

ALL HANDS ON DECK MENTORSHIP PROGRAM

by

Caitlin Sosebee

A Senior Honors Project Presented to the

Honors College

East Carolina University

In Partial Fulfillment of the

Requirements for

Graduation with Honors

by

Caitlin Sosebee

Greenville, NC

May 2020

Approved by:

Tim Christensen, Ph.D.

Department of Biology, Thomas Harriot College of Arts and Sciences

## **Introduction**

Our first semester of freshman year in Honors 2000 was not only challenging, but it changed our perspectives on how we viewed the world and its problems. The Honors 2000 instructors had just revamped how they were going to teach Honors 2000, and we were the first honors students to be taught the new course. It focused on human centered design, an approach to solving problems by including the human perspective in all aspects of problem-solving, and it also introduced to us a new concept: gravity (“wicked”) problems. Gravity problems are problems that have no way of being solved. Someone can approach it from many different angles, and it would prove to be unsolvable. The class was split up into groups to come up with a gravity problem of our own and discuss ways to go about solving it, ultimately knowing it is impossible. At the end of the semester the class held a poster session in which everyone presented their wicked problems and explained how they were to go about solving it. After the semester was over, not only had we learned how to think critically to attempt to solve a problem, but we were able to work as a team to address an issue that was plaguing our world/community.

## **Honors 3000**

The concepts that we followed first semester led us to our second semester, Honors 3000, in which we picked our preference from the previous semesters’ wicked problems and were assigned to new group members for that wicked problem. The group that we were assigned to was stress on campus. The goal of this semester was to come up with a sustainable solution to the given problem, knowing that we would not be able to solve it. The first week or two was mainly about coming up with an idea for a solution to the problem. We would present as a group what our idea was, and we would receive “relentlessly direct” feedback and challenging

questions from the instructors as well as our peers. The following weeks were about tweaking our idea, working out the kinks, making progress towards a solution, and presenting to the class each week. Having to present every week was not the most enjoyable, but it definitely helped us to develop and strengthen our public speaking skills.

We faced many challenges throughout Honors 3000. We had to pivot and change our project 2-3 times, which was incredibly difficult because we had to come up with completely different ideas on how to solve the problem. Our initial idea at the beginning of the semester was to host events on campus to help students deal with stress. Some of these events would be puppies on campus, coloring activities, enoing on the mall, and many others. These events would occur during major events throughout the semester such as around midterms, reading day, and final exam week. This would give students the opportunity to relieve some stress and take a break from reality. We were pretty happy with our idea and honestly thought this would be a helpful thing for students to attend. During our presentation one week, one of our peers gave really helpful feedback that led to our first pivot. They asked us if we had thought about long-term solutions for stress on campus. We had not thought of our idea in that way, and we didn't want our solution to be a short-term one. We wanted this idea to be something that would last for longer than a few hours a couple times a semester. Thus, we decided to pivot our idea to something a little more sustainable and long-term.

Our next idea was to create a room on campus that would be a place that students could go to relieve stress. It would ideally be open every day and be accessible to all students. Inside the room would be things that would help relieve stress such as massage chairs, coloring books, books to read, yoga mats, etc. This room would be somewhere on campus that was convenient to students. We thought about putting one on college hill but realized that it would probably be

better to put it near the library, so it was more accessible. We knew that there was a room with massage chairs in the student recreational center (SRC) on main campus and we had the idea to get permission from the SRC to add to the room. We had a difficult time getting in contact with the right people for this idea, and we wanted to be able to implement this idea within the semester or at least in the next semester. Additionally, one of our peers mentioned that it would be redundant to add a room on campus, or even to add on to the one that is already there, because students already don't go to the room in the SRC. Once again, we had to come up with another idea to tackle the issue of stress on campus.

