Syracuse University

HEALTHY MONDAY

Healthy Monday Syracuse DeStress for Success Program Guide

Syracuse University Maxwell School of Citizenship & Public Affairs
Lerner Center for Public Health Promotion and Population Health

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Background Info

The Healthy Monday Movement:

Healthy Monday was born out of the idea to provide engaging and sustainable programming to keep individuals healthy. Healthy Monday is a national public health initiative to stop the spread of chronic disease by offering weekly resources to help people and organizations start and sustain healthy behaviors. The Monday Campaigns linked up with Johns Hopkins, Columbia, and Syracuse Universities to ensure the Healthy Monday curriculum is credible and scientifically sound. Our goals are to cultivate greater awareness and knowledge of health practices, encourage more frequent participation in healthy activities, and help college students learn skills that support their mental and emotional wellbeing.

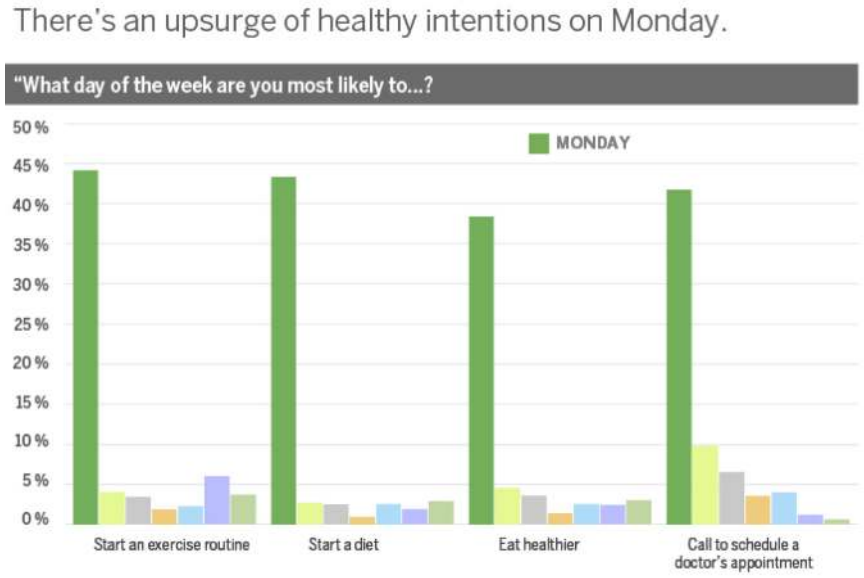
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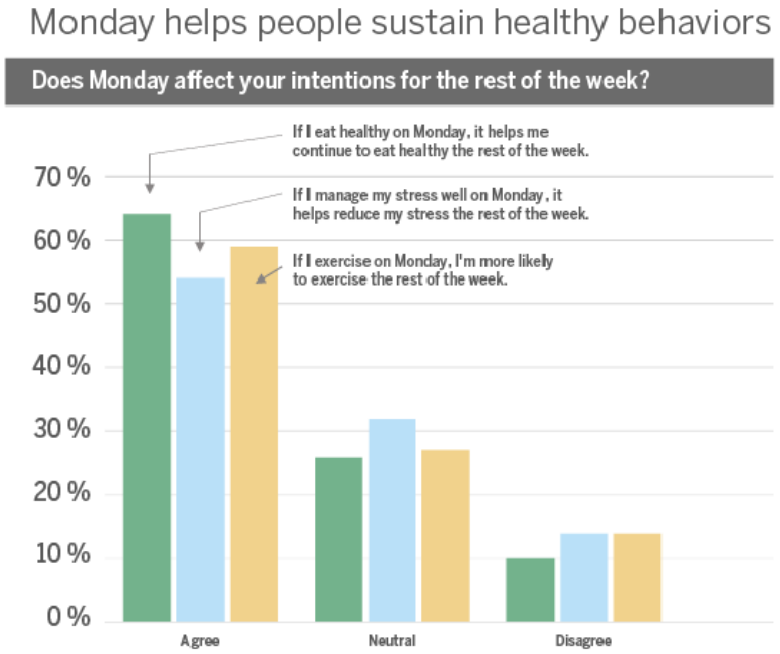
The DeStress for Success program comes to you from the Syracuse University (SU) Lerner Center. The SU Lerner Center is a multidisciplinary population and community health research center that aims to improve population and community health through research, education, and outreach focused on the social, spatial, and structural determinants of physical, mental, and behavioral health and health disparities. The Center prides itself on producing and expanding Healthy Monday programming, which in turn, encourages others to join the Healthy Monday Movement.

