services to individuals with needs in higher education.

Scoping Review Findings

During the preliminary efforts to initiate learning and identify the scope of the project, a scoping review was completed analyzing the effects of engagement in health behaviors and resulting postsecondary student academic outcomes (Medcalf, 2022) (Appendix A). Findings suggest a small percentage of college students meet the recommendations for physical activity, sleep, and nutrition (Wald et al., 2014); however, participation in a healthy lifestyle can improve GPA and mental health outcomes, thus creating a path for success and quality of life. Although this information is not ground-breaking, it helps to understand how healthy behaviors can impact the habits and routines of students. For example, physical activity has shown a positive correlation with cognition, self-control, executive function, memory, better sleep quality, and reduced prevalence of depression (Hou et al., 2020).

It is important to recognize the snowball effect negative health behaviors can have on the student experience. Lack of sleep can interfere with attention, limit social participation, and cause stress, which may increase the likelihood of engaging in unhealthy behaviors such as sleeping pills, smoking, or alcohol to induce sleep (Pascoe et al., 2020). Furthermore, students under stress, whether or not induced by sleep deprivation, may be less likely to engage in physical activity (Pascoe et al., 2020). In addition to impacts of health behaviors, student lives have been affected because of the pandemic. According to the ACHA, "66% of students reported increased financial stress, 33% reported a change in living situation, 41% witnessed race-based discrimination, and 60% had difficulty accessing mental health care" (Lanza et al., 2022, p. 2). Part two of the scoping review identified best methods for virtual program development. These findings provide evidence for using Universal Design for Learning (UDL) principles and methods for greater accessibility and participation in the virtual environment.

Further literature reviews alluded to specific populations of need regarding occupational participation in the educational environment. Students with disabilities are more likely to experience higher levels of stress, isolation, mental health, lower self-esteem, and life satisfaction in comparison to non-disabled peers (Dirette, 2019). It is important to consider all types of disabilities, noting many mental health conditions fall under the category of disability and are invisible. Poor mental health can lead to lower GPA attainment and/or dropout due to the impact of participation in academics, self-care, and other meaningful occupations (Jalaba, 2022). As of 2018 approximately 11% of all undergraduate students had a disability, which has grown within the past several decades due to the broadened definition of disability and greater awareness (Dirette, 2019). These findings suggest a high proportion of higher education students, especially individuals with disabilities, require support and resources to promote well-being and academic success, of which OT is well-suited.

Occupational Therapy in Higher Education

Several resources allude to the growing need for OT in higher education. While the profession has strong roots within educational settings, OT services are less common in academic settings post-high school. A scoping review by Keptner and McCarthy (2020) examined existing OT efforts within higher education, positing the profession can play a valuable role in addressing needs of students who are disabled, accredited under the Disabilities Education Act (2004), Title II of the Americans with Disabilities Act (2008), and Section 504 of the Rehabilitation Act of 1973 (U.S. Dept. of Justice, 2005).

The scope of OT in higher education is broad, as notable from Goodman's (2019) statement, "OTs can serve students within the real-life contexts of all of their roles and responsibilities and can support the development of healthy habits and routines to promote academic success and overall well-being" (para 12). One such focus area could involve developing campus support programs, which could include education on study skills, time management skills, and stress (Dirette, 2019). Further necessitating this need, a study by Keptner & Rogers (2019) found college students' most common occupational performance concerns are social participation, time management, academic-related occupations, and managing stress. Other findings suggest having a sense of purpose (Pfund et al., 2020) and contextual-based habits (Fiorella, 2020) are crucial for academic success. In summary, OT addresses roles, routines, and habits of a person within their given context, in addition to removing barriers to promote purpose and success.

In addition to the scoping reviews and literature findings, a needs assessment (Appendix B) and survey data from St. Catherine University clearly convey the site-specific need for additional mental health and academic support. The needs assessment was conducted prior to program development to gauge specific needs of both students and the university at large; this included interviews and review of relevant resources. A student survey from The SA&A Office found psychological conditions to be the highest disability category (SA&A, 2022). The

Occupational Therapy Assistant (OTA) program director, Stephanie Adams, DHSc, OTR/L, reported OTA students receiving accommodations have a need for additional support due to the challenging nature of the fully online program. An initial needs assessment survey sent by the SA&A Assistant Director, Alyssa Klenotich, M.S., justified these findings with 83-100% of OTA respondents stating they would like to enhance, learn, or practice stress management, time management, and study skills, in addition to building a greater community with peers in the program (Klenotich, 2023). Most responses indicated areas of need in task initiation, executive function, and organization methods for time management, all of which falls within the scope of OT practice.

Significance

The purpose of this occupation-based virtual 4-week program is to enhance students' occupational balance, academic performance, and life satisfaction through education and accountability of time management, study skills, and mindfulness practices. As a pilot program, the intention is to expand upon this program through future capstone student leaders. On a broader scale, this project aims to add to the literature supporting the role of OT in higher education settings.

Approach

Site

Partnering with the SA&A Office at St. Catherine University is an opportune connection to merge existing student support services with the lens of OT. Services from the SA&A Office are provided to individuals who require reasonable accommodations to participate in the academic learning environment, primarily for students with learning disabilities, attention deficit hyperactivity disorder, mental health diagnoses, traumatic brain injuries, autism spectrum disorder, vision or hearing related disabilities, and chronic medical issues (St Catherine University, 2022c). Common accommodations include classroom and testing accommodations,

access to alternative-format student materials, assistive technology, and sign language interpreters (St Catherine University, 2022c).

Participants

Due to the nature of being a pilot program, a small pool of students were sent recruitment materials to participate in a 4-week virtual occupation-based pilot program named, "Mastering the Higher Education Success Formula: Time Management, Study Skills, and Mindfulness for Academic Excellence". Intended participants initially included students receiving accommodations from the OTA program at St. Catherine University and was later extended to students receiving accommodations from both the Master of Occupational Therapy (MAOT) and Doctor of Occupational Therapy (OTD) programs. The inclusion of MAOT and OTD students was agreed upon by stakeholders to expand potential for reaching additional participants who could benefit from the program. Two phases of recruitment emails were sent two weeks prior to program initiation (See within Program Leader Guide in Appendix C). An additional recruitment email was sent with the help of Stephanie Adams, DHSc, OTR/L to due to the initial low response rate from OTA students. All emails included the program flyer with an accessible version (Appendix D). Interested participants were instructed to complete the Program Registration Form (Appendix E).

Procedures

Following the scoping reviews, additional literature and resources were reviewed to enhance knowledge and competency in program development within the scope of OT. Other specific topic areas included student support services, the impact of disability on learning, UDL, health statistics of college populations, and a multitude of resources on concepts of the program including time management, study skills, and mindfulness as they relate to OT.

A major personal professional development goal of mine was to enhance communication and presentation skills during the program development phase. Professional development activities I participated in to inform the project included attending the Minnesota Association on

Higher Education and Disability (MN AHEAD) conference and presenting my project with stakeholders. During the project, a unique opportunity was presented to facilitate a group of students in the MAOT and OTD programs within their Problem-Based Learning (PBL) course, a case-based course designed to promote collaboration, ethical decision-making, and competency in occupation-based clinical reasoning. Facilitating a group of students was a method to enhance leadership skills in preparation for the capstone project program.

Developed Materials

While immersing in learning, professional development, and organizational strategies, materials were created for the program, which included four weekly program slide decks (Appendix F), participant resource handouts, and a program leader guide with marketing materials, access to slides, survey questions, timeline, etc., for future program leaders. The guide also includes prompts to all slides which allows for step-by-step instructions for future program implementation.

All educational materials within the program were occupation centered. Two distinct approaches/models that were utilized included the Cognitive Orientation to Occupational Performance (CO-OP) Approach (Polatajko & Mandich, 2010) and The Canadian Occupational Performance Measure (COPM) (Law et al., 2019). The structure of CO-OP Approach and COPM were modified to enhance both goal setting and self-reflection throughout the program.

A particular highlight was the development of a St. Catherine University Student Support Service Flowchart (Appendix G), created collaboratively with Madisyn Anderson, a fellow classmate also partnered with the SA&A Office. The development of the flowchart included collaboration with a multitude of student support services. The aim of the material is to simplify the process of connecting students to services based on common student barriers and needs. Included in week four of the program, this resource was designed to sustain the program's impact on individual student support and reduce the gaps in misunderstanding surrounding the multitude of student support services at the university. The flowchart has already reached

greater audiences and recommended use of the resource is highlighted in the implications section.

Organizational Strategies

Both mentorship and self-guided organizational strategies were important considerations in meeting project objectives. A Program Logic Model, an approach to organizing project inputs (activities and resources), outputs, and outcomes, was created (Appendix H). An additional resource created during the program development phase was a Gantt Chart (Appendix I), a visual of program objectives, tasks, and timeline. A group of stakeholders, including staff from the SA&A office, OTA/MAOT/OTD faculty, and staff from other student support services, such as the Accessibility Committee, Student Affairs, and the O'Neill Center, reviewed materials and provided frequent feedback prior to program implementation. Furthermore, a multi-step peer review editing process took place by a group of OTD students. St. Catherine University Institutional Review Board (IRB) approval was obtained prior to collecting survey data from student participants to ensure the rights and welfare of respondents.

Sessions

Program sessions were held virtually for one hour on Thursday evening for four consecutive weeks. The first two weeks of the program focused on time management and study skills, the third session addressed mindfulness, and the fourth and final session involved review and long-term goal setting for sustainability. Each session involved interactive-based activities, education on strategies, goal setting, and body doubling in which students independently participated in academic or non-academic tasks with the opportunity to implement learned strategies. Outcomes of the program can be analyzed via the pre and post program survey results, both quantitatively and qualitatively.

Evaluation Tool

Participants completed pre- and post-program surveys (Appendix J) intended to measure behavior changes in regard to time management, study skills, and mindfulness, in

addition to health behaviors and levels of stress, as a result of program participation. The post-survey was also intended as an evaluation tool to gather participant perspectives on the program's ability to meet the needs of students, meet learning objectives, and identify program strengths and needs for improvement. See data analysis outcomes in the following outcomes section.

Outcomes

A total of 9 participants registered for the program via the program registration form. The breakdown of the participants is shown in Figure 1 and Figure 2.

Figure 1

Program Participants by Program

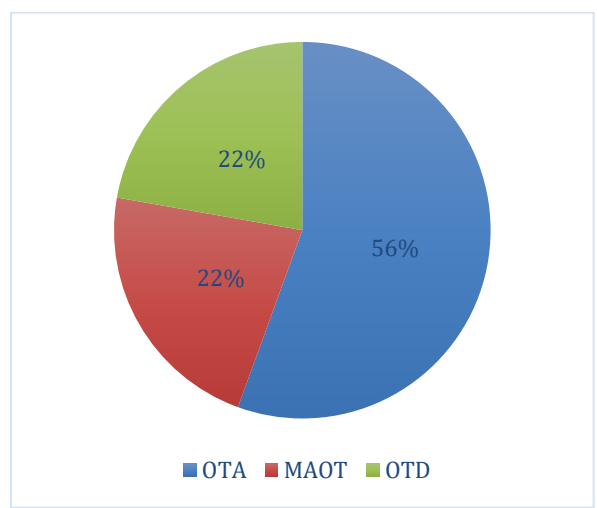
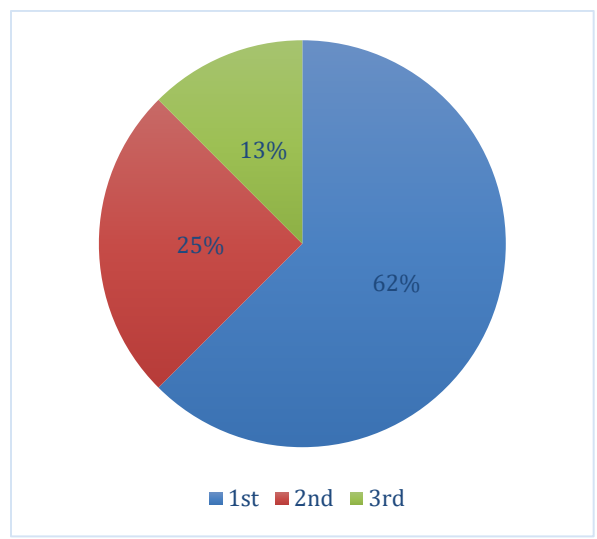


Figure 2

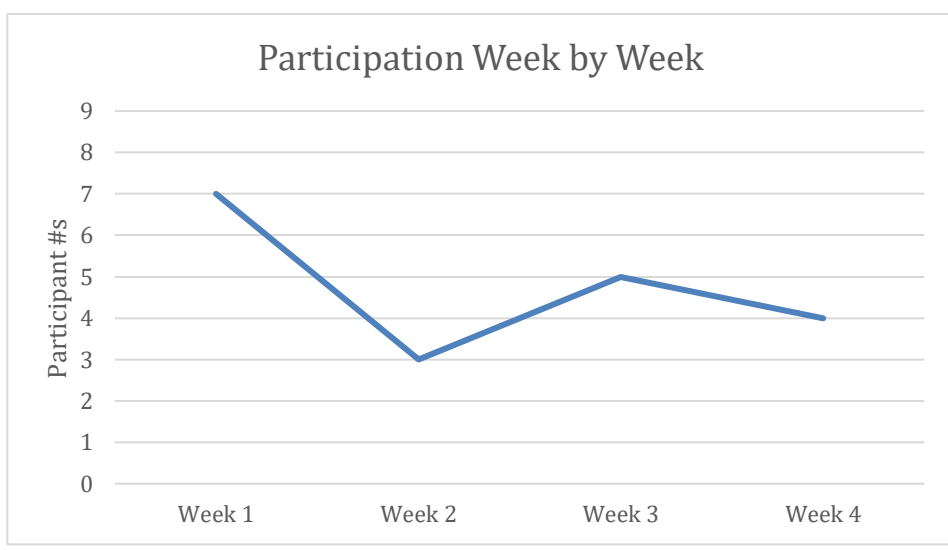
Participants' Year in Program



The participation rates varied week by week throughout the duration of the four-week program. Attrition was a factor, with four students withdrawing or demonstrating a pattern of absenteeism. Two known reasons for attrition included timing conflicts and termination from the academic program due to poor academic performance.

Figure 3

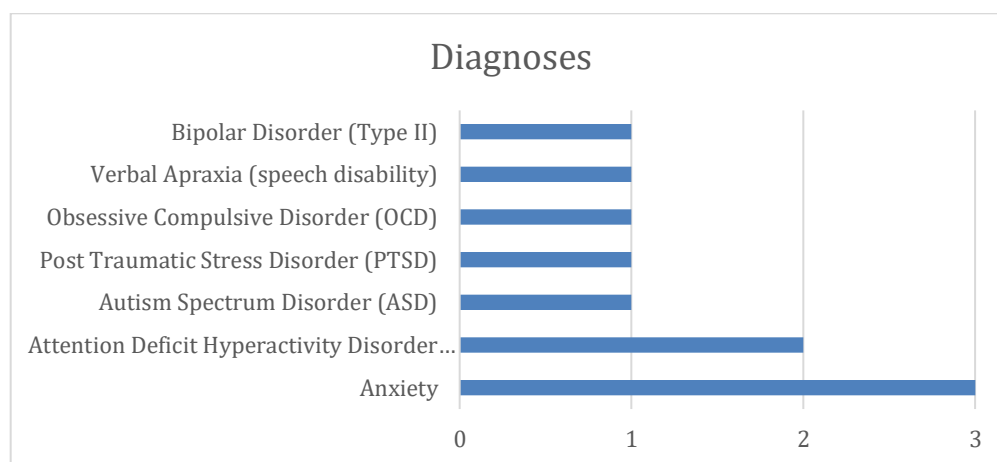
Weekly Participation Rate



Within the pre-program survey, participants were instructed to indicate their reason for receiving accommodations. Diagnoses included the following in Figure 4. Of note, five of the seven participants had more than one diagnosis that qualified them to receive accommodations.

Figure 4

Participant Diagnoses/Reasons for Receiving Accommodations



Quantitative Analysis

The quantitative survey measures included Likert Scale items ranging from strongly disagree (1) to strongly agree (5). Participants were given a unique identifier to analyze changes from the same participant over time. Overall, participants demonstrated greater changes in time management and study skills in comparison to mindfulness behaviors; this could be due to greater time spent addressing time management and study skills. See Figures 5-8 which display measures in which the greatest changes were detected for all participants.

Figure 5

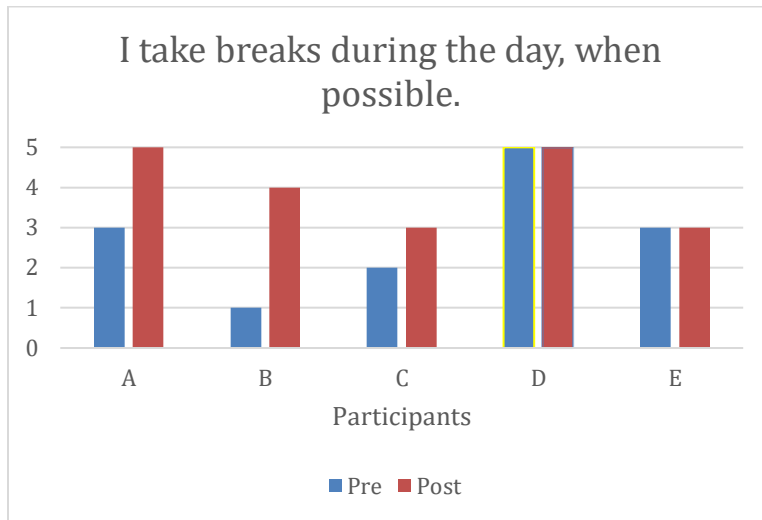


Figure 6

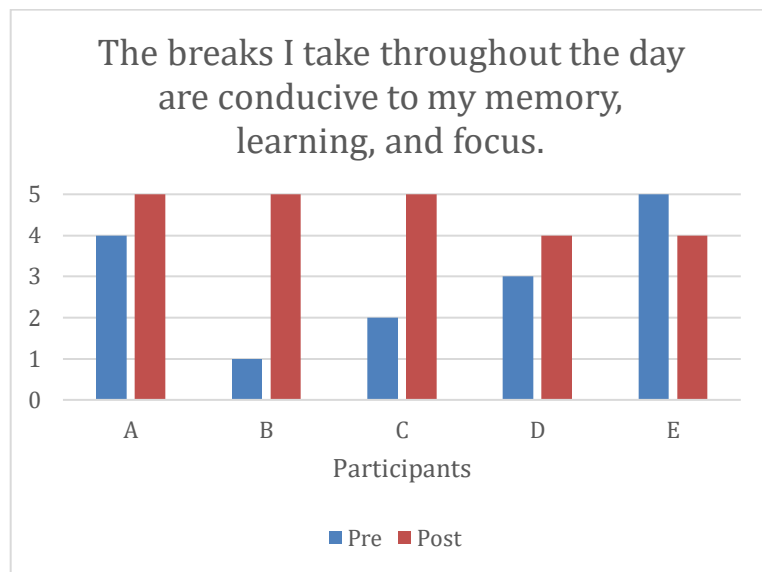


Figure 7

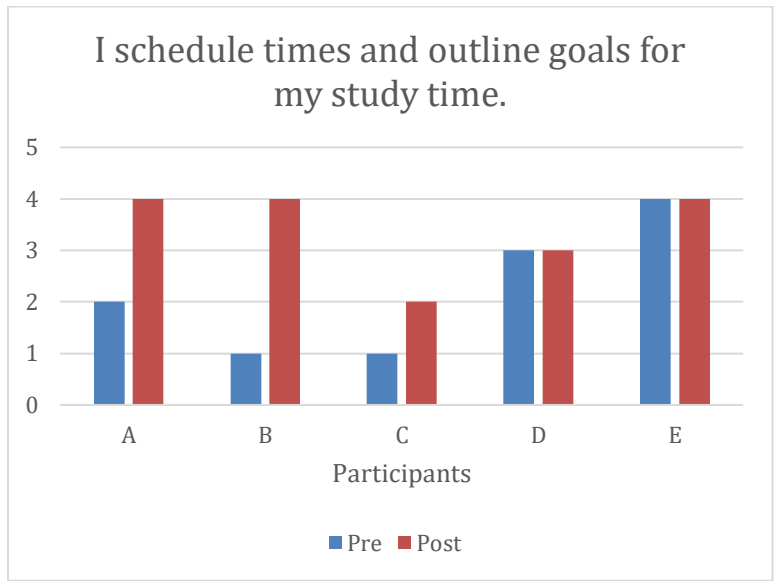
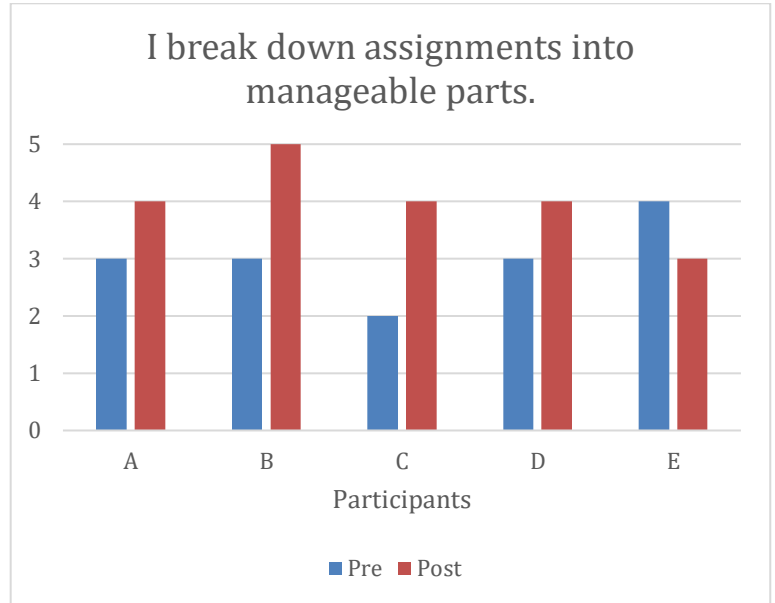


Figure 8



Little to no change was indicated in measures addressing procrastination behaviors and overall, the participants' responses to measures of health behaviors, such as sleep. Limitations that could've contributed to this are the limited amount of time for habit change, as this program only spanned one month. Alternative factors were identified which can explain variability in change between participants; participant E demonstrated the least changes which could in-part

be explained by the limited availability of time, as this student reported working 33-40 hours/week on average and an average of 7-9 study hours/day. Conversely, participants who worked and studied fewer hours demonstrated greater positive changes. See Appendix K for results for all Likert Scale measures of time management/study skills, mindfulness, occupational balance, and mixed measures. In relation to the program objectives, all participants stated they agreed or strongly agreed all program objectives were met.

Qualitative Analysis

The results of the program registration form indicated reasons for committing to the program sessions that helped to inform the development of the program based on common student concerns and needs. Themes that emerged as reasons for participating included building community, learning about skills and techniques to support the role as a student, learning and applying OT, achieving balance, and reducing stress. Participant D indicated many themes within their response stating:

I would like to learn time management skills, stress management, and study skills. The OTA Program is fast-paced with seven and eight-week classes and I would like to be more efficient and apply these skills. I would like to also hopefully be able to find more time for myself regularly by managing time more effectively and coping with stress more effectively. I also am interested in school based occupational therapy and maybe I can learn a thing or two that I can maybe teach students with disabilities to help them manage school better.

Open-ended qualitative survey measures within the pre and post surveys were intended to gather perceptions of program effectiveness and suggestions for future implementation. Specific strengths stated by participants included receiving resources and email reminders in advance, short-term goal setting, reflection activities, and creating lists of urgent/important tasks. Participants also stated body doubling was effective. Time was one limitation, with many stating the time conflicted with group projects and many reported difficulties focusing later in the

evening. Variables in qualitative responses could be due to individual differences, which is one limitation of a group-based setting. For instance, one participant suggested there was sufficient time to complete activities in-session, whereas another mentioned more time for reflection and goal setting would have been beneficial. An additional suggestion that emerged, which can be considered for future program implementation, included methods for greater interaction. For example, having cameras on to create a greater sense of community, creating a way to check in during each semester through such programming, and including additional strategies to maintain focus rather than reducing multitasking. Overall, the program was successful and future program revision and re-evaluation built upon this structure will be necessary to evaluate effectiveness.

Implications

This section will address the implications and the recommendations to carefully consider to sustain the impacts of pilot program. Considering program strengths and areas of improvement, indicated below are recommendations for the SA&A office and St. Catherine University at large:

1. Upload the separately recorded sessions to the St. Kate's website available for all students.
2. Continue to share and advocate for the use of the Student Support Service Flowchart within course syllabi and/or orientation to enhance student awareness of available support.
3. After next year's OTD capstone student with the SA&A office, continue to place students to further revise, re-implement, and re-evaluate the program to broaden to a more diverse OT-based service and to further advocate for both the role of OT and the role of disability services on campus.
4. Consider the feedback from program participants and make revisions as applicable.

5. Consider methods to identify sub populations of students in greatest need (i.e. cycles of needs assessment surveys).

This program demonstrates the unique role OT can have working in education-based settings. Continued advocacy can create a more permanent space for OTs practicing in higher education outside of the traditional professor role. Earlier in this paper I shared the potential avenues OTs can consider when working in higher education; this experience demonstrated the effectiveness of applying OT to both academic skills and to all occupations, as students have many roles and responsibilities to manage outside of their academic program. To reach one's greatest potential within the academic learning environment, especially with a disability, students must have the skills to manage time, limit distractions, and reduce stress meanwhile balancing all of life's needs.

A few implications exist regarding the students who participated in the program. Based on survey responses and general feedback, it can be concluded that this program was successful from a pilot program standpoint. As it is the first time this type of program has been developed and lead at St. Catherine University, there are specific strengths, areas of improvement, and limitations. Future program leaders can analyze survey data from this pilot program, review new literature, have additional time to complete needs assessment surveys, and meet with stakeholders to identify presenting student concerns. Thus, through a quality improvement and OT lens, future students can creatively address student needs through the multi-phase cycle of program development, implementation, and evaluation.

