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EAHS: Demystifying the Wellness Center for Student Social Emotional Support

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Abstract

In 2019, the Salinas Union High School District began providing students with mental and social emotional resources through Wellness Centers. The student population served by the Everett Alvarez High School Wellness Center includes grades 9-12 and ages 14-18. The capstone project is a marketing awareness campaign video of the Wellness Center. The video will recognize the importance of mental health, describe available services, and highlight how the professionals can support students. A problem is that many students have untreated mental health challenges that are detrimental to their well-being as a young adult and student. After watching the video tour, a post survey was completed by twenty 9th grade students, which revealed that 90% agreed they have a better understanding about the importance of mental health and feel more knowledgeable about Nest services. Efforts to spread information while breaking the stigma about mental health is impactful for all incoming and current students.

Keywords: social- emotional learning, mental health, wellness, intervention, high school students.

Agency & Communities Served

In the beginning of January 2020, I was given the opportunity to intern for the Salinas Union High School District Wellness Center at Everett Alvarez High School. The agency's mission states, “The Nest is dedicated to supporting students' social, emotional, behavioral, and academic development by meeting youth where they are. Through the use of individualized support and by bringing together educators, families, and the local community, we strive to empower students to enhance their overall wellbeing and personal achievement” (The Nest / Wellness Center / Welcome, 2020). In addition, the vision for the SUHSD Wellness Center states, “Promote equality and inclusivity for students of *all* cultural, racial, ethnic, and religious backgrounds; sexual orientations; gender identities; and those with specialized needs...” (The Nest / Wellness Center / Welcome, 2020). The purpose of the agency is to support all students with their overall wellbeing.

The EAHS Wellness Center or Eagle Safety Nest provides a range of services for high school students in grades 9-12. A few of the programs and services include the Boys/Girls Mending Matters Group, Joven Nobles, Xinachtli, Academic Seminar, Grief Group, Why Try Program, and the Saturday Eagle Academy/ Homework Center. Many of the support groups and programs aim to address common issues for high school students related to the family environment, academic problems, peer/ relationships, gang affiliation, and other barriers to seeking mental health services. Other services include 1 on 1 counseling / therapy with the school Social Worker, Intervention Specialist, Drug Resource Counselor, or the Marriage and Family Therapist. The Wellness Center is a public agency and is funded by the Salinas Union High School District. A primary community partner that collaborates with the EAHS Wellness

Center includes an outside agency such as the Monterey County Behavioral Health and Community Human Services. This local provider offers services for homelessness, mental health and addiction at the county level.

EAHS's Wellness Center or Safety Nest is beneficial for the community because it is one of the few social-emotional / mental health services offered for high school students to receive at no cost. Community leaders and educators in Salinas hope to add Wellness Centers each year to high schools and middle schools as a new method of addressing students' basic needs.

Introduction

A micro-level problem at the Everett Alvarez High School Wellness Center is that students have untreated social emotional and mental health challenges. The intervention specialist, social worker, drug/ alcohol counselor, and family therapist all have their individual caseload of students based on their specialty, knowledge and services they can provide. “Outcomes for diverse populations, including special education and minority groups, has also increased the pressure for ensuring that all students have access to quality interventions” (Rosenfield & Berninger, 2009). This is important because evidence-based practice/ interventions have increased within the field of education. Micro-level support includes working closely with students to support them through their challenges. This relates to my capstone project's purpose of bringing awareness about how the wellness center and its staff can serve students through intervention groups/ therapy or 1:1 appointments. At Everett Alvarez, students that may need social emotional/ mental health support are unaware of the Wellness Centers services or professionals.

Problem

A micro-level problem students at Everett Alvarez face is untreated social-emotional and mental health challenges.

