

Destress For Success: **A SNHU Centered Approach**

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Independent Honors Thesis
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Project Background



Originally developed by Dr.
Sonia Lupien

- "*The DeStress for Success Program*: effects of a stress education program on cortisol levels and depressive symptomatology in adolescents making the transition to high school"
- Types of students most sensitive to these interventions



Professor Vincent Corbo
introduced the program to
SNHU in Fall 2021

- Freshmen transition & adjustment to college life
- Stressors & coping mechanisms develop with us
- Increased risk of long-term problems without proper knowledge

Project Purpose

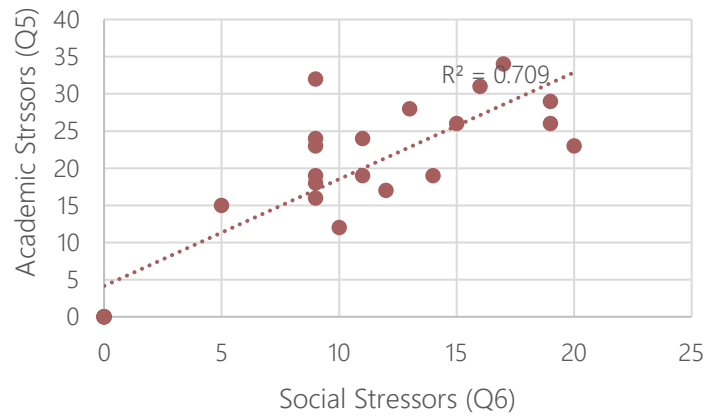
- Limited interest in “Destress for Success” after pioneer attempt
- Survey developed to determine current state of stress for freshmen
 - Survey results analyzed to cater to SNHU student needs specifically
- Lupien’s success suggests ability to polish SNHU’s version
- Following data exemplifies the innate need for general stress education for Freshmen at SNHU

Published Questionnaires Used

- **"College Stress Inventory – Modified"** by Solberg, V. S., Hale, J. B., Villarreal, P., & Kavanagh, J. (1993)
 - Academic, financial, and social stressors
- **"Perceived Availability of Network Resources Scale"** by McEwan, B. (2013)
 - Social, intuition, and personal resources
- **"Stress Management Self-Efficacy Measure"** by Jin, S.-A. A. (2010) & **"Self Esteem Measure"** by Williams, M., & McCarthy, B. (2014)
 - Stress management and self-esteem
- **"Academic Locus of Control Scale for College Students"** by Curtis, N. A., & Trice, A. D. (2013)
 - Sense of autonomy over school

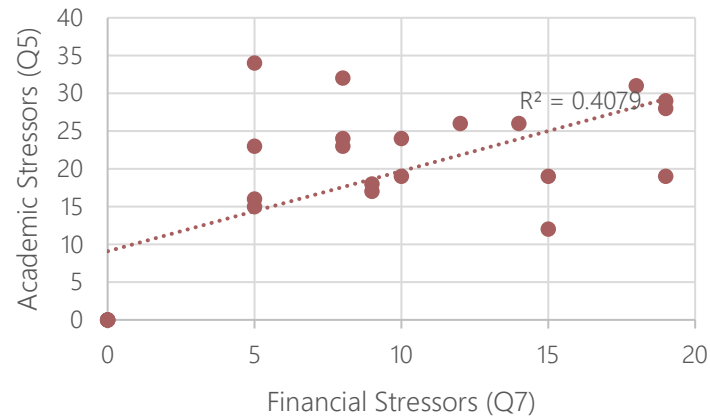
Correlations Between Academic, Social, and Financial Stressors