The Monday Effect:

Why Monday? Research shows that people view Monday as a fresh start and are more likely to start a healthy behavior (like healthy eating, physical activity, and stress management techniques) on Monday compared to any other day of the week.

That's not all! Starting the week off healthy helps to create positive momentum to continue the healthy behavior, which eventually leads to long lasting and sustainable lifestyle changes.





The Monday Campaigns is a nonprofit, home to Healthy Monday. The Monday Campaigns promotes Monday as "The Day All Health Breaks Loose" and encourages people to use Monday as a weekly tool to maintain a healthy lifestyle. There are many flexible programming and resources to fit your students' and university's specific needs. Each of the Monday Campaign's Healthy Monday initiatives offer a portfolio of assets that can be used every Monday of the year. There are graphics, practical activities, videos, and animated content all supporting healthy behaviors that can improve long term health and prevent chronic disease.

Good for your health and the health of the planet, Meatless Monday promotes eating more plant-based foods on Monday. Meatless Monday provides recipes and information to help people start their week healthy and meat free. Launched in 2003 in association with Johns Hopkins Bloomberg School of Public Health, Meatless Monday programs are now active in more than 40 countries (meatlessmonday.com).

Encourages a healthy start to the week via physical activity and exercise for people of all abilities. Whether you're just getting started or are already a workout fanatic, Move It Monday has something for you (moveitmonday.org).

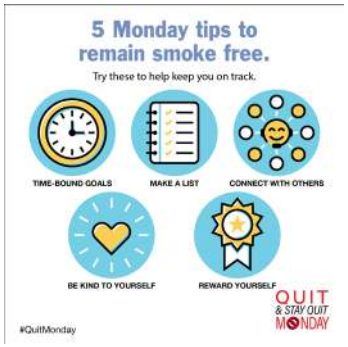
Part of Move It Monday, the Monday Mile is a one-mile route to encourage physical activity at the community level. Most of the Monday Mile routes are accessible for people of all abilities. Walk your Monday Mile on a lunch break, schedule a walking meeting, or catch up with a friend on the weekend (lernercenter.syr.edu).

Quit & Stay Quit Monday enhances any smoking cessation program by using Monday as a tool to help smokers quit, re-quit, or stay quit. It can be used by individuals or counselors, or integrated into existing tobacco cessation programs. Through various resources, Quit & Stay Quit support people throughout their quit journey (iquitmonday.org).

DeStress Monday supports a positive perspective for the week and a more relaxed body state to help manage stress. This program offers evidence-based tools to help you become more mindful, positive, and balanced (destressmonday.org).









Details About DeStress for Success

A Call to Improve College Student Mental Health

DeStress for Success was created under the DeStress Monday Program at the Syracuse University Lerner Center for Public Health Promotion and Population Health as a response to the rising mental health concerns among college students.

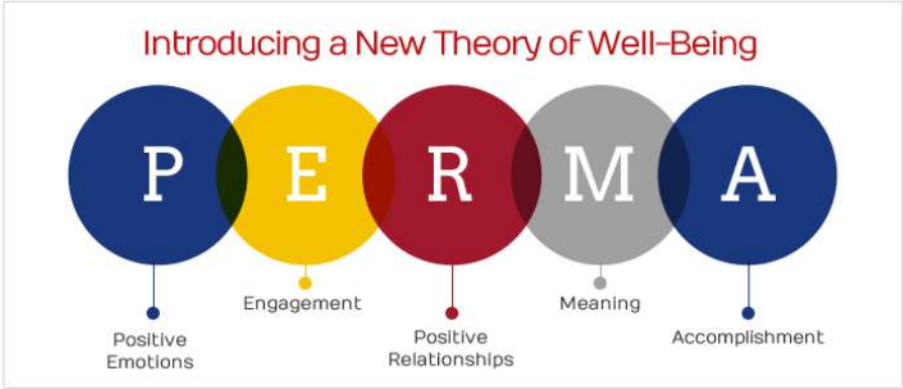
- Depression and anxiety are increasing among college students.
- Mental illness during the typical college years (ages 17 – 24) can have powerful negative effects on the development of college students.
- This time period is particularly important developmentally, as college students are establishing independence and sense of self.
- Mental health problems can have devastating effects on college students' long-term development, relationship quality, and health.
- College students turn to campus counseling centers for respite, creating immense strain on counseling center staff.
- We need additional "non-traditional" resources for students to improve mental/emotional health and prevent staff burnout. More importantly, we must teach students skills to support their own wellbeing.