From a community and interprofessional standpoint, this project has provided opportunities to educate within the St. Catherine community about the distinct role of OT in higher education and program development. Thinking long-term, the goal is to fully implement a holistic, OT-based student support service that addresses all student concerns and barriers maintaining the perspective of the therapeutic use of everyday activities. While it is unknown

what this would look like, with the devotion to this project from future capstone students with the support of student support services at the university, this goal is possible and achievable.

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<https://doi.org/10.4278/ajhp.120518-QUAN-265>

Appendix A: Scoping Review Poster

Higher Education Occupation-Based Wellness Programming to Address Student Needs

Emily Medcalf, Occupational Therapy Doctorate Student

Faculty Advisor: Kristen Maisano, OTD, MAEd, OTR/L

St. Catherine University, St. Paul



Introduction: Two scoping reviews were conducted with the aim to inform development of an occupation-based wellness program at St. Catherine University.

Approach: Scoping reviews of existing literature relate to higher education wellness factors that influence academic outcomes and best practices for virtual program development. Information sources, search strategies, critical appraisals, and synthesis of findings were summarized using a standard format.

Learning Objectives:

- Understand how lifestyle behaviors influence higher education student outcomes.
- Describe why robust, holistic college wellness programs and services are needed.
- Demonstrate best methods for virtual programming.
- Describe how occupational therapy is a well-suited profession to address wellness needs of college students.

Methods

Research Questions

Population/Problem:

What is the nature and breadth of evidence related to student health and wellness factors/behaviors that influence higher education outcomes?

Program development: What is the nature and extent of evidence related to best virtual program development practices?

Approach

Both scoping reviews were completed using the Arksey and O'Malley approach and PRISMA guidelines

Sample of Search Terms

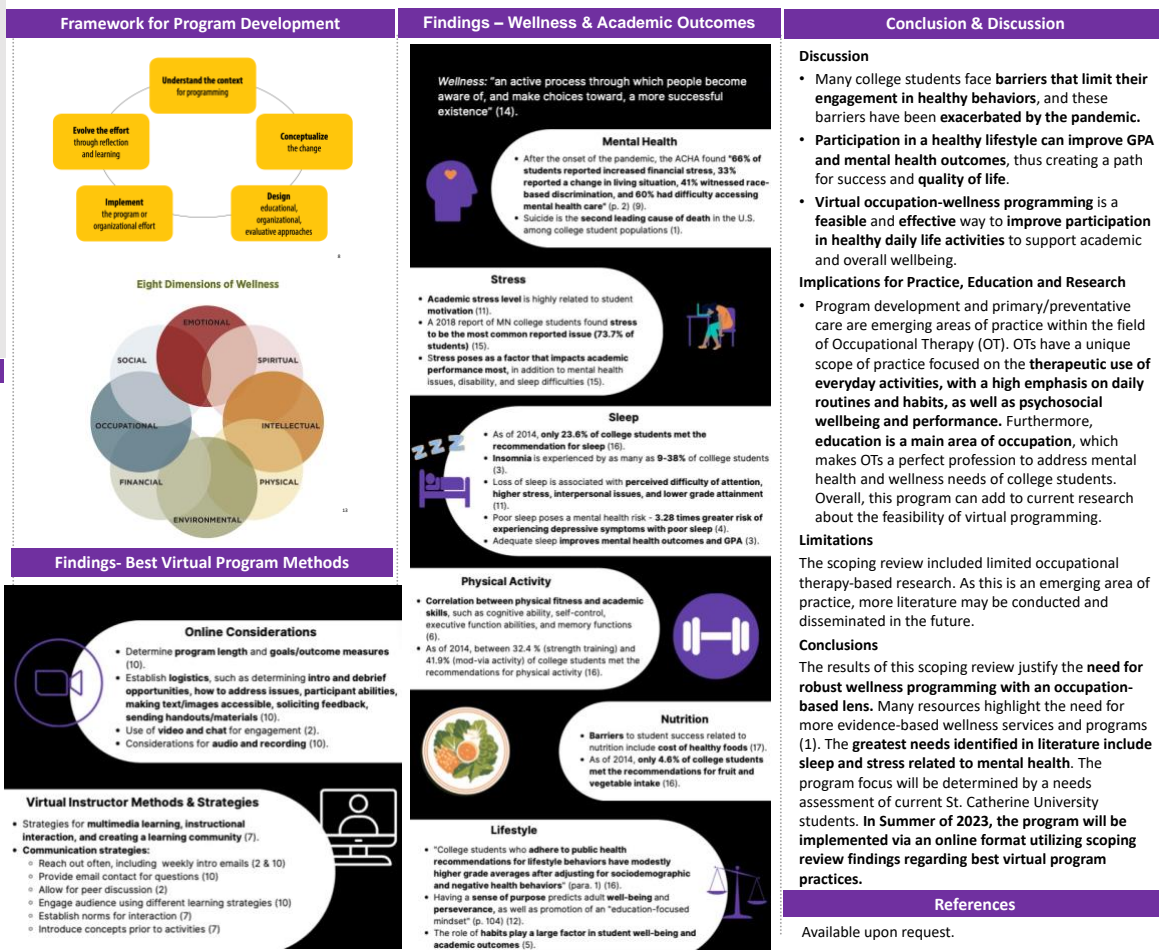
- “College success AND wellness AND health factors”
- “Student success AND wellness AND behaviors AND higher education”
- “Program development AND health promotion AND best virtual methods”

Databases Used

CINAHL, PubMed, Google Scholar, Google (.gov, .edu, .org) Cochrane Library, Gale Health and Wellness, and ProQuest Education Database

Inclusion/Exclusion Criteria

Date of publication, type of article (peer reviewed, systematic review, etc.), English, full-text



Appendix B: Needs Assessment

Part 1: Description of the Organization or Community

Description of Organization/Community

St. Catherine University (St. Kate's), located in St. Paul, Minnesota, was established in 1905 by the Sisters of St. Joseph of Carondelet. St. Catherine University includes the baccalaureate college for women and graduate adult colleges (St. Catherine University, 2022a). The university prioritizes catholic intellectual tradition, scholarly inquiry, and social justice teaching. The goals and objectives of St. Catherine University relate to values of academic excellence, community, integrity, social justice, and reflection (St. Catherine University 2022b).

Enrolled St. Catherine University students are eligible for access to student support resources. Within these resources is the Student Accessibility and Accommodations, which will be the main site for my capstone project. The overall aim of the Student Accessibility and Accommodations office is to support student goals, self-advocacy, and identity. The mission statement, which relates to St. Catherine's main vision to "educate women to lead and influence" (St. Catherine University, 2022b, para 1) is, "we support an equitable St. Catherine experience for students with disabilities, honoring the intersecting identities students carry" (St. Catherine University, 2022d, para 2). The Student Accessibility and Accommodations vision statement, "access for the whole student" (St. Catherine University, 2022d, para 1) aligns with St. Catherine University's vision "to be respected globally for educating women who transform the world" (St. Catherine University, 2022b, para 2). Student Accessibility and Accommodations achieves this by, "1) Recognizing that disability intersects with varying identities, 2) conducting ourselves in a transparent and equitable manner, 3) supporting faculty via consultation and education, 4) collaborating with campus partners for a seamless student experience, 4) cultivating a more inclusive campus culture" (St. Catherine University, 2022d, para 3).

Common accommodations include classroom and testing accommodations, access to alternative-format student materials, assistive technology, and sign language interpreters. Services are primarily provided to individuals with learning disabilities, ADD/ADHD, mental health diagnoses, traumatic brain injuries, autism spectrum disorder, vision or hearing related disabilities, and chronic medical issues.

Primary stakeholders include St. Catherine University student participants, my primary site mentor, Alyssa Klenotich, M.S, and other staff members within this area of student support, including Mariah Lossing, Gabby Morse, and Lauren Siverson. Additionally, staff from all student support services will be informants of the process. Emmeline Romer, the Health Promotion Coordinator at St. Catherine University, works in alignment with Student Accessibility and Accommodations and has agreed to a role as a stakeholder.

Priority/Need/Issue #1:

Short term goal, long term goal intervention (3)

Primary Goal: Develop an online program, as this method was identified by students as a preferred program type, through St. Catherine University Student Accessibility and Accommodations. This program will aim to address student-related occupational academic and/or wellness needs with the intention to improve outcomes related to academics and wellbeing (see strategy #2 below for specific focus of program).

Strategy: Initial program development will be achieved by the following: Review best practices for online program development, universal design for learning, conduct needs assessment and interviews to identify needs and review previous survey data, utilize program logic model for organization, create marketing materials and recruit participants with support from both Student Accessibility and Accommodations and Student Health and Wellness.

Priority/Need/Issue #2:

Primary Goal: Implement a pilot program with the goal of later program evaluation to ensure the program successfully meets student needs prior to full program implementation.

Strategy: A 4-week pilot program will be developed and implemented to assess feasibility and efficiency of the program prior to full program implementation which will be led by future OTD students completing their capstone projects. This program will be highly focused on mental health, as this was identified as the #1 disability at St. Catherine University. Survey results from 2021-2022 indicate students are most interested in mindfulness/stress management or study skills/time management (Student Accessibility and Accommodations, 2022); the program will address these needs within the unique scope of occupational therapy.

Priority/Need/Issue #3:

Primary Goal: Engage in program evaluation to assess feasibility and effectiveness of pilot program to identify strengths, weaknesses, and areas of improvement for full program implementation. This step is necessary to ensure student needs related to mindfulness/stress management and study skills/time management are met by the program.

Strategy: Conduct post-program surveys from participants, meet with stakeholders to review outcomes, compile and complete documentation guide for future program leaders.

Part 2: Preliminary Information and Resources for Learning*Internal Information and Resources*

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
AHEAD (Association of Higher Education and Disability) Executive Summary- External Program Review May – July 2019	This document is a comprehensive program review for improving quality of student disability support services.	AHEAD identified the following as areas for improvement for the Student Accessibility and Accommodations office at St. Catherine University: 1) More disability resources staffing needed, 2) Focus on disability as an aspect of diversity and social justice, 3) Facilitate an accessible experience for the St. Kate's deaf community, 4) Implement the AIM database to the maximum extent possible, 5) Enhance physical access, 6) Think of access as a St. Kate's Campus Commitment, 7) Enhance the disability resources and faculty partnership, 8) Review

		housing and emotional support animal accommodations, 9) Communicate contact information for access for campus events.
Student Accessibility & Accommodations Fall 2022 – Overview of survey	These slides provide an overview of survey results from the SA&A office. Results include demographics, utilization of student support services, and identified areas of need.	Top topics for potential hybrid formatting was identified by students as mindfulness/stress management and study skills (time management, etc.).
Student Satisfaction Inventory and Adult Satisfaction and Priorities Survey Results (Spring 2022)	This document includes survey results related to strengths, challenges, survey details, and meeting notes from all student support service at St. Kate's – Counseling, Access and Success, Health and Wellness, Residence Life, Student Center and Activities, Accessibility and Accommodations, Center for Spirituality and Social Justice, and MIPs.	Related to SA&A, there is a need to improve services, as students within the long-term disability category were the least satisfied student group and these individuals may require the most accommodations. Overall, university strengths identified by students include the commitment to academic excellence, satisfaction with faculty availability, safety, community reputation, effectiveness of library, health service staff, and tutoring services. Identified challenges, and thus, areas of need, include financial aid/tuition assistance, quality of instruction, academic advising approaches, and sense of belonging.

External Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Key Learning
Fernandez, M.E., Ruiter, R.A.C., Markham, C.M., Kok, G. (2019). Intervention mapping: Theory- and evidence-based health promotion program planning: Perspective and	A publication which provides in-depth detail about intervention mapping, a method for program development,	Steps of intervention mapping: see para 5. Example of intervention mapping

<p>examples. Front Public Health. https://doi.org/10.3389/fpubh.2019.00209</p>	<p>implementation, and evaluation.</p>	<p>steps and tasks: see Figure 1.</p>
<p>American College Health Association National College Health Assessment- Undergraduate Student Reference Group Fall 2022</p> <p>Executive Summary</p>	<p>A full review of survey data comprised of 23,866 undergraduate students from 51 U.S. institutions regarding perceived health behavior.</p>	<p>ADHD is the most common diagnosis</p> <p>Within mental health and wellbeing category, 50.8% of students were under psychological distress and 54% rated themselves as lonely</p> <p>30.4% had a positive suicidal screening (much higher for trans/gender non-conforming populations (65.2%))</p> <p>Students could benefit from greater level of physical activity and decreasing substance use</p>

Gaps in Learning:

- Program development within the scope of occupational therapy
- Impact of social determinants on health behaviors of college students
- Effectiveness of specific programming related to executive function/time management, stress reduction, etc.

Part 3: Informational Interviews

Alyssa Klenotich, M.S. Assistant Director of Student Accessibility & Accommodations at St. Catherine University

Interview Questions:

1. What's your role as the Assistant Director of Student Accessibility and Accommodations?
2. What is your educational background?
3. What are current projects, goals, or objectives at Student Accessibility and Accommodations?
4. What are current gaps and needs?
5. What are the roles of the other staff members within Student Accessibility and Accommodations?
6. What are the different student support services you collaborate with?
7. What programs are being established currently based on current student needs?
8. Do you work with Emmeline Romer, the Health Promotion Coordinator, and is there overlap with Student Health and Wellness?

Interview questions were asked during the initial introductory virtual meeting with Alyssa Klenotich and Madisyn Anderson. Alyssa received her Bachelor's of Arts in Clinical Psychology from Winona State University and later, her Master's of Science in College Counseling and Student Development from St. Cloud State University. Alyssa was an Access Consultant for St. Catherine University Student Accommodations and Accessibility for 1 year and was recently promoted to Assistant Director. Through this role, Alyssa is actively involved in reducing disability barriers and assists students in accessing accommodations. Alyssa tends to work with student populations in crisis situations, such as not passing a class, challenges with advocacy or communication, or mental health hospitalizations. She works on a case management team with other professionals across campus to support those individuals. Alyssa also supervises student workers, manages the AIM database with testing requests, supports policy development, and uses creative problem-solving when a dilemma occurs. Lastly, Alyssa has been supporting the accessibility committee, is an advisor for the disability identity group club on campus, manages a table during registration events, meets with faculty members to tackle needs of students, and works with other offices for programming needs.

Alyssa reported recent transitions within the office, including role changes and identified new initiatives, such as updating the website and altering testing modules to schedule online. Programs being considered include a counseling group in which students have access to an educational and accountability space in a hybrid format. Additionally, due to the online format of the Occupational Therapy Assistant (OTA) program, OTA students were identified by Alyssa as a student group in need of programming; currently meetings are taking place to discuss opportunities. Additionally, the office recently hired a study skills specialist. The Student Accessibility and Accommodations office collaborates with other student support service, namely the O'Neil Center, Counseling, Access and Success, and Student Health and Wellness. Alyssa reported Emmeline Romer, the Health Promotion Coordinator, has collaborated with the office to provide mindfulness programming and will be a highly probable stakeholder.

Emmeline Romer, Health Promotion Coordinator at St. Catherine University

Interview Questions:

1. What is your role as the Health Promotion Coordinator at St. Catherine University?
2. What is your educational background?

3. What are current projects, goals, or objectives within Student Health and Wellness?
4. What are identified gaps within programming?
5. What do you see as the greatest needs of students?
6. What do you see as the greatest barriers of involvement in Student Health and Wellness?
7. Have you identified best methods for engaging students within an online or hybrid program?
8. Are there upcoming events or programs I could participate in to achieve a greater understanding of your role and Student Health and Wellness?
9. Any additional information I should be aware of?

Emmy Romer was interviewed to achieve a better understanding of programming at St. Catherine University. As Health Promotion Coordinator, Emmy creates and facilitates Health Education events and programs for the St. Kate's student body. This is accomplished through traditional in-person workshops, social events, and collaboration with partner departments. Examples of health education and health promotion events includes an annual Health and Wellness Fair, Nutrition Dine and Learn events, and Sex by the Slice (the annual sexual health event co-hosted with The Pulse). Emmy also supervises the Peer Health Educators and participates in health behavior surveillance. Emmy's undergraduate degree is in Psychology, and she received her Master's in Public Health. She has worked in health education at the collegiate level since 2018. Emmy is currently working to expand more mental and emotional health education and support for our incoming students. The nature of St. Kate's being a large commuter population means that it can be difficult to program for commuter students who may have non-traditional school hours. To overcome this gap, Emmy mentions she tries to offer programs at a variety of times to accommodate these students. Emmy mentioned St. Kate's students are extremely resilient, stating the best way to support students is to identify areas where they are doing well, and capitalize on the skills they are naturally using to be successful, then transfer these skills to other areas in which they might be struggling. Emmy identified that engagement has been a challenge, however they frequently utilize social media through Instagram and the health and wellness YouTube channel to provide evergreen health education content for a digital audience. In May, Emmy stated Health and Wellness will be partnering with the library to host De-Stress Fest, and she mentioned I can attend to achieve a better understanding of programming and services within student health and wellness.

Part 4: Public Records and Organizational/Community Resources

Student Accessibility & Accommodations Annual Report 2021-2022 (internal)

Description and summary: This resource, provided by Alyssa Klenotich, reviews annual initiatives and results from 2021-2022 regarding programming, achievements versus challenges, goals, and survey results. Psychological conditions (#1) and learning disabilities/ADD/ADHD (#2) are most common disability types utilizing student support services with testing accommodations being the greatest utilized resource.

Health and health-related behaviors- Minnesota postsecondary students_(external)

Description and summary: This university report provides prevalence and statistics of mental health conditions, tobacco use, alcohol/drug use, safety and financial health, nutrition/physical activity, and sexual health for higher education students in Minnesota. These findings relate to the capstone project in that it provides a consensus of student needs. However, St. Catherine University student needs may be different than the population of MN.

Part 5: Organization or Community Assets

Stephanie Adams, OTR/L, DHSc, OTA Online Program and Assistant Professor at St. Catherine University

Stephanie Adams will be a major point of contact and mentor throughout the capstone experience due to her role within the online OTA program and awareness of student needs. I've been in communication with Stephanie Adams since Summer of 2022 while in development of the capstone project. Stephanie Adams strongly believes OTA students would benefit from programming addressing time management and study skills to support the virtual learning experience and improve engagement.

Student Support Services at St. Catherine University

Outside of the SA&A Office, overall student support services at St. Catherine University will provide a major asset to the capstone project. Student support services encompass tutoring and academic support, basic needs resources and parenting support, financial counseling and resources, on-campus early childhood education, TRIO Student Support Services, Health and Wellness Clinic, Student Affairs, Counseling Center, and Active Military and Veteran Support.

Part 6: Proposed Methods to Collect Other Information During the Doctoral Capstone Experiences and Project

Internal Information and Resources

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
Staff SA & A meetings	Office updates discussing current initiatives and needs.	Gain insight into current needs and goals within the organization.
Interviews with staff both part of the SA & A office and other student support services at St. Catherine University	Interviews with Alyssa Klenotich, Emmeline Romer, Health Promotion Coordinator, and others, as needed.	Gain a better understanding of student support services and programming needs at St. Catherine University.
Accessibility committee meetings	Per Alyssa Klenotich, "The accessibility committee meetings are a group of professional staff across campus that meet together to support accessibility needs on campus and supports implementation of them. This is broken down into subcommittees, who do the bulk of the work and are separated based on the members department and general interest."	Enhance understanding of accessibility and student needs to support capstone project.

Meetings with OTA program director, Stephanie Adams and relevant documents provided by Stephanie Adams	With the intended program population being students within the online occupational therapy assistant program, it will be important to maintain regular communication with Stephanie Adams.	Open communication to address changing student needs and direction of programing.
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External Information

Name of Information or Resource	Description of Information or Resource	Brief Summary of Focus of Learning
U.S. Department of Education. (n.d.). Office of postsecondary education-student service.	Current programs and policies regulating national student support services	Information to refer to regarding TRIO programs, funding opportunities, news and information, and newsletter
Student Affairs Administrators in Higher Education. (n.d.). Health, safety, and well-being.	NASPA's health, safety, and well-being site provides videos related to programming and educational strategies for higher education	Applicable to my capstone are videos related to evidence-based programs online and integrating online prevention with other student affairs roles. These will be integrated to my MOU during the capstone experience to assist in program implementation.
National Minority Aids Council. (n.d.) Program development. [pdf].	Information on needs assessment, program development, implementation, and evaluation, creating goals and objectives, etc.	Program design, implementation and evaluation should include thorough consideration and organization
University of St. Thomas. (2023). Student services. University of St. Thomas. (2023). Well-being services.	St. Thomas University's Division of Student Affairs, Well-Being Services, and Accessibility Support Services to provide an opportunity for comparison	Website includes academic resources, student services, and resources, both on and off campus.

<p><u>University of St. Thomas (2023). Accessibility support.</u></p>	<p>of strengths and areas of improvement for programming and student support services</p>	<p>Current programming includes Project QUIT – Nicotine Cessation, Alcohol education, anxiety toolbox workshop, body image group, LGBTQIA + Interpersonal Process Group, and more. St. Thomas has similar accessibility services, but a separate search was needed to navigate this service as it wasn't within the website for the division of student affairs.</p>
<p><u>University of Minnesota. (2023). Resources for students.</u></p> <p><u>University of Minnesota (2023). Student academic success services.</u></p>	<p>University of Minnesota Student Support service site and more specifically, the Student Academic Success Services to provide an opportunity for comparison of strengths and areas of improvement for programming and student support services. These resources are valuable because the previous St. Kate's Director of SA & A transitioned to the University of Minnesota.</p>	<p>Website includes resources for academic planning, academic resources, basic needs (housing, food, healthcare, financial), counseling/individual and group, crisis services, financial aid, finding community, mental health and well-being, off-campus community resources, student support service offices, students with children.</p>

Part 7: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

Internal		External	
Strengths	Weaknesses	Opportunities	Threats
High student satisfaction with academics, faculty engagement, safety, reputation, and staff within support services	Students less satisfied with financial aid availability/tuition cost, quality of instruction, academic advisor approachability, and concerns about feeling welcome, registration, and responsiveness to feedback	Meet AHEAD review recommendations, namely, "Enhance disability resources and faculty partnerships"	Policies that limit funding sources for student support services
Collaboration with all student support services	Limited student participation in programming despite need	Improve accessibility, participation, and inclusivity within student support programming	Negative values and beliefs regarding younger generation of students
Increasing awareness of accessibility concerns on campus to promote student wellbeing	Students who identified within the long-term disability category were the least satisfied population group	Great need for mental health support as mental health was #1 disability category for St. Catherine University students	Limited resources for postsecondary students
Variety of student support services within SA & A office – classroom accommodations, test accommodations, sign language interpreters, access to alternative format course materials, assistive tech, referral to campus	Students unaware of support services available	Increase usability of services such as peer notetaker and media captions (only 3% currently utilize)	Artificial Intelligence

and community resources, etc.			
	Meeting the differing needs of 3 distinct colleges- Women, Adults, and Grad	Julie Olson Rand previous SA & A Director now at the University of Minnesota	Potential pushback from faculty or staff on implementing accommodations

Part 8: Preliminary Evidence Review on Populations, Interventions, and Programs of the Organization/Community

Source #1	Overview of Source/Article
Type of Source/Article	Overall Type: Review of Evidence Specific Type: “The current review article sets forth the arguments for both including purpose in future research and why higher education is an ideal context for considering its development” (para 4).
APA Reference	Pfund, G. N., Bono, T. J., & Hill, P. L. (2020). A higher goal during higher education: The power of purpose in life during university. <i>Translational Issues in Psychological Science</i> , 6(2), 97-106. http://dx.doi.org/10.1037/tps0000231
Abstract	“The transition into college involves several trials and tribulations, and students’ ability to deal with this process may be facilitated by finding a sense of purpose. Having a purpose has been shown to have a variety of benefits for college students, whether it is garnering the perseverance to help withstand the various stressors college students must endure or the potential it has for promoting well-being. This review describes why purpose is an important consideration for higher education researchers by noting its relevance to the college experience and its ability to predict desirable outcomes. This review also addresses the potential for individuals to change their purpose and life goals, and 3 potential pathways (proactive, reactive, and social learning) to pursue a purpose. Finally, this review ends by discussing applications for higher education institutes, including how to help students combat potential mental health issues and increase their likelihood of being a successful student. With college student well-being as a prominent concern, there is a clear need for different facets of the education system at large to better address these issues. An effort to integrate purpose throughout the college experience may provide an effective route for professors and administrators to combat this mental health crisis” (p. 97).
Author	Primary author (Gabrielle N. Pfund): <ul style="list-style-type: none"> • Associated with a reputable university (Washington University in St. Louis & Northwestern University) • Professional qualifications or considerable experience • Produced/published extensive work (grey/black) in the field (33 other publications)

	<ul style="list-style-type: none"> • Recognized expert (in life purpose, philosophy, and psychological & brain science), identified in other sources • Review cited 17 times • Article includes a detailed reference list
Publication	Type of publication: Scholarly peer-reviewed Translational Issues in Psychological Science
Date and Citation History	June 2020 Cited by 36
Stated Purpose or Research Question	“This review describes why purpose is an important consideration for higher education researchers by noting its relevance to the college experience and its ability to predict desirable outcomes. This review also addresses the potential for individuals to change their purpose and life goals, and 3 potential pathways (proactive, reactive, and social learning) to pursue a purpose. Finally, this review ends by discussing applications for higher education institutes, including how to help students combat potential mental health issues and increase their likelihood of being a successful student” (para 1).
Author’s Conclusion	“Integrating practices that shape and bolster purposefulness throughout the college experience could aid in bettering student mental health, as well as more effectively prepare individuals for meaningful and thoughtful futures following graduation” (para 2).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate This review is relevant to the capstone project because it identifies a sense of purpose as a factor which contributes to university success. This review has significance in terms of understanding how to increase purpose in college students. The authors provide their impact statement: “With college students often struggling with anxiety and depression, it is important for university officials and education systems at large to support and enhance student well-being. Integrating practices that shape and bolster purposefulness throughout the college experience could aid in bettering student mental health, as well as more effectively prepare individuals for meaningful and thoughtful futures following graduation” (para. 2).
Overall Quality of Article	Good <ul style="list-style-type: none"> • Review includes a somewhat clear aim in the abstract • Peer-reviewed • Edited by a reputable authority • Supported by authoritative, documented references or credible sources • Article is accurate and unbiased
Your Focused Question and Clinical Bottom Line	Focused Question: What specific methods of programming can be implemented to benefit student wellbeing and sense of purpose? Clinical Bottom Line: Mentoring, reflective activities, seminar courses, education on pathways of purpose, service learning
Your Lay Summary	This review article explains importance of purpose in college. Also, it reviews ways to improve sense of purpose. This includes mentoring, reflection, community participation, and more. Sense of purpose can protect against

	mental health. It also can improve student outcomes and wellbeing. Universities should adopt recommended activities.
Your Professional Summary	This review of literature reviews purpose as a construct which is a critical need for higher education students. Examples of methods to achieve a greater college sense of purpose are reviewed. College is a major transitional period of life and provides an opportunity for universities to initiate services and initiatives to promote sense of purpose. Purpose is necessary for mental health and successful student outcomes. Through proactive, reactive, and social learning methods, universities can better support students' future development, sense of community, and decrease prevalence of anxiety, depression, and other psychiatric concerns. This can be done in a variety of ways, this review highlighted methods such as mentoring, reflective activities (creative writing/journaling), seminar courses, education on purpose, and service community learning to garner purpose and sense of belonging. Authors suggest universities of higher education adopt such principles to enhance the student experience and improve resilience, success, and mental health.