Our last idea, and ultimately part of our final idea, was to create a "big/little" mentoring program. This program would be based on the relationships that sorority members have. The idea was to have honors upperclassmen paired with the incoming honors freshmen to give them advice and help them out if they needed it. We ended up researching the topic of mentoring to get a better idea of how we would go about this. We did multiple interviews throughout the semester with a variety of people, most of them being students, and ultimately ended the semester with 168 interviews. These interviews served to provide us with information on how we would implement this program and whether or not students would be interested. We concluded that students would be interested in this type of program, but it would need to be started at the beginning of their freshman year in order to be beneficial. We were struggling with how to start this type of program, so we had a meeting with Dr. Katherine Ford, one of our instructors for the Honors 3000 class, to hopefully give us some insight and advice about our idea. She said that we should look into what the Honors College already does in regard to peer mentoring instead of trying to create something completely new. With this new information we spoke with the president of the Honors College Student Council. She mentioned that the Honors College EC

Scholars had a peer mentoring program already in place, but there wasn't much if anything being done for the rest of the Honors College. After this meeting, we were still struggling to implement our idea in any way that we could, and we had run out of time to act on our ideas since the semester was nearly over.

At the end of the semester we were presented with an amazing idea from our instructors. We were going to be allowed, for the first time, to carry on our project and use it for our Senior Honors Project. For our final exam, we had to create a "Go or No-Go" presentation that would state whether or not we would continue the project, who was going to be involved in continuing it, and how we were going to implement our idea, including a timeline of the events that would take place in order to complete the project. The members of our group that decided to continue the project were: Morgan "Lea" Nobles, Emily Patton, Ashely Elwell, and Caitlin Sosebee. We were very excited to continue with the project because we recognized a need among our peers, and we wanted to do our best to help meet that need. Thus, began our journey of helping incoming freshmen with their transition to college by creating a peer mentorship program.

## **The Research**

When beginning the initial project, it was asked, what is something that is a major problem on our campus that we see as students today. As suspected, many students brought up the idea of our campus having the "party school" stigma or sexual harassment issues seen across not only our campus but throughout the entire nation. Although major issues were being discussed, there was a simple one that was often overlooked: the impact of stress on college students. More importantly, the negative effect of that stress has on students. A poll which was carried out by the American College Health Association in 2015 stated that, on average, 34.4%

of college students reported to have stress impact them negatively. This stress was brought on by things such as academic performance, socially adjusting to life on a college campus, and financial difficulties when coming to college (Best Colleges, 2015). As a group, we wanted to first identify if students around us knew how to deal with stress on college campuses. This led us to conduct several interviews asking our fellow classmates, ranging from freshmen to seniors, how they chose to deal with stress in college. One answer was found in each of the interviews that was rather alarming for us. Students simply said that they do not know how to deal with the stress, and that they just allow it to occur, not really considering the impact it may cause on their mental health. After realizing this discovery, it was our goal to see how much stress did impact the students around us every day and the different ways in which we could allow them to find resources to cope with their stress.

In the article, “Independent and Relative Effects of Stress, Depressive Symptoms, and Effect on College Students’ Daily,” stress on college students was discussed and it stated that there are two subcategories of stress: chronic stress and acute stress. Chronic stress is defined as the ongoing stress that occurs in the past six months. This could be in a variety of categories including socially, financially, and romantically. Acute stress can be related to stressors that are short term, only mattering within a three-month time span. This can include exams, getting into a specific program, or having to conduct a presentation. Although both categories relate to a different variety of stressors, they lead to one thing, which is the fact that they have a negative impact on students. These negative impacts include decrease in sleep, binge drinking, tobacco use, and effect of appetite. There was a large correlation that when these four factors are affected, such as decreases in appetite, sleep, and increases in binge drinking or tobacco use, there is an increase in depression and suicidal ideations that are found in students. Although there

is a large impact on the health of college students when relating to stress, there was another simple truth that was discussed in the article when relating back to both categories of stress: both are unavoidable. Students will continue to always have stressors in their life; however, the way in which these stressors are dealt with, will determine how negatively impacted the students are from these stressors. Students who choose to use substances such as alcohol or tobacco products, or sacrifice needs such as sleeping or eating, are choosing to cope with stress in a negative way.

When reflecting on this article, we felt the need to ask our own classmates how they choose to cope with stress. This led to another round of interviews asking this question. One particular interview with Hansen Frydlo, an intended nursing major in the East Carolina University Honors College, spoke volumes. He replied that he chose to deal with stress, particularly from school, by attempting to put focus on other subjects such as sports or his social life. However, he stated that although this allowed stress to be distracted from schoolwork, new stressors were created from events happening in the other categories such as his social life. He was later asked if overall, he felt that this was an effective coping strategy. He then responded that he felt it was not; however, he was unsure of techniques to deal with the stress (Hansen Frydlo, Interview 10/2017). This led to the overall wicked problem to be created, which is that students are not learning effective techniques to cope with stress on college campuses.

