

**A Quality Improvement Proposal to Support Well-Being of Undergraduate Nursing
Students in an Online, Accelerated, Post-Baccalaureate Nursing Program by Utilizing
Mindfulness**

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Abstract

Nature and scope of the project: Approximately 500,000 US students dropped out of college after the start of the COVID-19 pandemic. Well-being also was affected due to the pandemic. The rapid shift to the online learning environment has also added stressors that face-to-face students do not endure, such as a lack of peer support, Zoom fatigue, and isolationism that challenge resilience and coping skills. The pandemic exemplified these stressors. This quality improvement (QI) project aims to support the well-being of post-baccalaureate undergraduate nursing students by implementing mindfulness activities.

Synthesis: Multiple sources and studies have shown that mindfulness is a practical skill to support well-being. Using mindfulness in an online program is as beneficial as operating in a face-to-face environment.

Project implementation: The DNP student project lead implemented this QI project for 2nd-semester students in an online, accelerated post-baccalaureate nursing (PBN) program. Second-semester PBN students were contacted via email by the author with details regarding the project. Interested participants replied to the email and provided implied consent. Each week for five weeks, students were emailed and implemented a new mindfulness activity. The DNP student project lead explained these activities in written and video format. The limitations of the QI project were that only four students participated in the project.

Evaluation criteria: The DNP student project lead sent a post-implementation Qualtrics survey to the participants via email scored on a 5-point Likert scale.

Outcomes: With a sample size of 4, all 4 participants completed the post-implementation survey. The post-implementation survey showed that all questions were scored at 4.50 or higher (1-5 scale), with all four students rating mindfulness as an essential practice for online students at a mean of 5.0. These findings suggest that mindfulness supports the well-being of online nursing students in an accelerated post-baccalaureate program.

Recommendations: The findings of this project indicate that implementing mindfulness activities in online courses can support the well-being of online students. Due to the limited participants in this quality improvement project, further studies would be beneficial to provide a more accurate result.

Keywords: mindfulness, well-being, online, undergraduate, nursing

A Quality Improvement Proposal to Support Well-Being of Undergraduate Nursing Students in an Online, Accelerated, Post-Baccalaureate Nursing Program by Utilizing Mindfulness

Online learning isn't new, and neither is the well-being concerns for US college students. Before the COVID-19 pandemic, online students were already experiencing substantial mental health concerns, putting both their health and academic success in jeopardy (Lederer, 2021).

This proposal addresses a quality improvement initiative to support the well-being of online students within a private college. The focus intervention will be providing online students with five weekly mindfulness activities during their second semester of courses. The overall goal is to see an improvement in well-being compared to their first semester.

Problem Statement

The online learning environment has added stressors that face-to-face students do not endure, including a lack of peer support, and the online learning environment has specific stressors such as Zoom fatigue and isolationism that challenge resilience and coping skills. The pandemic exemplified this need by adding multiple stressors.

Problem Background

Many of the resources to promote well-being for students only include traditional face-to-face students (UWIRE, 2020). However, in March 2020, most college students were forced to switch to an online platform (Dikaya et al., 2021). This rapid transition forced students into an atypical situation in which they needed to cope with several psychological factors without

their usual support systems, such as peer support, religious support, or family support (Dikaya et al., 2021). The sudden and unexpected shift accentuated the unique mental health needs of the online learner, such as Zoom fatigue, isolation, and lack of peer support (UWIRE, 2020).

Problem Significance

The pandemic amplified the challenges typically found in college students. Statistics show that approximately 500,000 US students dropped out of college after the COVID-19 pandemic (Diakaya et al., 2021). It is significant to note that suicide rates increased during the pandemic and are the second leading cause of death for college-aged individuals (Xiao et al., 2021). Notably, in 2020, 85% of online college students experienced pandemic-related increased stress and anxiety (Xiao et al., 2021), and 53% reported a substantial increase in mental and emotional exhaustion (Carrasco, 2021). This added strain puts approximately 11 million college students at risk of dropping out due to pandemic-related financial constraints (Azevedo et al., 2021).