Description

This micro level problem contributes to many negative consequences and trauma as both a student or individual of society. Untreated social-emotional and mental health challenges can have many negative consequences that progress into more serious problems. "In the United States, an approximate 15% of youth meet diagnostic criteria for emotional or behavioral problems and furthermore, less than one in every five children that present with such needs receive mental health services" (Scruggs, 2015). A few barriers to receiving services and support include discrimination, stigma, and lack of awareness of how mental health challenges can impact a persons life. In addition, the lack of information about the Everett Alvarez Wellness Center makes it difficult for students to seek specialized services, therapy, interventions, and overall support.

Population(s)

A population that is mainly affected by the identified problem include the students at Everett Alvarez High School. This includes students in grades 9-12 and ages 14-18 years old. Everett Alvarez is located in Salinas and a majority of the population is Hispanic/ Latino. A part of the Wellness Centers vision is to promote equality and inclusivity for students. This includes all cultural, racial, ethnic, religious backgrounds, sexual orientations, gender identities, and those with specialized needs.

Contributing factors

One contributing factor is the lack of information about services, professional support, and awareness of the Wellness Center as an on campus resource. Ongoing stigma and stereotypes related to seeking mental health services can be a barrier to receiving services. Stigma and discrimination by society, family members, and friends all have a negative impact or worsen a persons mental health problems. Students are especially vulnerable to mental health or social-emotional issues because of their stage of development which affects their ability to make safe decisions. “Stigma and discrimination can also worsen someone's mental health problems, and delay or impede their getting help and treatment, and their recovery. Social isolation, poor housing, unemployment and poverty are all linked to mental ill health” (Mental Health Foundation, 2020). It can be common for students to feel that there are high expectations from family or peers. The EAHS Wellness Center offers a range of services that can allow students to feel supported with their circumstances both in and out of the classroom.

Consequences

The consequence of the micro level problem is reduced engagement or efforts on behalf of the students. Untreated mental health or social-emotional challenges can disrupt teens functioning at home, school, and as members of the community. Without treatment students are at risk for school failure, lower grade point averages, or unhealthy coping behaviors. “Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance” (Consequences of Student Mental Health Issues, 2020). Unfortunately, it is difficult for teachers and staff to identify when a student is internally suffering or dealing with the pressures due to untreated mental health challenges that are persisting.

Problem Model

Figure 1. Problem Model Template		
CONTRIBUTING FACTORS TO AGENCY PROBLEM	AGENCY-SPECIFIC “MICRO-LEVEL” PROBLEM ADDRESSED BY PROJECT	CONSEQUENCES TO AGENCY
<ul style="list-style-type: none"> • Lack of information about services/ professional support 	<ul style="list-style-type: none"> • The “micro-level” problem the project will address is untreated mental health and social-emotional challenges. 	<ul style="list-style-type: none"> • Reduced engagement or efforts on behalf of the students
<ul style="list-style-type: none"> • Stigma/ stereotypes in the community about seeking mental health services 		<ul style="list-style-type: none"> • New students are not individually supported/ smaller caseloads
<ul style="list-style-type: none"> • Lack of awareness of the Wellness Center as an on campus resource 		<ul style="list-style-type: none"> • Student data of services is not consistent compared to other SUHSD wellness centers
<ul style="list-style-type: none"> • Students vulnerability to mental health/ social issues 		<ul style="list-style-type: none"> • Students are internally suffering and dealing with the pressure to be “normal”
<ul style="list-style-type: none"> • Gender differences or perception about seeking social emotional/ mental health support 		<ul style="list-style-type: none"> • Bad grades, behavior problems, drug addiction, negative behaviors, ect.

Capstone Project Description and Justification

Project Intervention/ Strategy

For my capstone project I created a marketing/ awareness campaign. I created a video tour of the wellness center and included a voice over to describe a range of information.

Specifically, I focused on the different professionals that are there to support students including the school social worker, intervention specialist, and drug/ alcohol counselor. While showing the Wellness Center de escalation room, I also included information about the different intervention support groups available and other 1 on 1 services for students. I was responsible for researching information about the different profession types that currently exist and talking to the Wellness Center staff to gain insight about their job description that enables them to support students.