Initially, our group did not take much note in literature when discussing healthy stress coping techniques. We felt that with us being students ourselves, we should be able to come up with activities that were healthy ways to cope with stress. We knew that having dogs present in stressful environments reduced stress for ourselves personally. We also knew that having activities, such as classes which taught healthy coping techniques, could be beneficial. However, after asking several students, they felt that those techniques were not overall beneficial as it only

aided in the relief of stress for a short period of time. They also did not have time to go to activities or classes so this would not be beneficial for them, either. This led the group to then revert back to literature in order to see how others dealt with this problem. A particular article, called “A Comparison of Four Stress Reduction Modalities on Measures of Stress Among University Students,” discussed four modalities that allowed stress reduction for students in a healthy manner. The first spoken modalities were massage chairs. A study showed that after a fifteen-minute session in a massage chair, a stress hormone, cortisol, is lowered in an individual ultimately reducing anxiety and stress in an individual. Sitting meditation was another technique that was associated with the release of lowering cortisol while also boosting blood flow, creating more energy for an individual. Another machine relating to stress relief was the Chi machine. This machine rocks a body back and forth for five to fifteen minutes. By doing so, it increases blood circulation, increases energy and mental focus, and places a person in a state of relaxation. The last modality that was discussed was a rejuvenation lounger. This lounger combines light, sound, and vibration to produce a whole-body relaxation experience. This is due to the effect that is created from the vibrations of the sound as well as the light which creates a state of relaxation for the individual (Bennion, Debeliso, Olpin, 2018).

As discussed in the introduction, our group decided that we could take these techniques described in the article and create a room on campus. This room could be an outlet for students to visit, at any time, where they can reduce stress. Although this was a great idea in theory, logistically creating a room on campus was not practical. We continued to look at techniques, such as a big little program, but from several interviews, the interest was not there for the students to participate in such a program. This led the group to be brought back to the literature once again. After discussion with our mentor, we decided to look into a smaller scope of stress



relief. We wanted to now focus on the specific group of freshmen and their major stressors with college. After conducting several interviews once again, we decided to look into the idea of an adjustment process for college freshmen. A particular article was looked at titled, "Coping Styles as Predictors of College Adjustment Among Freshmen," which discussed the common stressor among college freshmen when adjusting to college. In the beginning of the paper, it states that due to freshmen having a greater amount of freedom and free will to make their own personal decisions, they are unsure of how to properly handle this new aspect of life. Students are now having to understand how to pick certain classes for their major, manage their time properly between a social life, school and often time employment, as well as keep a healthy schedule of when or what to eat or staying active, as these factors help maintain a good mental health (Leong, Bonz, Zachar, pg. 212, 1997). Later on, the article continues to discuss coping mechanisms that freshmen find the most helpful. After conducting a survey, it was found that a majority of freshmen find that having a positive support system that they are able to go to with emotional and instrumental topics, as well as provide a source of planning, helps the adjustment process the greatest (Leong, Bonz, Zachar, pg. 215, 1997).

When bringing this literature to Dr. Ford, she suggested that we revisit the idea of a "big little program" but to make it more into a peer mentoring program. Having a mentor can provide the freshmen with the needed support system, allowing them to have a resource to go to that can answer questions not only about school but also everyday problems. Although we had the idea of wanting to do the program, we were unsure of how to successfully create a program. This led us to look at the article titled, "Developing a Successful Peer-to-Peer Mentoring Program." In this article, the goal was to pair a mentor who is older, with expertise in the company, with a new employee. There were three major aspects discussed when creating a program: the topics that the