Academic Stressors and Social Stressors



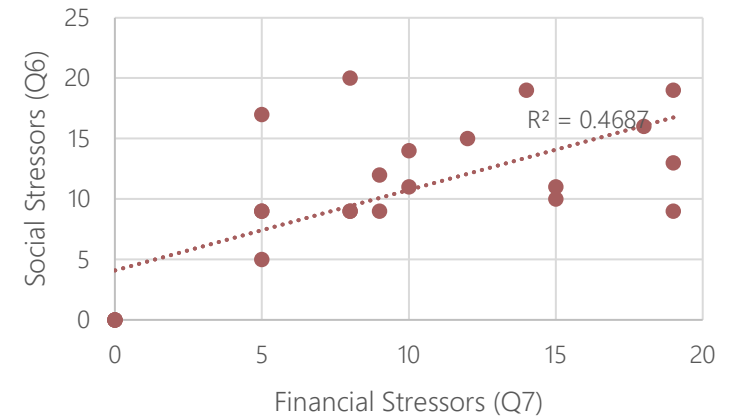
Spearman's rho: 0.728
P-value: 0.0167

Academic Stressors and Financial Stressors



Spearman's rho: 0.639
P-value: 0.0167

Social Stressors and Financial Stressors



Spearman's rho: 0.685
P-value: 0.0167

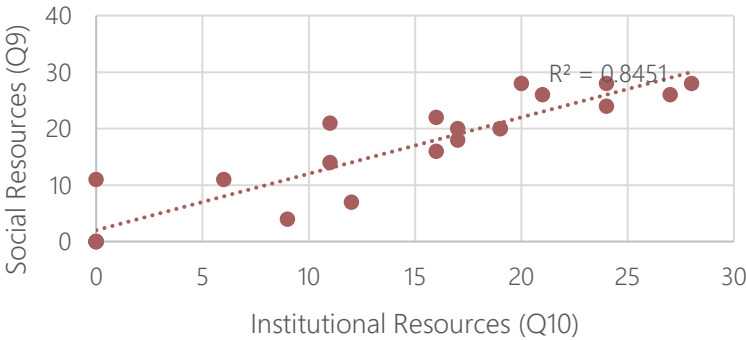
Correlations Between Perceived Social, Personal, and Institutional Resources

Perceived Personal Resources and
Perceived Social Resources



Spearman's rho: 0.936
P-value: 0.0167

Perceived Social Resources and
Perceived Institutional Resources



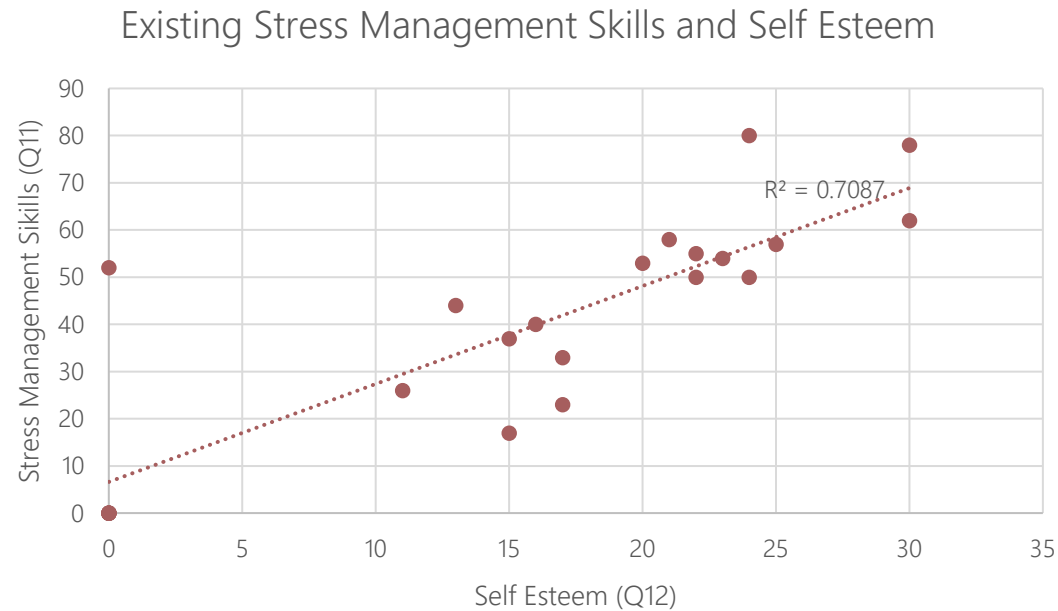
Spearman's rho: 0.917
P-value: 0.0167

Perceived Institutional Resources and
Perceived Personal Resources



Spearman's rho: 0.970
P-value: 0.0167

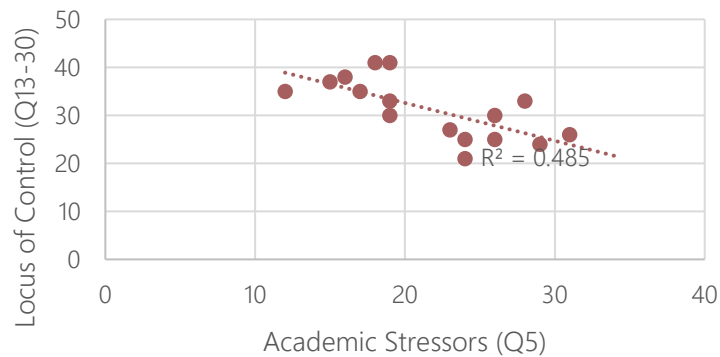
Correlations Among Stress Management Skills and Self Esteem