"DeStress for Success has been an important tool for me this semester. Healthy Monday tips have been effective and helped me understand how setting an intention for the week can keep you aligned with your weekly goals. I cannot wait to attend these workshops again!"

The Science Behind the Program: What is Positive Psychology?

In simplest terms, positive psychology is the study of "what's right with you." In the words of one of founders of the field, Chris Peterson, "Positive psychology is a scientific approach to studying human thoughts, feelings, and behavior, with a focus on strengths instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to 'great' instead of focusing solely on moving those who are struggling up to 'normal'" (2008). Positive psychology is not a "happiology," rather, it provides tools to help people navigate the good, bad, and ugly of what it means to be human.

Positive psychology is based off of the PERMA model. PERMA represents the 5 pathways to flourishing: Positive Emotion, Engagement, (Positive) Relationships, Meaning, and Accomplishment/Achievement.



Watch: DeStress for Success: Positive Psychology 101; On Positive Psychology: Martin Seligman

DeStress for Success is based off of the PERMA model and highlights DeStress Monday tips. Each workshop features DeStress Monday resources and incorporates positive psychology practices, making the overall program packed with scientifically sound information, activities, and tactics for college students to better their mental and emotional wellbeing.

Read: DeStress for Success: Improving Student Mental Health with a New Healthy Monday Program

Tips for Prepping & Facilitating

(adapted from Icebreaker & Teambuilding Activity Guide by Si Norton)

Preparation: What to do Before the Program Begins

Here are a few things you'll want to keep in mind before implementing the program. In order to make *DeStress for Success* successful, consider:

- **What departments or organizations can you partner with to deliver the program and maximize reach?** Consider student services, health & wellness services, counseling center, residence life, specific schools or colleges within your university.
- **Where is an appropriate space to hold the workshops?** Consider popular spaces on campus, privacy, comfortability, maximum capacity.
- **When is the best time to run the workshops?** Mondays are preferred, and we found that students are mostly available in the evening.
- **How long should the sessions run?** Students may be intimidated by a session that's longer than 60 minutes, but we recommend 75-90 minutes. This accounts for introductions, time to settle in, and questions/discussion.
- **What other housekeeping items are required for program success?** Ensure you have a sign in sheet with relevant information you wish to collect (i.e. Name, Email, Student ID, etc.), have handouts and materials organized, ensure all technology is working properly, and post potential signage indicating the workshop is *here* and *now*.

Facilitation: Fostering the Right Environment

It's important to keep in mind that these topics may bring up vulnerable and challenging thoughts and feelings for students. In order for *DeStress for Success* to be successful, **you must create a warm, welcoming, and non-judgmental environment so students feel comfortable sharing.** Here are several ways to cultivate a successful environment:

- **Be Okay with Silence.** You may find that it takes several seconds (or even longer) for students to answer questions and share out. This is okay. Be patient and understand that they are processing the information and relating it back to their own experiences in real time. Accepting silence can also bring about a calm energy, allowing students to reflect and process undisturbed.
- **Set Clear Boundaries.** This program is not a substitute for group therapy, nor should it be treated as such. Therefore, clear boundaries must be set between the facilitator and participants on what is appropriate to share and what is not. At the beginning of each workshop, use this analogy to set the stage:



Stop Light Analogy:

Green: This information is appropriate and should be mostly what is shared. This information is "light," meaning not emotionally triggering. This could include common experiences or thoughts people may have after completing an activity or during session. For example: *"I was having trouble keeping my mind focused when completing the breathing exercise. It was really hard to keep present because of my midterms."*

Yellow: This information is also appropriate to share depending on the context (which would be up to you to decide). This information is personal in some way but not triggering. For example: *"This topic brings up feelings of anxiety because of a recent conversation I had with my partner."* Or *"I realize that I have a really hard time practicing self-compassion. I tend to judge myself harshly for mistakes I make."*

Red: This information should not be shared during workshops. This information is highly sensitive, potentially triggering to others, could not be appropriately addressed in a group setting, and/or requires a professional's response. For example: *"When I was younger I experienced verbal and physical abuse from my parents."*

Note: The examples here are for your understanding of the different levels of sharing out. It is not recommended to cite specific examples to students when explaining this analogy.