mentor helped the mentee guide, the actual pairing of the mentor and the mentee, and how to implement the program activities. The researcher felt that the best way to gain insight of what topics to focus on within the program was by sending out a survey to the future mentors on topics in which they wish they knew when coming into the company. This was found to allow a perspective to come from individuals who had been in the same experience as those who are going through it currently. They knew of the conflicts that they were presented with when they were introduced to the company, and they can use their expertise of how they handled these conflicts to give advice to those now facing those similar issues. Once the researchers had topics to focus on for the program, they then needed to have a way to pair mentors with the mentees. They decided to pair subjects randomly because they believed that doing so would allow a mentee to learn to interact with someone whom they typically would not outside of this program. Researchers stated that when doing pairings at random, the new employees learned how to create diverse relationships, which carried them further in making connections in the future with the company. Lastly, implementation of the program was conducted. It was found that the mentors and mentees needed to be held accountable for going to programs for the research. The program also needed to be at least three to four months in length. Research showed that the participants believed this was the needed amount of time for the mentor and mentee to become comfortable with creating a relationship on a more emotional level. Having this type of relationship allows the mentee to feel more comfortable with going to the mentor with conflicts related outside of just their employment, but everyday life as well (Arts, Furimsky, Lampson, 2014). Having these factors in mind allowed our group to create the final product of our project, a peer mentor program for the East Carolina Honors College.

## **Honors 4500 and 4550**

We set out our sophomore year knowing that the project that had grown from the Honors 2000 colloquium would be our senior honors project. Even though we had an idea, we still had a lot of work to do and plenty of challenges to face. Our project continued to grow and change throughout the Honors 4500 and 4550 sections of the project, with the end result being the project that is now implemented in Gateway residence hall.

### *Honors 4500*

We completed the Honors 4500 section of our Senior Honors Project in the Fall of 2018. Honors 4500 proved to be very challenging for the group, because at this point, we were down to four group members and there was no reserved class time to meet. In the face of inevitable changes to the project, our group continued to search for how best to help high school students transition into college.

Initially, our idea was to implement the mentorship program with the incoming class of 2022. It was important for us, in this timeline, to have a control group of freshmen that we could use to implement a trial run of our project. At this time, the plan was that each of the four team members would act as mentors to a few honors freshmen to better understand the wants and needs of someone transitioning into college. Our group sent a survey out to the freshman class in an attempt to assess interest in the program and find possible mentees. Unfortunately, we had a very low response rate and were forced to consider alternatives. At this point in the semester, it seemed that most freshmen no longer needed help transitioning into college. As written in the Honors 4500 Midterm Report, Morgan “Lea” Nobles states “So far this semester, as a group, we have been able to create and send out an email with an interest survey, to which we have gotten no response. I have seen this as a big failure as it is essential to have students to mentor for our

project to work. Because our program doesn't seem to be working or gaining interest, I believe that it is time to look at other ideas for peer mentorship.”

In week seven, we had a pivotal meeting with Tim Christensen, our mentor for the project. We told him the challenges we were facing, and he helped us to brainstorm new potential ideas on how to provide advice and assistance to students. We came up with three ideas: an email address in which students could ask any questions they may have, an honors ambassador program, and a Facebook page forum. We decided that the forum seemed to be the most realistic idea and set to work designing and implementing a Facebook forum in which students could discuss their professors, discuss classes, and give each other advice. We invited everyone we knew in the honors program to the page and had a link sent out over the honors listserv. Despite our best efforts, we still had low interest in the forum. We had to yet again refocus our project in a manner that would gain interest and participation.

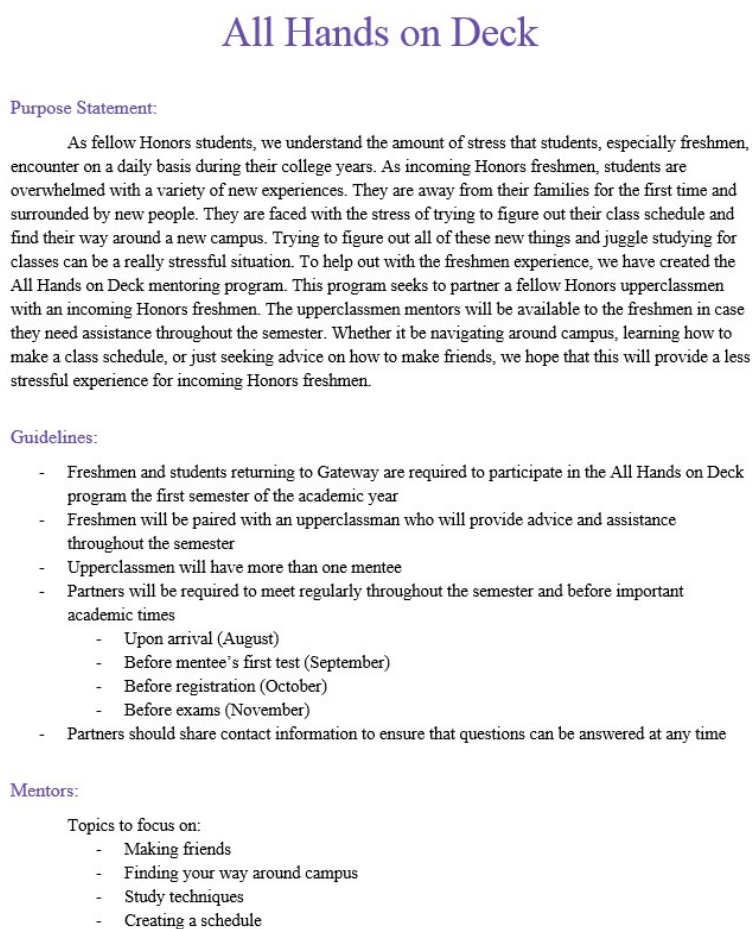
From there, we reached out to fellow honors students and asked about programs that they might be interested in. When speaking to one student, we were informed that the Honors College Program Director, Dr. Diane Majewski had been interested in our original idea of a mentorship program. In hopes to revive that idea, we met with Dr. Majewski. The meeting proved to be very fruitful, and we decided that the mentor program would be required of all Gateway residents. Under this model, the incoming freshmen would be mentees, and the returning upperclassmen would be the mentors.