Spearman's rho: 0.849
P-value: 0.025

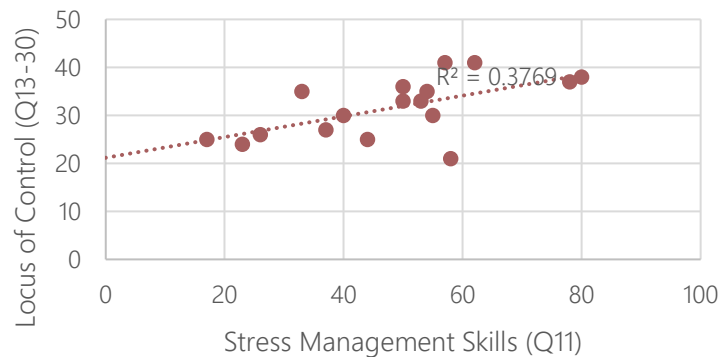
Correlations Between Locus of Control & Common Stressors

Locus of Control and Academic Stressors



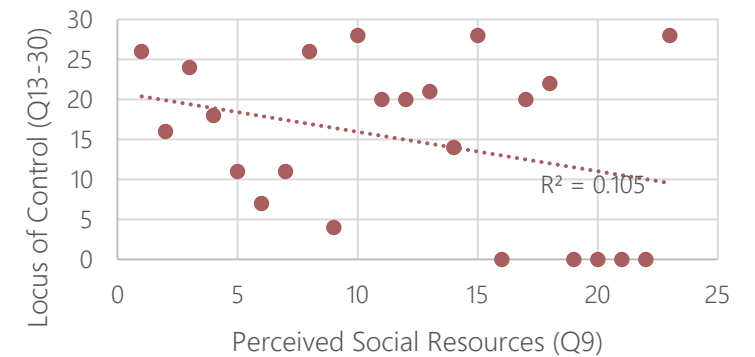
Spearman's rho: -0.56
P-value: 0.0067

Locus of Control and Existing Stress Management Skills



Spearman's rho: 0.612
P value: 0.003

Locus of Control and Social Resources



Spearman's rho: 0.451
P value: 0.023

Data Driven Suggestions for the Future

- Encourage more conversation on the differences between high school and collegiate stress
 - Getting sick, scheduling, independence, self-advocacy etc.
- Allow group-driven conversation
 - Power in relatability
 - Guiding discussion towards needs that are relevant
- Add a workshop focused specifically on coping mechanisms
 - Go deeper than “exercise, meditation, and social support”
 - Communal conversation about strategies that work for individuals and share
- Segment emphasizing general stress’ effects
 - Locus of control correlates to multiple college stressors





SNHU Pilot Participant Suggestions

- Increase advertisement of program
 - Focus on benefits of learning about stress
 - Highlight the judgement-free environment
- Implement teaching on therapeutic solutions to stress
 - Define and overview the various forms of therapy (CBT, Holistic, Music, etc.)
- “Hearing others have similar stressors to my own was incredibly relieving”
 - Sleeping difficulties, fearing the future, insecurities, etc. are all common
- Potentially include Destress into first-year required courses
 - Longer than 5 weeks
 - Beneficial for all students



