



# The Jericho Project

Bringing mental well-being to the forefront of the student health agenda

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## Background and Objectives

- 44.6% felt more than average levels of stress within the last 12 months and 37.3% reported stress as a factor affecting academic performance (ACHA, 2013)
- **Socio-ecological model:** specifically the comprehensive school health approach as designed by the **Healthy Minds/Healthy Campuses initiative at Simon Fraser University and CMHA –BC**
- A comprehensive school health approach is a **holistic framework** that does not “simply [focus] on fixing students but **aims to change the school environment and actively engage students in the learning process**” (Reist, 2013)
- Shift the current approach to mental well-being from curative to **preventive** at the School of Public Health

## Deliverables

### Short term:

- **Video and web profiles** of faculty, administrators and students and their experience with mental well-being, coping with stress and fostering well-being and mentorship within the classroom
- Provide students **resilience** and **support** to overcome academic barriers

### Long term:

- Mental Health Working Group to **create dialogue** about the need to consider **well-being** within the classroom environment
- Emphasize a **culture of mentorship** and faculty who foster well-being within the classroom (**break down communication**)
- **Strategies** faculty could use to **assist students’ learning and well-being**
- Create an environment which **realizes the impact of procedure, and practices on mental well-being**

## Project Activities

### Collect baseline data on SPH students’ current mental well-being

- Conduct a pilot project to assess immediate impact of the Jericho Project
- Distribute pre-surveys to SPH students to determine the student’s mental well-being

### Contact and consult with key participants and primary stakeholders on the Jericho Project

- Work collaboratively with AICT and videographers to film/stream profiles
- Approach SPH faculty members and students about their willingness to be profiled and their interest in the Mental Health working group

### Create and promote the Jericho Project deliverables

- Interview/profile SPH faculty and senior graduate students
- Stream interviews in ECHA and create webpage to post faculty profiles
- Create the Mental Health working group to initiate dialogue about mental wellness within the classroom

### Evaluate the impact, sustainability and feasibility of the Jericho Project

- Design and distribute post-surveys to SPH students assessing impact of the Jericho Project
- Create a Mental Health working group within the SPH

## Budget

Project Activities	Cost	Reference
Survey pre/post	\$ 0	In-Kind assistance from volunteers (recruited through the Undergraduate Research Initiative) to conduct pre/post surveys.
55”LD commercial grade TV	\$ 1450	Best Buy
TV installation	\$ 220	AICT quote
Videographer and editor	\$ 1000	Media by Sean Traynor
Report dissemination	\$ 0	Via SPH student list serve
Faculty webpage	\$ 0	In-kind assistance from AICT for technical training and support
<b>Total</b>	<b>\$ 2670</b>	

## Impact and Evaluation

- Give students resilience and support necessary to overcome academic obstacles, with faculty acknowledging the importance of fostering mental wellbeing and mentorship in the classroom
- Emphasize a culture of mentorship to break down communication barriers that exist between faculty and students; create an environment in the SPH that gives greater emphasis to mental health/wellbeing issues
- Implement a pilot of the project by conducting a small focus group of SPH students to evaluate immediate impact of deliverables
- Monitor long term impact by comparing SPH student’s pre- and post-surveys (after promoting deliverables) to assess the value of mentorship and culture of mental health

## Feasibility and Sustainability

### Sustainability:

- Creation of the Mental Health working group to continuously create dialogue on mental wellbeing within the SPH
- Permanently installed resources in high traffic location; medium for knowledge translation (TV – video profiles)
- Faculty and senior students turnover annually; indicating limitless knowledge and continuous involvement

### Affordability

- Based on the eager participation in pilot stage, the human resources required to be interviewed will not be challenging.
- Annual costs include videography, which can be professional (upper estimate of \$1000 per 20 videos) or student run (volunteer basis).

### Reliability

- Reliability of technical equipment can be ensured via the timely and comprehensive assistance of AICT.
- Reliability of staff involvement can be encouraged via Student Listserve, and faculty engagement (e.g. lunch and learn). Bentley & Whitten (2007)

Figure 1. Results from the pre-survey conducted at the pilot panel, reflecting the various types of stress encountered by first year students in the SPH

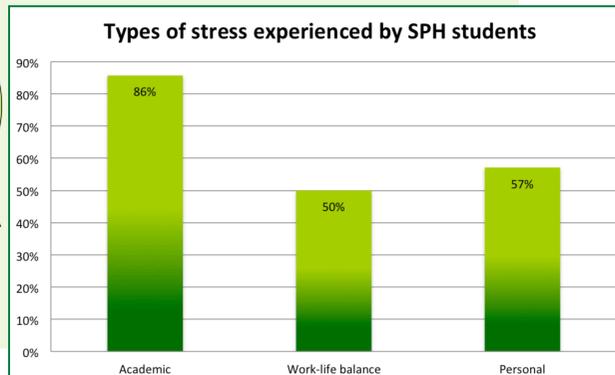


Figure 3. Results from a pre-survey conducted at the pilot panel, reflecting how frequently first year SPH students experience stress in their daily lives

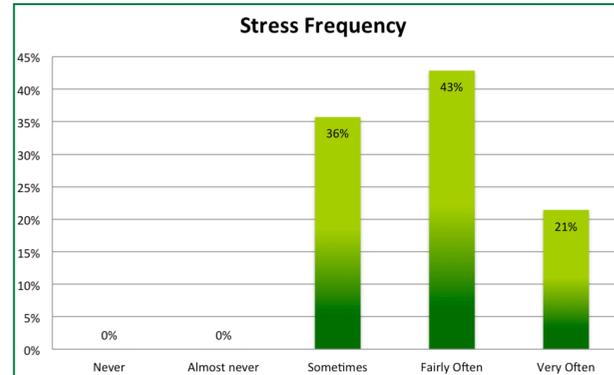
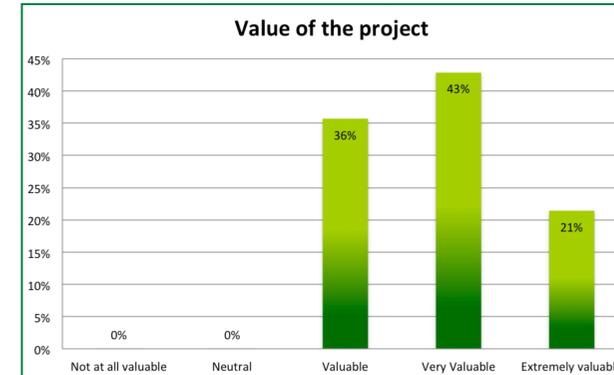


Figure 2. Results from a pre-survey conducted at the pilot panel, showing how valuable SPH students perceive the Jericho Project to be



“It is relieving to know that other people share my problems, and to see how they are dealing with them” (Anonymous, 2013)

“We never have an opportunity to talk about these issues with our professors. It is a great discussion opener” (Anonymous, 2013)

“The informality of the professors and the experience shared by our peer group is very helpful” (Anonymous, 2013)

“Sharing experiences with stress helps me dilute my perception of stress and pressure” (Anonymous, 2013)