Problem Consequences

As a faculty member teaching at the DNP project agency, anecdotally, it was observed that since the onset of the pandemic, students have been struggling in many ways. In face-to-face classes, "students in the grip of mental distress often show signs in their academic work and classroom behavior" (Howard, 2015, p. 116). Mental distress can be evidenced in the classroom by a change in a student's dress/hygiene patterns, erratic classroom behavior, lack of attendance or tardiness, missed assignments, and poor exam scores (Howard, 2015). Faculty cannot assess the visual cues in online students.

Knowledge Gaps

According to its website, the agency institution is committed to the emotional well-being of both online and face-to-face students and offers a robust Student Center for Health and Well-Being. The Student Center for Well-Being has the following links for students: Jed Campus, Student Health Service, WellU, Counseling Service, Violence Intervention &

Prevention Program (Agency, 2021). The website also provides resources for mental health that include crisis/after-hours organizations with contact information and educational/self-help resources (Agency, 2021). Noticeably missing from this page were tools for supporting the well-being of an online learner (Agency, 2021).

Proposed Solution

The proposed solution was to provide the second-semester PBN students with five weeks of mindfulness activities to perform to support their well-being. Once that was complete, the students would have an opportunity to provide feedback to see if it effectively supported their well-being. By providing mindfulness activities, the aim was to help support the well-being of students on an online platform, and it also promotes the development of well-being skills.

Project Setting, Stakeholders, and Participants

Setting. The DNP student project lead completed this project in a program at the agency, a small-sized, independent, private college that enrolled 3712 students in the fall semester of 2020.

Population. The participants of this intervention were students in the Post-Baccalaureate Nursing (PBN) Program, which is an undergraduate, pre-licensure program. The PBN students for this project were in their second semester of the program. This population has been chosen because of the program's rigor and because the delivery method is primarily online (students only meet in person for labs and clinical experiences). However, this intervention was ungraded within the normal scope of their course expectations.

Inclusion and Exclusion Criteria. Inclusion criteria for this project included students starting their second semester of the PBN program, Spring semester, 2022. Exclusion criteria included PBN students that do not meet the inclusion criteria.

Interprofessional Team. The interprofessional team identified a clear vision and ensured team leadership and seamless project implementation (Johnson & Sollecito, 2020).

This project's interprofessional team included the DNP student project lead, IRB committee, graduate nursing project Chair, and PBN students entering their second semester.

Stakeholders. The stakeholders of this project included the agency, the DNP student project lead, the School of Nursing, and the PBN students.

Organizational Needs Assessment

The consequences of not supporting the well-being of the online student could negatively affect the student (Canady, 2021). Data suggest that many college students have reported no longer attending college due to mental health issues (Canady, 2021).

Faculty cannot prevent students from dropping out of college. However, they can support students' well-being by encouraging the incorporation of skills and techniques proven effective in helping well-being in an online class environment.

Strengths, Weaknesses, Opportunities, and Threat Analysis

A strength of the project agency was that it had implemented a multitude of mental health initiatives in the past two years since the pandemic started. The initiatives include becoming a JED Campus, designed to guide schools through the process of developing programs, policies, and systems related to student mental health, substance use, and suicide prevention (Agency, 2021). The project agency's weakness was that not all the mental health resources were available to online students. Another drawback was that the project agency had a budget deficit, leaving fewer funds for projects during the pandemic. This project was an excellent opportunity to implement and increase the skill set related to well-being. Finally, mental health initiatives' potential attitudes and stigmatization are one threat to this project.

Literature Search Process

Key/search terms in this literature review outline included best practices for college mental health services, online college students, well-being, resiliency, isolationism, Zoom fatigue, mental health, online mental health services, community, connections, and mentor. Boolean phrases included AND with multiple combinations of the search terms listed above.

Databases used to search for evidence included Cumulative Index of Nursing and Allied Health (CINAHL), National Institute of Health (NIH), Google Scholar, GOOGLE, MEDLINE, and The College of St. Scholastica's Searching Online Library Academic Resources (SOLAR). CINAHL gave results that best-matched keywords and the most access to relevant articles of the three databases.