Source #2	Overview of Source/Article
Type of Source/Article	Review of evidence Specific Type: "This section summarizes an extensive literature review, discussing the concepts of wellness and how wellness is addressed on campus and reports on the existing initiatives of wellness and health for online learners within the higher education realm" (p. 18).
APA Reference	Thompson, J. J., & Porto, S. C. (2014). Supporting wellness in adult online education. <i>Open Praxis</i> , 6(1), 17-28. http://dx.doi.org/10.5944/openpraxis.6.1.100
Intro or Abstract	"Online education cannot continue to grow at the current pace while ignoring a crucial component of campus support, wellness for adult online learners. This paper brings awareness to the concept of wellness as an important student support service in adult online education. It includes a summarized review of relevant literature and identifies specific wellness concerns of adult online learners. The paper also provides examples of how three American higher education institutions are addressing the issue of wellness promotion in online learning. It identifies areas for improvement in current wellness initiatives and offers recommended strategies for supporting adult online learner wellness to professional organizations, institutions, instructors, and distance learners" (p. 17).
Author	<ul style="list-style-type: none"> • Associated with a reputable organization (University of Maryland University College) • Professional qualifications or considerable experience – challenging to navigate whether Jacklyn J. Thompson is an MD, or if that is a different person practicing on the east coast • Produced/published minimal other work (grey/black) in the field • Includes detailed reference list

Publication	Type of publication: Scholarly peer-reviewed International Council for Open and Distance Education, Open Praxis
Date and Citation History	January – March 2014 Cited by 41
Stated Purpose or Research Question	“This paper highlights wellness promotion as a relevant topic in adult online distance education and a necessary component of the student support continuum in distance education. The purpose of this paper is three-fold: it identifies the unique wellness concerns of adult online learners and examines a cross section of what is currently being done to promote wellness in adult online education; it identifies areas for improvement in wellness promotion for adult online learners; and it offers discussion and strategies about ways to support health and wellness in adult online education” (p. 18).
Author’s Conclusions	“The issue of adult online learner wellness must be addressed to improve the quality of online distance education and continue to scale distance education at its current pace. With student retention and course completion as chief concerns among distance education providers, and health a common reason learners withdraw from online courses (Müller, 2008), there is clearly opportunity for improvements in wellness services in adult online education” (p. 25).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good This article is highly relatable to the doctoral capstone project, as the intended population is the online OTA program and many of these students have several pressing responsibilities and roles outside of coursework. This article reviews barriers online students face and wellness programming to mitigate barriers and challenges. Authors provide best practices for instructors of online learning environments and provides examples and details regarding factors that influence adult learning and strategies to enhance learning.
Overall Quality of Article	Good <ul style="list-style-type: none"> • Aim of article stated in abstract and it was met • Peer-reviewed • Edited by a reputable authority • Supported by many authoritative, documented references or credible sources
Your Focused Question and Clinical Bottom Line	Focused Question: What are concerns of adult online learners and what are recommendations to support these needs? Clinical Bottom Line: Concerns include outside responsibilities and commitment, stress, mental health, health behaviors such as diet, nutrition and exercise, and ergonomics. Recommendations include “Invest in wellness research, develop and publish professional wellness guidelines and standards, encourage implementation and follow through by colleges and universities, create entity to oversee wellness and provide resources, measure wellness needs of students, provide personal counseling to all adult online learners, develop useful virtual wellness resources, implement a wellness referral or case management program, train instructors and support staff on wellness, support learners’ awareness about their own wellbeing” (p. 25).

Your Lay Summary	Adult college students in online programs face more challenges than other students. This article mentions challenges. Also, authors explain how to address them. Adult online college students need more assistance. Authors point out ways to do this. This includes more research and more wellness programming.
Your Professional Summary	This review of literature addresses concerns and recommendations for wellness programming to promote distance online learning. Authors identified common barriers and stressors to include extensive commitments and responsibilities, stress, health behaviors, ergonomics/posture/sedentary behavior, and unanticipated events or factors. In addition to examples of current higher education wellness programming, the article provides suggested recommendations for universities from an institutional, instructor, peer, and personal standpoint. Overall, recommendations include that universities should prioritize research of wellness and create quality evidence-based wellness programming to address online student wellness needs.

Source #3	Overview of Source/Article
Type of Source/Article	Review of evidence Specific type: "The development of effective health promotion interventions often requires reviews of the relevant literature, application of theories, collection of new data, and involvement of experts, community members, and stakeholders in the planning process (para 2)."
APA Reference	Fernandez, M.E., Ruiters, R.A.C., Markham, C.M., Kok, G. (2019). Intervention mapping: Theory- and evidence-based health promotion program planning: Perspective and examples. <i>Front Public Health</i> . https://doi.org/10.3389/fpubh.2019.00209
Abstract	"Evidence-informed health intervention planning that incorporates theoretical and empirical evidence and engages key stakeholders and community members or patients in the planning process results in interventions that are more effective. Nevertheless, exactly how and when to use evidence, theory, and community-based participation during planning represents a challenge. In this Perspective, we describe Intervention Mapping (IM), a framework for theory- and evidence-based health promotion program planning that addresses this challenge by providing a systematic and stepwise approach to planning interventions. IM has been used to develop health promotion interventions and implementation strategies in community and clinical settings globally, with over 1000 published articles employing the framework. In this Perspective, we also highlight recent and innovative applications of IM described in the articles of the Frontiers in Public Health Special Topic on IM. We conclude by discussing new directions in the application of IM including novel methods for identifying determinants of behavior and environmental conditions, the application of IM for planning

	implementation strategies, and IM for adaptation of evidence-based programs in new settings” (p. 1).
Author	<ul style="list-style-type: none"> • Associated with a reputable organization (University of Texas Health Science Center at Houston) • Professional qualifications or considerable experience (Ph.D., Managing Director and Professor experience) • Produced/published extensive work (grey/black) in the field (219 publications) • Recognized expert, identified in many other sources
Publication	Type of publication: Scholarly peer-reviewed Front. Public Health, Public Health Education and Promotion
Date and Citation History	Published August 2019 Cited by 193
Stated Purpose or Research Question	“The purpose of this perspective paper is to provide an overview of Intervention Mapping, a framework for theory- and evidence-based health promotion program planning, and to highlight examples of applications of IM, as described in the articles of the <i>Frontiers in Public Health Special Topic on Intervention Mapping</i> publication” (para 2).
Author’s Conclusions	“IM helps health promoters to develop well-thought-out theory- and evidence-based programs through the identification of key changeable determinants of risk behaviors, the choice of appropriate intervention methods and applications, and the development of implementation strategies to ensure use and dissemination. Although the IM process is described through its sequential steps, IM is intended to be iterative, and, indeed, most of the studies presented above describe the IM planning process this way. Throughout the process, planners gain new knowledge about the population, determinants, environment, and/or effective and appropriate methods that sometimes requires cycling through earlier steps to expand or refine the program” (para 7).
Significance	This article provides relevant program development context, as it addresses a widely utilized method, Intervention Mapping. It does not address online methods, but it is valuable in implementing theory and evidence into program development steps.
Overall Relevance to Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: This article is relevant to the knowledge needed to implement a program. Steps of Intervention Mapping will be utilized during program development, implementation, and evaluation.
Overall Quality of article	Good <ul style="list-style-type: none"> • Includes a clearly stated aim within the intro section • Peer-reviewed • Edited by a reputable authority (Rosemary M. Caron)

	<ul style="list-style-type: none"> Supported by authoritative, documented references or credible sources
Your Focused Question and Clinical Bottom Line	<p>Focused question: What are best methods for organization within the program development, implementation, and evaluation process?</p> <p>Clinical bottom line: One method is to use intervention mapping</p>
Your Lay Summary	<p>This article provides information about ways to address health needs of a population. Intervention mapping is a step-by-step process to do so. The steps make sure the program is effective. Many resources have mentioned benefits of this method. This method helps to understand a problem to ensure it is properly addressed. It has been used by many communities around the world. Intervention mapping should continue to be used.</p>
Your Professional Summary	<p>Through review of literature, this article reviews the concept of intervention mapping which is a guiding framework for health promotion program development, intervention, and evaluation. This method focuses on multiple levels using an ecological approach, including the individual, interpersonal, organizational, and community levels. The steps of intervention mapping include establishing the problem, describing the objectives and outcomes, noting the methods of behavior change, creating an intervention that matches the context, creating strategies for maintaining the program, and lastly, program evaluation to measure effectiveness. Authors provide examples of intervention mapping, for example, how intervention mapping has been used to increase cancer screening, prevent obesity, and improve HPV vaccination.</p>

Source #4	Overview of Source/Article
Type of Article	<p>Review (narrative review)</p> <p>Specific type: "A single author (MP) searched PubMed and Google Scholar for peer-reviewed articles published at any time in English. Search terms included academic, school, university, stress, mental health, depression, anxiety, youth, young people, resilience, stress management, stress education, substance use, sleep, drop-out, physical health with a combination of any and/or all of the preceding terms. A snowball strategy allowed for examination of references in identified articles, and inclusion of additional articles as appropriate. The author reviewed all potential articles for inclusion. Articles from all countries were included in this narrative review, if a school based (secondary [as defined at grade 7 or higher] or university) population was included and the study assessed the impact of stress on student mental health, substance use, sleep, dropout rates, physical activity or academic outcomes. Articles were included regardless of study design" (para 3).</p>

APA Reference	Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. <i>International Journal of Adolescence and Youth</i> , 25(1), 104-112. https://doi.org/10.1080/02673843.2019.1596823
Abstract	“Students in secondary and tertiary education settings face a wide range of ongoing stressors related to academic demands. Previous research indicates that academic-related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout. The longer-term impacts, which include reduced likelihood of sustainable employment, cost Governments billions of dollars each year. This narrative review presents the most recent research concerning the impact of academic-related stress, including discussion of the impact on students’ learning capacity and academic performance, mental health problems, such as depression and anxiety, sleep disturbances and substance use” (para. 1).
Author	<ul style="list-style-type: none"> • Associated with a reputable organization - Institute for Health and Sport, Victoria University, Melbourne, Australia • Professional qualifications or considerable experience – Senior Research Fellow & Postdoctoral Research Fellow • Produced/published extensive work (grey/black) in the field • Recognized expert, identified in several other sources
Publication	Type of publication: Scholarly peer-reviewed International Journal of Adolescent and Youth
Date and Citation History	2020 Cited by 653
Stated Purpose or Research Question	“This narrative review presents the most recent research concerning the impact of academic-related stress, including discussion of the impact on students’ learning capacity and academic performance, mental health problems, such as depression and anxiety, sleep disturbances and substance use” (para 1).
Author’s Conclusions	“This narrative review highlights that academic-related stress is a major concern for secondary and tertiary students. The ongoing stress relating to education has demonstrated negative impact on students’ learning capacity, academic performance, education and employment attainment, sleep quality and quantity, physical health, mental health and substance use outcomes. Increasing students’ stress-management skills and abilities is an important target for change” (para 16).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: The review is highly meaningful and relevant; it adds context/uniqueness to the research question regarding all facets of student wellbeing and stress’ direct impact on student performance and how these factors can be addressed via programming.
Overall Quality of Article	Good <ul style="list-style-type: none"> • Article has a clearly stated aim within the abstract and it was met • Includes clearly stated methodology and is adhered to • Peer-reviewed • Edited by a reputable authority

	<ul style="list-style-type: none"> • Supported by authoritative, documented references or credible Sources
Your Focused Question and Clinical Bottom Line	<p>Focused question: How does stress impact college students?</p> <p>Clinical bottom line: Stress is a common experience faced by college students and can impede student success and well-being, interfering with mental health, sleep, and substance abuse.</p>
Your Lay Summary	<p>This article mentions how stress impacts college students. Stress disrupts students in many ways. This includes worsened mental health, substance abuse, sleep, physical health, less achievement, and possibly, dropout. Therefore, stress-management programs are needed. Programs have the possibility to improve academics and the future for college student populations.</p>
Your Professional Summary	<p>Pascoe et al. reviewed existing literature to address the impact of academic-related stress on the well-being of students, including learning, performance, mental health, sleep and substance use behavior. Findings suggest a need for managing stress, as stress has been found to increase anxiety and depression, sleep quality, ability to learn, increases risk of dropout, and reduces success of future job attainment. Authors advocate for increasing students' stress-management skills to mitigate these risks and improve student outcomes.</p>

Source #5	Overview of Source/Article
Type of Source/Article	<p>Primary Research (Longitudinal study)</p> <p>Specific type: "1,004 students participated in a longitudinal study that began in November 2019" (para 1).</p>
APA Reference	<p>Lanza, S. T., Whetzel, C. A., Linden-Carmichael, A. N., & Newschaffer, C. J. (2022). Change in college student health and well-being profiles as a function of the COVID-19 pandemic. <i>Plos one</i>, 17(5). https://doi.org/10.1371/journal.pone.0267724</p>
Abstract	<p>"Objective- The COVID-19 pandemic has potential for long-lasting effects on college students' well-being. We examine changes from just before to during the pandemic in indicators of health and well-being and comprehensive profiles of health and well-being, along with links between covariates and profiles during the pandemic. Participants- 1,004 students participated in a longitudinal study that began in November 2019. Methods- Latent class analysis identified health and well-being profiles at both waves; covariates were included in relation to class membership. Results- Mental health problems increased, whereas substance use, sexual behavior, physical inactivity, and food insecurity decreased. Six well-being classes were identified at each wave. Baseline class membership, sociodemographic characteristics, living situation, ethnicity, coping strategies, and belongingness were associated with profile membership at follow-up. Conclusions- COVID-19 has had significant and differential impacts on today's students; their health and well-being should be considered</p>

	holistically when understanding and addressing long-term effects of this pandemic” (para. 1).
Author	Primary author (Stephanie T. Lanza): <ul style="list-style-type: none"> • Primary author is associated with many reputable universities • Has professional qualifications and experience • Has produced/published other work (grey/black) in the field • Recognized expert and identified in other sources
Publication	Type of publication: Scholarly peer-reviewed Plos One
Date and Citation History	May 2, 2022 Cited by 3
Stated Purpose or Research Question	“We examine changes from just before to during the pandemic in indicators of health and well-being and comprehensive profiles of health and well-being, along with links between covariates and profiles during the pandemic” (para 1).
Author’s Conclusions	“Our findings convey the enormous role the pandemic has played on the mental health of college students and reveal key predictors of mental health during this time (e.g., belongingness, racial/ethnic group, sexual/gender minority status). By examining the intersection of a wide range of health and well-being indicators—including of mental health, substance use, physical inactivity, and food insecurity—smaller groups of students were identified with an indicated need for more comprehensive services. Efforts to consider the broad health effects of the recent pandemic, and stress more broadly, among college students offer opportunities to tailor university services to improve student outcomes and reduce health disparities” (para 37).
Overall Relevance to your research question	Overall Relevance of Article: Moderate Rationale: While it is important to understand the impacts of the pandemic on college student wellness, this article does not indicate how the pandemic has influenced academic outcomes. It also doesn’t describe current needs of students and how these behaviors have continued to change since the onset of the pandemic.
Overall Quality of Article	Moderate <ul style="list-style-type: none"> • Peer-reviewed • Edited by a reputable authority • Supported by authoritative, documented references or credible, but cited by few
Your Focused Question and Clinical Bottom Line	Focused Question: How did the Covid-19 pandemic affect higher education populations? Clinical Bottom Line: The initial change after the onset of the pandemic included an increase in depressive symptoms, but surprisingly fewer behaviors of substance abuse and sexual activity. However, now three years since, this article does not explain how these behaviors have lasted.
Your Lay Summary	A study over time showed how the pandemic affected college students. Three surveys were provided, one before the pandemic and two afterward. A total of 4,737 students were surveyed. The surveys found the pandemic changed health behaviors. Specifically, depression increased, but drug use,

	sexual activity, and food insecurity decreased. This does not show current health behaviors, only recent changes after covid-19.
Your Professional Summary	A longitudinal study assessing well-being of college students was conducted prior to the onset of the pandemic until after the onset of the pandemic. 4,737 participants agreed to participate in the survey via email addressing ten indicators of health, some of which included physical activity, mental health symptoms, substance use, and sexual activity. In comparison to prior to the pandemic, after the onset, college students experienced a significant increase in depressive symptoms, although no significant change in anxiety symptoms. Substance use, sexual activity, and incidence of food insecurity decreased following the pandemic. Some of these changes can be explained by students returning to their family's homes rather than living on campus. Authors suggest services can be tailored to certain sub-groups of students, as certain students were more affected than others, or affected in different ways.

Source #6	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Authors mention, "we review" although no specific type of review is identified throughout the article.
APA Reference	Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning perspective. <i>Educational Psychology Review</i> , 33(4), 1319-1351. doi: https://doi.org/10.1007/s10648-020-09519-z
Abstract	"Despite its recognized importance for academic success, much of the research investigating time management has proceeded without regard to a comprehensive theoretical model for understanding its connections to students' engagement, learning, or achievement. Our central argument is that self-regulated learning provides the rich conceptual framework necessary for understanding college students' time management and for guiding research examining its relationship to their academic success. We advance this larger purpose through four major sections. We begin by describing work supporting the significance of time management within post-secondary contexts. Next, we review the limited empirical findings linking time management and the motivational and strategic processes viewed as central to self-regulated learning. We then evaluate conceptual ties between time management and processes critical to the forethought, performance, and post-performance phases of self-regulated learning. Finally, we discuss commonalities in the antecedents and contextual determinants of self-regulated learning and time management. Throughout these sections, we identify avenues of research that would contribute to a greater understanding of time management and its fit within the framework of self-regulated learning. Together, these efforts demonstrate that time management is a significant self-regulatory process through which students actively manage when and for how long they engage in the activities deemed necessary for reaching their academic goals." (p. 1319).
Author	<ul style="list-style-type: none"> ● PhD in Education and Psychology ● Director of the Walter E. Dennis Learning Center and professor

	<ul style="list-style-type: none"> • Moderate history of publications
Publication	Type of publication: Scholarly peer reviewed Publisher: Springer Science + Business Media, LLC, Educational Psychology Review
Date and Citation History	Date of publication: October 2020 Cited By: 80
Stated Purpose or Research Question	“Our central argument is that self-regulated learning provides the rich conceptual framework necessary for understanding college students’ time management and for guiding research examining its relationship to their academic success” (para 1).
Author’s Conclusion	Among college student populations, the importance of time management is supported by its association with reduced procrastination, increased academic performance, and improved personal well-being” ... (p. 1342) “In sum, the contribution of the present article is to establish that SRL provides a comprehensive and effective guiding framework necessary for investigating time management and its relationships to other factors that together determine college students’ academic learning and achievement. Within this framework, time management encompasses the various forethought, performance, and post-performance processes through which students self-regulate when and for how long they engage in the activities deemed necessary for reaching their academic goals. This understanding fits well with prominent views of SRL (Boekaerts 1996; Efklides 2011; Pintrich and Zusho 2007; Winne 1995; Zimmerman 2000) and is in line with prior definitions of time management (Claessens et al. 2007; Koch and Kleinmann 2002). Further, it provides a solid foundation for guiding both theoretical research and for developing interventions designed to improve college students’ time management and SRL” (p. 1343).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: The current intended focus of the capstone project is time management. Authors suggest need for self-regulated time management to be addressed in higher education.
Overall Quality of Article	Overall Quality of Article: Good Rationale: <ul style="list-style-type: none"> • Peer-reviewed • Edited by a reputable authority • Supported by authoritative, documented references or credible
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What is the importance of time management and self-regulated learning? <i>Clinical Bottom Line:</i> Self-regulated learning is a skill necessary to adopt for students as they emerge into higher education. “Time management as a multidimensional process that includes setting and prioritizing goals, short- and long-term planning, estimating time demands, monitoring how time is spent, and deliberately structuring or allocating how time is used” (p. 1320). Specifically, self-regulated learning is “students’ active control of their cognitive, motivational, and behavioral engagement in learning” (p. 1321). These skills are correlated with GPA, academic performance, better

	outcomes related to prioritization, planning, limiting procrastination behavior, and avoiding distractions.
Your Lay Summary	Research was reviewed to better understand time management of college students. Self-regulated learning is a type of time management needed for college students. This type of learning provides benefits like improved well-being and limits procrastination. Education of self-regulated learning is necessary for college students. This is due to the independence required of college students.
Your Professional Summary	This article reviews extensive literature related to application of time management, and more specifically, self-regulated learning, within college populations. Authors describe the importance of these skills for enhancing academic outcomes and participation, but also the process of self-regulated learning, including the forethought process, performance, and post-performance process. Breaking down self-regulated learning helps to better understand how universities can provide education to students. Authors describe contextual factors that can impact time management and self-regulated learning. Overall, authors suggest that time management should be a focus of student support due to the findings that effective time management helps to limit procrastination, improve academic performance, and improve well-being.

Source #7	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: "We used a "non-equivalent dependent variable design" (Cook and Campbell, Quasi-experimentation: design and analysis for field settings, p. 118, 1979) with perceived stress and perceived control of time as dependent variables, which should be influenced by the training, and demands as control variable, which should not be changed" (p. 81).
APA Reference	Häfner, A., Stock, A., & Oberst, V. (2015). Decreasing students' stress through time management training: An intervention study. <i>European Journal of Psychology of Education, 30</i> (1), 81-94. doi: https://doi.org/10.1007/s10212-014-0229-2
Abstract	"The aim of this study was to examine the effects of a time management training program on perceived control of time and perceived stress in the context of higher education. Twenty-three undergraduate students attended a time management training intervention and reported demands, perceived stress and perceived control of time directly before 2 and 4 weeks after training. We used a "non-equivalent dependent variable design" (Cook and Campbell, Quasi-experimentation: design and analysis for field settings, p. 118, 1979) with perceived stress and perceived control of time as dependent variables, which should be influenced by the training, and demands as control variable, which should not be changed. As expected, perceived stress decreased and perceived control of time increased after training, whereas demands did not change. Therefore, time management training might be beneficial for undergraduate students' well-being. Nevertheless, more intervention studies in this field are necessary, especially with larger samples, to contribute to more robust results and conclusions." (p. 81).
Author	Credentials: Limited information of author online

	Position and Institution: Adolf-Würth-Center for the History of Psychology, University of Würzburg Publication History in Peer-Reviewed Journals: moderate
Publication	Type of publication: Peer-reviewed journal Publisher: European Journal of Psychology Education Other: University of Würzburg
Date and Citation History	Date of publication: September 6, 2014 Cited By: 131
Stated Purpose or Research Question	“Is it possible to increase perceived control of time and reduce perceived stress through time management training in a student sample? We hypothesize an increase of perceived control of time and a decrease of perceived stress after time management training. Furthermore, we hypothesize that the variable demands should remain unchanged after training.” (p. 84)
Author’s Conclusion	“As expected, perceived stress decreased and perceived control of time increased after training, whereas demands did not change. Therefore, time management training might be beneficial for undergraduate students’ well-being. Nevertheless, more intervention studies in this field are necessary, especially with larger samples, to contribute to more robust results and conclusions” (p. 81).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: this article demonstrates effectiveness of time management training. If this is a perceived need of OTA students at St. Kate’s, this literature supports effectiveness of training on improving perceived stress and control of time.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: <ul style="list-style-type: none"> ● Small sample size ● Study did not review long-lasting skill use (only 2 and 4 weeks following training) ● Relevant to capstone project in terms of methods for time management programming/training
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What are specific training aspects of time management programs and are they effective? <i>Clinical Bottom Line:</i> prioritization, goal setting, reflection of current activities (rating importance)
Your Lay Summary	An experiment was done to measure benefits of a time management program for college students. This experiment was done to see if training improved student stress and control. Results showed the training did improve these factors. Authors suggest future research and training programs such as this.
Your Profession	Authors conducted a non-equivalent dependent variable design of 23 undergraduate students to study the impacts of a time management training for college students. The aim was to introduce further research regarding time

al Summary	management training on perceived stress and control of time. The training included goal setting, reflection, and prioritization. Variables studied included time management behavior, perceived control of time, stress, and demands. Variables were measured prior to the training, and both 2 weeks and 4 weeks post-training. Results show students had less stress both 2 and 4 weeks following the training in comparison to prior to training. Over time, students reported improved perceived control of time, and as expected, demands of work did not change. Authors suggest time management training is a useful strategy to improve well-being of students. However, they identify that further research should be done. Limitations are the small sample size of 23 students.
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Source #8	Overview of Article
Type of article	Overall Type: Primary Research Study (quantitative) Specific type: “The data used in this article is from REACH’s comprehensive database, which includes data for all students who have used REACH services from 2003 to 2009. While REACH has existed since 2000, the unit began using tracking software necessary for accurate data collection in 2003. From 2003 to 2007 data was collected via AccuTrac [®] . From 2007 forward, data was collected via TutorTrac [®] . This comprehensive data set contains 62,886 visits to instructional services total- ing 143,544 usage hours for 20,286 unique students.” (p. 393).
APA Reference	Grillo, M. C., & Leist, C. W. (2013). Academic Support as a Predictor of Retention to Graduation: New Insights on the Role of Tutoring, Learning Assistance, and Supplemental Instruction. <i>Journal of College Student Retention: Research, Theory & Practice</i> , 15(3), 387–408. https://doi.org/10.2190/CS.15.3.e
Abstract	“This study seeks to examine the relationship between the long-term use of academic support services such as tutoring, learning assistance, and supplemental instruction and retention to graduation. Little research has been devoted to the relationship between academic support and retention to graduation in both the literatures on retention and academic support. The authors use 6 years of data from the University of Louisville’s Resources for Academic Achievement unit (REACH) to test the hypotheses that a larger quantity of time spent engaged in academic support services is associated with a higher likelihood of graduation and that cumulative GPA mediates the relationship between hours spent using academic support and graduation. The findings support these hypotheses, suggesting a relationship between academic support and retention to graduation that should be given serious consideration by scholars and administrators” (p. 387).
Author	Credentials: Ph.D. Position and Institution: Schreiner University, Kerrville Texas. Currently the Interim Dean Division of Arts and Sciences at St. Philip’s College in San Antonio, Texas Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly peer-reviewed journal