Everett Alvarez allowed staff and personnel to be on campus while students continued distance learning due to COVID-19. To record my capstone project I showed my Wellness Center intern ID and had my temperature taken before I entered campus.

Project Justification

The capstone project addressed the issue that teachers, staff, students, and parents were still not well informed about the different human service professionals that are available to support students and the challenges they are facing. As a result, there are students who suffer from untreated mental health and social-emotional challenges. At Everett Alvarez teachers and staff have the ability to refer students to the wellness center if they suspect unusual behavior or are concerned that something serious is going on at school/ home. However, if teachers, staff, and parents aren't familiarized with mental health then they may assume the student is going through a phase or a temporary behavior problem. The *Polaris Teen Center* states,

“Approximately one in five teens (aged 12 to 18) suffer from at least one mental health disorder” (Polaris Teen Center, 2018). Many students are vulnerable to mental health issues and it is important to have social emotional services that teach students healthy coping skills so they can be successful in and out of the classroom. Also, since COVID-19 and distance learning began, new students have not been introduced to the Wellness Center, its services, or what it looks like. This project has brought awareness and effectively communicates how professionals assist students through mental health/ social emotional challenges through services at EAHS. “Studies show that evidence-based treatments can be delivered in school settings, group models tend to be effective, and that engagement and participation rates tend to be high” (Mina Fazel, 2014). A short term goal for this project was to serve more students through intervention groups/ therapy. A long term goal of the project was to have an informative video that could be shared on multiple platforms as new students/ staff attend Everett Alvarez High School.

Stakeholders

The different human service professionals who currently work at the Everett Alvarez Wellness Center had a deep interest in the project because they have a passion for what they do and understand how the lack of awareness on campus needs attention. I had a brief meeting with the school social worker and she informed me that a lot of students and parents don't know that there is a social worker on campus that can help with issues and disadvantages outside of the classroom. She agreed that a video would be effective for students or parents who are busy and don't have a lot of time to do their own research on the different services available. The school social worker and other professionals in the Wellness Center are there to implement relevant social emotional interventions for the target population.

Benefits

My capstone project made a positive impact for the Wellness Center and the constituent groups involved. I believe teachers and staff who viewed the video had a sort of “Ah-ha” moment and started reflecting on their students' behaviors or felt empowered to make referrals. A benefit is that it initiated a conversation about mental health and normalized the idea that it is a strength for students to seek help.

Implementation Method

As a current intern for the Everett Alvarez Wellness Center an approach I used to evaluate my capstone project was a post survey. My capstone project was a marketing/ awareness campaign which includes a video tour of the Wellness Center. In addition to creating a video tour, I recorded a voice over to explain the different human services professionals there, services available, and the importance of mental health for high school students. I began by creating an action plan that included all of the things that need to be completed prior to recording the video. I made a list of all of the human services professionals that work for the Wellness Center and worked with my mentor to get in contact with them. I conducted “mini” interviews and gathered information/ insight about what their job entails and how their role supports students at Alvarez. The second action was to record an in person tour of the wellness center, edit, format, and create a voiceover to align with the information I had gathered. The third action was to create a post survey. The post survey was given afterward to evaluate the project's impact and effectiveness. It's purpose was to assess students' perceptions in regards to the Everett Alvarez staff/ services. A considerable factor was designing the video to be visually appealing for students, staff, parents, ect.

Participants

My role for my capstone project was to organize, plan, and develop the video marketing/ awareness campaign. I was also responsible for using my own resources such as video equipment/ software to edit the final video. Staff members that were included in my capstone project were the school social worker, intervention specialist, drug/ alcohol counselor. My mentor Danny Lee was my main point of contact for support and any concerns I had. I also received support from Hayley Newman who is the Salinas Union High School District (SUHSD) PBIS coordinator. A major component was maintaining clear communication with all staff members and my mentor about my capstone project. I was transparent about the purpose of my capstone project and flexible with participants who were willing to contribute.