Specific phrases were used in CINAHL to narrow down the search results further to ensure that the publication year was within the past five years, articles were written in English, and were peer-reviewed. Abstracts were reviewed before opening the papers to determine relevance to the project.

Literature Matrix Table

A completed literature review formulated the proposed plan to make a change within this agency. This information was summarized and placed into a literature matrix table in Appendix A, which offers a review of the studies used in this project. This table also includes the purpose of study, design, interventions, results, and how it was pertinent to this project.

Literature Synthesis

The development of well-being among college students is not a new topic. Colleges have tried to be diligent about identifying behaviors that risk well-being. Many of the interventions for this population have focused on health promotion strategies such as increasing physical activity, promoting sleep quality, and tobacco cessation (Ridner et al., 2015). While these practices have shown to improve overall well-being for all individuals, it doesn't consider the unique needs of an online college student. There is a need for further development of skills related to well-being since college students have special mental health needs. Even though suicidal behaviors keep increasing among college students, few preventative measures have targeted this population (Xiao et al., 2021).

The COVID-19 pandemic negatively impacted college students' well-being (Reuter et al., 2021). Students reported feeling isolated, and the sudden switch had impacted their emotional

and mental well-being (Reuter et al., 2021). Students felt less connected to their peers and were less motivated in their studies (Reuter et al., 2021).

Mindfulness has been studied as a skill to improve well-being. Evidence indicates that implementing mindfulness skills or activities into an online course positively affects well-being and is a tool that can facilitate meaningful behavioral change (Christie et al., 2016). Svetlak et al. (2021) concluded that implementing mindfulness programs was a feasible and effective tool to support the well-being of the online student. Students who completed the study reported a reduction in perceived stress, increased being mindful in their lives, and a higher rate of self-compassion and well-being (Svetlak et al., 2021).

COVID-19 highlights the urgent need for rapid and effective interventions, including all educational platforms and ways that might differ from past approaches (Xiao et al., 2021). Since the onset of the COVID-19 pandemic, colleges and universities have been searching for cost-effective and innovative interventions to address increased rates of suicidal behaviors among college students facing unprecedented stressors, and mindfulness exercises have proven to be cost-effective, creative, and easily implemented into courses (Xiao et al., 2021).

Theory Overview

The Shewhart Plan Do Study Act (PDSA) framework was the QI model utilized for this project (Johnson & Sollecito, 2020). The first step was to *plan* (Johnson & Sollecito, 2020). With online students being the focus of this project, it was crucial to understand its goal. The end goal of this project was to support their well-being. The next step, *do*, occurred when the intervention took place. The intervention included recruiting students to be educated and participate in five weekly mindfulness activities, rolled out with a different one each week. The third step, *study* was accomplished following the five weeks of mindfulness activities. In that step, the project lead collected data via surveys, and then it was analyzed to see if mindfulness supported the well-being of online students. The final step, *act*, examined what went right and the necessary changes to be made going forward.

Jean Watson's Carative factors is a theoretical framework used to guide this project. This theory contains 10 carative factors, which are: forming humanistic-altruistic value systems, instilling faith-hope, cultivating a sensitivity to self and others, developing a helping-trust relationship, promoting an expression of feelings, using problem-solving for decision-making, promoting teaching-learning, promoting a supportive environment, assisting with the gratification of human needs, and allowing for existential-phenomenological forces (Watson, 1979).

Watson's theory aligned with this project because by utilizing mindfulness, The project participants can meet Jean Waston's carative factors of promoting teaching-learning, promoting a supportive environment, cultivating a sensitivity to self, and assisting with the gratification of human needs. The foundation of Watson's theory is generalized, so it fits nicely into a quality improvement project supporting her concepts of human beings, health, and environment/society.

Project Goal

The overarching goal/mission of this project is to support the well-being of online PBN students. The DNP student project lead achieved this by recruiting PBN students, implementing the five weeks of mindfulness activities, collecting data via survey after the five weeks have concluded, and then analyzing and reporting the data to see if mindfulness activities did support the well-being of those online students.