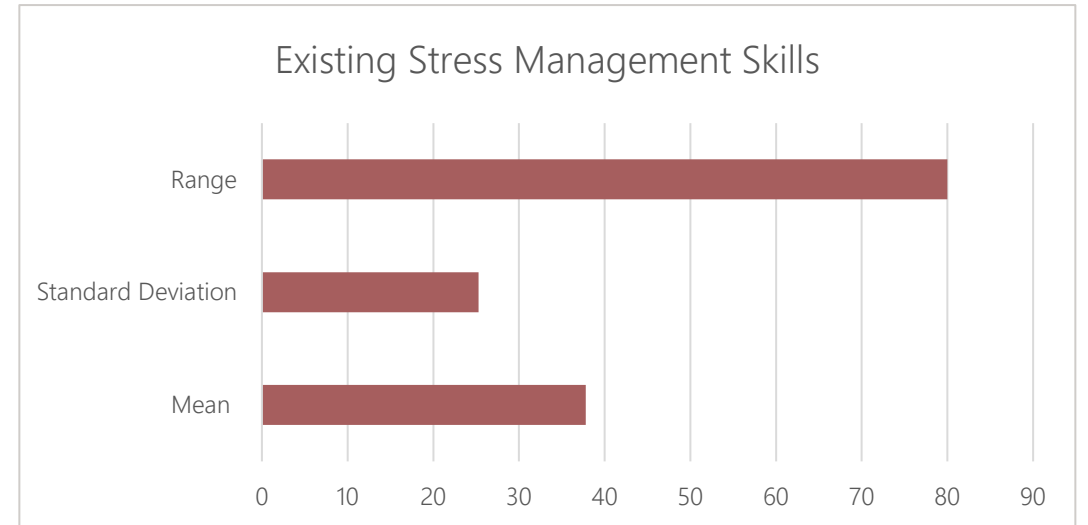
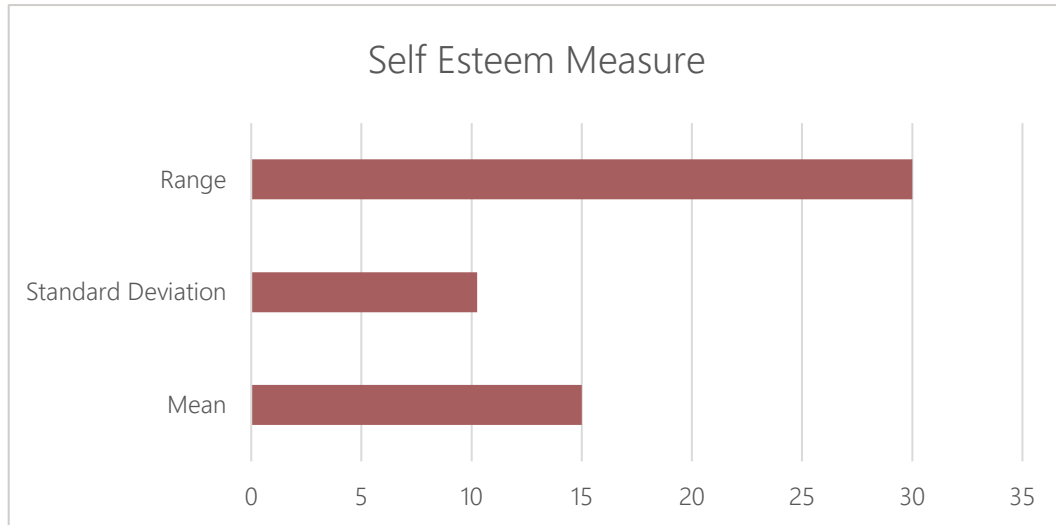
Acknowledgements

- Dr. Vincent Corbo
- Research Peers in Honors Cohort
- IRB team
- SNHU Destress Pilot Students