- **Keep Additional Resources On Hand.** Again, we are not acting as counselors or therapists in this setting. Some conversations may bring up powerful emotions for students that are not appropriate for the setting. In order to properly support these students, have resources and contact information for the campus counseling center or health services with you during the program.

- **Be Warm, Open, and Inclusive.** As the facilitator, you are setting the tone of the entire program. Ensure your verbal and nonverbal communication shows you are friendly, open-minded, and engaged with the material and the students (i.e. smile, keep eye contact, focus on speaker). Welcome students of different backgrounds and perspectives as this will make for rich conversation and a better overall experience for everyone. Which leads us to…

- **Adjust for Cultural Comfort if Needed.** Be aware that the program will resonate with students differently depending on their cultural background. If you're unsure of how to accommodate someone per their cultural or religious norms, kindly ask. Also ensure you have various options for activities (i.e. vegan snack for mindful eating exercise).

- **Be Familiar with Group Dynamics.** You will likely find specific personalities within your group. For example, you may have the "over-sharer" who dominates the conversation; the "questioner" who questions every concept and stalls the group; or the "mouse" who doesn't speak nor want to participate in the activities. All of this is to be expected in some capacity, and that is okay. It's important to get an early read on the group dynamics. When working with an **over-sharer,** wait for a pause in their speech and politely redirect the conversation to someone else (i.e. "That's a really great point! _____, do you have anything to add?") When working with a **questioner,** acknowledge their question and offer to talk about it after the session. When working with a **mouse,** do not call them out directly. Instead, acknowledge their presence by making eye contact and engage with them nonverbally so they feel included. If appropriate, partner with them for an activity to ensure their comfortability.



Group Activities: Leading the Way

Activities are a great way to solidify understanding of the material and teach students skills to better their wellbeing. These mini experiences can help to break up the session (so participants aren't listening to you the entire time), foster connection, solidify understanding of the material, and provide opportunity for participants to put the knowledge into action. Below are tips for how to maximize the accompanying DeStress for Success activities:

- **Expect the unexpected.** While you will have a plan in mind, it's important to stay flexible. You can't totally predict how the activity will go or how your participants will react, so being adaptive is essential. The ability to be flexible requires you to know the activity really well, so you can modify it to meet your participants' needs.

- **Give clear and concise directions.** Keep in mind that while you know the activity by heart, your participants are hearing the instructions for the first time. Providing clear and concise directions will help to alleviate confusion and give the participants more confidence to break out from the larger group. Plus, it's less chaos if you don't have to repeat instructions.

- **Demonstrate if necessary.** People love examples! It's always helpful to give a brief demo of the activity if it makes sense. If the activity requires two people, ask for a volunteer, but do not call on someone at random.

- **Ask group if there are questions.** This may seem obvious, but check for group understanding before sending participants on their own. If the activity is multifaceted you may want to budget time for Q and A.

- **Activities are always optional.** Take on a "challenge by choice" mindset when leading activities. Never pressure anyone to participate if they are not comfortable. You can fill in for a participant if necessary.

Observation: Knowing What to Look for

Throughout the session, and especially during activities, you need to be watching the individual participants and entire group to ensure that everyone is engaged, treated fairly, and having fun. This ensures the entire experience is worthwhile for all. Keep an eye out for:

- **Participation.** Who is participating and how much? (See 'Be Familiar with Group Dynamics' section on page 7). Watch for those who try to get a word in and are cut off by someone else; ensure everyone is participating who wants to. Note that participation can manifest in different ways – those who actively (and quietly) listen are still participating.

- **Safety.** This includes physical, emotional, and psychological safety. Questions to constantly ask yourself throughout the workshop are: *"Do participants seem comfortable? Could this information be triggering depending on campus/societal climate?"* Keep in mind that each group's comfortability level will vary. Checking in with the group is a good way to take their temperature. *"Do we need a break right now? How does this information sit with you?"*

- **Intervene to pause activities as needed.** Sometimes your activity will not go as planned: participants may be confused, or simply not enjoying themselves. That's okay! Remember to keep flexible thinking. If participants are confused, pause the group to clarify and perhaps demonstrate once more. Offering a redirect and modifying the activity to suit the group is another option. Even if the activity is going well, pausing to check in can be helpful too.