Objective 1. By January 18, 2022, 2nd semester 1st term, The DNP student project lead will recruit PBN students to participate in the mindfulness program.

Implementation. All 2nd-semester PBN students received an email explaining the project and asking for volunteers. This email contained implied consent and described that participants would complete a new mindfulness activity each week for five weeks.

Outcome Measure and Evaluation. The outcome measure and evaluation utilized for this objective was the number of students that have consented to be part of the QI project.

Objective 2. By February 28, 2022, the participants will implement the five weekly mindfulness activities and complete them.

Implementation. Each week, the DNP student project lead provided students with a new mindfulness activity, and they were encouraged to keep practicing the mindfulness activities implemented in the previous weeks. Participants in the QI project were emailed weekly with a different mindfulness activity. This email contained both visual and audio instructions for students.

The five weekly activities will include Week 1 – Introduction to Mindfulness. Square/Box Breathing to Relax, week 2 – Body Scan, week 3 – Be in the Moment, week 4 – Creating a Mental Vacation, week 5 – Acceptance and Emotions.

The total participant time commitment was approximately 20 minutes per week for five weeks.

Outcome Measure and Evaluation. The measure and evaluation utilized for this outcome was email confirmation that recipients received the weekly emails.

Objective 3. By March 4, 2022, the PBN participants will complete a Qualtrics survey.

Implementation. After the study, the PBN students concluded a 5 question Qualtrics survey evaluating the mindfulness program.

Outcome Measure and Evaluation. The measure and evaluation utilized for this outcome were setting up a survey in Qualtrics and sharing the survey link to participants of the project.

Objective 4. By the end of March 2022, the DNP student project lead created the Qualtrics survey and analyzed the results to create a report.

Implementation. By utilizing Qualtrics, the DNP student project lead analyzed the data to see if the mindfulness activities helped support the well-being of online students.

Outcome Measure and Evaluation. The measure and evaluation utilized for this outcome analyzed the data in Qualtrics to see if this QI project successfully supported the well-being of online students.

Methodology

Pre-Implementation: Protection of Human Subjects

Undergraduate students at the agency in the Post Baccalaureate Nursing program (PBN) entering their second semester participated in this QI Project. Participants in this project per 45CFR46 were not considered vulnerable. All participants completed the project voluntarily and consented to participation (see consent). All participants were legal adults and had completed at least one semester of the PBN program at the agency. A total of up to 50 students could be participants.

Before communicating with students, this project was presented to the project chair for approval and submitted to the agency's Internal Review Board (IRB). This QI project aligns with the American Nurses Association (ANA) Code of Ethics. The record of this study will be kept private, and any publication or presentation will not include any information that will make it possible to identify the participants. The record for the study may, however, be reviewed by individuals at the agency with appropriate regulatory oversight. All data collected will be stored in a password-protected computer in password-protected Google documents. To these extents, confidentiality was not absolute. The DNP student project lead will securely retain participants' consent forms and data for two years and then destroy them.

Implementation

The DNP student project lead sent an email to all 2nd-semester PBN students seeking volunteers to participate in this QI project. This email contained implied consent and described the details of the five weeks of mindfulness activities. Each week students learned a new mindfulness activity and were also encouraged to keep practicing the mindfulness activities implemented in the previous weeks. Participants in the QI project were emailed weekly with a

different mindfulness activity. This email contained both visual and audio instructions for students.

Post-Implementation

After completing this project, a 5 question survey was sent via email to participants using Qualtrics.

Work Plan

This project required assistance from the project chair, the DNP student project lead, and the PBN students.

Appendix B displays the critical events during this intervention. The events included in this chart took place over four months. In the first month of the 2nd semester, the DNP project lead recruited PBN students to be participants in the mindfulness program. The five weekly mindfulness activities were implemented and completed in the first and second months. The PBN participants completed a Qualtrics survey in the 3rd month. In the third and fourth months, the DNP student project lead reviewed the Qualtrics survey results, and the DNP student project lead created a report.