	Publisher: Baywood Publishing Co, Journal of College Retention: Research, Theory & Practice
Date and Citation History	Date of publication: December 2013 Cited By: 121
Stated Purpose or Research Question	“This study seeks to examine the relationship between the long-term use of academic support services such as tutoring, learning assistance, and supplemental instruction and retention to graduation” (p. 387).
Author’s Conclusion	“The results of the data analysis conducted for this study do provide evidence for the benefits of academic support and suggest that providing for academic support services delivered by students’ peers should be an important consideration for colleges that are concerned about the long-term retention and graduation of their students” (p. 401). “The results strongly suggest that academic support had a positive association with the retention and graduation rates of a very large and diverse population of college students at the University of Louisville over time” (p. 403).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Moderate Rationale: <ul style="list-style-type: none"> • Explains and advocates for utilization of student support services for higher education • Outside of scope of occupational therapy • Not relevant to program development
Overall Quality of Article	Overall Quality of Article: Good Rationale: <ul style="list-style-type: none"> • Peer-reviewed, however, findings may not be generalizable • Edited by a reputable authority • Supported by authoritative, documented references
Your Focused Question and Clinical Bottom Line	<i>Question:</i> How effective are student support services in addressing student needs? <i>Clinical Bottom Line:</i> Participation in student support services at this university had a positive association with school retention and graduation. Further advocacy for participation in student support services is necessary to improve student outcomes.
Your Lay Summary	This article explains benefits of student support services. Students who use student support have greater change of graduating. Also, these students are more likely to stay in college. Information was gathered through a database. 20,286 students were reviewed through a span of 6 years. Student services like tutoring are needed on college campuses.
Your Professional Summary	This article reviews findings of a data analysis of the University of Louisville’s Resources for Academic Achievement unit (REACH) from 6 years of utilization of student support services and associated outcomes. While it’s important to note this only reviewed one university, the sample of 20,286 is significant. Authors note the data indicates the amount of time engaged in academic support increased likelihood of graduation and this further increased with increased hours devoted to student support services, such as tutoring, learning assistance, and supplemental instruction. Authors also found academic support involvement increased GPA. Typically, standardized

	tests scores predict graduation rates, however, these scores were not significant. Overall, this suggests the important role of access and usability of student support services.
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Source #9	Overview of Article
Type of article	Overall Type: Primary Research Study (qualitative, quantitative, etc.) Specific Type: "Thematic qualitative analysis was used to investigate problem-solving supports provided by mentors" (p. 264).
APA Reference	Kreider, C.M., Medina, S., Koedam, H.M. (2021). (Dis)ability-informed mentors support occupational performance for college students with learning disabilities and attention-deficit hyperactivity disorders through problem-solving and a focus on strengths. <i>British Journal of Occupational Therapy</i> , 84(5), 263-270. DOI: 10.1177/0308022620937636
Abstract	"Abstract Introduction: Students with learning disabilities and attention-deficit/hyperactivity disorder are well represented on college campuses. However, they experience challenges to meeting occupational and role expectations associated with being in college. Mentors serve as natural supports for young people within college environments. This study investigates the ways in which graduate-student mentors, who were supported in understanding learning disabilities and attention-deficit/hyperactivity disorder and their mentee's strengths and challenges through an occupational lens, provided problem-solving supports for undergraduate mentees with learning disabilities and attention-deficit/hyperactivity disorder. Methods: Thematic qualitative analysis was used to investigate problem-solving supports provided by mentors (n ¼ 57) of undergraduate mentees (n ¼ 52) with learning disabilities and attention-deficit/hyperactivity disorder. Results: Three themes, executive functioning, adult life skills, and academics, represent areas in which mentors worked with mentees in guiding and co-creating strategies to address academic, social, and daily life challenges. Mentors' understanding of their mentees' disability-related challenges and strengths within everyday life situations was important for fostering the occupational performance of mentees. Conclusion: The inclusion of biopsychosocial approaches is needed in the development of disability-related mentorship interventions where occupational therapists can leverage disciplinary understanding of disabilities and the fostering of occupational performance to support social functioning and participation in college" (p. 263).
Author	Credentials: PhD, OTR/L Position and Institution: Clinical Associate Professor at University of Florida Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: Scholarly peer-reviewed journal. Publisher: Sage Publications
Date and Citation History	Date of publication: 2021 Cited By: 1

Stated Purpose or Research Question	“This study investigates the ways in which neuro-typical graduate-student mentors, who were (dis)ability-knowledgeable, provided problem solving supports for their undergraduate mentees with the developmental neuropsychological conditions of LD and/or ADHD for the purpose of informing development of a biopsychosocial mentorship interventions that support young peoples’ occupational performance across the broad range of young adult contexts and roles” (p. 3).
Author’s Conclusion	“Mentors are supports commonly found on college campuses. Mentors, whose mentorship training included supports for understanding the LD/ADHD conditions, were able to provide problem-solving supports for the challenges experienced by the undergraduate mentees within their everyday lives and the college context. Mentors’ ability to understand their mentees’ disability-related challenges within the broad range of situations and contexts experienced by the mentees was important for supporting mentees’ multifaceted needs through the mentorship. Occupational therapists can leverage disciplinary understanding of disabilities and the fostering of occupational performance to advance mentorship interventions that support the whole person. The inclusion of biopsychosocial approaches is needed in the development of disability-related mentorship interventions; such interventions can support social functioning and may improve the college experience and persistence of young people with LD/ADHD pursuing higher education” (p. 8).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: <ul style="list-style-type: none"> ● Within scope of occupational therapy ● Review of executive function ● Provides evidence for my role in mentoring/educating OTA students (graduate student within same scope of education & peer) ● Addresses student support services for individuals in need ● Addresses executive function skills
Overall Quality of Article	Overall Quality of Article: Good Rationale: <ul style="list-style-type: none"> ● Only cited by one other work ● Extensive reference list
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What OT theoretical frameworks can be applied to programming and student support services in higher education? <i>Clinical Bottom Line:</i> Person-Occupation Environment (PEO), biopsychosocial approaches, strength-based approach
Your Lay Summary	This article explains needs of college students with disabilities. Occupational therapy graduate students provided mentorship to younger peers. This included support for life skills, academic, and higher-level thinking. This approach was found to be beneficial. Having knowledge of students’ disabilities and focusing on strengths is recommended. This type of service should be used in the future.
Your Profession	This article reviews the effectiveness of mentorship provided by graduate students to undergraduate students using a strength-based approach and

al Summary	biopsychosocial approach via the lens of occupational therapy. 52 mentees with learning disabilities and/or attention deficit hyperactivity disorder were involved and 57 graduate student mentors via a thematic qualitative analysis. Three themes of areas in which mentorship education was provided included executive functioning, adult life skills, and academics. Executive function strategies included aspects of stress management, time management, coping, task break down, and more. Addressed life skills included communicating, employment, occupational balance, finance and more. Academic skills included things like support, accountability, resources and accommodations. This article posits that occupational therapy has a unique role in addressing college students with learning disabilities and/or ADHD from a strength-based, peer-support, and disability-informed approach.
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Source #10	Overview of Article
Type of article	Overall Type: Review of capstone project Specific type: N/A
APA Reference	Inserra, A. (2023). Sensational scholars: The development of a pilot program to support the mental health neurodiverse college students through a sensory-based approach. https://www.aota.org/publications/sis-quarterly/sensory-integration-processing-sis/sipsis-2-23
Abstract	“Universities nationwide have expanded mental health initiatives beyond traditional counseling to meet college student mental health needs, providing additional opportunities for occupational therapists to demonstrate our unique skill set in relation to mental health promotion, prevention, and intervention (American Occupational Therapy Association [AOTA], 2016). OTs have a unique expertise to examine the role that sensory processing and integration plays in the functional performance challenges experienced by college students” (para 1).
Author	Credentials: OTD, OTR/L Position and Institution: Kean University Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: SIS Quarterly Practice Connections (specific to AOTA) Publisher: American Occupational Therapy Association
Date and Citation History	Date of publication: February 2023 Cited By: N/A
Stated Purpose or Research Question	“Overall, the reviewed literature supports the relationship of anxiety, stress, sleep, academic performance, and sensory integration in several populations and settings; however, there is a lack of high level studies that look at the effectiveness of occupational therapy programs targeting these constructs through the lens of sensory integration among neurodiverse college students” (para 9).
Author’s Conclusion	“Data was collected from the Student Scholars program to inform future research and programming. Outcomes indicated that an 8-week occupational therapy program improved participants’ levels of stress, anxiety, and sleep performance according to results of both qualitative and quantitative

	measures. According to student reports, measured improvement in these areas, and an increase in the use of coping skills and strategies, have contributed to better overall performance in both academic and non-academic aspects of their lives” (para 11).
Overall Relevance to your Doctoral Capstone Project	Overall Relevance of Article: Good Rationale: <ul style="list-style-type: none"> ● Example of an occupational therapy capstone project within mental health of college students and program development ● Demonstrated effectiveness of OT services for postsecondary students
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: <ul style="list-style-type: none"> ● Highly applicable and relevant, however, limited publication of author due to being an OTD capstone student ● Small sample size
Your Focused Question and Clinical Bottom Line	<i>Question:</i> What are effective qualitative and quantitative methods for program evaluation besides surveys within the scope of occupational therapy? <i>Clinical Bottom Line:</i> A variety of assessments can be used to measure effectiveness of programming before and after. This capstone student measured using the “Pittsburgh Sleep Quality Index, General Anxiety Disorder-7 (GAD-7), Perceived Stress Scale, and Canadian Occupational Performance Measure (COPM). Qualitative data included post-program survey, exit interviews, and focus groups,
Your Lay Summary	This article summarizes an occupational therapy project. The author identified a need for college students with sensory and mental health difficulties. Eight students participated in an 8-week group and individual program. Students were provided sensory-based strategies. This aim was to improve sleep, anxiety, school performance, and stress. The program was effective.
Your Professional Summary	This article reviews literature pertaining to postsecondary neurodivergent students and mental health needs, as well as the distinct role occupational therapy can have with this population. An OTD capstone student developed an 8-week individual and group-based program for 8 undergraduate students at Kean university. Sensory-based interventions were provided with the aim to regulate and improve sleep, academic performance, anxiety, and stress. Qualitative and quantitative measures were provided pre and post-program to measure effectiveness and individual responses to interventions. Results indicate via student reports that this was an effective program. Limitations include that this was a small sample size, however, the author advocates for further occupational therapy services within this niche area of practice.

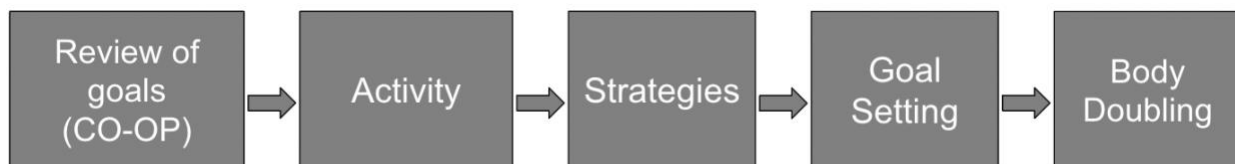
Appendix C: Program Leader Guide

Mastering the Higher Education Success Formula: Time Management, Study Skills, and Stress Management for Academic Excellence

Program Purpose:

This is a pilot program which was created for students receiving accommodations through St. Catherine University. Determined upon survey data from the Student Accessibility and Accommodations (SA & A) office, literature, and state/national student data, this program includes concepts related to time management, study skills, and mindfulness. This program is an educational experience in which students are educated on strategies and provided resources, all from an occupation-based perspective. Additionally, portions of the program include “body doubling”, or rather, independent accountability time. Via the occupational lens, this program posits that students in higher education have many roles and responsibilities, contributing to stress and difficulties achieving occupational balance. The pilot program was successful, and future implementation/re-evaluation built upon this structure by future program leaders is necessary to further enhance student success. This document can be copied and modified based on continued program modifications.

Typical Session Process:



Program Objectives:

- Enhance knowledge of time management and study skill strategies and resources to assist in coursework.
- Enhance knowledge of mindfulness strategies and resources to support the student role as a student and reduce stress.
- Enhance ability to implement time management, study skills, and mindfulness into daily routine.
- Improve understanding of how occupation-based strategies can be applied to higher education and student support.

What makes this program occupation-centered?

- Emphasis on occupational balance, mindfulness, academic skills, and time use within the student role
- Application of occupation-based models, approaches, and frames of references including the following:
 - Person, Environment, Occupation, Performance Model (PEOP)
 - Cognitive Orientation to Occupational Performance Approach (CO-OP)
 - Canadian Occupational Performance Measure (COPM)
- S.M.A.R.T. goal application and review

- Working through Student Accessibility and Accommodations office and advocating for additional support for students with learning-based disabilities

Logistics:

This pilot program was group-based in which students met with the presenter virtually for weekly 60-minute synchronous sessions. Future implementation can consider hybrid (option to attend either in-person or virtually) or in-person models.

- **Week 1:** Time Management & Study Skills
- **Week 2:** Time Management & Study Skills
- **Week 3:** Mindfulness to Support Your Role as a Student
- **Week 4:** Review of Program (& long-term goal planning)

Timeline:

- Determine population for program 1-2 months in advance
- Modify slides to meet needs of population at least 1 month in advance
- Send recruitment email and flyers (including accessible version) approximately 2 weeks prior to the program start date
- Send weekly emails 1-2 days in advance of each session date. Include slides and resources for participants to review beforehand.
- Optional: Send recording of session to all participants 1-2 days after each session
- Send thank you for participating email after program completion, and send post-program survey to participants who were absent during week 4

Modified Sessions Recorded on Panopto:

These links were added to the Student Accessibility and Accommodations website for all students to access. Review for specific ideas on how to present program.

- [Session 1 Video - Time Management & Study Skills](#)
- [Session 2 Video - Mindfulness to Support Your Role as a Student](#)
- [Session 3 Video - Long-Term Goal Setting](#)

Program Materials

Program Resource Handouts:

- [Weeks 1 & 2 - Time Management & Study Skill Resources](#)
- [Weeks 3 & 4 - Mindfulness Resources](#)

Program Activities:




- **Week 1**
 - [Occupational Performance Needs Activity and Goal Setting](#)
 - [Share - Jamboard](#)
 - [S.M.A.R.T. Goal Jamboard](#)
- **Week 2**
 - [Week 2 CO-OP Goal Progress](#)
 - [Daily Prioritization List](#)
- **Week 3**
 - [Week 3 CO-OP Goal Progress](#)
 - [Occupations and Mindfulness - Jamboard](#)
- **Week 4**
 - [Week 4 CO-OP Goal Progress](#)
 - [Review of Occupational Performance Needs Activity & Goal Setting](#)
 - [Student Support Service Flowchart](#)


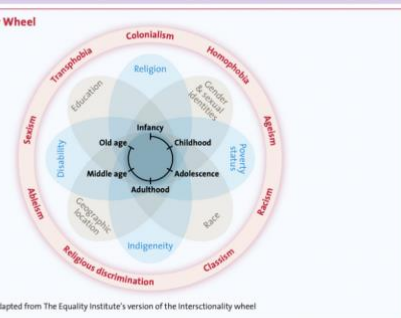
Program Slides:


Program Slide Links to Canva


- [Week 1](#)
- [Week 2](#)
- [Week 3](#)
- [Week 4](#)


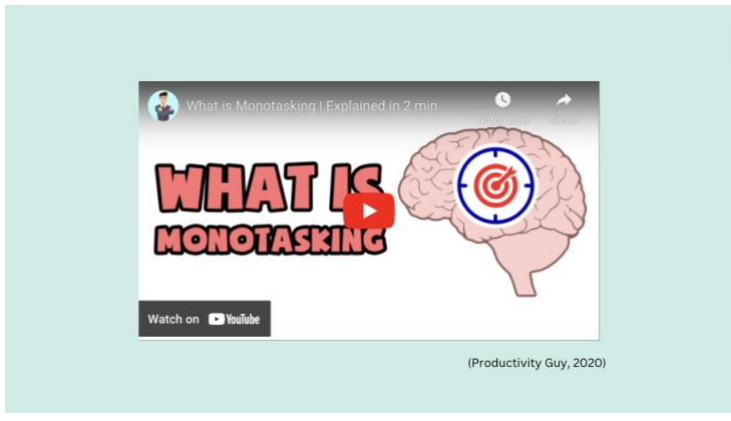

Week 1- Time Management & Study Skills

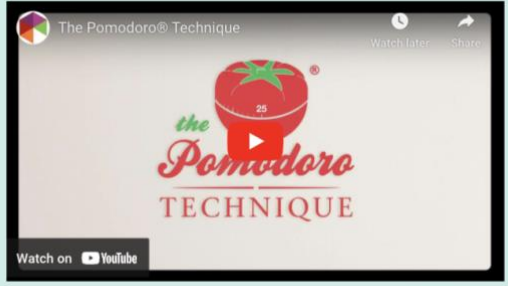
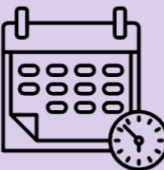
Slide #	Notes/Prompts	Slide Visual
1	<p>The first slide will provide access to the pre-program survey. Participants should be provided 5-10 minutes in-session to complete (access is provided via QR code and provide the link in the chat - https://docs.google.com/forms/d/1d4Xu7uha5jewBOoAL4UbJYoimiArhw0INr3NHsfAEZg/edit).</p> <p>While participants are taking survey, note attendance.</p> <p>If participants join zoom late or do not attend week 1, share the survey link separately in an email.</p> <p>See page 38 to review survey questions in text form.</p>	 <p>WELCOME! I'M GLAD TO HAVE YOU HERE.</p> <p>Please fill out the pre-program survey:</p> 
2	<p>After 5-10 mins, introduce yourself and provide a brief introduction to the program (slide 3 has additional information).</p>	 <p>WEEK 1</p> <p>TIME MANAGEMENT & STUDY SKILLS</p> <p>STUDENT ACCESSIBILITY & ACCOMMODATIONS @ ST. KATE'S EMAIL: emmedcal148@stkate.edu</p>


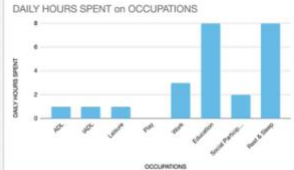
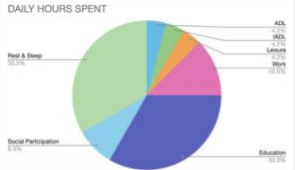
<p>3</p>	<p>Explain the program description, review overall program objectives, and the 4-week timeline. Allow time for questions.</p>	<div style="text-align: center;"> <h2>OVERALL PROGRAM DESCRIPTION, OBJECTIVES & TIMELINE</h2> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #00728f; color: white;">DESCRIPTION</th> <th style="background-color: #e67e22; color: white;">OBJECTIVES</th> <th style="background-color: #9b59b6; color: white;">TIMELINE</th> </tr> </thead> <tbody> <tr> <td style="background-color: #00728f; color: white; vertical-align: top;"> <ul style="list-style-type: none"> 4-week pilot program Space for community and accountability Learn and apply strategies for time management, study skills, and mindfulness to promote occupational balance </td> <td style="background-color: #e67e22; color: white; vertical-align: top;"> <ul style="list-style-type: none"> Enhance knowledge of time management and study skill strategies and resources to assist in coursework. Enhance knowledge of mindfulness strategies and resources to support role as a student and reduce stress. Enhance ability to implement time management, study skills, and mindfulness into daily routine. Improve understanding of how occupation-based strategies can be applied to higher education and student support. </td> <td style="background-color: #9b59b6; color: white; vertical-align: top;"> <p>Weeks 1 & 2: Time Management/ Study Skills & Application</p> <p>Week 3: Mindfulness/Stress Management & Application</p> <p>Week 4: Build on all strategies, apply, and build long-term plan</p> </td> </tr> </tbody> </table>	DESCRIPTION	OBJECTIVES	TIMELINE	<ul style="list-style-type: none"> 4-week pilot program Space for community and accountability Learn and apply strategies for time management, study skills, and mindfulness to promote occupational balance 	<ul style="list-style-type: none"> Enhance knowledge of time management and study skill strategies and resources to assist in coursework. Enhance knowledge of mindfulness strategies and resources to support role as a student and reduce stress. Enhance ability to implement time management, study skills, and mindfulness into daily routine. Improve understanding of how occupation-based strategies can be applied to higher education and student support. 	<p>Weeks 1 & 2: Time Management/ Study Skills & Application</p> <p>Week 3: Mindfulness/Stress Management & Application</p> <p>Week 4: Build on all strategies, apply, and build long-term plan</p>
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<p>4</p>	<p>Explain week 1 overview.</p>	<div style="text-align: center;"> <h2 style="color: white;">WEEK 1</h2> </div> <ul style="list-style-type: none"> Introduction Activity- COPM Learn time management strategies Review <ul style="list-style-type: none"> Environmental/contextual considerations Resources for study skills & time management Goal setting for upcoming session Apply strategies in real time 						
<p>5</p>	<p>Explain the importance of intersectionality and cultivating a safe place to express as a group. For future program implementation, consider developing group norms together.</p>	<div style="text-align: center;">  <p>The original design is adapted from The Equality Institute's version of the intersectionality wheel</p> <p>UNPRPD, n.d.)</p> </div>						



<p>6</p>	<p>Introduce the concept of the 8 Dimensions of Wellness as a framework to keep in mind during the duration of the 4 weeks.</p>	<div data-bbox="695 201 1421 611"> <h2 style="text-align: center;">8 DIMENSIONS OF WELLNESS</h2>  <p style="text-align: right; font-size: small;">(Colorado State University Pueblo, n.d.)</p> </div>
<p>7</p>	<p>Introduce the activity based on the Canadian Occupational Performance Measure (COPM). Provide participants this link in the chat -</p> <p>https://docs.google.com/document/d/1D62fepcCSeMyZbsCuKW3tPP7IDwyGLG0MKECXwbU5RI/edit?usp=sharing.</p> <p>Instruct participants to make a copy of the document by clicking “file” and “make a copy”, which will allow participants to edit. Follow the step by step directions, allowing time between instructions. Have participants type in the chat when their first three steps are complete.</p>	<div data-bbox="695 663 1421 1066"> <h3 style="text-align: center;">ACTIVITY</h3> <h4 style="text-align: center;">BASED ON THE CANADIAN OCCUPATIONAL PERFORMANCE MEASURE (COPM)</h4> <p style="text-align: center;">Think of existing occupational performance needs in your daily life in which you'd like to be more mindful and/or timely about.</p> <ol style="list-style-type: none"> 1. Write 2 self-care activities you'd like to work on. <ul style="list-style-type: none"> ◦ i.e. shower frequency, journaling, exercise, healthy eating, sleep 2. Write 2 productivity activities you'd like to work on. <ul style="list-style-type: none"> ◦ i.e. school assignments, organizing/cleaning, specific work-related tasks 3. Write 2 leisure activities you'd like to work on. <ul style="list-style-type: none"> ◦ i.e. golfing, meeting with friends, going on walks, art <p style="text-align: right; font-size: x-small;">(Law et al., 2019)</p> </div>

8	<p>Continue providing instructions for the activity. Provide additional time and instruct participants to again, type in the chat to indicate when they are done with steps 4-6. Ensure participants save this document, as it is a working document for the entire 4 weeks.</p>	<p style="text-align: center;">ACTIVITY BASED ON THE CANADIAN OCCUPATIONAL PERFORMANCE MEASURE (COPM)</p> <p>4. Rate the importance of each of the activities ○ (1-10) 1= not important at all; 10= highly important</p> <p>5. Condense your list of 6 activities into 3 activities</p> <p>6. Rate the satisfaction of your performance for each of the 3 activities ○ (1-10) 1= not satisfied at all; 10= highly satisfied</p> <p style="text-align: center;">Save this document to reference</p> <p style="text-align: right;"><small>(Law et al., 2019)</small></p>
9	<p>Using the same document, have participants take time to write new strategies/activities they'd like to incorporate into their existing routine that will help with timeliness and mindfulness. Emphasize that this list does not have to consist of 3 strategies/activities, it could start as 1 and grow as new ideas come to mind.</p>	<p style="text-align: center;">TAKE TIME TO WRITE NEW STRATEGIES/ACTIVITIES YOU'D LIKE TO INCORPORATE INTO YOUR EXISTING ROUTINE THAT WILL HELP YOUR TIMELINESS AND MINDFULNESS.</p> <p style="text-align: center;">SEE EXAMPLES LISTED IN DOCUMENT</p> <p>1..... 2..... 3.....</p>
10	<p>Add Jamboard link to chat: (https://jamboard.google.com/d/1D9STz62970EQjSHhKUKqa6Tc6kyxPtPEnBn_YF3wlUw/edit?usp=sharing) and have students go through and write answers to 2 of the prompts. Share instructions for using the sticky note feature of Jamboard. Take time to verbalize responses and review as a group.</p>	<p style="text-align: center;">SHARE </p> <ul style="list-style-type: none"> • What strategies do you already use for time management? • What has worked well? • What hasn't worked? • What motivates you to do your best as a student?