Processing & Debriefing: What's the Point?

Taking time for the group to process and debrief about the session is essential. This can take shape in many forms: through oral or written prompts, reflective activities, or simply holding space for processing throughout the session. It's important to give time to debrief after an activity and after the entire session is over. This section covers both of these situations:

- **Ways for Processing and Debriefing the Overall Experience:**

  Ask yourself: *What is the goal of the session? What do I want participants to get out of it? What's in it for them?* Having a clear goal(s) to share with the group will keep everyone on track and give them a sense of direction and purpose during the session.

  Provide a brief overview of what the session entails and a summary of what you've learned to solidify your game plan to the group.

  Ask participants why they're there and/or what they hope to get out of the session (their intention). You can even have them write their intention down to refer back during the session. This can help keep them focused and grounded.

- **Questions for Processing and Debriefing Activities:**

  WHAT?
  What was the goal of this activity?
  What worked for the group/individual?
  What didn't work for the group/individual?
  What did you notice about the group? What did you notice about yourself?

  SO WHAT?
  How did feel when _____ happened?
  (This is a good place to state what you noticed during observation and ask for a reaction/explanation.)

  NOW WHAT?
  Why would we do an activity like this?
  How does this activity connect back to_____?
  What are the bigger implications of _____?
  How can you apply this to your everyday life?

- **Other Tips:** These are general questions to get participants thinking critically about the activity and information. Having more specific questions relating to session content is encouraged (check out the discussion questions in *DeStress for Success* Program Outline section). If you're going to have participants share their experience, sometimes it's helpful to share out first and break the ice (depending on the group).

Transitions: Keeping the Group on Track

Transitions can make or break a session. During the short time of moving from one activity/topic to the next, participants can become unfocused (i.e. check their phone) and it can be difficult to center the group once more. It's important to include transitions as a part of the entire experience and plan for those few minutes as you prep the next section of the session. Keeping participants occupied during transitions allows the group to stay focused and upbeat. Below are a few tips:

- **Know when to stop and move to next activity.**
- **Use information shared during a debrief in the next activity.** This will likely vary from group to group. Linking the information together as concepts build on each other will help keep participants engaged and make for a smooth transition.
- **Find links between each activity and the session content.** Give them a prompt to think about during the transition and start the next section by sharing out. Again, ask yourself (and the group): *What's the point of this activity?*

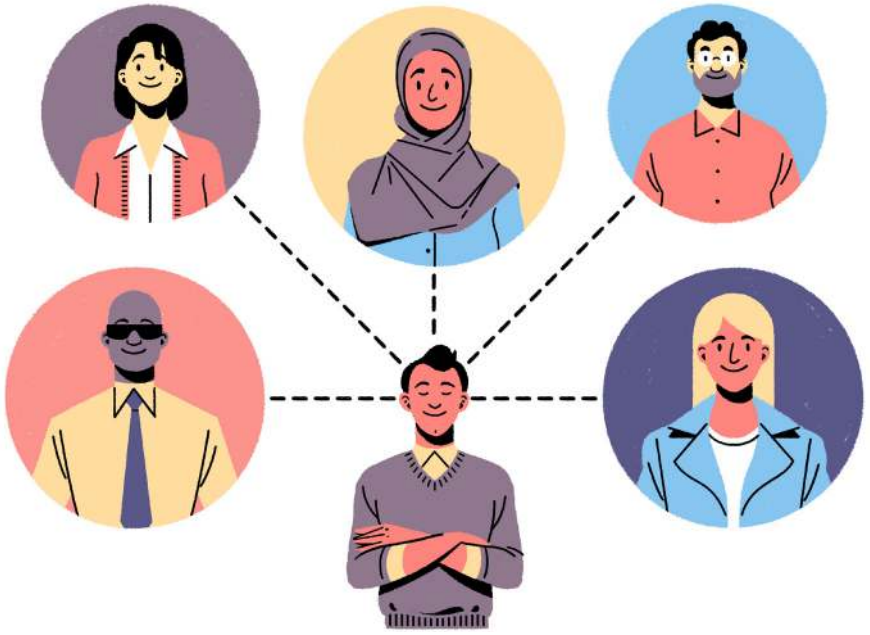
Tips for Promoting

Recruiting Participants

1. **Leverage campus partnerships,** including but not limited to: student life, residence life, health promotion and wellness, counseling center, health services.

