

Program Implementation and Evaluation: Real-Life Resilience

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Real-Life Resilience is a two-day event that will take place on April 10th and 11th from 6 pm to 8 pm. Both in-person and virtual attendance options will be offered to accommodate students' varied schedules. The event is designed to support nontraditional students, particularly those over the age of 24 and/or part-time, at UNC Charlotte. As of Fall 2023, nontraditional students make up at least 20.8% of the student population at UNC Charlotte (UNC Charlotte, 2024). We calculated this using the percentage of students who were categorized as 25 years or older, but it is a rough estimation because it does not account for every factor that would qualify a student as nontraditional (UNCC, 2023). The program addresses common challenges faced by these students, such as stress from environmental, social, and financial hardships, by offering strategies to improve mental and emotional well-being, as well as information on available financial resources.

The event includes a positive psychology workshop on resilience, mindfulness, and stress management, where participants will engage in reflective journaling activities. Students will also receive tools, such as a journal and a list of journal prompts to continue practicing mindfulness after the event. Following the workshop, participants will enjoy refreshments and can socialize with one another. Finally, a financial aid presentation will be delivered by the OASES office and 49er-Finish Program, where they will provide information on scholarship opportunities and financial support for nontraditional students.

The event aims to create lasting support for nontraditional students by strengthening a network of services, with the potential for future curricular development based on the workshop's framework. The goal is to foster a holistic, collaborative approach to student success, helping students thrive academically and beyond.