11	Introduce the strategy of monotasking as a method to limit distraction and the tendency to multi-task by providing singular focus to tasks.	 A graphic with an orange background showing a person's hands typing on a laptop keyboard. The text "STRATEGY #1: MONOTASKING" is overlaid in white and black.
12	Play video.	 A video thumbnail for "What is Monotasking Explained in 2 min" by Productivity Guy. It features a brain with a target symbol on it and the text "WHAT IS MONOTASKING" in large, bold, red letters. A red play button is in the center. Below the video is a "Watch on YouTube" button. The text "(Productivity Guy, 2020)" is at the bottom right.
13	Introduce the pomodoro technique as a time-based interval to maximize productivity and ensure the use of productive breaks.	 A graphic with an orange background showing a person's hands typing on a laptop keyboard. The text "STRATEGY #2: POMODORO TECHNIQUE" is overlaid in white and black.

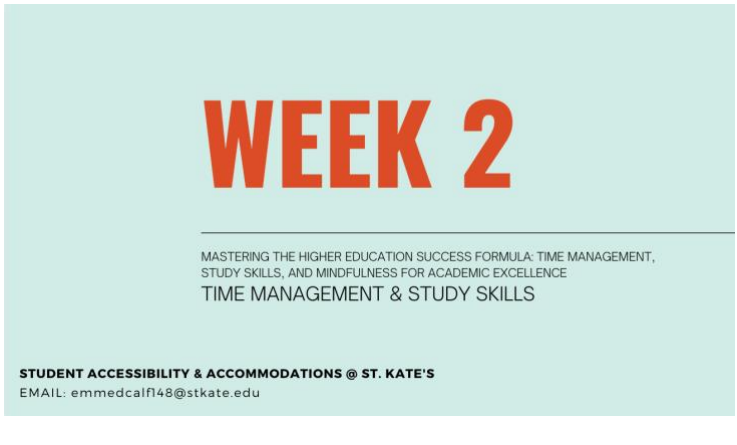

<p>14</p>	<p>Play video.</p>	 <p>(Cirillo, 2021)</p>
<p>15</p>	<p>Review environmental and contextual considerations for studying.</p>	<h3>Environmental and Contextual Considerations for Studying</h3> <ul style="list-style-type: none">• Quiet space free from distraction• Clean/organize study space prior• Set phone out of view, turn off, or turn on airplane mode• Prioritize• The power of routine and habit• Application to OT models and frames of reference <p>(Kreider et al., 2021)</p>
<p>16</p>	<p>Explain the list of other tips.</p>	<h3>OTHER TIPS</h3>  <ul style="list-style-type: none">• Organizational method:<ul style="list-style-type: none">◦ Planner, to-do list, google calendar, post-it notes, etc.<ul style="list-style-type: none">▪ Create a to-do list each morning• Take productive breaks• Break tasks down• Let's strive for better, not perfection


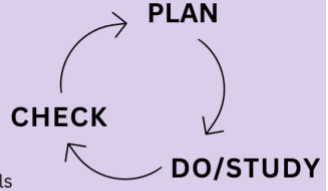
<p>17</p>	<p>Provide the Time Management and Study Skill Resource link in the chat - https://docs.google.com/document/d/1f31DoJ46jhmmCsPyfpZvJ4aNmwm_mw1_4BRI7k_ftSs/edit?usp=sharing</p> <p>Option to share screen to review as a group.</p>	<div style="background-color: #e0f2f1; padding: 10px;"> <h2 style="text-align: center;">TIME MANAGEMENT & STUDY SKILL RESOURCES</h2> <div style="text-align: right;"></div> <ul style="list-style-type: none"> Study Skills Map from O'Neill Center Task break down resource Applications Activities/worksheets Occupational Balance Time Use Audit </div>																																				
<p>18</p>	<p>Explain the importance of completing a time audit, which is one of the resources in the document shared in slide 17. Participants will have to make a copy to edit. This is a way to record time spent within each occupational category. This activity is not required, but is a useful resource to manage time and self-reflect.</p>	<div style="background-color: #e0f2f1; padding: 10px;"> <h2 style="text-align: center;">OCCUPATIONAL BALANCE TIME USE AUDIT</h2> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>OCCUPATIONS</th> <th>DAILY HOURS SPENT</th> <th>VALUE</th> <th>PERFORMANCE</th> </tr> </thead> <tbody> <tr> <td>ADL</td> <td>1</td> <td>high</td> <td>moderate</td> </tr> <tr> <td>IDL</td> <td>1</td> <td>low</td> <td>high</td> </tr> <tr> <td>Lecture</td> <td>1</td> <td>high</td> <td>high</td> </tr> <tr> <td>Play</td> <td>0</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Work</td> <td>3</td> <td>moderate</td> <td>moderate</td> </tr> <tr> <td>Education</td> <td>8</td> <td>high</td> <td>moderate</td> </tr> <tr> <td>Social Participation</td> <td>2</td> <td>high</td> <td>moderate</td> </tr> <tr> <td>Rest & Sleep</td> <td>8</td> <td>high</td> <td>high</td> </tr> </tbody> </table> <div style="margin-top: 10px;"> <p>DAILY HOURS SPENT on OCCUPATIONS</p>  <p>DAILY HOURS SPENT</p>  </div> <div style="font-size: small; margin-top: 10px;"> <p>Daily Activity Notes: Sleep 10:00 AM. Had more coffee than usual. Skipped for options, too classes, took breaks to meditate. 30 minute strength workout + 15 minutes of stretching. Worked 2 hours. ADL is especially important - worked on taxes, paid medical bill. Found time to print notes and call my mom to catch up. Had Charise for dinner while finishing documents with significant other. Read prior to bedtime.</p> </div> </div>	OCCUPATIONS	DAILY HOURS SPENT	VALUE	PERFORMANCE	ADL	1	high	moderate	IDL	1	low	high	Lecture	1	high	high	Play	0	N/A	N/A	Work	3	moderate	moderate	Education	8	high	moderate	Social Participation	2	high	moderate	Rest & Sleep	8	high	high
OCCUPATIONS	DAILY HOURS SPENT	VALUE	PERFORMANCE																																			
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Work	3	moderate	moderate																																			
Education	8	high	moderate																																			
Social Participation	2	high	moderate																																			
Rest & Sleep	8	high	high																																			
<p>19</p>	<p>Allow students 3-5 minutes to create a personal S.M.A.R.T. goal. Review what the S.M.A.R.T. acronym is - specific, measurable, achievable, realistic, timely. Encourage participants to reference their COPM activity list for goal ideas.</p> <p>If time allows, add link to JamBoard to allow students to share their own goals: https://jamboard.google.com/d/1oYVtz-hvM3GVK2gt105rt-MRwJ17edVnIRsxqO6mQ</p>	<div style="background-color: #ffcc80; padding: 10px;"> <h2 style="text-align: center;">S.M.A.R.T. GOAL</h2> <p style="text-align: center;">(SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY)</p> <p style="text-align: center;">By Thursday July 6th, I will _____ in order to _____.</p> <p style="text-align: center;"><i>Reference COPM occupational performance needs and new activity list.</i></p> </div>																																				



	h0/edit?usp=sharing	
20	<p>The remainder of the session allows students to apply strategies to any assignment or task trialing the Pomodoro Technique. Depending on the time remaining, the video may be started at a different time marker to reduce the work:break ratio. During this time, share ideas of what participants can work on, for example, starting an assignment, creating daily or weekly to-do lists, organizing work space, getting a start on the S.M.A.R.T. goal, etc. This could be academic-based or non-academic-based.</p>	<div data-bbox="695 296 1417 699"> <p style="text-align: center;">LET'S APPLY!</p>  <p style="text-align: right; font-size: small;">(Study, 2023)</p> </div>
21	<p>Review next week's agenda and "homework", including the S.M.A.R.T. goal and trialing resources/strategies.</p>	<div data-bbox="695 1018 1417 1430"> <p style="text-align: center;">WHAT'S TO COME</p> <ul style="list-style-type: none"> • Next week's agenda: <ul style="list-style-type: none"> ◦ Review S.M.A.R.T. goal progress ◦ Learn additional skills & strategies ◦ Apply in-session • For next week: <ul style="list-style-type: none"> ◦ Work on S.M.A.R.T. goal ◦ Trial 1-2 resources and/or strategies  </div>



22	List of references.	<h2 style="text-align: center;">REFERENCES</h2> <p>Cirillo, F. (2021, March 23). The pomodoro technique. [video]. YouTube. https://www.youtube.com/watch?v=dnt2ITdcn8g&t=3s</p> <p>Colorado State University Pueblo. (n.d.). <i>8 Dimensions of Well-Being</i>. https://www.csueblo.edu/health-education-and-prevention/8-dimension-of-well-being.html</p> <p>Kreider, C.M., Medina, S., Koedam, H.M. (2021). (Dis)ability-informed mentors support occupational performance for college students with learning disabilities and attention-deficit hyperactivity disorders through problem-solving and a focus on strengths. <i>British Journal of Occupational Therapy</i>, 84(5), 263-270. DOI: 10.1177/0308022620937636</p> <p>Law M., Baptiste S., Carswell A., McColl M. A., Polatajko H. J., Pollock N. (2019). <i>Canadian occupational performance measure</i> (5th ed. revised). COPM Inc.</p> <p>Productivity Guy. (2020, November 3). What is Monotasking- Explained in 2 min. [video]. YouTube. https://www.youtube.com/watch?v=yKQR55jJA2Y&t=27s</p> <p>Study, S. (2023, January 17). 5 -Hour Study with Me / Pomodoro Timer 30-5 / Lo-Fi Relaxing Music / Day 138. [video]. YouTube. https://www.youtube.com/watch?v=dXVtYviNEM&t=445s</p> <p>The United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD). (n.d.). <i>Intersectionality Resource Guide and Toolkit</i>. https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf</p>
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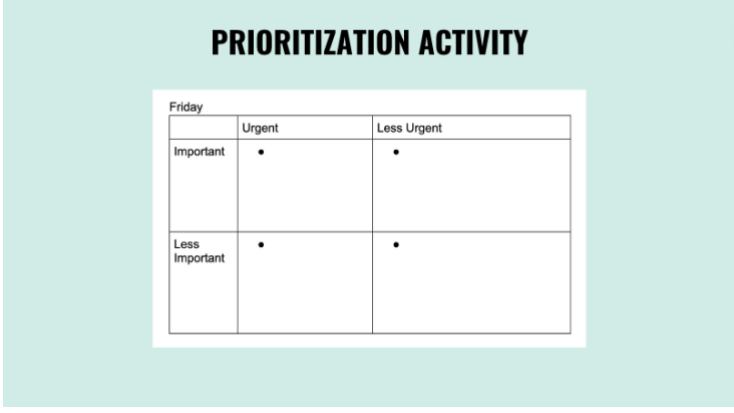
Week 2- Review of Time Management & Study Skills


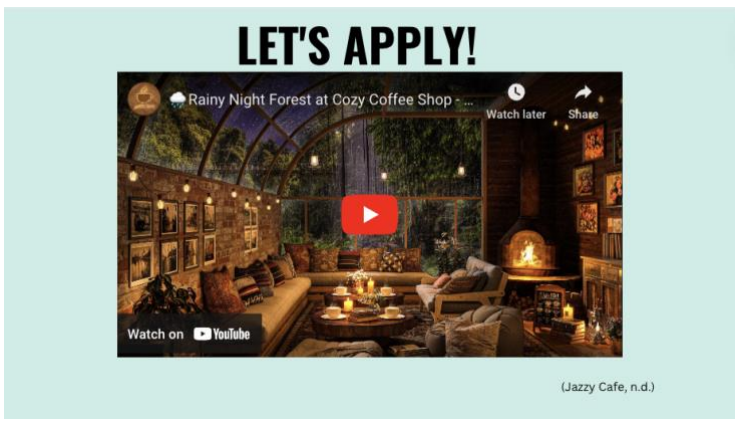


Slide #	Notes/Prompts	Slide Visual
1	Welcome participants and introduce week 2.	
2	Share week 2 overview.	 <ul style="list-style-type: none"> • Share progress since last week's session • Address study skills for challenges with executive function • Learn additional time management strategies • Set S.M.A.R.T. goal for upcoming session • Apply strategies in session

<p>3</p>	<p>Succinctly re-explain Monotasking & Pomodoro technique, environmental/contextual considerations for studying, and resource list. Remind participants who could not attend there was a recording sent so they can review on their own time.</p>	<div style="background-color: #e0f2f1; padding: 10px;"> <h2 style="text-align: center;">REVIEW</h2> <ul style="list-style-type: none"> • Strategy review <ul style="list-style-type: none"> ◦ Monotasking ◦ Pomodoro Technique • Environmental/Contextual considerations • Resources (apps, activities/worksheets, etc.)  </div>
<p>4</p>	<p>Explain the Cognitive Orientation to Occupational Performance (CO-OP) model as a method for re-assessing goal progress using the plan, do/study, check cycle.</p> <p>Provide Jamboard link via chat- https://jamboard.google.com/d/1DHKkpXINNauG9CFNN7mCiLugyHI3HguGWaiwP-UBg-0/edit?usp=sharing</p> <p>Instruct participants to indicate on the first slide using the sticky note feature whether they met their goal, somewhat met their goal, or did not meet their goal. Then, instruct participants to answer prompts on the following corresponding slides. Review answers as a group.</p>	<div style="background-color: #e1bee7; padding: 10px;"> <h2 style="text-align: center;">SHARE</h2> <ul style="list-style-type: none"> • Did you meet your S.M.A.R.T. goal? • Applying CO-OP model to evaluate goals  <p style="text-align: right; font-size: small;">(Polatajko & Mandich, 2010)</p> </div>

<p>5</p>	<p>Introduce the topic of executive functioning (EF), “many individuals with learning-based disabilities, mental health, or ADHD have challenges applying problem-based strategies to set and obtain goals. This includes higher level functions, such as inhibition, attention, working memory, etc”</p> <p>Explain how individuals with EF challenges face higher rates of stress and distraction and how stress can worsen EF difficulties.</p>	<div style="background-color: #e0f2f1; padding: 10px;"> <h3 style="text-align: center;">EXECUTIVE FUNCTIONING</h3> <ul style="list-style-type: none"> • Inhibition, attention, working memory, emotional regulation, planning, time management, self-monitoring, and goal setting • Higher rates of stress and distraction <ul style="list-style-type: none"> ◦ Stress can worsen EF difficulties <div style="text-align: right;">  </div> <p style="font-size: small; margin-top: 10px;">(Rivera et al., 2019)</p> </div>
<p>6</p>	<p>Expand on study skill strategies for challenges with EF.</p> <p>Active studying (may be a more conducive technique)- methods such as explaining materials out loud, writing questions as you read, create a concept map or flowchart, etc.</p> <p>Passive studying- methods such as highlighting material, using flashcards, etc.</p> <p>Learning styles- kinesthetic, auditory, and visual</p> <p>Task analysis- remind participants we’ve talked about this, but this is a term for the concept of breaking tasks into</p>	<div style="background-color: #e0f2f1; padding: 10px;"> <h3 style="text-align: center;">STUDY SKILL STRATEGIES FOR CHALLENGES WITH EXECUTIVE FUNCTIONING</h3> <ul style="list-style-type: none"> • Active studying vs. passive studying <ul style="list-style-type: none"> ◦ Retrieval • Know your learning style • Task Analysis <ul style="list-style-type: none"> ◦ Break into manageable steps • Self-regulated learning <ul style="list-style-type: none"> ◦ Forethought, performance, post-performance • Other considerations <ul style="list-style-type: none"> ◦ Deadlines ◦ Reward system <div style="text-align: right;">  </div> <p style="font-size: x-small; margin-top: 10px;">(Carder, 2023; Huberman, 2021; University of Pittsburg, 2023; Rivera et al., 2019; Wolters & Brady, 2021)</p> </div>


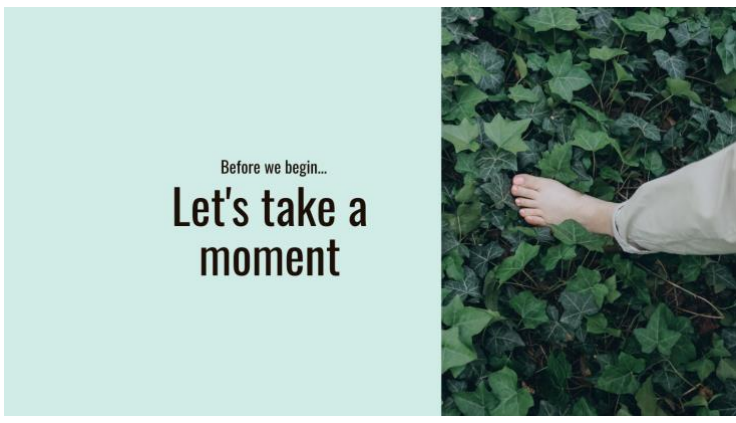

	<p>smaller pieces</p> <p>Self-regulated learning- a method which involves multiple steps, and explain how it's an important skill for higher education students</p> <p>Other considerations- talk about the benefits of using deadlines as a motivational strategy and expand on the use of healthy rewards to reinforce good habits.</p>	
7	<p>Introduce the time management strategy, "Eat That Frog".</p>	
8	<p>Play video.</p>	


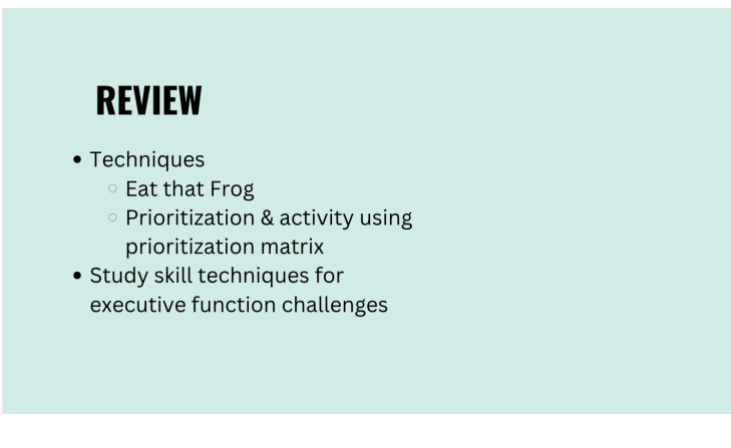
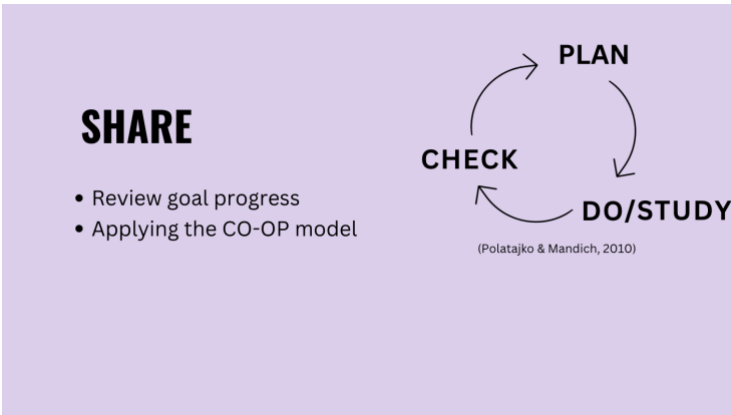
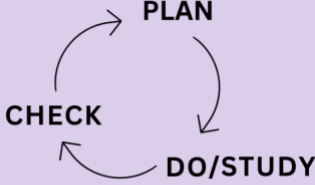
<p>9</p>	<p>Introduce the strategy "Prioritization". Prompt participants listen intently because they will be creating their own prioritization matrices in an activity following the video.</p>	 <p>The slide features a background image of hands typing on a laptop keyboard. The text "STRATEGY #4: PRIORITIZATION" is centered in a bold, white, sans-serif font.</p>											
<p>10</p>	<p>Play video.</p>	 <p>The thumbnail shows a video player interface. The video title is "The Eisenhower matrix: How to manage you...". The video content shows a 2x2 matrix with four colored quadrants: top-left is green (Important/Urgent), top-right is blue (Less urgent/Less important), bottom-left is orange (Less important/Urgent), and bottom-right is red (Less important/Less urgent). A red play button is centered over the matrix. Below the video, it says "Watch on YouTube" and "(Eisenhower, 2012)".</p>											
<p>11</p>	<p>Share link via chat - https://docs.google.com/document/d/1fcuRZkCqLYDEAWTfhKUCHi9H3F7mExoDmgQTG1zaE4k/edit?usp=sharing</p> <p>Re-explain the quadrants and allow participants 3-5 minutes to fill their own daily matrix of any upcoming day of the week by creating a copy of the document in google docs.</p>	 <p>The worksheet is titled "PRIORITIZATION ACTIVITY" in bold black letters. Below the title is a table for the day of "Friday". The table has two columns: "Urgent" and "Less Urgent". The rows are "Important" and "Less important". Each cell in the table contains a single black dot in the top-left corner, representing a task to be prioritized.</p> <table border="1"><thead><tr><th colspan="2">Friday</th></tr><tr><th></th><th>Urgent</th><th>Less Urgent</th></tr></thead><tbody><tr><th>Important</th><td>•</td><td>•</td></tr><tr><th>Less important</th><td>•</td><td>•</td></tr></tbody></table>	Friday			Urgent	Less Urgent	Important	•	•	Less important	•	•
Friday													
	Urgent	Less Urgent											
Important	•	•											
Less important	•	•											



<p>12</p>	<p>Allow participants 5 minutes to set their week 2 goal. Remind participants to reference the COPM activity list they created from week 1.</p>	 <p>S.M.A.R.T. GOAL <small>(SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY)</small></p> <p>By July 13th, I will _____ in order to _____.</p> <p><i>Reference COPM occupational performance needs and new activity list.</i></p>
<p>13</p>	<p>Allow participants the remainder of the session to work on assignments or pressing tasks utilizing a strategy of interest.</p>	 <p>LET'S APPLY!</p> <p>Rainy Night Forest at Cozy Coffee Shop - ...</p> <p>Watch later Share</p> <p>Watch on YouTube</p> <p>(Jazzy Cafe, n.d.)</p>
<p>14</p>	<p>With 1 minute to spare in the session, review the upcoming session on mindfulness and share “homework” to work on listed on the slide.</p>	 <p>WHAT'S TO COME</p> <ul style="list-style-type: none">• Next week builds upon strategies with a focus on mindfulness for stress reduction<ul style="list-style-type: none">◦ Mindful eating activity- come prepared with a snack or bite-sized treat• Until next Thursday,<ul style="list-style-type: none">◦ Focus on S.M.A.R.T. goal◦ Continue to trial resources & strategies◦ Pay attention:<ul style="list-style-type: none">▪ Current stress levels and how you manage stress▪ What decisions improve your focus and overall wellbeing? 


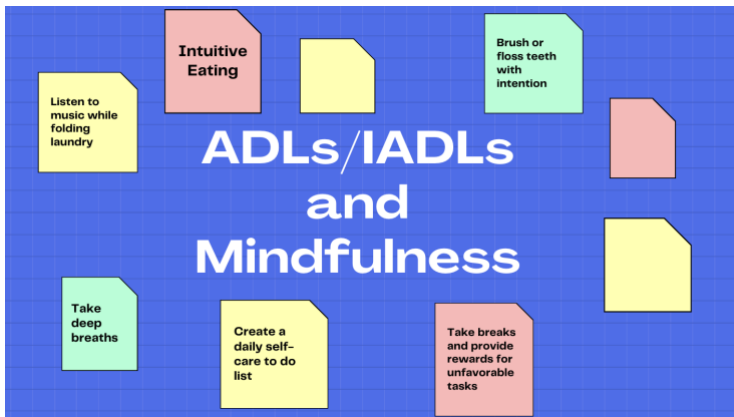
15	List of references.	<p style="text-align: center;">REFERENCES</p> <p>Better Than Yesterday. (2016, October 5). Eat that frog by Brian Tracy (animated book summary) - How to stop procrastinating. [video]. YouTube. https://www.youtube.com/watch?v=Mhs2DcmGXSE</p> <p>Carder, K. (2023, March 21). Understanding executive functions - self-motivation. [Audio podcast episode]. <i>In I Have ADHD Podcast</i>. https://open.spotify.com/episode/4AhgOIWnyDPpKwlrrogOis?si=ojohDvreTCCAFyyu9Vp1LQ&context=spotify%3Ashow%3A79CkJF3UJTHFV8Dse3Oy0P</p> <p>Eisenhower. (2012, September 2). The Eisenhower Matrix: How to manage your tasks with EISENHOWER. [video]. YouTube. https://www.youtube.com/watch?v=TF89OZ7TNwc&t=36s</p> <p>Huberman, A. (Host). (2021, September 13). ADHD & how anyone can improve their focus. [Audio podcast episode]. <i>In Huberman Lab</i>. https://open.spotify.com/episode/4AhgOIWnyDPpKwlrrogOis?si=ojohDvreTCCAFyyu9Vp1LQ&context=spotify%3Ashow%3A79CkJF3UJTHFV8Dse3Oy0P</p> <p>Jazzy Cafe. (n.d.). Rainy night forest at cozy coffee shop - smooth jazz with rain sounds for relax, study, and sleep. [video]. YouTube. https://www.youtube.com/watch?v=16wnl7br1s</p> <p>Polatajko & Mandich (2010). Cognitive Orientation to daily Occupational Performance (CO-OP).</p>
16		<p style="text-align: center;">REFERENCES CONT.</p> <p>Rivera, C. J., Wood, C. L., James, M., & Williams, S. (2019). Improving study outcomes for college students with executive functioning challenges. <i>Career Development and Transition for Exceptional Individuals</i>, 42(3), 139-147. Chicago</p> <p>University of Pittsburg. (2023). Active Study Strategies. https://www.cgs.pitt.edu/why-cgs/mccarl-center/academic-success-resources/active-study-strategies</p> <p>Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning perspective. <i>Educational Psychology Review</i>, 33(4), 1319-1351. doi: https://doi.org/10.1007/s10648-020-09519-z</p>




Week 3- Mindfulness to Support Your Role as a Student


Slide #	Notes/Prompts	Slide Visual
1	Introduce participants to week 3.	
2	Explain prior to starting, everyone will participate in a mindful exercise on the following slide to start the session on a right foot.	
3	Play the 2-minute video. A different mindful practice video can be embedded based on preferences.	