2. **Leverage student groups,** including but not limited to: Greek life, sports teams, peer educators, student clubs related to wellness. Explore the idea of *DeStress for Success* Ambassadors or peer educators at your school (see Training Student Leaders section).

3. **Leverage key student-dense areas,** including but not limited to: student center, cafes and dining halls, residence buildings, fitness centers. Coordinate with student groups to maximize promotion.



Getting the Message Out

4. **Build a social media campaign** targeting students. Ensure to tag campus partners and use the hashtags **#DeStressforSuccess** and **#DestressMonday** to optimize exposure.

5. Ask campus partners to **share promotional material** on their social media, newsletter, and website.

6. Post **flyers and posters, send newsletters, and create an ad in student newspapers** (this can be a combination of digital and print, whatever is most effective).

7. Take advantage of **video screen displays** in dining halls or academic buildings.

8. Drop into classes of interest (i.e. psychology, wellness, nutrition) to promote.

9. Don't underestimate your network. Use **word of mouth.**

10. **Incentivize** participation. Consider a loyalty program (i.e. students win prizes if they attend 2, 4, and 5 sessions), or a drawing (i.e. 1-2 winners are chosen at random each session). Alternatively, those who complete the entire series could earn a Healthy Monday certificate.

Tips for Messaging: Note that participants should arrive 10-15 minutes early (in order to complete the pre-test and settle in). For those attending the strengths session, they must complete the free VIA Character survey before the session.

DeStress for Success Program Outline

The three ways in which you can organize and implement *DeStress for Success* are outlined below.

Option 1: Consecutive Series

This outline entails that participants sign up and commit to the 6-week series. Once the registration deadline is passed, or attendance is at capacity, the series is closed; for students unable to enroll, we recommend facilitators suggest students sign-up for DeStress for Success email series while waiting for related programming in the future. This outline does not accommodate walk-ins because the sessions will build on each other. Implementing DeStress for Success as a consecutive series gives a greater sense of community for everyone involved – participants will be able to form deeper connections as the weeks pass. It also teaches students to uphold their commitment. On the other hand, a 6-week series may be intimidating for students to commit to and therefore may deter participation. If possible, we recommend offering this series as a one-credit course.

Note: all sessions end with setting a Monday intention that relates to the content covered. This ensures the Monday effect is applied throughout the duration of the series. There are optional quizzes for each session to ensure understanding.

Week 1: Getting Started

- Welcome and introductions (Name, year in school, major, why you're here, what you're hoping to get out of series, etc.)
- Pre-test
- Intro to Healthy Monday, the Monday effect, DeStress Monday, Positive Psychology (To prep, watch What is Healthy Monday? And Positive Psychology 101.)
- Discussion Questions (DQs): In what ways have you viewed Monday before? What do you think about the Monday effect and behavior change? What Monday intentions could you set? Any questions about Positive Psychology?
- Set Monday intentions to check in next week

Week 2: Positive Emotions, Resilience, Mindset

- To prep, watch DeStress for Success: Resilience & Positive Emotions Parts 1-4
- Handouts: Lee Gratitude article, positive emotions one-sheeter, mindset activity, practice gratitude letter, practice three good things
- Activity: gratitude journaling, gratitude letter, gratitude ping pong, or transforming your mindset worksheet
- DQs: What areas of your life do you have a growth or fixed mindset? How does gratitude play a role in your life?
- Set Monday intentions to check in next week
- Takeaway: Keep a daily gratitude journal and report in on it next week

Week 3: Mindfulness, Savoring, Flow States

- To prep, watch DeStress for Success: Mindfulness, Engagement, and Flow States Parts 1-4
- Handouts: mindfulness one-sheeter, flow one-sheeter, flow wallet cards
- Activities: mindful meditation (at the beginning) and mindful eating/savoring
- DQs: Reflect on activities you can savor and activities that get you into flow. Ask yourself: What activities do I enjoy doing? What did I like to do as a child?
- Set Monday intentions to check in next week
- Takeaway: Eat one meal by chewing each bite for 30 seconds

Week 4: Mindful Communication, Conflict Resolution, Active Constructive Responding (ACR)