Appendix C shows the logic model used to examine the relationships between this project's assumptions, inputs, activities, outputs, and immediate and long-term outcomes. Further displayed, the logic model assumes that well-being for online students is essential, mindfulness activities will support well-being, PBN students will participate in the mindfulness activities, and mindfulness will increase the student's skill set in supporting their well-being. The inputs for this logic model are the DNP student project lead and the PBN students. The activities were to create weekly voice annotated PowerPoint presentations emailed to explain that week's mindfulness activity. The outputs were the number of PBN students who participated in the program. The immediate outcome is that mindfulness skills enhance students' overall well-being on an online platform. The long-term result is increasing access to the skill development of well-being.

Survey

Appendix D shows the survey implemented in Qualtrics after the five weeks of completed mindfulness activities. The survey contained five questions/statements: 1. The mindfulness activities supported my well-being. 2. I will continue to utilize mindfulness to support my well-being. 3. Compared to the first semester of the PBN program, this semester, my overall well-being was improved by utilizing weekly mindfulness activities. 4. This semester my overall well-being was improved by using weekly mindfulness activities, 5. Mindfulness is an essential practice for online students, and I feel that mindfulness improved my skill development for well-being. This survey used a 5-point Likert scale ranging from strongly disagree to 5 strongly agrees.

Results from Data Collection

Post-Implementation Participation Survey. The DNP student project lead collected data for this project by sending the participants the link to the post-implementation survey in Qualtrics via email. There was a sample size of 4 for this project, and all 4 participants completed the survey. The Likert scale range was 1-5. The results from the study showed that the mean for all five questions was 4.5 or higher. The mean response results for question one revealed that mindfulness activities supported their well-being (4.75). The mean response results to question two revealed that participants will continue to utilize mindfulness activities to help their well-being (4.50). Question three revealed that compared to their first semester of the PBN program, the participants improved their overall well-being by utilizing weekly mindfulness activities (4.75). For question four, the participants indicated they thought mindfulness was essential practice for online students (5.0). Finally, for question five, the participants indicated they felt that mindfulness had improved their skill development for well-being (4.5).

Figure 1

Post Implementation Survey Results

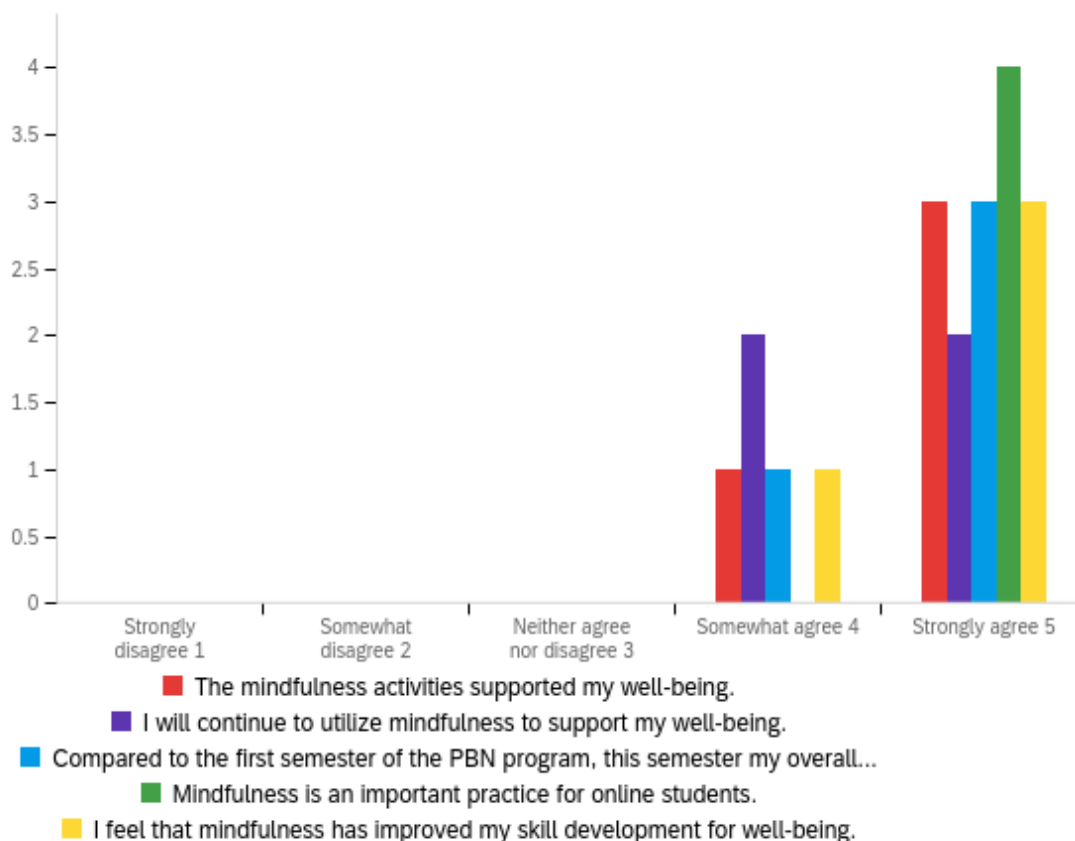
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The mindfulness activities supported my well-being.	4.00	5.00	4.75	0.43	0.19	4
2	I will continue to utilize mindfulness to support my well-being.	4.00	5.00	4.50	0.50	0.25	4
3	Compared to the first semester of the PBN program, this semester my overall well-being was improved by utilizing weekly mindfulness activities.	4.00	5.00	4.75	0.43	0.19	4
4	Mindfulness is an important practice for online students.	5.00	5.00	5.00	0.00	0.00	4
5	I feel that mindfulness has improved my skill development for well-being.	4.00	5.00	4.75	0.43	0.19	4