Resources

In regards to resources, I had a Calendly appointment account to schedule appointments with Wellness Center staff. I also had access to student data including the Wellness Center referral list and other data records of services. To actually make the recording I had to use my personal camera and computer. In addition, I found several free editing software/ technology I used to design the video. Funding was not necessary for my capstone project. It was my responsibility to gather information/ data from the agency. The greatest resource was the cooperation and collaboration with the Wellness Center staff.

Supplemental

The need for the project was determined during a meeting with my mentor. We had been discussing the issue that teachers, staff, students, and parents are still not well informed about the

different human service professionals that are available to support students and the challenges they are facing. COVID-19 definitely impacted families and students' mental health. However, students were not responding to emails or they were hesitant because of the lack of information about services. My mentor agreed that the Wellness Center needed to bring awareness to the different services available and the different professionals who are there to support students. I also noticed the stigma related to seeking help. By showing student data of how many students utilize the Wellness Center this will be an attempt to break down the barriers of seeking mental health services at Everett Alvarez. A video/ awareness campaign is the best option to bring awareness and effectively communicate how professionals support students through mental health/ social emotional services.

Potential Challenges

Potential challenges that I anticipated to occur during the project period were related to COVID. My main goal was to showcase what the inside of the Wellness Center looked like because there were freshman students who had not been on campus due to distance learning. I wasn't sure if I would be able to record the video and this was a potential challenge because I would've had to be creative and figure out a way to deliver the purpose of my capstone project without that visual representation piece. Another potential obstacle I anticipated was communicating with students virtually. Unfortunately, I did notice a slight disengagement amongst students because many had their cameras and microphones off while I presented my capstone presentation.

COVID Accommodations

The Salinas Union High School District had limitations regarding when students would return to campus because COVID guidelines were strict. My mentor reassured me that Everett Alvarez allowed staff and personnel to be on campus while students were distance learning from home. I had to show my wellness center intern ID, wear a face mask, and have my temperature taken before entering the campus. I contacted the main office to schedule a date and time for the video recording. This had to take place while someone from the Wellness Center was present/ available in person to supervise my visit. In addition, all interviews, other communication, and data collection was conducted virtually via zoom, phone calls, or google meet.

Assessment Plan

For my capstone project, *EAHS: Demystifying the Wellness Center for Student Social Emotional Support* there is an expected outcome that my mentor and I strived to meet. Through a video tour of the Everett Alvarez Wellness Center, students have been provided with a range of information. More specifically, students have gained insight about the professionals who work there, student data, and services available related to mental health/ social emotional wellness. The expectation of the video tour is to increase students' knowledge about mental health stigma and normalize the idea that many students at Everett Alvarez seek services.

To measure the outcome I chose a participant group of Freshman students. I ensured this group was able to participate by watching the video tour and responding to the post survey.

A short term outcome for my capstone project is the immediate emotional response from watching the Everett Alvarez video tour. The video tour increased student knowledge about the Wellness Center and its services while reiterating the importance of mental health. It is short, but

very informative and captured the attention of students. The video's intent was to impact their outlook about professional support, seeking services, and mental health in high school.

An intermediate outcome of the project is to increase knowledge and awareness of the Wellness Center so that students who identify with untreated mental health/ social emotional challenges will take action to refer to themselves. This reduces the consequences and damage of untreated mental health/ social emotional challenges that can affect a student's academics, relationships, and daily life.

A long term outcome of my capstone project is that the students will take the first step of seeking services and continue to be more aware of their mental health over time. An increase in knowledge and awareness reduces the ongoing stigma/ shame surrounding mental health amongst the general population. High school students at Everett Alvarez are able to benefit from the Wellness Center and prove that the education system needs to focus on mental health and social emotional needs.