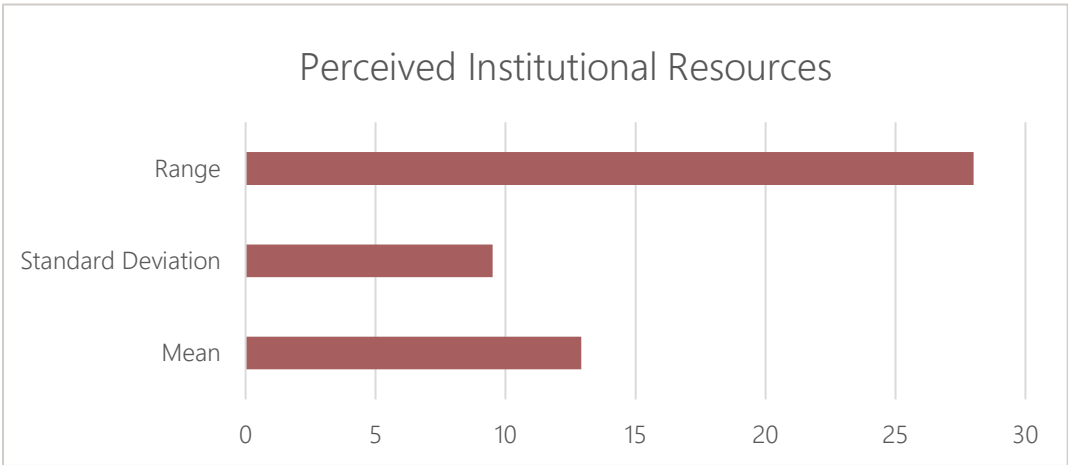
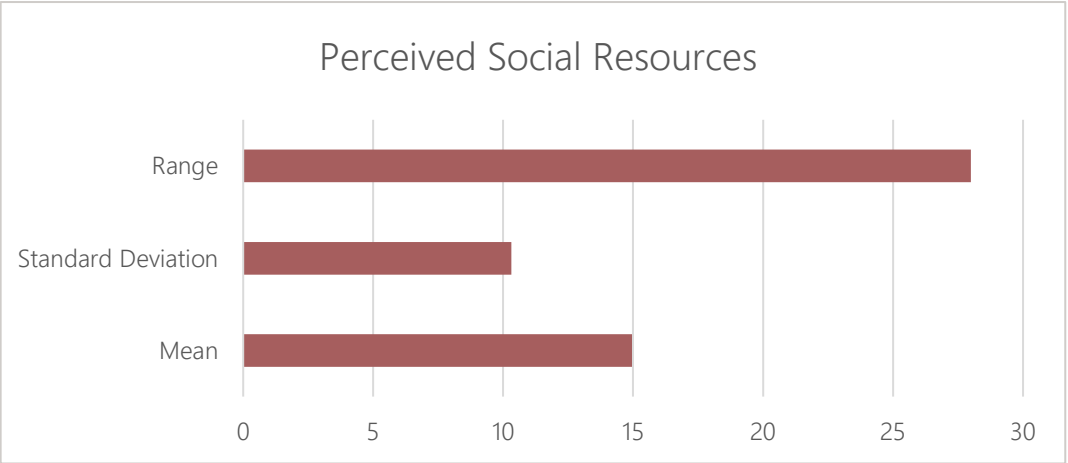
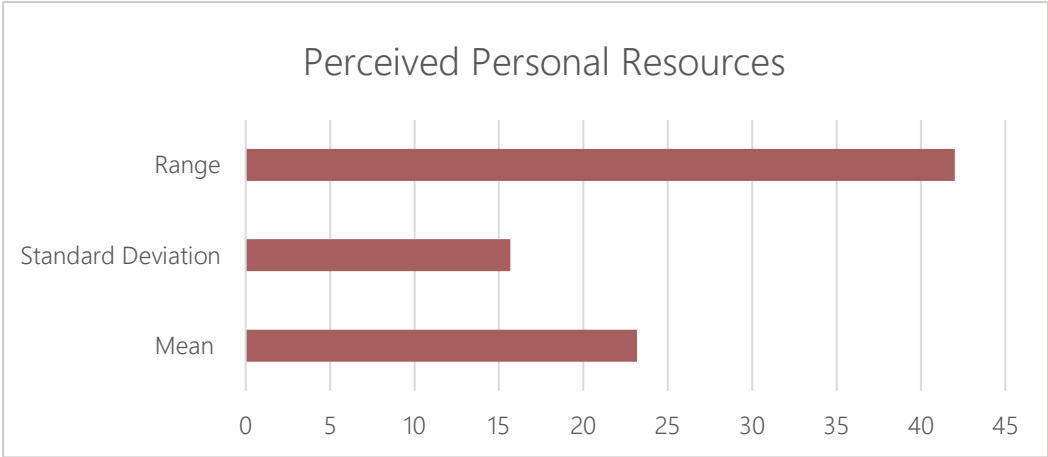
QUESTIONS OR COMMENTS?

Thank you!