4	Introduce agenda for the session.	 <p>WEEK 3</p> <ul style="list-style-type: none"> • Review of week 2 including goal progress • Introduce mindfulness • Activity to brainstorm mindfulness & our daily engagement in occupations • Strategies <ul style="list-style-type: none"> ◦ Body Scan ◦ Mindful Eating • Set a SMART goal for upcoming session • Apply strategies in session
5	Briefly review what was covered in week 2. Remind participants who could not attend there was a recording sent so they can review on their own time.	 <p>REVIEW</p> <ul style="list-style-type: none"> • Techniques <ul style="list-style-type: none"> ◦ Eat that Frog ◦ Prioritization & activity using prioritization matrix • Study skill techniques for executive function challenges
6	<p>Similar to week 2, participants will engage in a JamBoard sharing opportunity to review their week 2 goal process with the CO-OP approach. If participants could not attend week 2, they can review their week 1 goal. Link - https://jamboard.google.com/d/1D97Bvicn9via7ZjGLwraROmJ3mgeiv2pM1vDTKxN4SQ/edit?usp=sharing</p> <p>Instruct participants to indicate on the first slide using the sticky note feature whether they met their goal,</p>	 <p>SHARE</p> <ul style="list-style-type: none"> • Review goal progress • Applying the CO-OP model <p>  <small>(Polatajko & Mandich, 2010)</small> </p>



	<p>somewhat met their goal, or did not meet their goal. Then, instruct participants to answer prompts on the following corresponding slides. Review answers as a group as an opportunity to learn from each other.</p>	
7	<p>Introduce the concept of mindfulness as a way of thinking and being that maintains focus to the present moment with non-judgement. Share quote.</p>	 <p>WHAT IS MINDFULNESS?</p> <p>"Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us" (Mindful Staff, 2020, para 2).</p>
8	<p>Expand on mindfulness to share why it is important as a student specifically. State the information is from an article from the American Occupational Therapy Association and relates to OT/OTA students specifically. On the last bullet point, emphasize how mindfulness can benefit both you as a practitioner in how you treat clients/patients, but also in educating clients/patients on mindful practices to enhance occupational participation. <i>This slide may be modified based on the student</i></p>	 <p>MINDFULNESS AS A STUDENT</p> <ul style="list-style-type: none"> • Enhance test-taking skills • Increase cognitive ability • Stress reduction • Emotional regulation and self-forgiveness • Improve skills as a future practicing professional <p>(Bahr, 2016)</p>

	population.	
9	<p>Allow participants to participate in this opportunity to incorporate mindfulness into a journal opportunity. Participants should've received a notice to be prepared with a notebook or piece of paper, but allow other methods of journaling, such as using a word document. Allow 3-5 minutes to have participants journal about 1-2 of the prompts listed on the slide.</p>	<div style="background-color: #d1c4e9; padding: 10px; border: 1px solid #ccc;"> <h3 style="text-align: center; margin: 0;">JOURNAL</h3> <ul style="list-style-type: none"> • What mindful strategies do you already use in your daily life? <ul style="list-style-type: none"> ◦ What has worked well? / What hasn't worked well? • How do you manage your stress? • What are your barriers in the way of being mindful? How can you limit these barriers? </div>
10	<p>Explain how we can think of mindfulness through our daily occupations.</p>	 <p style="text-align: center;">OCCUPATIONS & MINDFULNESS</p>
11	<p>Introduce this activity as an activity and opportunity to brainstorm how we can apply mindfulness in daily occupations such as ADLs/IADLs, rest & sleep, and work/school. Share link to JamBoard - https://jamboard.google.com/d/1xq-fayzAQ5qZ7a9eASV5G3VUY4t7iBUCeiDKM3r</p>	 <p style="text-align: center;">ADLs/IADLs and Mindfulness</p> <ul style="list-style-type: none"> Intuitive Eating Brush or floss teeth with intention Listen to music while folding laundry Take deep breaths Create a daily self-care to do list Take breaks and provide rewards for unfavorable tasks


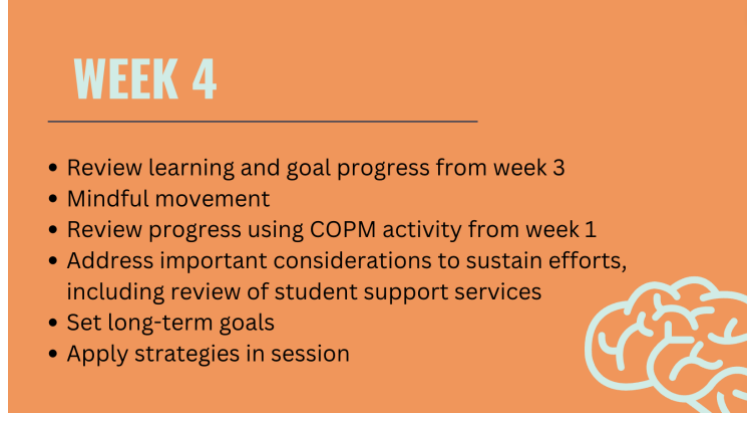

	<p>D74k/edit?usp=sharing</p> <p>Have participants fill in empty post-it notes with ideas and review as a group.</p>	
<p>12</p>	<p>Slide corresponds with JamBoard slide as a visual.</p>	 <p>The slide features a blue grid background with the title "Rest & Sleep and Mindfulness" in white. Several post-it notes are scattered around the title, containing the following text: "Read prior to bedtime" (green), "Take a bath" (yellow), "Use essential oils" (pink), "Gratitude list" (pink), "Reduce screen time" (yellow), and an empty yellow note.</p>
<p>13</p>	<p>Slide corresponds with JamBoard slide as a visual.</p>	 <p>The slide features a blue grid background with the title "Work/school and Mindfulness" in white. Several post-it notes are scattered around the title, containing the following text: "Monotask" (green), "Connect with classmates" (pink), "Take Breaks" (yellow), and several empty yellow notes.</p>
<p>14</p>	<p>Explain how you will guide everyone in two mindful practices including a body scan and mindful eating activity. Explain how each will take about 3-5 minutes and participants can turn their cameras off if that will make them more comfortable.</p> <p>Optional prompt: "Start by finding a</p>	 <p>The slide is a solid orange rectangle with the text "STRATEGY #1: BODY SCAN" centered in white, bold, uppercase letters.</p>

	<p>comfortable position and closing the eyes if you'd like. Breathe in through the nose and out through the mouth. We'll start by bringing awareness to the toes. Notice any tension in your feet or ankles. We'll move up to the calves and thighs, breathing in to soothe the tension you may feel. Now, pay attention to the sensation in your hips and torso, relaxing muscles of the core, and paying attention to the rise and fall of your abdomen as you breathe in and out. Next, we'll bring attention to the chest and shoulders, then up to the facial muscles, relaxing the jaw and brows. Back down to the neck and trailing down the fingertips, feel as though that energy is moving through your body." Finish with a few additional deep breaths.</p>	
15	<p>Participants should've received notice through the week 3 email reminder to come prepared with a bite-sized snack if they wanted to participate in the mindful eating activity.</p> <p>Optional prompt:</p> <p>"Pick up your snack and pay attention to how it feels in your hands. Bring the food close to</p>	 <p>STRATEGY #2: MINDFUL EATING</p>


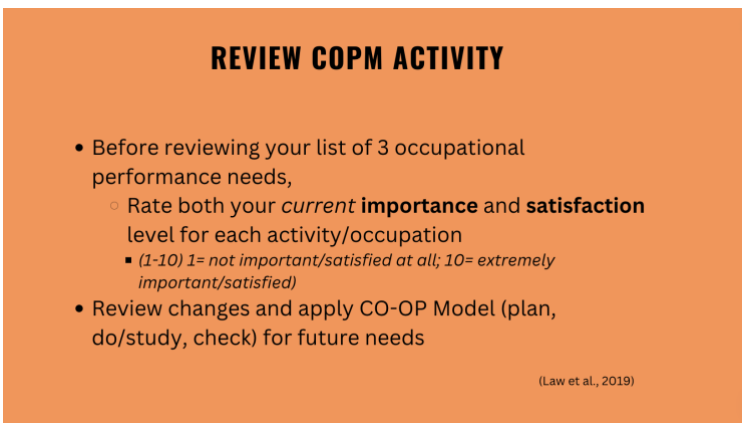
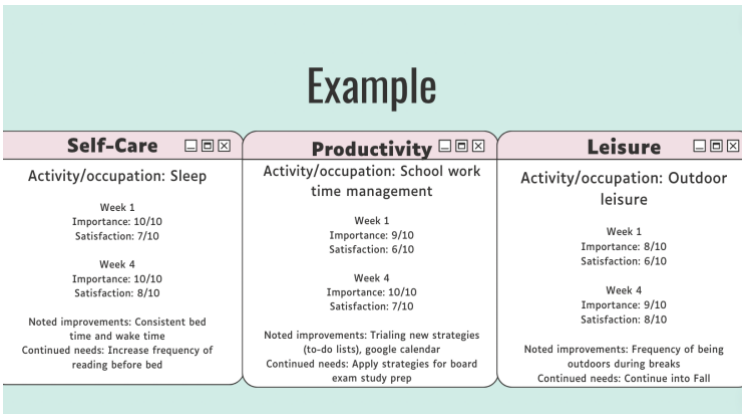
	<p>your nose and smell, what does it smell like? Resisting the temptation to take a bite, bring the piece of food closer to your mouth, then take a bite and savor the flavor. Is it savory, bitter, or sweet? Pay attention to the texture in your mouth- is it crunchy, smooth, creamy, or melty?" Explain how to limit distractions during mealtime and why mindful eating can support health and well-being.</p>	
16	<p>Have participants access the mindfulness resource link - https://docs.google.com/document/d/13jmZyc9s k9KbMU5yPv-4Dr03i1tBaNw2O4ly3S MZbGE/edit?usp=sharing</p> <p>Briefly review the list of sites, videos, apps, and activities/documents.</p>	 <p>MINDFULNESS RESOURCES</p> <ul style="list-style-type: none"> • Sites • Mindfulness Videos • Apps • Activities/Documents
17	<p>Allow participants 3-5 minutes to create their week 3 S.M.A.R.T. goal. Have participants reference their COPM activity list to spark ideas.</p>	 <p>S.M.A.R.T. GOAL</p> <ul style="list-style-type: none"> • By ____, I will ____ in order to ____. <p><i>Reference COPM occupational performance needs and new activity list.</i></p>

18	<p>Explain the remainder of the session is time for independently working on tasks. Encourage participants to apply both time management and mindfulness practices (i.e. monotasking, task analysis, etc.) during this time.</p>	<p style="text-align: center;">LET'S APPLY!</p>  <p style="text-align: right; font-size: small;">(OCB Relax Music, 2021)</p>
19	<p>Explain week 4 and provide detail on “homework” for the week between sessions. Thank participants for attending.</p>	<p style="text-align: center;">WHAT'S TO COME</p> <ul style="list-style-type: none"> • Next week: <ul style="list-style-type: none"> ◦ Review COPM activity ◦ Long-term goal setting ◦ Student support services ◦ Post program survey • Until next Thursday, <ul style="list-style-type: none"> ◦ Focus on S.M.A.R.T. goal ◦ Trial resources/strategies ◦ Pay attention to mindfulness in your daily life and how you can incorporate mindfulness into your occupations/routine 
20	<p>List of references.</p>	<p style="text-align: center;">REFERENCES</p> <p>Bahr, E. (2016, May 2). <i>Cultivating mindfulness as an occupational therapy student: resources to put into practice</i>. American Occupational Therapy Association. https://www.aota.org/publications/student-articles/school-tips/mindfulness</p> <p>Headspace. (2022, Aug 24). Free 2-Minute Quick Focus Reset Meditation: Regain Focus to Work, Study, or Get Tasks Done. [video]. YouTube. https://www.youtube.com/watch?v=QtE00VP4W3Y</p> <p>Mindful. (2020, July). <i>What is mindfulness?</i> https://www.mindful.org/what-is-mindfulness/</p> <p>OCB Relax Music. (2022, Nov 21). Relaxing Piano Music and Fireplace 24/7 - Sleep, Meditate, Study, Relax, Stress Relief. [video]. YouTube. https://www.youtube.com/watch?v=NRFnC7gWepE</p> <p>Polatajko & Mandich (2010). Cognitive Orientation to daily Occupational Performance (CO-OP).</p>

Week 4- Review of Mindfulness and how Mindfulness Connects with Time Management

Slide #	Notes/Prompts	Slide Visual
1	Introduce week 4.	 <p>WEEK 4</p> <p>MASTERING THE HIGHER EDUCATION SUCCESS FORMULA: TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE REVIEW OF PROGRAM</p> <p>STUDENT ACCESSIBILITY & ACCOMMODATIONS @ ST. KATE'S EMAIL: emmedcalfi48@stkate.edu</p>
2	Provide overview of session.	 <p>WEEK 4</p> <ul style="list-style-type: none">• Review learning and goal progress from week 3• Mindful movement• Review progress using COPM activity from week 1• Address important considerations to sustain efforts, including review of student support services• Set long-term goals• Apply strategies in session 

<p>3</p>	<p>Briefly review what was covered in week 3. Remind participants who could not attend there was a recording sent so they can review on their own time.</p>	<div style="background-color: #e0f2f1; padding: 10px;"> <h3 style="text-align: center;">REVIEW OF WEEK 3</h3> <ul style="list-style-type: none"> • Reviewed goal progress from week 2 • Strategies <ul style="list-style-type: none"> ◦ Mindful eating ◦ Body scan • Mindfulness resources </div>
<p>4</p>	<p>Similar to weeks 2 & 3, participants will engage in a JamBoard sharing opportunity to review their week 3 goal process with the CO-OP approach. If participants could not attend week 3, they can review their week 1 or 2 goal. Link - https://jamboard.google.com/d/1dntg7BIOFnNu6trhVuTMuIDz5-QdmVFqiMpRLKFW1SA/edit?usp=sharing</p> <p>Instruct participants to indicate on the first slide using the sticky note feature whether they met their goal, somewhat met their goal, or did not meet their goal. Then, instruct participants to answer prompts on the following corresponding slides. Review answers as a group as an opportunity to learn from each other.</p>	<div style="background-color: #e1bee7; padding: 10px;"> <h3 style="text-align: center;">SHARE</h3> <ul style="list-style-type: none"> • Did you meet your S.M.A.R.T. goal? • Applying CO-OP model to evaluate goals <div style="text-align: center;"> <p style="font-size: small;">(Polatajko, 2016)</p> </div> </div>

5	<p>Lead participants in a 5 minute dynamic, seated exercise routine. Remind participants they can modify if any movement isn't available to them. Examples of stretches could include a spinal twist, neck ROM, shoulder rolls, etc.</p>							
6	<p>Have participants view and create a copy of this document - https://docs.google.com/document/d/1106Zr8oUXvNA3WNRyokEOdV-bXWGX1BVa94fhJWY84/edit?usp=sharing</p> <p>Explain how this is an opportunity to review progress in identified areas of need from week 1. Have participants follow the steps, and then reference their initial document to measure changes in importance and significance levels.</p>							
7	<p>While participants are working in their documents, provide this slide as an example.</p>	 <table border="1"> <thead> <tr> <th>Self-Care</th> <th>Productivity</th> <th>Leisure</th> </tr> </thead> <tbody> <tr> <td> Activity/occupation: Sleep Week 1 Importance: 10/10 Satisfaction: 7/10 Week 4 Importance: 10/10 Satisfaction: 8/10 Noted improvements: Consistent bed time and wake time Continued needs: Increase frequency of reading before bed </td> <td> Activity/occupation: School work time management Week 1 Importance: 9/10 Satisfaction: 6/10 Week 4 Importance: 10/10 Satisfaction: 7/10 Noted improvements: Trialing new strategies (to-do lists), google calendar Continued needs: Apply strategies for board exam study prep </td> <td> Activity/occupation: Outdoor leisure Week 1 Importance: 8/10 Satisfaction: 6/10 Week 4 Importance: 9/10 Satisfaction: 8/10 Noted improvements: Frequency of being outdoors during breaks Continued needs: Continue into Fall </td> </tr> </tbody> </table>	Self-Care	Productivity	Leisure	Activity/occupation: Sleep Week 1 Importance: 10/10 Satisfaction: 7/10 Week 4 Importance: 10/10 Satisfaction: 8/10 Noted improvements: Consistent bed time and wake time Continued needs: Increase frequency of reading before bed	Activity/occupation: School work time management Week 1 Importance: 9/10 Satisfaction: 6/10 Week 4 Importance: 10/10 Satisfaction: 7/10 Noted improvements: Trialing new strategies (to-do lists), google calendar Continued needs: Apply strategies for board exam study prep	Activity/occupation: Outdoor leisure Week 1 Importance: 8/10 Satisfaction: 6/10 Week 4 Importance: 9/10 Satisfaction: 8/10 Noted improvements: Frequency of being outdoors during breaks Continued needs: Continue into Fall
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8 Review the importance of self-advocacy, self-compassion, resilience, participation in healthy behaviors, habits and goal setting.

STRATEGIES TO SUSTAIN EFFORTS

- Self-advocacy
- Self-compassion
- Resilience
- Participation in healthy behaviors
- Habits and goal setting

Figure 1. Modeling the Self-Advocacy Process

Table 4. Self-Advocacy Skills

- Learning to speak up for yourself
- Learning how to gather information
- Making informed decisions
- Finding and selecting a support team
- Knowing your rights and responsibilities
- Problem solving
- Reaching out to others when needed

(Hou et al., 2020; Kemper et al., 2015; Valasek et al., 2020; Wald et al., 2014, para 1)

9 Participants should have received a copy of the Student Support Service Flowchart in the week 4 email reminder. Recommend participants to use this as a tool for the remainder of their program when needs arise based on the listed common student concerns/barriers.

Flowchart created by Madisyn Anderson & Emily Medcalf, Doctor of Occupational Therapy Students at Saint Catherine University (Saint Paul, MN)

Do you have any of these common student concerns?
Here is where to go:


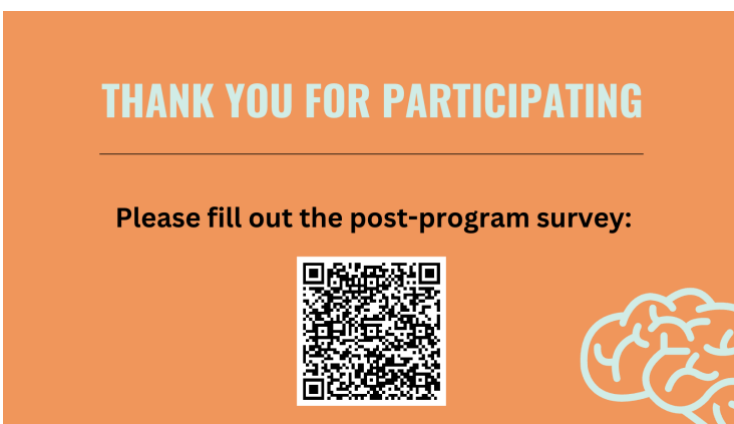


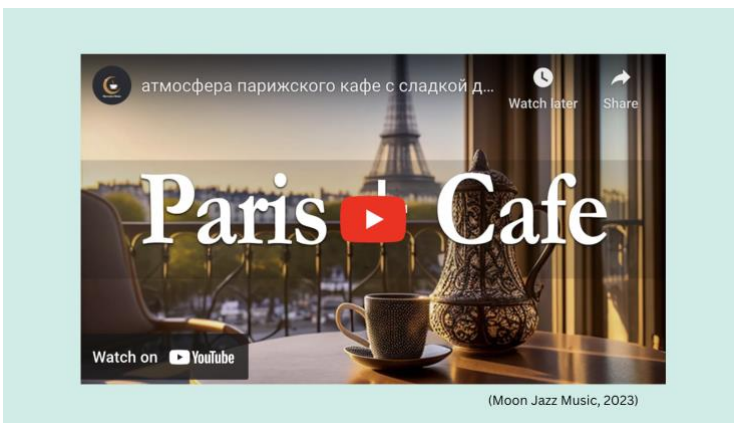
QR code to access links

ST. CATHERINE UNIVERSITY

10 Review important considerations. The slide can be modified to meet the needs of the specific student population.

IMPORTANT CONSIDERATIONS

- Beliefs affect your time more than your schedule does
- Journal what consists of a "good day"
 - Limit comparison of good and bad days based on productivity
 - Productivity looks different for everyone
 - Instead of striving for productivity, strive for balance
- Don't do it all, do what matters
- Think of future you - "what can I do now to make things easier later?"

11	<p>Allow participants 3-5 minutes to create a long-term S.M.A.R.T. goal. Have participants reference their COPM activity list to spark ideas. Have participants think far ahead (1 month, 6 months, 1 year).</p>	 <p>LONG-TERM S.M.A.R.T. GOAL (SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY)</p> <ul style="list-style-type: none"> • By ____, I will ____ in order to ____. <p><i>Reference COPM occupational performance needs and new activity list.</i></p>
12	<p>Allow approximately 10 minutes for participants to complete the post-program survey. If participants do not finish, let them know they can finish at a later time. Individuals who were absent from week 4 will be sent an email reminder to complete. Use best discretion as to who completes this survey. For example, a participant who attended only 1 of 4 sessions may not have valuable changes or feedback.</p>	 <p>THANK YOU FOR PARTICIPATING</p> <p>Please fill out the post-program survey:</p>  
13	<p>Similar to all sessions, explain the remainder of the session is time for independently working on to-do list items. Encourage participants to apply any strategies learned during the entirety of sessions during this time.</p>	 <p>атмосфера парижского кафе с сладкой д... Watch later Share</p> <p>Paris Cafe</p> <p>Watch on YouTube</p> <p>(Moon Jazz Music, 2023)</p>

14	Thank participants for attending and provide the contact for questions about the program or about accommodation concerns/needs. Edit slide with presenter information.	<h2 style="text-align: center;">QUESTIONS</h2> <ul style="list-style-type: none"> • Immediate questions about the program: <ul style="list-style-type: none"> ◦ Email emmedcalf148@stkate.edu • Questions about accommodations: <ul style="list-style-type: none"> ◦ Email Student Accessibility & Accommodations office at accessibility@stkate.edu
15	List of references.	<h2 style="text-align: center;">REFERENCES</h2> <p>Hou, Y., Mei, G., Liu, Y., & Xu, W. (2020). Physical fitness with regular lifestyle is positively related to academic performance among Chinese medical and dental students. <i>BioMed Research International</i>. https://doi.org/10.1155/2020/5602395</p> <p>Kemper, K., Mo, X., Khayat, R. (2015). Are mindfulness and self-compassion associated with sleep and resilience in health professionals? <i>The Journal of Alternative and Complementary Medicine</i>, 21(8), 496-503. http://doi.org/10.1089/jacm.2014.0281</p> <p>Law M., Baptiste S., Carswell A., McColl M. A., Polatajko H. J., Pollock N. (2019). Canadian occupational performance measure (5th ed. revised). COPM Inc.</p> <p>Moon Jazz Music. (2023, May 14). <i>Cozy 4k spring cafe with relaxing piano jazz music for study/work</i>. [video]. YouTube. https://www.youtube.com/watch?v=cX0guNaMqE&t=17991s</p> <p>Polatajko & Mandich (2010). Cognitive Orientation to daily Occupational Performance (CO-OP).</p> <p>Valasek et al. (2020). Self-interventions: Applying Your Occupational Therapy Skills to Your Personal Health. <i>American Occupational Therapy Association</i>. https://www.aota.org/career/career-center/wellness-for-life-and-career/~link.aspx?_id=9EF068CD0BB74B76A77624F4E8C1A1BB&z=z</p> <p>Wald, A., Muennig, P. A., O'Connell, K. A., & Garber, C. E. (2014). Associations between healthy lifestyle behaviors and academic performance in US undergraduates: a secondary analysis of the American College Health Association's National College Health Assessment II. <i>American Journal of Health Promotion</i>, 28(5), 298-305. https://doi.org/10.4278/ajhp.120518-DUAN-265</p>

Program Email Templates:

Recruitment Email

Hi everyone!

Feeling like you may benefit from extra support and accountability to get through summer courses? Check out this new opportunity brought to you by the Student Accessibility and Accommodations office and Emily Medcalf as part of her OTD capstone project.

To register, please complete this [google form](#).

Note this pilot program is only intended for students receiving accommodations within the OTA, MAOT, and OTD programs.

To learn more about this program, please review this [document](#) and the flyer below.



MASTERING THE HIGHER EDUCATION SUCCESS FORMULA

TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE

Brought to you by the Student Accessibility and Accommodations office at St. Catherine University

Led by Emily Medcalf, an OTD capstone student

Join this virtual 4-week occupation-based program to master not only your academic skills, but also your life skills as you balance your roles and responsibilities while enrolled in an intensive educational program.

DATES:
Thursdays 7:30-8:30 pm CT
June 29th
July 6th
July 13th
July 20th

BY JOINING THIS PROGRAM, YOU WILL:

- Learn new strategies, tools, and resources for managing time and stress
- Study in real time during sessions while implementing strategies
- Enhance motivation and accountability
- Strengthen occupational balance
- Strengthen understanding of OT application in higher education/health promotion

TO REGISTER:

Scan



For questions, email:
emmedcalf148@stkate.edu

([Accessible version of flyer](#))

Week 1 Email Reminder

Hi everyone!

I'm excited you have taken the opportunity to participate in the 4-week occupation-based program focused on time management, study skills, and mindfulness. This will be a great space for learning new strategies, promoting accountability, and increasing motivation to achieve occupational balance to support your role as a student.

We will meet virtually every Thursday from 7:30-8:30 pm (Central Time) *starting this Thursday, June 29th*, until July 20th. Here is the [Zoom meeting link](#) for all sessions. I will also be sending calendar invites.

The structure of each week will be as follows:

- Activities, education on strategies/resources, and opportunities to share via JamBoard
- Develop S.M.A.R.T. goals
- Accountability time to practice applying strategies in session (be ready to work on an assignment, study, write in your planner, etc.)

If you'd like to review week 1 materials prior to the session, attached are the week 1 slides for review. Below are links to documents we will be using as well.

- [Time Management & Study Skill Resources](#)
- [Occupational Performance Needs Activity and Goal Setting](#)

I will see everyone this Thursday, June 29th, from 7:30-8:30 pm CT. I'm looking forward to our time together! Please don't hesitate to reach out with questions in the meantime.

Week 2 Reminder Email

Hi everyone!

Last week we learned and applied strategies for effective time management and study skills. I hope you took something valuable away from our time spent together and have been applying strategies/resources to your daily life. We will meet again **tomorrow (Thursday July 6th) from 7:30-8:30 pm CT**. This week we will review learning and goals from week 1, learn additional time management strategies and study skills for executive function challenges, and have accountability “work time”. Setting a goal at the end of the session will provide an opportunity to continue building good study and time use habits.