Discussion of Data/Outcomes Interpretation

The design and sample size ($n=4$) of this project did not permit the application of inferential statistical analysis. However, the quantitative data does show that the project's efficacy as the mean score of the responses in the post-implementation survey scored a 4.5 or higher. The survey's outcome finds that mindfulness supports undergraduate nursing students' well-being in an online, accelerated, post-baccalaureate nursing program and does match the research.

Figure 2

Post Implementation Survey Results



Dissemination

The DNP student project lead disseminated the findings of this project by presenting the results to the partner agency, completing the DNP poster project, submitting the scholarly paper to the Sigma Repository, and submitting the final DNP academic paper with abstract to the DNP program.

Conclusion

In this unprecedented time during a global pandemic, supporting the well-being of online students remains a priority for educators who utilize this teaching platform. This QI project met all the goals and objectives, and the data collected showed that mindfulness supports well-being. Mindfulness is a skill set that assists students in online courses during college. Offering these tools to students will support well-being and provide a way for students can do this on an online platform.

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Appendix A

Literature Evidence Table

Reference	Purpose / Question	Design	Sample	Intervention	Results	Notes
Beasley, L., Kiser, B. S., & Hoffman, S. (2020). Mental health literacy, self-efficacy, and stigma among college students <i>Social Work in Mental Health Services</i> , 45(4), 40-57. DOI: 10.1080/15332985.2020.1832643	Relationship between mental health and literacy and self-efficacy among college students, and if this relationship is moderated by mental health stigma.	Qualtrics survey	410 undergraduate university students throughout the US	No intervention – convenience sampling survey	Suggest that increased mental health literacy and less stigmatized attitudes among college students are associated with increased self-efficacy.	This could be used to guide future studies. Level 5
Bourne, L. (2021). Strengthening mental health awareness of university students using an online training module, <i>Dissertation Abstracts International: Section B: The Sciences and Engineering</i> , 82(2-B). ISSN: 0419-4217	Evaluate whether a web-based mental health educational intervention was	Quantitative quasi-experimental research design.	329 undergraduate students	Online mental health education module	The results indicated no statistically significant difference in students'	Level 4