Logic Model

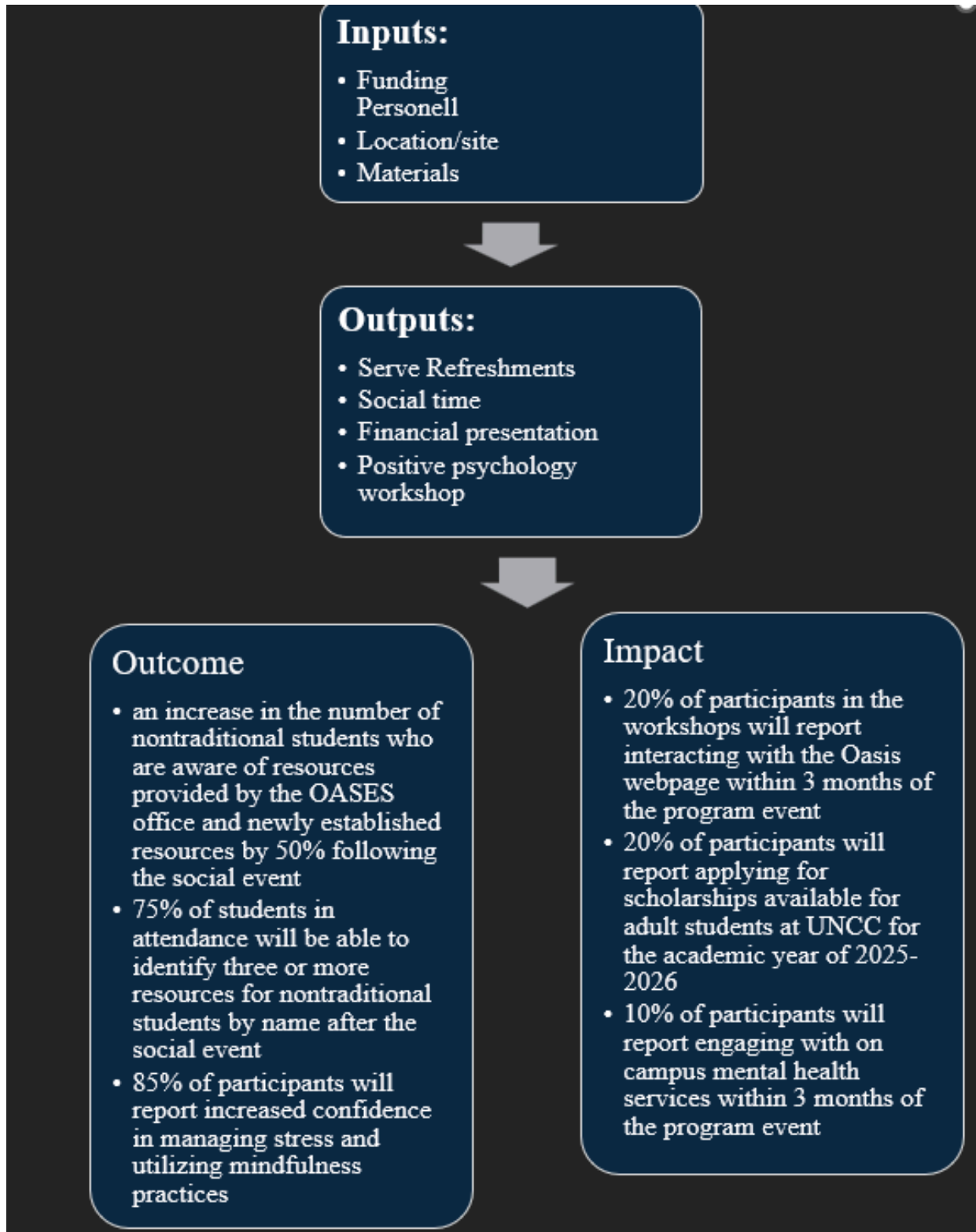


Figure 1. Logic Model represents the short-term and long-term outcomes for the Real-Life Resilience Program.

Planning and Implementation Timeline (GANTT Chart)

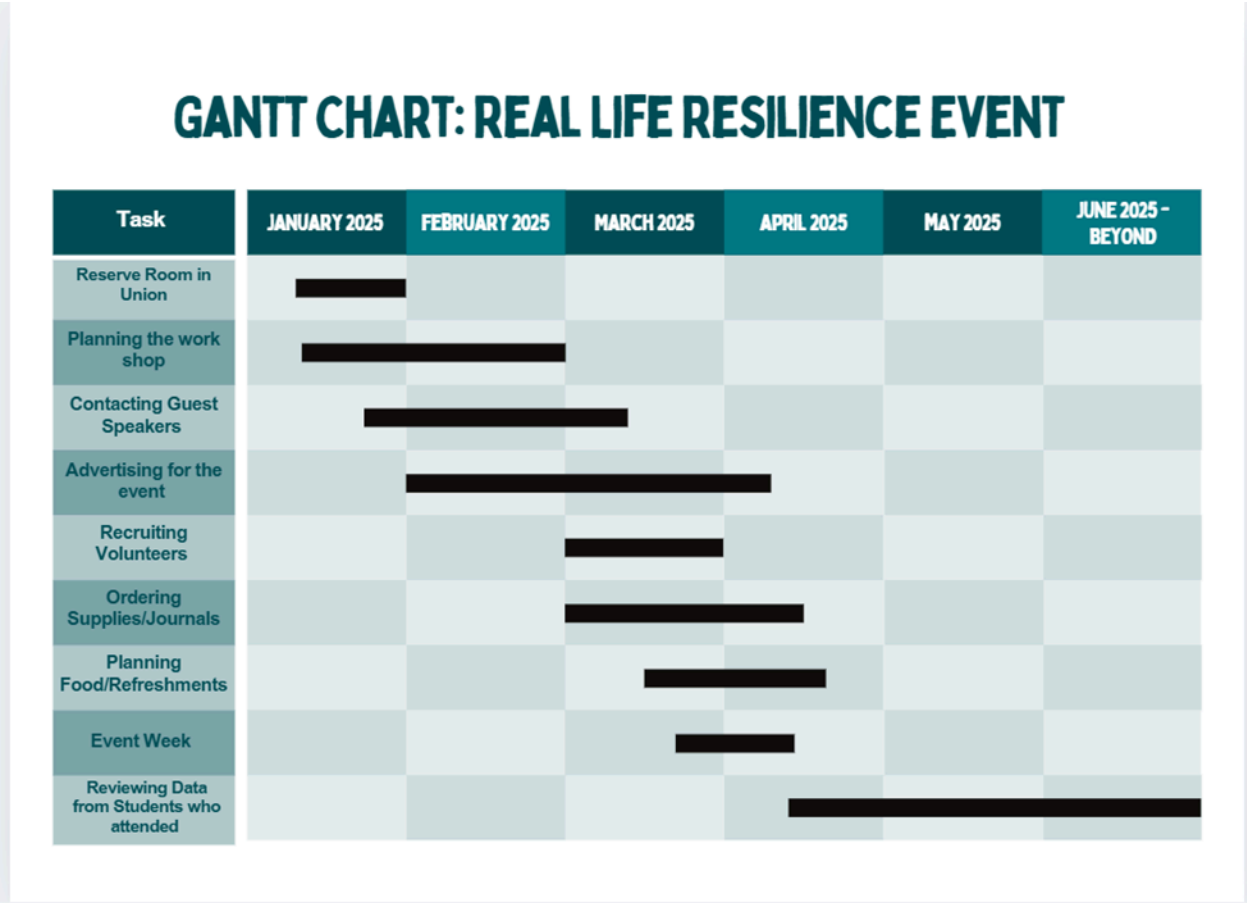


Figure 2. Gantt chart that represents the timeline for pre-program planning, hosting the event, and collecting the data post-event for Real Life Resilience.