Attached are the Week 2 slides if you'd like to review in advance. You'll also have access to these resources during the session:

- [CO-OP Goal Progress](#)
- [Daily Prioritization List](#)

Here is the [meeting link](#).

I'm looking forward to seeing you all!

Week 3 Reminder Email

Hi everyone!

By now I hope you feel like an expert in managing your time. It's time to shake things up! This week's focus will be on mindfulness to support your role as a student. If you were planning to get some evening school work AND relaxation in, this is the perfect opportunity. Keep in mind, if you attend all sessions, you are placed in a drawing to receive a prize.

If you'd like to participate in a 5-min mindful eating activity, please come to the session with a bite-sized snack. Also, please have a notebook or piece of paper available for a quick journal activity.

Attached are the week 3 slides. Other materials/resources:

- [CO-OP review of goals - JamBoard](#)
- [Mindfulness & occupations - JamBoard](#)

I will see everyone tomorrow (Thursday July 13) from 7:30-8:30 pm CT.

Here is the [meeting link](#).

Week 4 Reminder Email

Hi everyone!

During our final session, which will take place tomorrow (*Thursday, July 20th from 7:30-8:30 pm CT*), we will continue to address mindfulness, and also review goal progress, strategies to sustain progress, and long-term goal setting. We will also devote time in-session to completing the post-program survey and have accountability "work time".

Attached are the week 4 slides and the student support service flowchart which we will review in session.

Here is the [meeting link](#). See you all tomorrow!

****Flowchart created by Madisyn Anderson & Emily Medcalf, Doctor of Occupational Therapy Students at Saint Catherine University (Saint Paul, MN)****



Surveys

Pre-Survey Questionnaire

You are invited to participate in this survey because you have agreed to participate in the 4-week pilot program addressing time management, stress management, and study skills. This program is being conducted by Emily Medcalf, an occupational therapy capstone student who is overseen by The SA & A Assistant Director, Alyssa Klenotich, M.S. and capstone mentor, Dr. Kimberley Persons, DHS, OTR/L, at St. Catherine University. The purpose of this survey is to measure effectiveness of the pilot program and receive your valued feedback. The survey includes items about your personal information, a brief health history, and questions related to your current practice of time management, stress management, and study skills. The data that we collect from this survey will be used for program evaluation. It will take approximately 10 minutes to complete.

Your email address will be recorded in your response to allow for data analysis by the program presenter. Your responses will be confidential, and results will be presented in a way that no one will be identifiable. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your participation is voluntary and your decision whether or not to participate will not affect your relationships with the program leader, your instructors, or St. Catherine University. If you decide to stop at any time you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Emily Medcalf, 612.419.0721, emmedcalf148@stkate.edu or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; jsschmitt@stkate.edu. By responding to items on this survey you are giving us your consent to allow us to use your responses for research and educational purposes.

Some survey questions were adapted from the Study Skills Assessment Questionnaire, Executive Skills Questionnaire, and the Mindful Attention Awareness Scale.

Demographics/Health History

- I agree to having my email address recorded in this survey response and understand this information will be both confidential and de-identified in any data dissemination.

Yes/No

-Which program are you a part of?

OTA, MAOT, OTD

-What is your age range?

20 or less, 20-25, 26-30, 31-35, 36-40, 40+

-What is your identified gender?

_____.

-I registered with the SA&A office because of _____.

(include diagnosis, condition(s), or academic challenges) *The Student Accessibility and Accommodations assists students impacted by many conditions, such as learning disabilities, chronic medical illness, ADD/ADHD, traumatic brain injury, mental health conditions, Autism spectrum disorders, hearing loss/Deafness and vision-based disabilities, etc.*

-Are you a first-generation college student (first generation of your family to go to college)?

yes/no/unsure

-Within the past month, on average, I have slept ____ hours per night.

<5, 5-6, 7-8, 9-10, >10

-Within the past month, on average, I would rate my quality of sleep as:

Poor, moderate, good, excellent

-The amount of sleep I get interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

-Within the past month, on average, I spend ____ hours on school-related tasks each day.

<4, 4-6, 7-9, >10

-Within the past month, on average, I spend ____ hours working each week.

0-8, 9-16, 17-24, 25-32, 33-40, 40+

-The amount of time I spend working each week interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

-I tend to eat a healthy and balanced diet.

1-5 (1=strongly disagree, 5= strongly agree)

- I have a good support system in my life.

1-5 (1=strongly disagree, 5= strongly agree)

-I feel I have a good sense of belonging with my academic program.

1-5 (1=strongly disagree, 5= strongly agree)

-I would say I live a healthy, active lifestyle.

1-5 (1=strongly disagree, 5= strongly agree)

-My current level of stress is:

0-10 (0= no stress at all, 10= extremely stressed where stress interferes with my daily life activities)

Measure of time management, study skills, and stress management

1=strongly disagree	2=disagree	3=neutral	4=agree	5= strongly agree
---------------------	------------	-----------	---------	-------------------

- I consistently use a method for organizing course assignments.
- I begin major course assignments well in advance.
- I create a daily "to-do" list.
- I devote sufficient study time to each of my courses.
- I schedule times and outline goals for my study time.
- I take breaks during the day, when possible.
- The breaks I take throughout the day are conducive to my memory, learning, and focus.
- I frequently find myself saying "I'll do it later" and procrastinate.
- I have a challenging time remembering due dates for assignments.
- I have a system for note-taking.
- I study in a place free of distractions.
- I break down assignments into manageable parts.
- I have a difficult time starting big assignments.
- Stress interferes with my daily life activities.
- I have a well-balanced routine.
- I implement mindfulness practice into my daily life.
- I am confident with the level of concentration I am able to maintain.
- I tend to multitask.
- I feel I run on "automatic" with little attention to what I'm doing.
- I feel preoccupied with the future or past rather than the present moment.

Participant Interest

- I signed up for this program because _____.
- What do you hope to get out of this program? _____.

Post-Survey Questionnaire

You were invited to participate in this survey because you have agreed to participate in the 4-week pilot program addressing time management, stress management, and study skills. This program was conducted by Emily Medcalf, an occupational therapy capstone student who is overseen by The SA & A Assistant Director, Alyssa Klenotich, M.S. and capstone mentor, Dr. Kimberley Persons, DHS, OTR/L, at St. Catherine University. The purpose of this survey is to measure effectiveness of the pilot program and receive your valued feedback. The survey also includes items about your personal information, a brief health history, and questions related to your current practice of time management, stress management, and study skills following attendance of the program. The data that we collect from this survey will be used for program evaluation. It will take approximately 10 minutes to complete.

Your email address will be recorded in your response to allow for data analysis by the program presenter. Your responses will be confidential, and results will be presented in a way that no one will be identifiable. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your participation is voluntary and your decision whether or not to participate will not affect your relationships with the program leader, your instructors, or St. Catherine University. If you decide to stop at any time you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Emily Medcalf, 612.419.0721, emmedcalf148@stkate.edu or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; jsschmitt@stkate.edu. By responding to items on this survey you are giving us your consent to allow us to use your responses for research and educational purposes.

Some survey questions were adapted from the Study Skills Assessment Questionnaire, Executive Skills Questionnaire, and the Mindful Attention Awareness Scale.

- I agree to having my email address recorded in this survey response and understand this information will be both confidential and de-identified in any data dissemination.

Yes/No

-Which program are you a part of?

OTA, MAOT, OTD

Health History (same as in pre-survey to measure changes)

-Within the past month, on average, I have slept ____ hours per night.

<5, 5-6, 7-8, 9-10, >10

-Within the past month, on average, I would rate my quality of sleep as:

Poor, moderate, good, excellent

-The amount of sleep I get interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

-Within the past month, on average, I spend ___ hours on school-related tasks each day.

<4, 4-6, 7- 9, >10

-Within the past month, on average, I spent ___ hours working each week.

0-8, 9-16,17-24, 25-32, 33-40, 40+

-The amount of time I spend working each week interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

-I tend to eat a healthy and balanced diet.

1-5 (1=strongly disagree, 5= strongly agree)

- I have a good support system in my life.

1-5 (1=strongly disagree, 5= strongly agree)

-I feel I have a good sense of belonging with my academic program.

1-5 (1=strongly disagree, 5= strongly agree)

-I would say I live a healthy, active lifestyle.

1-5 (1=strongly disagree, 5= strongly agree)

-My current level of stress is:

0-10 (0= no stress at all, 10= extremely stressed where stress interferes with my daily life activities)

Measure of changes in time management, study skills, and stress management following program (same as pre-survey to measure change)

1=strongly disagree	2=disagree	3=neutral	4=agree	5= strongly agree
---------------------	------------	-----------	---------	-------------------

-I consistently use a method for organizing course assignments.

-I begin major course assignments well in advance.

-I create a daily "to-do" list.

-I devote sufficient study time to each of my courses.

-I schedule times and outline goals for my study time.

-I take breaks during the day, when possible.

-The breaks I take throughout the day are conducive to my memory, learning, and focus.

- I frequently find myself saying "I'll do it later" and procrastinate.
- I have a challenging time remembering due dates for assignments.
- I have a system for note-taking.
- I study in a place free of distractions.
- I break down assignments into manageable parts.
- I have a difficult time starting big assignments.
- Stress interferes with my daily life activities.
- I have a well-balanced routine.
- I implement mindfulness practice into my daily life.
- I am confident with the level of concentration I am able to maintain.
- I tend to multitask.
- I feel I run on "automatic" with little attention to what I'm doing.
- I feel preoccupied with the future or past rather than the present moment.

Program Evaluation Questions

-Which weeks were you able to attend the program?

- Week 1 (June 29th)
- Week 2 (July 6th)
- Week 3 (July 13th)
- Week 4 (July 20th)
- I attended all 4 sessions

Please rate the degree to which you believe the program addressed each learning objective listed below: (1= strongly disagree- 5=strongly agree)

- Students will enhance knowledge of time management and study skill strategies and resources to assist in their coursework.
- Students will enhance knowledge of mindfulness strategies and resources to support their role as a student and reduce stress.
- Students will enhance their ability to implement time management, study skills, and mindfulness into their daily routines.
- Students will improve their understanding of how occupation-based strategies can be applied to higher education and student support

-St. Kate's is navigating how to improve participation in programming and events. In your opinion, what would make you likely to attend a similar program in the future? (examples: preferred time of day, preferred day of week, incentive) _____.

-The set-up of the program, which included time for accountability to practice strategies, facilitated my engagement.

(1= strongly disagree- 5=strongly agree)

-Please elaborate on the survey question listed above: _____.

-Please provide any additional information or recommendations to improve the program for students _____.

Results

[Link to Pre vs. Post Survey Comparison](#)

Suggestions/Feedback from Participants:

See other specific qualitative data within the Pre vs. Post Survey Comparison link listed above

- Suggestions:
 - Have participant cameras on to create a greater sense of community
 - Create a way to check in during each semester through programming
 - Include additional strategies to maintain focus rather than reducing multitasking
- Strengths:
 - Receiving resources and email reminders in advance
 - Short-term goal setting
 - Reflection activities
 - Creating lists of urgent/important tasks
 - Body doubling

Appendix D: Program Flyers



MASTERING THE HIGHER EDUCATION SUCCESS FORMULA

TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE

*Brought to you by the Student
Accessibility and Accommodations
office at St. Catherine University*

*Led by Emily Medcalf, an OTD
capstone student*

DATES:
Thursdays 7:30-8:30 pm CT
June 29th
July 6th
July 13th
July 20th

**BY JOINING THIS
PROGRAM, YOU WILL:**

- Learn new strategies, tools, and resources for managing time and stress
- Study in real time during sessions while implementing strategies
- Enhance motivation and accountability
- Strengthen occupational balance
- Strengthen understanding of OT application in higher education/health promotion

**Join this virtual 4-week
occupation-based program to
master not only your academic
skills, but also your life skills as
you balance your roles and
responsibilities while enrolled in
an intensive educational program.**

TO REGISTER:

Scan



For questions, email:
emmedcalf148@stkate.edu

Accessible Version of Flyer

Mastering the Higher Education Success Formula: Time Management, Study Skills, and mindfulness for Academic Excellence

Brought to you by the Student Accessibility and Accommodations office at St. Catherine University

Led by Emily Medcalf, an OTD capstone student

Dates: Thursdays 7:30-8:30 pm central time

- June 29th
- July 6th
- July 13th
- July 20th

Description: Join this virtual 4-week occupation-based program to master not only your academic skills, but also your life skills as you balance your roles and responsibilities while enrolled in an intensive educational program.

By joining this program, you will:

- Learn new strategies, tools, and resources for managing time and stress
- Study in real time during sessions while implementing strategies
- Enhance motivation and accountability
- Strengthen occupational balance
- Strengthen understanding of OT application in higher education/health promotion

To register, fill this [Google form](#). Email emmedcalf148@stkate.edu with questions.

Appendix E: Program Registration Form

Mastering the Higher Education Success Formula: Time Management, Study Skills, and Mindfulness for Academic Excellence

You are invited to participate a 4-week pilot program addressing time management, stress management, and study skills. This project is being conducted by Emily Medcalf, an occupational therapy capstone student who is overseen by The SA & A Assistant Director, Alyssa Klenotich, M.S. and capstone mentor, Dr. Kimberley Persons, DHS, OTR/L, at St. Catherine University.

Your responses to this registration survey will be confidential. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Email*: _____.

Which program are you a part of?

- a. OTA
- b. MAOT
- c. OTD

What year of the program are you in? (Those just starting would be year 1, and so on).

- a. 1st
- b. 2nd
- c. 3rd

By checking this box, I agree to participate in the 4-week virtual program which takes place Thursdays from June 29th-June 20th from 7:30-8:30 pm CT.

- I will be attending

If you know of any dates where you will be absent, please indicate below. Keep in mind, a participant who attends all 4 sessions will be randomly selected to receive a prize.


- a. June 29th
- b. July 6th
- c. July 13th
- d. July 20th
- e. I will be attending all sessions

Please indicate any accommodations or modifications necessary to participate. Week 3 & 4 may incorporate some gentle mobility. If not applicable, state, "N/A". _____ (short answer text).

Appendix F: Program Slides

WELCOME!
I'M GLAD TO HAVE YOU HERE.

Please fill out the pre-program survey:



WEEK 1

MASTERING THE HIGHER EDUCATION SUCCESS FORMULA: TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE
TIME MANAGEMENT & STUDY SKILLS

STUDENT ACCESSIBILITY & ACCOMMODATIONS @ ST. CATHERINE UNIVERSITY
EMAIL: emmedcal148@stcate.edu

OVERALL PROGRAM DESCRIPTION, OBJECTIVES & TIMELINE

WEEK 1

DESCRIPTION

- 4-week pilot program
- Space for community and accountability
- Learn and apply strategies for time management, study skills, and mindfulness to promote occupational balance

OBJECTIVES

- Enhance knowledge of time management and study skill strategies and resources to assist in coursework.
- Enhance knowledge of mindfulness strategies and resources to support role as a student and reduce stress.
- Enhance ability to implement time management, study skills, and mindfulness into daily routine.
- Improve understanding of how occupation-based strategies can be applied to higher education and student support.

TIMELINE

Weeks 1 & 2:
Time Management/ Study Skills & Application

Week 3:
Mindfulness/Stress Management & Application

Week 4:
Build on all strategies, apply, and long-term planning



- Introduction
- Activity- COPM
- Learn time management strategies
- Review
 - Environmental/contextual considerations
 - Resources for study skills & time management
- Goal setting for upcoming session
- Apply strategies in real time



The original design is adapted from The Equality Institute's version of the Intersectionality wheel
(UNPRPD, n.d.)

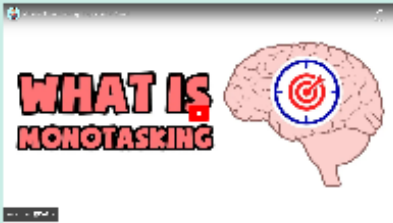
8 DIMENSIONS OF WELLNESS




(Colorado State University Pueblo, n.d.)

ACTIVITY BASED ON THE CANADIAN OCCUPATIONAL PERFORMANCE MEASURE (COPM)	ACTIVITY BASED ON THE CANADIAN OCCUPATIONAL PERFORMANCE MEASURE (COPM)
<p>Think of existing occupational performance needs in your daily life in which you'd like to be more mindful and/or timely about.</p> <ol style="list-style-type: none"> Write 2 self-care activities you'd like to work on. <ul style="list-style-type: none"> i.e. shower frequency, journaling, exercise, healthy eating, sleep Write 2 productivity activities you'd like to work on. <ul style="list-style-type: none"> i.e. school assignments, organizing/cleaning, specific work-related tasks Write 2 leisure activities you'd like to work on. <ul style="list-style-type: none"> i.e. golfing, meeting with friends, going on walks, art 	<ol style="list-style-type: none"> Rate the importance of each of the activities <ul style="list-style-type: none"> (1-10) 1= not important at all; 10= highly important Condense your list of 6 activities into 3 activities Rate the satisfaction of your performance for each of the 3 activities <ul style="list-style-type: none"> (1-10) 1= not satisfied at all; 10= highly satisfied <p>Save this document to reference</p>
<small>(Law et al., 2018)</small>	<small>(Law et al., 2018)</small>

<p>TAKE TIME TO WRITE NEW STRATEGIES/ACTIVITIES YOU'D LIKE TO INCORPORATE INTO YOUR EXISTING ROUTINE THAT WILL HELP YOUR TIMELINESS AND MINDFULNESS.</p> <p>SEE EXAMPLES LISTED IN DOCUMENT</p> <ol style="list-style-type: none"> 	<p>SHARE </p> <ul style="list-style-type: none"> • What strategies do you already use for time management? • What has worked well? • What hasn't worked? • What motivates you to do your best as a student?
--	--

<p>STRATEGY #1: MONOTASKING</p>	 <p>(Productivity Guy, 2020)</p>
--	--

STRATEGY #2: POMODORO TECHNIQUE




(Cirilo, 2021)

Environmental and Contextual Considerations for Studying

- Quiet space free from distraction
- Clean/organize study space prior
- Set phone out of view, turn off, or turn on airplane mode
- Prioritize
- The power of routine and habit
- Application to OT models and frames of reference
 - PEOP model (Kreider et al., 2021)

OTHER TIPS



- Organizational method:
 - Planner, to-do list, google calendar, post-it notes, etc.
 - Create a to-do list each morning
- Take productive breaks
- Break tasks down
- Let's strive for better, not perfection

TIME MANAGEMENT & STUDY SKILL RESOURCES



- Study Skills Map from O'Neill Center
- Task break down resource
- Applications
- Activities/worksheets
- Occupational Balance Time Use Audit

OCCUPATIONAL BALANCE TIME USE AUDIT

ACTIVITY	PERCENTAGE	VALUE	PERCENTAGE	ACTIVITY
STUDY	15%	15	15%	PERSONAL TIME
WORK	25%	25	25%	PERSONAL TIME
...





S.M.A.R.T. GOAL

(SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY)

By Thursday July 6th, I will _____ in order to _____.

Reference COPM occupational performance needs and new activity list.

LET'S APPLY!



(Study, 2023)

WHAT'S TO COME

- Next week's agenda:
 - Review S.M.A.R.T. goal progress
 - Learn additional skills & strategies
 - Apply in-session
- For next week:
 - Work on S.M.A.R.T. goal
 - Trial 1-2 resources and/or strategies



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- Colorado State University Pueblo. (n.d.). *8 Dimensions of Well-Being*. <https://www.csupueblo.edu/health-education-and-prevention/8-dimension-of-well-being.html>
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WEEK 2

MASTERING THE HIGHER EDUCATION SUCCESS FORMULA: TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE
TIME MANAGEMENT & STUDY SKILLS

STUDENT ACCESSIBILITY & ACCOMMODATIONS @ ST. KATE'S
EMAIL: emmedcal148@stkate.edu

WEEK 2

- Share progress since last week's session
- Address study skills for challenges with executive function
- Learn additional time management strategies
- Set S.M.A.R.T. goal for upcoming session
- Apply strategies in session



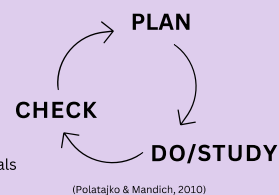
REVIEW

- Strategy review
 - Monotasking
 - Pomodoro Technique
- Environmental/Contextual considerations
- Resources (apps, activities/worksheets, etc.)



SHARE

- Did you meet your S.M.A.R.T. goal?
- Applying CO-OP model to evaluate goals



EXECUTIVE FUNCTIONING

- Inhibition, attention, working memory, emotional regulation, planning, time management, self-monitoring, and goal setting
- Higher rates of stress and distraction
 - Stress can worsen EF difficulties



(Rivera et al., 2019)

STUDY SKILL STRATEGIES FOR CHALLENGES WITH EXECUTIVE FUNCTIONING

- Active studying vs. passive studying
 - Retrieval
- Know your learning style
- Task Analysis
 - Break into manageable steps
- Self-regulated learning
 - Forethought, performance, post-performance
- Other considerations
 - Deadlines
 - Reward system



(Carder, 2023; Huberman, 2021; University of Pittsburg, 2023; Rivera et al., 2019; Wolters & Brady, 2021)

STRATEGY #3: EAT THAT FROG



STRATEGY #4: PRIORITIZATION



PRIORITIZATION ACTIVITY

Task	Urgent	Important
Task 1	•	•
Task 2	•	•

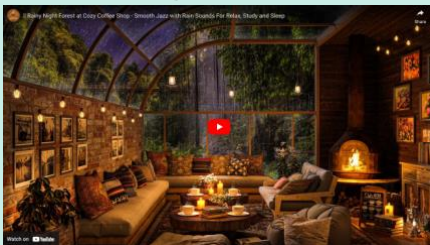
S.M.A.R.T. GOAL

(SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, TIME-BOUND)

By July 13th, I will _____ in order to _____.

Reference COPM occupational performance needs and new activity list.

LET'S APPLY!



(Jazzy Cafe, n.d.)

WHAT'S TO COME

- Next week builds upon strategies with a focus on mindfulness for stress reduction
 - Mindful eating activity- come prepared with a snack or bite-sized treat
- Until next Thursday,
 - Focus on S.M.A.R.T. goal
 - Continue to trial resources & strategies
 - Pay attention:
 - Current stress levels and how you manage stress
 - What decisions improve your focus and overall wellbeing?



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WEEK 3

MASTERING THE HIGHER EDUCATION SUCCESS FORMULA: TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE
MINDFULNESS TO SUPPORT YOUR ROLE AS A STUDENT

Before we begin...
Let's take a moment



STUDENT ACCESSIBILITY & ACCOMMODATIONS @ ST. KATE'S
EMAIL: ammedcallf46@stkate.edu



(HeadSpace, 2022)

WEEK 3

- Review of week 2 including goal progress
- Introduce mindfulness
- Activity to brainstorm mindfulness & our daily engagement in occupations
- Strategies
 - Body Scan
 - Mindful Eating
- Set a SMART goal for upcoming session
- Apply strategies in session



REVIEW

- Techniques
 - Eat that Frog
 - Prioritization & activity using prioritization matrix
- Study skill techniques for executive function challenges

SHARE

- Review goal progress
- Applying the CO-OP model



WHAT IS MINDFULNESS?

"Mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us" (Mindful Staff, 2020, para 2).

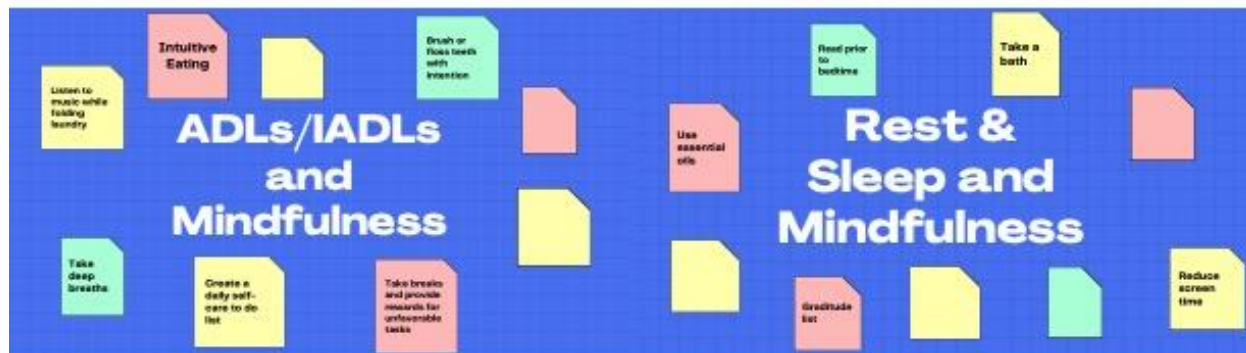
MINDFULNESS AS A STUDENT

- Enhance test-taking skills
- Increase cognitive ability
- Stress reduction
- Emotional regulation and self-forgiveness
- Improve skills as a future practicing professional

(Behr, 2016)

JOURNAL

- What mindful strategies do you already use in your daily life?
 - What has worked well? / What hasn't worked well?
- How do you manage your stress?
- What are your barriers in the way of being mindful? How can you limit these barriers?



Work/school
and
Mindfulness

[Note]

[Note]

Monotask

[Note]

Connect
with
classmates

Take
Breaks

STRATEGY #1: BODY SCAN

STRATEGY #2: MINDFUL EATING

MINDFULNESS RESOURCES

- Sites
- Mindfulness Videos
- Apps
- Activities/Documents

Mindfulness Resources

Sites

- University of California, San Diego - Resource about mindfulness, meditation, intentionality, and sleep education
- Mindfulness.org
- Mindfulness in Schools - Programs, resources & evidence
- ACT UP! - Community of Mindfulness and Compassion, Training, Research & Outreach Center

Mindfulness Videos

- Caltech Mindfulness Institute
- University of Toronto, Institute
- Healthline on Stress
- Healthline on Sleep
- Healthline on Anxiety
- The Mind - The Mindfulness Foundation Ltd

Apps

- Calm
- Headspace
- Transcendental Meditation, App & Web Center, Trans World

Activities/Documents


- University of Minnesota, Research Institute - Mindfulness in Schools

S.M.A.R.T. GOAL

- By __, I will __ in order to __.