- To prep, watch DeStress for Success: Mindful Communication & Conflict Resolution Parts 1-5
- Handouts: mindful communication one-sheeter, Conscious Leadership Group locating yourself, empathy v. sympathy, WOW closer connection
- Activity: (With a partner) try the four types of responses to good news; solidify ACR skills
- DQs: What triggers pull you below the line? Reflect on a time where you had conflict. How was it resolved? Would you do anything differently now?
- Set Monday intentions to check in next week
- Takeaway: Use ACR with a friend, family member, or coworker and report back next week



Week 5: Knowing and Using Your Strengths

- To prep, watch DeStress for Success: Knowing & Using Your Strengths Parts 1-4
- Handouts: strengths one-sheeter, VIA character classifications, strengths process
- Activities: (Before the session) complete VIA character strengths survey, Name it Claim it Aim it activity
- DQs: How did you respond to results? Happy? Reassured? Disappointed? Confused? What categories do your top 5 strengths fall into? How can you use 1 of your top 5 strengths each day?
- Set Monday intentions to check in next week
- Takeaway: Use at least 1 of your top 5 strengths every day and report back next week

Week 6: Goal Setting and Healthy Habits

- To prep, watch DeStress for Success: Healthy Habits & Goals Parts 1-4
- Handouts: habits & goals one-sheeter, SMART goals
- Activities: creating SMART goal, creating/transforming habit to serve goal
- DQs: What are your values? Do your habits & goals align with them?
- Wrapping up the series: questions and reflection
- Takeaway: How will you put the skills you learned into practice?

Option 2: Drop-in Sessions

There are a few more logistics to consider when planning for this option because each session stands on its own. Each session includes a brief overview of Healthy Monday, DeStress Monday, and Positive Psychology. This option also requires that first-time participants have to complete the pretest. For these reasons, you may want to make the drop-in sessions longer than an hour to cover all of the content. A longer session may intimidate students; however, drop-in sessions require little commitment and allow for last minute walk-ins.

Note: All sessions end with setting a Monday intention that relates to the content covered. This ensures the Monday effect is applied throughout the duration of the series. There are optional quizzes for each session to ensure understanding.

This outline is similar to **option #1 (above)**, with the only difference being that the pre-test, introductions, and an overview of Healthy Monday, DeStress Monday, and Positive Psychology happen at the start of each session.

Option 3: DeStress for Success Email Series

Along with The Monday Campaigns, we are pleased to offer an 8-week DeStress for Success automated email series, which incorporated the same themes, topics, and learning objectives as the other program options. This option is recommended if in-person programming with a facilitator is not feasible. By subscribing, students will receive resources directly to their inboxes every Monday morning for the duration of the program. We recommend you promote and share the series sign-up link (here) through multiple communication channels.

Tips for Evaluating Program Success

Evaluation is one of the most important aspects of any program. It ensures your program is effective and addressing the overall problem (in this case, languishing college student mental health). Evaluating the program also lets you see what areas are exceeding expectations and what areas should be improved.

Pretest and Posttest

Pretest:

- **Option 1 (Consecutive Series)**: All participants take pre-test during week 1's workshop
- **Option 2 (Drop-in Sessions)**: First time participants take pre-test after they sign in, no matter what workshop they're attending (This is why it's crucial for them to arrive early!)

Logistics:

- Once you confirm your start date, please notify the Lerner Center. You will then receive the pre and posttest from the Syracuse University Lerner Center's Qualtrics account. During sessions, it's recommended to use an iPad or computer with JotForm (or the like). Participants enter their email address and a pretest is emailed to them, making that process hands off for you.
- Pretest and posttest take about 12 minutes to complete. It includes several adapted validated measures to assess overall wellbeing:
    - Flourishing Scale
    - Authenticity Scale
    - Brief Resilience Scale
    - Generalized Self-Efficacy Scale
    - Beck Anxiety Inventory
    - Perceived Stress Scale
    - Intention to use info
    - Monday effect
    - Usage of info (posttest)
    - Evaluation of workshops (posttest)



Note: Do not modify the pre or posttest. These assessments will be used by universities all over the country, so in order to analyze the data in aggregate, they must remain consistent.For questions or concerns email Emily Graham, Assistant Director, Lerner Center for Public Health Promotion and Population Health (egraha22@syr.edu).

Posttest:

- **Option 1 (Consecutive Series):** During the last session, facilitators should have the participants complete the post-program survey.
- **Option 2 (Drop-in Sessions)**: First time participants take pre-test after they sign in, no matter what workshop they're attending (This is why it's crucial for them to arrive early!)
- **Option 3 (Email Series)**: Participants are sent a pre-test upon sign-up, and sent a post-test one week after they complete the 8-week series.