Staffing/ Volunteer Plan

To run the Real-Life Resilience program, we’ll have a small team with clear roles to keep everything organized. The team includes a program coordinator, marketing leader, workshop facilitator, event manager and event volunteers. Each person has specific tasks to help the program succeed.

Table 1

Staffing and Volunteer Plan

Role	Responsibilities	Pay	Notes
Program Coordinator	They will oversee all program logistics, book the room, contact and book the guest speakers, and track and manage the budget.	\$125	Responsible for program success and smooth execution
Marketing Leader	Designs promotional materials such as flyers, yard signs, and social media posts. They will also handle the digital outreach and distribution of marketing materials on campus.	\$75	Prepare and distribute flyers in high-traffic areas across campus to maximize visibility. Collaborate with the OASIS office to ensure the flyers are emailed to all nontraditional students for broader outreach.
Workshop Facilitator	Leads the workshop by facilitating discussions, engaging participants in activities, and smoothly transitioning between segments, including introducing guest speakers.	\$100	Demonstrate exceptional public speaking skills and a strong understanding of positive psychology.
Event Manager	Manages all aspects of the workshop setup, including arranging the room, setting up the	\$75	Ensures the event runs smoothly on the day by addressing any issues promptly, maintaining a

	food, ensuring materials are ready, and supervising volunteers.		schedule, and fostering a positive experience for all attendees.
Event Volunteers	Assist with setting up, help with the check-in table, handing out materials, and light cleaning up afterward.	Unpaid 3-4-hour shift	Although volunteers won't get paid, they will be compensated with free food and the participation/attendance incentives

Evaluation Plan

Positive psychology concepts such as happiness, self-efficacy, fulfillment, etc. Are largely qualitative. On the other hand, quantitative methods allow for easier comparison across different groups or over time, making it possible to track progress or to compare the effectiveness of tweaking the intervention if we were to run multiple workshops. For example, quantitative data might suggest that overall stress decreased, while qualitative feedback could give clues as to what specific topics (e.g., strengths-based approaches) resonated the most with participants. Therefore, mixed methods are appropriate for this program because they provide actionable insights that can inform future workshops.

The first evaluation method we will be using to measure the effectiveness and fidelity of the program is a four-point Likert-scale assessment (see figure A3): the General Self-Efficacy Scale (GSE) (Schwarzer & Jerusalem, 1995). Implementing a Likert-scale assessment at the beginning and end of the workshop will help measure if participants feel they can achieve specific goals related to mental and emotional well-being because of the workshop, whether academic, social, or personal. This tool differs from the evaluations used in the broader study discussed in the program design because it does not assess immediate goal attainment related to

the workshop content, it measures differences in self-efficacy and confidence. The GSE is a well-being measurement tool that is already established and has proven its efficacy for this program. Again, the reason we are measuring different metrics of emotional well-being than the larger programs we were inspired by is that our workshop is being conducted over a much shorter period than those programs. Therefore it is unfair to measure our success by whether or not overall happiness or satisfaction with life has changed. Instead, we will be measuring how equipped participants feel to handle stressful situations both before and after the workshop.

Since this Likert-scale assessment is rather short at 10 questions, there is room to add our own assessment that will more specifically measure our objectives related to OASIS knowledge. The GSE scale and our researcher-developed assessment combined will take no longer than 10 minutes to complete and will be composed of 25 questions or less. This will be administered via a Google form where participants can scan a barcode in person and over Zoom to gain access to the form anonymously. Additionally in this survey, we will collect basic demographic information such as nontraditional student status and level of study. Completing both the pre- and post-workshop evaluation will enter the participants in a raffle for a \$25 Amazon gift card. Participants can also enter their email address for a chance to be a part of the long-term evaluation which will enter them in a raffle for a \$75 Amazon gift card.