	an effective tool to increase mental health awareness and help-seeking behaviors of university students.				mental health attitude and knowledge after completing a web-based mental health education module; however, there was a statistically significant difference in the mental health perception of students.	
Canady, V. A. (2017). New federal report addresses mental health crisis on college campuses, <i>Mental Health Weekly</i> 27(30), 1-7. DOI: 10.1002/mhw.31136	The article reports on the failure of college administrators to meet the demand of students seeking mental health support, which contributes to mental health	n/a	n/a	n/a	If colleges and universities cannot provide the expertise needed to care for students' mental health needs, they should offer community	Level 5

	crises according to the National Council on Disability (NCD) report. Topics include the factors affecting the accessibility of counseling services for students with mental health disabilities, the college partnership with the community to support the needs of the students, and the legal protection of students with mental problems.				referrals, the NCD suggests .	
Cavioni, V., Grazzani, I., Ornaghi, V. (2020). Mental health promotion in	This paper	n/a	n/a	n/a	This paper	Three key

<p>schools: a comprehensive theoretical framework, <i>International Journal of Emotional Education</i>, 12 (1), 65-82. ISSN: 2073-7629</p>	<p>offers a critical overview of recent research around school mental health; second, it propose s a comprehensive theoretic al framewo rk for research ers, practition ers, and policy-m akers involved in mental health promotio n and school preventi on program s. The propose d framewo rk comprise s three key domains: the first two cover the rise of social and emotion al</p>				<p>propose d a compreh ensive theoretic al framewo rk for those involved in mental health promotio n and school preventi on program s.</p>	<p>domains : the first two cover the promoti on of social and emotion al learning and resilienc e, while the third concern s the preventi on of behavior al problem s.</p> <p>Level 4</p>
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	learning and resilience, while the third concern is preventing behavioral problems.					
Chung, K. F., Tse, S., Lee, C. T., Chan, W. M. (2019). Changes in stigma experience among mental health service users over time: a qualitative study with focus groups, <i>Community Mental Health Journal</i> 55(8), 1389-1394. DOI: 10.1007/s10597-019-00442-4	Follow-up focus group after	Systematic Review Of Qualitative and quantitative components Cross-sectional comparison.	109 participants for the survey, and then 22 participants formed four focus groups	Each focus group was given a different theme focused on contrasting opinions regarding public stigma.	There might be slight improvement in stigma experience over the past two decades.	Participants were paid Level 4
Gibbons, S., Trette-McLean, T., Crandall, A., Bingham, J. L., Garn, C. L., Cox, J. C. (2019). Undergraduate students survey their peers on mental health: perspectives and strategies for improving college counseling center outreach, <i>Journal of American College Health</i> , 67(6), 580-591. Doi: 10.1080/07448481.2018.1499652	The purpose of the study was to examine student perspectives about college mental health, including the primary mental health issues affecting	As part of a public health course in program planning, undergraduate students surveyed their peers about their experience with mental	822 undergraduate and graduate students enrolled in a private university	Survey	Stress was perceived as the most significant mental health issue. Students wanted more information about school/work/life balance followed by stress	The results provide student perspectives on mental health that may be useful in developing practical outreach efforts. Level 5

	students, everyday college stressors, student awareness of campus mental health resources, and mental health topics students want more information on.	health and mental health resources.				management.	
Howard, J. (2015). Faculty on the front lines: professors need support in responding to students in the grip of psychological crises, <i>The Chronicle of Higher Education</i> 62(1), pA41, 2. doi: edsbro.A428997170	Students in the grip of mental distress often show signs in their academic work and classroom behavior.	n/a	n/a	n/a	n/a	n/a	Level 4
Marrero, B. (2019). Increasing mental health awareness and services to meet the needs of online students, <i>Journal of Online Higher Education</i> 3(3), 20-27. DOI: edsdoj.15d92eff1ebe4232a3d77242bcc54710	This article discusses the need and benefits of colleges providing online students with	n/a	n/a	n/a	College students who struggle with managing their mental health may also work academically.		Level 4