Testimonials

Testimonials can be used to as an informal way to gather feedback and as a promotional tool. Ask enthusiastic and/or loyal participants for testimonials to use for future promotional means. Make sure to get their permission to use the testimonial for promotional purposes. If there are students who clearly did not enjoy a session or the series, consider privately asking them for constructive feedback and explain their criticism will help to improve the program.



Training Student Leaders

DeStress for Success is a program that can be adapted for student involvement. You can use this program as an opportunity for students to gain leadership, facilitation, and public speaking skills. This student leadership role could be used as course credit, an internship, work study, or service for Greek life. Working with students will also help with attendance and promotion. You must practice **before** you preach! Try these activities yourself. Know content **thoroughly** before training students.

Recruiting Student Leaders

- Leverage those campus partnerships once more. Is there a Peer Education program at your university? If so, consider partnering with them to foster more attention around the program. The material and outline are adaptable to include an aspect of Peer Education, if you so choose.
- If there is not a Peer Education program at your university, check in with faculty who teach classes of interest (i.e. psychology, wellness, etc.), career services, or the student employment office to recruit student leaders.

Delegating Roles and Responsibilities

- It's recommended that at most 3 students assist per session
- You can use this spreadsheet as a sign-up form and to keep organized. ***Please save a new copy of the spreadsheet for your own use.***

    - Greeter: helps with setup & takedown, greets participants, sign in, pretest, handouts
    - Activity Leader: leads activity for session and loops it back into session (must be knowledgeable on content)
    - Co-facilitator: may take one specific section, or supplement what you're saying (must be knowledgeable on content)

Student Training Session

You should meet with your student leaders at least one time before the program begins. During this meeting, the following items should be reviewed:

- Expectations and responsibilities of student leaders
- Expectations and responsibilities of staff (you)
- Logistics, timeline, and schedule
- Overview of Healthy Monday, the Monday effect, DeStress Monday, and positive psychology
- *DeStress for Success* materials, including content and activities
- Facilitation and public speaking tips
- Applied practice of facilitation and public speaking tips with best-case worst-case scenario

Case Study: Syracuse University

DeStress for Success was created out of a need to address student mental health. The Lerner Center staff wanted to create a flexible and "non-traditional" way for students to learn skills that support their wellbeing. The Lerner Center staff recognized an opportunity to teach students the knowledge and skills to care for themselves. Students learn ways to apply the *DeStress for Success* content to their unique situation, which promotes self-awareness and solution focused thinking. Students walk away from the workshops with the confidence to manage their own wellbeing, which leaves them empowered to live balanced and healthy lives.

The Lerner Center staff created the 6-week workshop series for Syracuse University students. The staff developed weekly PowerPoint presentations and accompanying activities which focus on one aspect of wellbeing. Topics were identified based on a culmination of research, staff expertise, and student need. The curriculum is split into five sections: boosting resilience with positive emotions, cultivating mindfulness, strengthening communication skills, utilizing character strengths, and forming healthy habits and goals. Each workshop occurs on Monday and is about 60 minutes long.

The Lerner Center implemented *DeStress for Success* in collaboration with the SU Health Promotion (HP) Department. Student peer educators were recruited through the HP department and were trained by Lerner Center staff on content and facilitation skills. Participants were recruited through various promotional strategies, including social media and e-newsletters, word of mouth, and leveraging campus partnerships.

Participants note decreased feelings of overwhelm and stress and increased feelings of self-efficacy and overall wellbeing.

One student shares her experience below:

"*DeStress for Success* was a unique experience that was not only a great kick-start to my week but was very resourceful. Not only were the workshops something I began to look forward to each week, but I believe these workshops did help me improve my weeks. Monday was a day I usually dreaded, but now I have gained a new perspective and the foundation to view them as a fresh start. I hope to be able to continue not only to help out with these workshops but start to promote them more to our campus community."

Staying Connected

- For more information on the Healthy Monday campaign, visit mondaycampaigns.org.
- Follow Healthy Monday Syracuse on Facebook, Twitter, and Instagram to catch the latest updates and healthy habits.
- Visit the Syracuse University Lerner Center website for more information on Healthy Monday Syracuse projects and events.
- Contact Emily Graham, Assistant Director, Lerner Center for Public Health Promotion and Population Health (egraha22@syr.edu).