Reference COPM occupational performance needs and new activity list.

LET'S APPLY!



(OCB Relax Music, 2021)

WHAT'S TO COME

- Next week:
 - Review COPM activity
 - Long-term goal setting
 - Student support services
 - Post program survey
- Until next Thursday,
 - Focus on S.M.A.R.T. goal
 - Trial resources/strategies
 - Pay attention to mindfulness in your daily life and how you can incorporate mindfulness into your occupations/routine



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WEEK 4

MASTERING THE HIGHER EDUCATION SUCCESS FORMULA: TIME MANAGEMENT, STUDY SKILLS, AND MINDFULNESS FOR ACADEMIC EXCELLENCE
REVIEW OF PROGRAM

STUDENT ACCESSIBILITY & ACCOMMODATIONS @ ST. KATE'S
EMAIL: emmedcal148@stkate.edu

WEEK 4

- Review learning and goal progress from week 3
- Mindful movement
- Review progress using COPM activity from week 1
- Address important considerations to sustain efforts, including review of student support services
- Set long-term goals
- Apply strategies in session

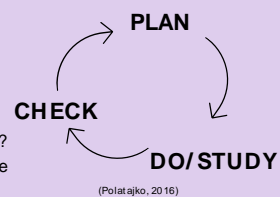


REVIEW OF WEEK 3

- Reviewed goal progress from week 2
- Strategies
 - Mindful eating
 - Body scan
- Mindfulness resources

SHARE

- Did you meet your S.M.A.R.T. goal?
- Applying CO-OP model to evaluate goals



MINDFUL MOVEMENT



REVIEW COPM ACTIVITY

- Before reviewing your list of 3 occupational performance needs,
 - Rate both your *current importance* and *satisfaction* level for each activity/occupation
 - (1-10) 1= not important/satisfied at all; 10=extremely important/satisfied)
- Review changes and apply CO-OP Model (plan, do/study, check) for future needs

(Law et al., 2019)

Example

Self-Care	Productivity	Leisure
Activity/occupation: Sleep Week 1 Importance: 10/10 Satisfaction: 7/10 Week 4 Importance: 10/10 Satisfaction: 8/10 Noted improvements: Consistent bed time and wake time Continued needs: Increase frequency of reading before bed	Activity/occupation: School work time management Week 1 Importance: 9/10 Satisfaction: 6/10 Week 4 Importance: 10/10 Satisfaction: 7/10 Noted improvements: Trialing new strategies (to-do lists), google calendar Continued needs: Apply strategies for board exam study prep	Activity/occupation: Outdoor leisure Week 1 Importance: 8/10 Satisfaction: 6/10 Week 4 Importance: 9/10 Satisfaction: 8/10 Noted improvements: Frequency of being outdoors during breaks Continued needs: Continue into Fall

STRATEGIES TO SUSTAIN EFFORTS

- Self-advocacy
- Self-compassion
- Resilience
- Participation in healthy behaviors
- Habits and goal setting



(Hou et al., 2020; Kemper et al., 2015; Valasek et al., 2020; Wald et al., 2014, para 1)

Flowchart created by Madelyn Anderson & Emily Medcalf, Doctor of Occupational Therapy Students at Saint Catherine University (Saint Paul, MN)



IMPORTANT CONSIDERATIONS

- Beliefs affect your time more than your schedule does
- Journal what consists of a "good day"
 - Limit comparison of good and bad days based on productivity
 - Productivity looks different for everyone
 - Instead of striving for productivity, strive for balance
- Don't do it all, do what matters
- Think of future you - "what can I do now to make things easier later?"

LONG-TERM S.M.A.R.T. GOAL

(SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, TIMELY)

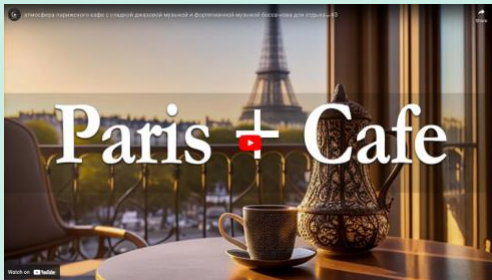
• By ____, I will ____ in order to ____.

Reference COPM occupational performance needs and new activity list.

THANK YOU FOR PARTICIPATING

Please fill out the post-program survey:





(Moon Jazz Music, 2023)

QUESTIONS

- Immediate questions about the program:
 - Email emmedcalf148@stkate.edu
- Questions about accommodations:
 - Email Student Accessibility & Accommodations office at accessibility@stkate.edu

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Appendix G: Student Support Service Flowchart

Flowchart created by Madisyn Anderson & Emily Medcalf, Doctor of Occupational Therapy Students at Saint Catherine University (Saint Paul, MN)



QR code to access links



[Link to document format](#)

Appendix H: Program Logic Model

Doll, J. (2010). Program development and grant writing in occupational therapy: Making the connection. Jones and Bartlett Publishers.

INPUTS		OUTPUTS
Activities	Resources	
		Presentation slides (4)
Literature search of UDL, adult learning principles, experience of disability, time management, mindfulness, and study skills, etc.	Disability resources	Activity worksheets and resources for participants
Analysis of current OTD capstone projects in higher education	OTA, MAOT, and OTD faculty	Pre and post-program surveys
Literature to support OT's role in higher education disability services	Staff of SA & A	Program Leader Guide
Consult with key stakeholders	Participants	Recruitment and weekly participant email templates
Development of program marketing and recruitment materials	Associated Colleges of the Twin Cities members (other higher ed disability teams)	Recruitment flyer (& accessible version)
Development of surveys for evaluation	Staff from other student support services at St. Kate's - Student Affairs, O'Neill Center	Sessions (4)
Run programming		Participants (8)
Data collection and analysis of evaluation findings		Online recordings
Disseminate findings		Consent forms (via pre and post surveys)
Improve skills for education/facilitation via PBL facilitation in St. Kate's OT curriculum		Student Support Services Flow Chart
Attend conferences and webinars (i.e. MN AHEAD Conference)		

OUTCOMES/IMPACT		
Outcomes for participants (OTA, MAOT, and OTD students receiving accommodations at St. Kate's)	Outcomes for OTD capstone student (program leader)	Long-term for St. Kate's OT Program and Student Accessibility and Accommodations
Sense of belonging/community	Increased evidence toward OT's role in higher education program development	Continuation and improvement of program via future capstone students
Accountability	Achieved greater understanding of program development process	Possible development of services similar to USC LifeStyle Redesign OT service at St. Kate's
Improved time management skills	Created support network	Additional service and resources housed by SA & A office
Improved mindfulness skills	Skills to apply principles of program to occupational therapy scope within own future practice	De-identified pre and post survey data to contribute to knowledge about student perceptions and needs
Improved study skills	Improved education and facilitation skills applying UDL and adult learning principles	
Improved motivation	Increased knowledge of accommodation services and advocacy	
Skills to support current and future employment		
Skills to support occupational balance		
Skills to apply principles of program to occupational therapy scope within own future practice		

Assumptions	External Factors
In addition to OTA students, MAOT and OTD students would be interested in programming opportunities to address academic skills and occupational balance	There may be OTA, MAOT, and/or OTD students that would benefit who are not receiving accommodations.

Appendix J: Pre and Post Program Surveys

Pre-Survey Questionnaire

You are invited to participate in this survey because you have agreed to participate in the 4-week pilot program addressing time management, stress management, and study skills. This program is being conducted by Emily Medcalf, an occupational therapy capstone student who is overseen by The SA & A Assistant Director, Alyssa Klenotich, M.S. and capstone mentor, Dr. Kimberley Persons, DHS, OTR/L, at St. Catherine University. The purpose of this survey is to measure effectiveness of the pilot program and receive your valued feedback. The survey includes items about your personal information, a brief health history, and questions related to your current practice of time management, stress management, and study skills. The data that we collect from this survey will be used for program evaluation. It will take approximately 10 minutes to complete.

Your email address will be recorded in your response to allow for data analysis by the program presenter. Your responses will be confidential, and results will be presented in a way that no one will be identifiable. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your participation is voluntary and your decision whether or not to participate will not affect your relationships with the program leader, your instructors, or St. Catherine University. If you decide to stop at any time you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Emily Medcalf, 612.419.0721, emmedcalf148@stkate.edu or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; jsschmitt@stkate.edu. By responding to items on this survey you are giving us your consent to allow us to use your responses for research and educational purposes.

Some survey questions were adapted from the Study Skills Assessment Questionnaire, Executive Skills Questionnaire, and the Mindful Attention Awareness Scale.

I agree to having my email address recorded in this survey response and understand this information will be both confidential and de-identified in any data dissemination.

- a. Yes
- b. No

Which program are you a part of?

- a. OTA
- b. MAOT
- c. OTD

What is your age range?

- a. 20 or less
- b. 20-25
- c. 26-30
- d. 31-35
- e. 36-40
- f. 40+

What is your identified gender? _____ (open-ended answer).

I registered with the SA&A office because of _____ (short answer text).
(include diagnosis, condition(s), or academic challenges)

The Student Accessibility and Accommodations assists students impacted by many conditions, such as learning disabilities, chronic medical illness, ADD/ADHD, traumatic brain injury, mental health conditions, Autism spectrum disorders, hearing loss/Deafness and vision-based disabilities, etc.

Are you a first-generation college student (first generation of your family to go to college)?

- a. Yes
- b. No
- c. Unsure

Within the past month, on average, I have slept ____ hours per night.

- a. 5
- b. 5-6
- c. 7-8
- d. 9-10
- e. >10

Within the past month, on average, I would rate my quality of sleep as:

- a. Poor
- b. Moderate
- c. Good
- d. Excellent

The amount of sleep I get interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

Within the past month, on average, I spend ____ hours on school-related tasks each day.

- a. <4
- b. 4-6
- c. 7-9
- d. >10

Within the past month, on average, I spend ____ hours working each week.

- a. 0-8
- b. 9-16
- c. 17-24
- d. 25-32
- e. 33-40
- f. 40+

The amount of time I spend working each week interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

I tend to eat a healthy and balanced diet.

1-5 (1=strongly disagree, 5= strongly agree)

I have a good support system in my life.

1-5 (1=strongly disagree, 5= strongly agree)

I feel I have a good sense of belonging with my academic program.

1-5 (1=strongly disagree, 5= strongly agree)

I would say I live a healthy, active lifestyle.

1-5 (1=strongly disagree, 5= strongly agree)

My current level of stress is

0-10 (0= no stress at all, 10= extremely stressed where stress interferes with my daily life activities)

I consistently use a method for organizing course assignments.

1-5 (1=strongly disagree, 5= strongly agree)

I begin major course assignments well in advance.

1-5 (1=strongly disagree, 5= strongly agree)

I create a daily "to-do" list.

1-5 (1=strongly disagree, 5= strongly agree)

I devote sufficient study time to each of my courses.

1-5 (1=strongly disagree, 5= strongly agree)

I schedule times and outline goals for my study time.

1-5 (1=strongly disagree, 5= strongly agree)

I take breaks during the day, when possible.

1-5 (1=strongly disagree, 5= strongly agree)

The breaks I take throughout the day are conducive to my memory, learning, and focus.

1-5 (1=strongly disagree, 5= strongly agree)

I frequently find myself saying "I'll do it later" and procrastinate.

1-5 (1=strongly disagree, 5= strongly agree)

I have a challenging time remembering due dates for assignments.

1-5 (1=strongly disagree, 5= strongly agree)

I have a system for note-taking.

1-5 (1=strongly disagree, 5= strongly agree)

I study in a place free of distractions.

1-5 (1=strongly disagree, 5= strongly agree)

I break down assignments into manageable parts.

1-5 (1=strongly disagree, 5= strongly agree)

I have a difficult time starting big assignments.

1-5 (1=strongly disagree, 5= strongly agree)

Stress interferes with my daily life activities.

1-5 (1=strongly disagree, 5= strongly agree)

I have a well-balanced routine.

1-5 (1=strongly disagree, 5= strongly agree)

I implement mindfulness practice into my daily life.

1-5 (1=strongly disagree, 5= strongly agree)

I am confident with the level of concentration I am able to maintain.

1-5 (1=strongly disagree, 5= strongly agree)

I tend to multitask.

1-5 (1=strongly disagree, 5= strongly agree)

I feel I run on “automatic” with little attention to what I’m doing.

1-5 (1=strongly disagree, 5= strongly agree)

I feel preoccupied with the future or past rather than the present moment.

1-5 (1=strongly disagree, 5= strongly agree)

I signed up for this program because _____ (Long answer text).

What do you hope to get out of this program? _____ (Long answer text).

Post-Survey Questionnaire

You were invited to participate in this survey because you have agreed to participate in the 4-week pilot program addressing time management, stress management, and study skills. This program was conducted by Emily Medcalf, an occupational therapy capstone student who is overseen by The SA & A Assistant Director, Alyssa Klenotich, M.S. and capstone mentor, Dr. Kimberley Persons, DHS, OTR/L, at St. Catherine University. The purpose of this survey is to measure effectiveness of the pilot program and receive your valued feedback. The survey also includes items about your personal information, a brief health history, and questions related to your current practice of time management, stress management, and study skills following attendance of the program. The data that we collect from this survey will be used for program evaluation. It will take approximately 10 minutes to complete.

Your email address will be recorded in your response to allow for data analysis by the program presenter. Your responses will be confidential, and results will be presented in a way that no one will be identifiable. Confidentiality will be maintained to the degree permitted by the survey technology used, Google Forms. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your participation is voluntary and your decision whether or not to participate will not affect your relationships with the program leader, your instructors, or St. Catherine University. If you decide to stop at any time you may do so. You may also skip any item that you do not want to answer. If you have any questions about this project, please contact Emily Medcalf, 612.419.0721, emmedcalf148@stkate.edu or the Institutional Reviewer Board Chair: John Schmitt, PT, PhD, 651.690.7739; jsschmitt@stkate.edu. By responding to items on this survey you are giving us your consent to allow us to use your responses for research and educational purposes.

Some survey questions were adapted from the Study Skills Assessment Questionnaire, Executive Skills Questionnaire, and the Mindful Attention Awareness Scale.

I agree to having my email address recorded in this survey response and understand this information will be both confidential and de-identified in any data dissemination.

- a. Yes
- b. No

Which program are you a part of?

- a. OTA
- b. MAOT
- c. OTD

Within the past month, on average, I have slept ____ hours per night.

- f. 5
- g. 5-6
- h. 7-8
- i. 9-10
- j. >10

Within the past month, on average, I would rate my quality of sleep as:

- e. Poor
- f. Moderate
- g. Good
- h. Excellent

The amount of sleep I get interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

Within the past month, on average, I spend ____ hours on school-related tasks each day.

- e. <4
- f. 4-6
- g. 7-9
- h. >10

Within the past month, on average, I spend ____ hours working each week.

- g. 0-8
- h. 9-16
- i. 17-24
- j. 25-32
- k. 33-40
- l. 40+

The amount of time I spend working each week interferes with my academic performance.

1-5 (1=strongly disagree, 5= strongly agree)

I tend to eat a healthy and balanced diet.

1-5 (1=strongly disagree, 5= strongly agree)

I have a good support system in my life.

1-5 (1=strongly disagree, 5= strongly agree)

I feel I have a good sense of belonging with my academic program.

1-5 (1=strongly disagree, 5= strongly agree)

I would say I live a healthy, active lifestyle.

1-5 (1=strongly disagree, 5= strongly agree)

My current level of stress is

0-10 (0= no stress at all, 10= extremely stressed where stress interferes with my daily life activities)

I consistently use a method for organizing course assignments.

1-5 (1=strongly disagree, 5= strongly agree)

I begin major course assignments well in advance.

1-5 (1=strongly disagree, 5= strongly agree)

I create a daily "to-do" list.

1-5 (1=strongly disagree, 5= strongly agree)

I devote sufficient study time to each of my courses.

1-5 (1=strongly disagree, 5= strongly agree)

I schedule times and outline goals for my study time.

1-5 (1=strongly disagree, 5= strongly agree)

I take breaks during the day, when possible.

1-5 (1=strongly disagree, 5= strongly agree)

The breaks I take throughout the day are conducive to my memory, learning, and focus.

1-5 (1=strongly disagree, 5= strongly agree)

I frequently find myself saying "I'll do it later" and procrastinate.

1-5 (1=strongly disagree, 5= strongly agree)

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1-5 (1=strongly disagree, 5= strongly agree)

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1-5 (1=strongly disagree, 5= strongly agree)

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1-5 (1=strongly disagree, 5= strongly agree)

Stress interferes with my daily life activities.

1-5 (1=strongly disagree, 5= strongly agree)

I have a well-balanced routine.

1-5 (1=strongly disagree, 5= strongly agree)

I implement mindfulness practice into my daily life.
1-5 (1=strongly disagree, 5= strongly agree)

I am confident with the level of concentration I am able to maintain.
1-5 (1=strongly disagree, 5= strongly agree)

I tend to multitask.
1-5 (1=strongly disagree, 5= strongly agree)

I feel I run on “automatic” with little attention to what I’m doing.
1-5 (1=strongly disagree, 5= strongly agree)

I feel preoccupied with the future or past rather than the present moment.
1-5 (1=strongly disagree, 5= strongly agree)

Which weeks were you able to attend the program? (check all that apply)

- Week 1 (June 29th)
- Week 2 (July 6th)
- Week 3 (July 13th)
- Week 4 (July 20th)
- I attended all 4 sessions

Please rate the degree to which you believe the program addressed each learning objective listed below: (1= strongly disagree- 5=strongly agree)

Students will enhance knowledge of time management and study skill strategies and resources to assist in their coursework.

Students will enhance knowledge of mindfulness strategies and resources to support their role as a student and reduce stress.

Students will enhance their ability to implement time management, study skills, and mindfulness into their daily routines.

Students will improve their understanding of how occupation-based strategies can be applied to higher education and student support

St. Kate’s is navigating how to improve participation in programming and events. In your opinion, what would make you likely to attend a similar program in the future? (examples: preferred time of day, preferred day of week, incentive) _____ (long answer text).

The set-up of the program, which included time for accountability to practice strategies, facilitated my engagement.

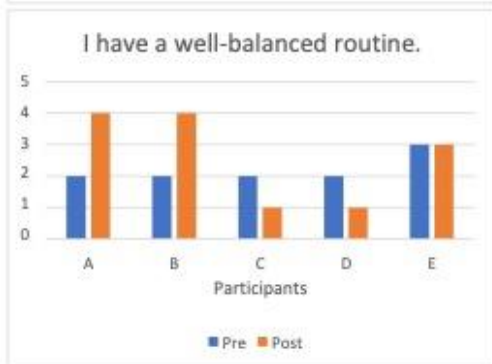
(1= strongly disagree- 5=strongly agree)

Please elaborate on the survey question listed above: _____ (long answer text).

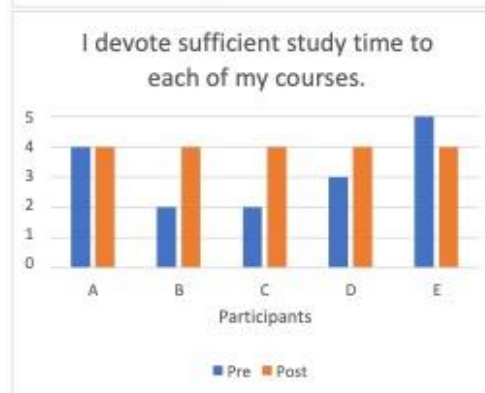
Please provide any additional information or recommendations to improve the program for students _____ (short answer text).

Appendix K : Pre vs. Post Survey Bar Charts

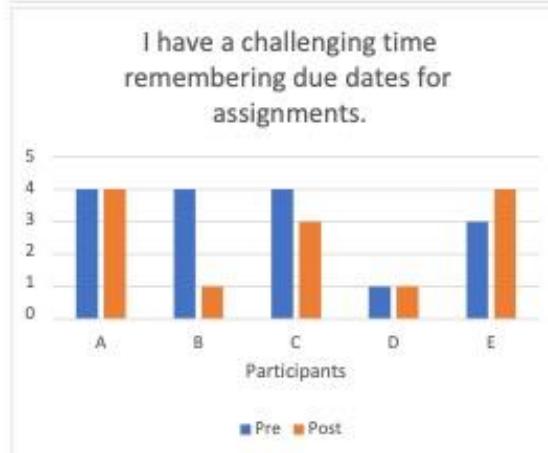
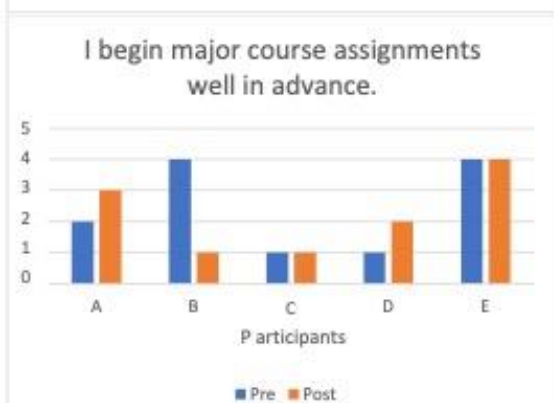
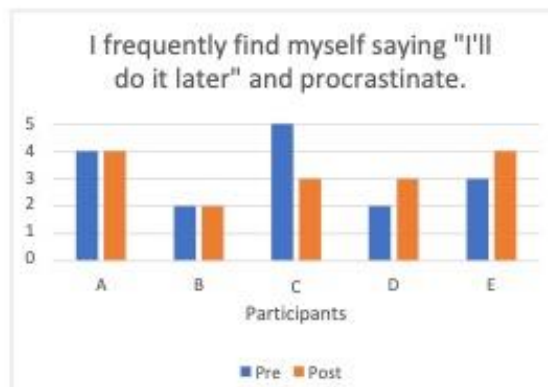
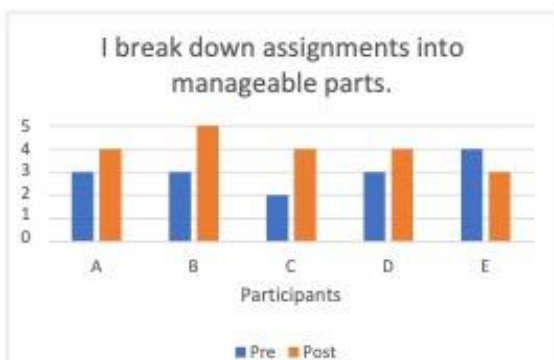
Measures of Occupational Balance



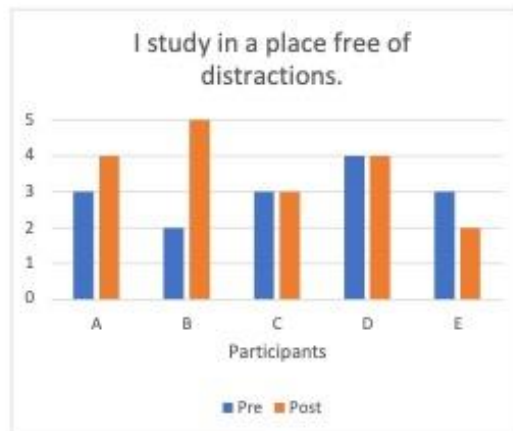
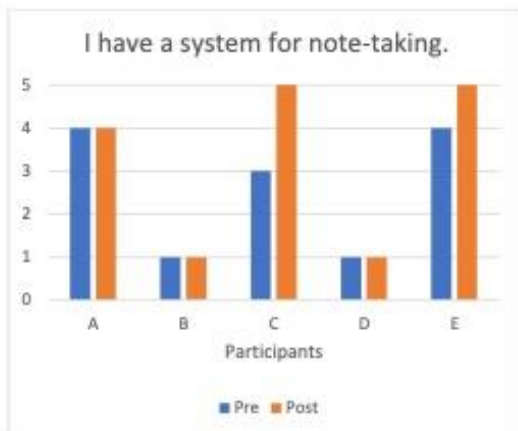
Measures of Time Management & Study Skills



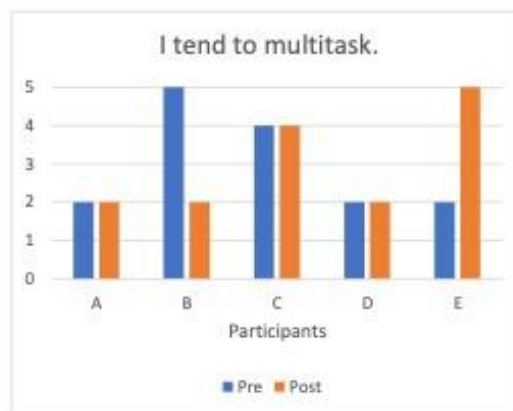
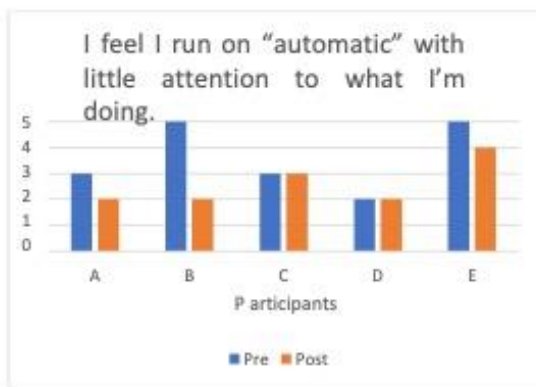
Measures of Time Management & Study Skills
(Cont.)

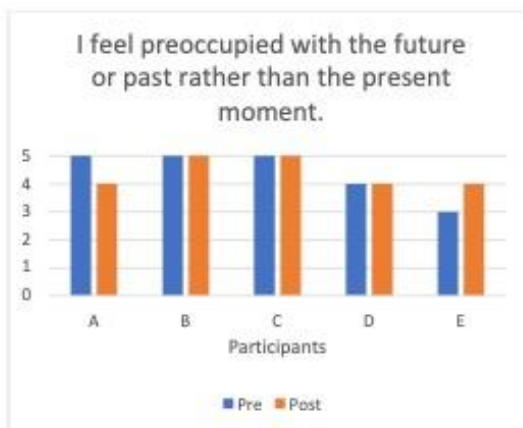


Measures of Time Management & Study Skills
(Cont.)



Measures of Mindfulness





Mixed measures