Findings and Assessment Results

After collaborating with my mentor and several teachers, I was able to successfully present my capstone project to three freshman advisory classes. Afterward, a post survey was given to evaluate the project's impact and effectiveness. Twenty responses have been collected and I evaluated the data. The responses showed that 65% of 9th grade students first heard about the wellness center from teachers, while 25% heard about it from the NEST video tour. This is important because the survey shows that due to COVID-19 there is a clear disconnect between freshman students and how information is being communicated during distance learning. In

addition, 90% agree they feel good vibes about the Wellness Center, 90% agree they have a better understanding about the importance of mental health and social emotional wellness, and 90% of students feel confident that there are staff who are willing to help them. My project met the expected outcomes of increasing students' knowledge and awareness. Overall, the data I collected from the post survey showed positive results and concluded that my capstone project communicated information about the Wellness Center services and resources. A strength of my project's design was how I was able to present the information to students and Wellness Center staff through a virtual platform.

Recommendations

My recommendations for the Everett Alvarez Wellness Center is to continue doing outreach for all students and make an effort to be creative with how information is communicated to students. The Wellness Center must take advantage of technology and social media platforms because it allows them to engage students in different ways. If distance learning continues I recommend that the Wellness Center make similar videos because it is an effective and intriguing way to promote services or normalize mental health. After reviewing the results the agency will notice that a few of the freshman students had not known about this on campus resource. It is unfortunate for those freshman students because since the school year is ending, they might have to wait until the Fall to start interventions with the Wellness Center. This is a reminder for the agency, that the freshman population did not have a “normal” experience due to COVID-19. This unique circumstance has prevented students from interacting with others in person and realizing how professionals can support them in and out of the classroom.

Conclusion and Personal Reflection

As I reflect on my internship and year-long research process I feel very empowered to know that I have come this far. In the beginning of this process I remember being very nervous about being an intern and learning my role in a professional setting. It was also difficult to adjust to an online internship because of COVID-19, but I am grateful that my agency/ mentors were flexible and understanding throughout this whole process. I feel I have grown professionally and personally because I had the opportunity to design, plan, implement, and assess my capstone project. I really had to discipline myself and focus on what I wanted to achieve. My capstone project has made me realize that it is important to be creative and accommodating to the population served by the agency. I chose to do a video awareness campaign despite not knowing how to edit videos. However I knew what information and resources would be most helpful if I was a high school student. In ten years I will remember how I pushed through many challenges and obstacles during my final semester in college. There were times where I felt a virtual capstone project was too overwhelming, but with the encouragement of my mentor and professor I realized I could do it. My advice for future CHHS interns is to approach your senior year field placement/ capstone project with confidence and integrity. This is a learning opportunity to ask questions and make mistakes. Interns should be kind to themselves and remember that they can rely on the support of their CHHS professors or peers as they embark on this journey. Moving forward I feel confident that I am meant to work in the field of health and human services. I gained a new perspective on how it would be to work for the public education system. I hope to use my experience of working with high school students in my future career and continue to advocate for mental health.

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Appendix

Scope of Work Overview


The Scope of Work Table is meant to list the different phases of my capstone project. Phase 1 was selecting the capstone project. I have chosen to create a marketing and awareness campaign of the Everett Alvarez Wellness Center. The 2nd phase was to plan the project. Additionally, I had to plan/ coordinate times to meet with the Wellness Center staff to receive insight on how they support students and what services are offered. Although the staff names were not introduced, I focused on their job title and profession. I introduced the different group therapy interventions and 1:1 support students can receive from the school social worker, intervention specialist, drug/ alcohol counselor, ect. I successfully found a date and time to record the in person tour of the wellness center. The 3rd phase was to implement the project. I chose a delivery method to showcase the video marketing/ awareness campaign to students, staff, teachers, ect. The 4th phase was to assess the project by conducting a post survey and analyzing data. The 5th phase was to report on findings through the capstone presentation. A dress rehearsal and final preparations for the capstone festival took place at the end of the Spring semester in May.