Our second evaluation method will be a focus group or multiple focus groups 3 months after the workshop. Our focus group(s) will be composed of people who agreed to participate by entering their email addresses in the assessment on the day of the workshop. This will be a helpful method of evaluation for several reasons. The first reason is that it is the most plausible method for measuring our long-term objectives without having to request access to website analytics and scholarship application information which would be considered sensitive or

confidential. Ideally, this workshop will become sustainable and repeatable, and it may be worth ethically gaining access to this information to more accurately assess the impact of each workshop. We also believe that the focus group method is more ethical, albeit more vulnerable to bias due to it being a self-reporting method of evaluation.

Evaluation Tools

Table 2

Outcome objectives

<p>Outcome 1 an increase in the number of nontraditional students who are aware of resources provided by the OASES office and newly established resources by 50%</p>	<ul style="list-style-type: none"> ● Measured by 2 google form questions (see Appendix A1) ● Included in pre and post-tests because we are measuring a difference in knowledge
<p>Outcome 2 75% of students in attendance will be able to identify three or more resources for nontraditional students by name</p>	<ul style="list-style-type: none"> ● Measured by google form question (see Appendix A2) ● Specific resources on the questionnaire will be dependent on what resources are available closer to the time of implementation. Since starting this program, OASIS resource availability has changed. We do not want to speculate on what will be available five months after creating this plan. ● Only included in post-test
<p>Outcome 3 85% of participants will report increased</p>	<ul style="list-style-type: none"> ● Measured by GSE; first ten questions of the Google form. (See appendix A3) Higher scores indicate higher

confidence in managing stress and utilizing mindfulness practices	<p>self-efficacy.</p> <ul style="list-style-type: none"> ● Included in pre and post-test
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Table 3*Long term/impact*

<p>Impact 1</p> <p>20% of participants in the workshops will report interacting with the Oasis webpage within 3 months of the program event</p>	Measured by focus group (proportional 20%)
<p>Impact 2</p> <p>20% of participants will report applying for scholarships available for adult students at UNCC for the academic year of 2025-2026,</p>	Measured by focus group (proportional 20%)
<p>Impact 3</p> <p>10% of participants will report engaging with on campus mental health services within 3 months of the program event</p>	Measured by focus group (proportional 20%)

Limitations and Concerns

The first concern about implementing this program will be student turn-out. Our anticipated program date is Thursday, April 10th, and Friday, April 11th, 2025, in the evening from 6 to 8 pm. While this event is inclusive to all students, many nontraditional students are likely working other jobs, taking evening classes, or fulfilling their other obligations. In addition, we are inviting both traditional college students as well as nontraditional students to this event, so we may not get an effective sample size to determine the benefits of this program for nontraditional students. Lastly, a limitation for this event is attrition, where there will be fewer [nontraditional] students who will complete the survey questions post-event and attend the focus groups after the events (Buckley et al., 2014; Gustavson et al., 2012).

References

- Buckley, J., Yekta, S., Joseph, V., Johnson, H., Oliverio, S., & De Groot, A. S. (2015). Vida Sana: a lifestyle intervention for uninsured, predominantly Spanish-speaking immigrants improves metabolic syndrome indicators. *Journal of Community Health, 40*, 116-123. DOI 10.1007/s10900-014-9905-z
- Gustavson, K., von Soest, T., Karevold, E., & Røysamb, E. (2012). Attrition and generalizability in longitudinal studies: findings from a 15-year population-based study and a Monte Carlo simulation study. *BMC Public Health, 12*, 1-11. <https://doi.org/10.1186/1471-2458-12-918>
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). <https://userpage.fu-berlin.de/health/engscal.htm>
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Appendix

Survey Questions

Figure A1

Questions to measure whether or not students are aware of OASIS and its purpose.

:::

are you aware of the OASIS office at UNC Charlotte (Outcome 1)

yes

no

are you aware what resources this office provides and who it serves (Outcome 1)

yes

no

Figure A2

Questions to measure whether or not students can identify at least 3 OASIS resources.

select all resources you believe are provided for nontraditional students on campus (outcome 3)

Option 1

Option 2

Option 3

Option 4

Option 5

Option 6

Option 7

Figure A3

Questions from the GSE that will be included within our google form survey.

General Self-Efficacy Scale (GSE)				
	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I am in trouble, I can usually think of a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M.

Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp.

35-37). <https://userpage.fu-berlin.de/health/engscal.htm>