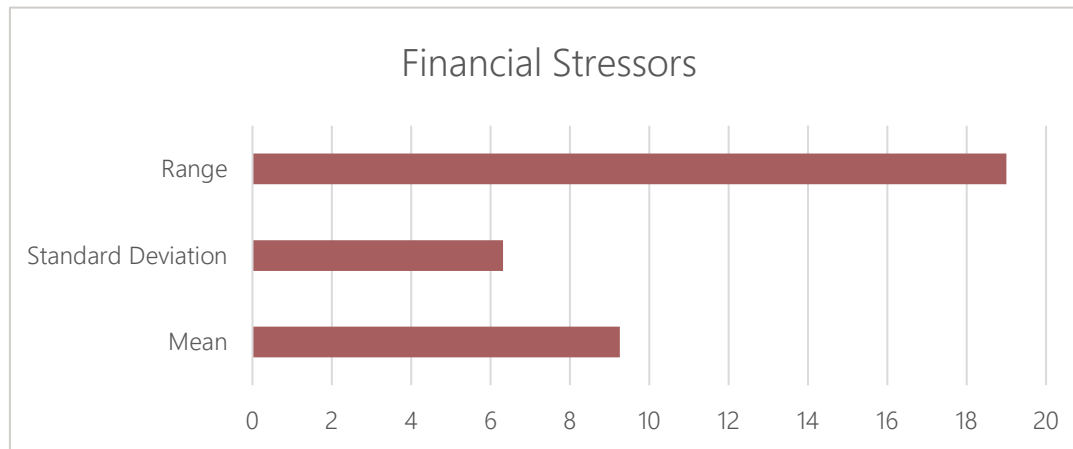
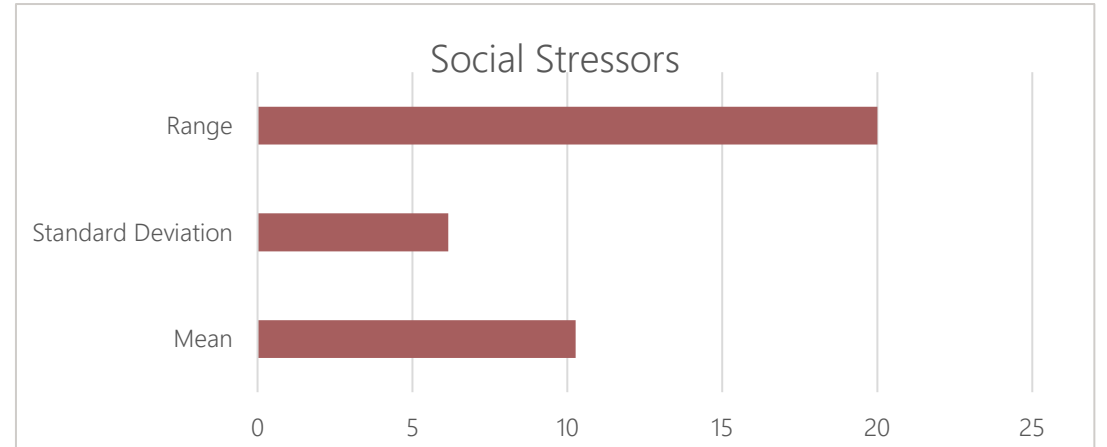
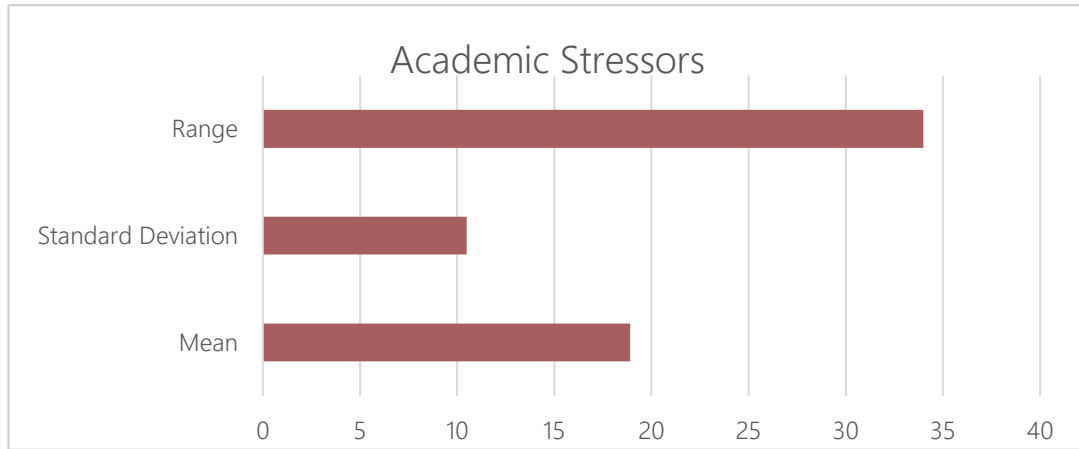
Self Esteem & Stress Management Measures



Perceived Resources Measures



College Stress Inventory Measures



"Academic Locus of Control Scale for College Students"