Scope of Work Table

Scope of Work Template
Title: : EAHS: Demystifying the Wellness Center for Student Social-Emotional Support
Project description: This project is a marketing and awareness campaign video of the Everett Alvarez High School Wellness Center that highlights the professionals who work there, services

available, and the importance of mental health/ social emotional wellness. A video tour of the Wellness Center and a voice over reviews relevant information that can be helpful for teachers, students, and parents. This video can be shared at any point during distance learning or for future years to come as new students/ staff attend Everett Alvarez.					
Goal: To communicate and normalize to teachers/ staff and students how the Wellness Center can support/serve students.					
Primary objective of the project: To bring awareness and effectively communicate how professionals support students through mental health/ social emotional services at EAHS					
Phases		Activities/Tasks		Deliverables	Timeline/ deadlines
1	Select capstone project	1.1	Discussed capstone project ideas with mentor and agency staff	Generated a list of capstone project ideas	Sept 2020
		1.2	Discussed ideas with agency staff	Submitted a list of potential ideas to mentor for review/approval	Oct 2020
2	Plan project	2.1	Collected relevant information regarding staff and their professions	Facilitated “mini” interviews with staff and scheduled meeting times	Jan 2021
		2.2	Scheduled a date and time to record the video of the wellness center	Received approval after video edits/ formatting was complete	Feb 2021
3	Implement project	3.1	Wrote a script for the video voiceover	Mentor approved of voiceover/ video development	March 2021

		3.2	Decided how the video would be shared to students/ staff/ parents	Confirmed when the video marketing/ awareness campaign would be released/ shared with a specific date/ time	
		3.3	Identified/ scheduled the 9th grade classes that would watch the video/ capstone presentation	Collected data from the post survey	
4	Assess project	4.1	Completed a draft report on findings	Findings report completed/submitted to mentor for approval	March 2021
		4.2	Conducted a post survey to students who watched the video	Collected and analyzed data further	
5	Report on project findings	5.1	Completed reporting requirements	Final agency and capstone reports	April 2021
		5.2	Prepared capstone presentation through a panel format	Presented at Dress Rehearsal for grading	
		5.3	Final preparation for Capstone Festival	Final Capstone Festival presentation!	May 2021



EAHS: Demystifying the Wellness Center for Student Social-Emotional Support

Hello!

My name is Natalie Zamora and I am currently a California State University, Monterey Bay intern at the Everett Alvarez Wellness Center (Nest). My supervisor is Danny Lee, the Intervention Specialist. For my senior project I decided to create an awareness campaign video about the Nest. It includes information about the professionals that work there, available services, and reasons why mental health/ social-emotional wellness is important during high school.

Thank you for watching the Everett Alvarez High School Nest Video. In order to evaluate its effectiveness WE NEED YOUR FEEDBACK! Your feedback is so important as we are constantly trying to serve our students better.

If you complete the survey and enter your student ID, you will be entered to win a \$15 surprise gift card! (Your responses to the survey will remain anonymous and only reviewed by Nest staff.) The winner will be notified by email.

Please respond by Friday, April 16th, in order to be entered in the drawing.

Thank you!

* Required

Student ID (optional):

Your answer _____

How did you first hear about the Wellness Center (Nest)? *

- Social Media
- The Nest Video Tour
- Teachers
- Email/ Phone Call/ GoGuardian
- A friend/ family/ relative
- Other
- Other: _____

What is one thing you Liked about the Wellness Center (Nest) Video? *

Your answer _____

Would you recommend other students to watch the Nest Video for information?

- Yes
- No
- Maybe

Please mark whether you agree with the following statements:

After watching the Nest Video I feel good vibes about the Everett Alvarez Wellness Center. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I have a better understanding about the importance of mental health and social-emotional wellness. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I understand what the Nest staff do (social worker, intervention specialist, etc.) and how they support students. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I am more knowledgeable about Nest services and resources for students. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

After watching the Nest video, I feel confident knowing there are people at the Wellness Center will help me.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Do you have any comments or questions about the Nest Video?

Your answer _____

Submit