	mental health support and resources.					
Pham, N. C., Yuanging, L., Hossain, T., Schapsis, C., Pham, H. H., Minor, M. (2020). Understanding mental health services and help-seeking behaviors among college students in Vietnam, <i>Asia Pacific Journal of Health Medicine</i> 15(3), 58-71.DOI: 10.24083/apjhm.v15i3.35	By conducting this study, the authors hoped to contribute to current literature on the factors contributing to professional mental health help-seeking behavior of college students in Vietnam and suggest strategies to reduce possible barriers that prevent them from looking for professional help.	Cross-sectional research study.	A pilot study and final questionnaires.		Results indicate that between psychological openness and help-seeking propensity, help-seeking propensity more significantly explains students' help-seeking behavioral intentions.	Level 4
Rafal, G., Gatto, A., DeBate, R. (2018). Mental	Mental health		Male undergr	Pre-existing	Participants	Interventions

<p>health literacy, stigma, and help-seeking behaviors among male college students, 66(4), 284-291. doi:10.1080/07448481.2018.1434780</p>	<p>literacy (MHL) is low in college-aged men, potentially resulting in impaired mental well-being. This study assessed MHL, psychosocial determinants, and help-seeking behaviors among male university student</p>		<p>graduate and graduate students were surveyed in Spring 2017 (n = 1,242) at a large southeastern university in the United States.</p>	<p>validated scales for MHL, psychosocial determinants, and help-seeking intentions were used in measurement, and demographic variables were collected. T-tests and one-way ANOVA were performed to measure differences between groups.</p>	<p>showed low scores for all constructs with statistically significant differences between undergraduate and graduate students and between races and essential classifications. Undergraduate men had moderate MHL and common intentions to seek professional care.</p>	<p>focusing on increasing mental health knowledge and improving beliefs can improve MHL among male college students. Further, interventions should be tailored for racial groups. Level 5</p>
<p>Wiest, L. R., Treacy, A. C. (2020). Faculty preparation to work with college students with mental health issues, <i>Educational Research: Theory and Practice</i> 30(1), 46-50. ISSN: 2638-8965</p>	<p>This paper provides general information about college students' mental health, including common mental</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>Level 5</p>

	health issues, contributing factors, and barriers to help-seeking. We then suggest research-based practices college campuses at large, and specifically higher education faculty, may take to address student mental health concerns.					
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Appendix B

Monthly Timeline

Objective	Month 1	Month 2	Month 3	Month 4
Second-semester PBN students are recruited to participate in the mindfulness program.				
The five weekly mindfulness activities are implemented and completed.				
The PBN participants complete a Qualtrics survey,				
The DNP student project lead reviews the Qualtrics survey results and reports findings.				

Appendix C

Logic Model

Logic Model for Quality Improvement Initiative to Support Well-Being in Online Students
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Assumptions	Inputs	Activities	Outputs	Immediate Outcome	Long-Term Outcome
<p>Well-being for online students is essential.</p> <p>Mindfulness activities will support well-being.</p> <p>PBN students will participate in the mindfulness activities.</p> <p>Mindfulness will increase the student's skill set in supporting their well-being.</p>	<p>DNP Student Project Lead.</p> <p>PBN Students.</p>	<p>Create weekly voice annotated PowerPoints presentations that The DNP student project lead will email to explain that week's mindfulness activity.</p> <p>Create a post-survey questionnaire.</p>	<p>The number of PBN students who participate in the program.</p>	<p>Enhancement of mindfulness skills for students' overall well-being in an online platform.</p>	<p>Increased skills to facilitate personal well-being.</p>

Appendix D

Survey

The College of St. Scholastica

Mindfulness Supporting Well-Being in Online Students

Post-Implementation Survey

	Strongly Disagree 1	Disagre e 2	Neither Disagree or Agree 3	Agre e 4	Strongly Agree 5
1. The mindfulness activities supported my well-being.					
2. I will continue to utilize mindfulness to support my well-being.					
3. Compared to the first semester of the PBN program, this semester, my overall well-being was improved by utilizing weekly mindfulness activities.					
4. Mindfulness is an important practice for online students.					
5. I feel that mindfulness improved my skill development for well-being.					