Just before winter break, we attended the “Return to Gateway” meeting with Dr. Majewski and informed the returning students that we would be implementing the mentorship program. There were upwards of 60 students returning to Gateway the following year, and these students would be required to act as mentors to the freshman class of 2023 the following fall

semester. In the Honors 4500 Final Report, Emily Patton wrote “They will be required to meet with each other for the first semester; however, we know how busy students are, and we are thinking that they will only be required to have three meetings. One of these meetings will likely be a “kick-off event,” where the pairs are introduced. We are not asking for these students to become best friends, but we would like for them to develop a relationship where the freshman can go to the upperclassmen for help and ask them any questions they may have about school or the transition to ECU. Along with this, we are only making the meetings mandatory for the first semester in the hopes that the mentor/mentee will build a strong relationship and will continue spending time with each other during the second semester. Exiting Honors 4500, we finally had a program that was soon to be implemented.

#### *Honors 4550*


We continued our project in Spring 2019. For our group, this semester was about implementation and logistics. We continued to work closely with Dr. Majewski to create the program, which would be implemented for the first time in Fall 2019. Through our work we created a Guidelines document (Figure 1), which outlined our purpose statement and the rules and requirements for our document. We also created a chair on the Honors College Student Council to ensure the continuation of the program after our graduation. The following documents (Figures 2 and 3) were created by our team to present to the Gateway mentors, as well as at Research and Creativity Achievement Week (RCAW) and the Innovation and Entrepreneur Showcase.

**Figure 1.** The Guidelines Document**Figure 2.** Abstract Submitted to RCAW

“At the beginning of our freshman year, we were assigned the project of addressing a “wicked” problem, or a problem that is insoluble. Being tasked with this, we decided to address an issue that directly affected us, and thousands of others: stress on college campuses. With this in mind, we set out to cure the stress of an everyday college student. From here, we decided to host events that would be helpful for students in stress relief. Our idea was to hold events to help reduce stress. After conducting more than 200 interviews, we learned that students felt that these events would be more of a distraction from their stress, than a solution. We then decided that we should produce a more permanent solution to stress through mentorship. We decided to create a program in which incoming freshmen could participate to help relieve the stress of the transition. The program would be optional, yet highly encouraged. For the program, an upperclassman would be paired with a freshman based off of their major. We planned to work with an Honors 2000 group, who would be our control group, unfortunately we had very few responses. Left with no participants and what seemed to be a lack of interest, our group decided to pivot once again. We decided to create a

Facebook page for Honors students, similar to “Rate my Professor”. Several people joined the Facebook page, however, no one besides our group posted. We were at another dead end, and we had no more ideas to turn to. With no idea how to proceed, we met with Dr. Majewski and learned her ideas for a mentoring program. The program would be implemented inside of Gateway. All incoming Honors freshmen, and all returning upperclassmen, would be required to participate. Freshmen would be paired with upperclassmen and they would be required to meet a couple times a semester. This program would serve to help freshmen with their stress by providing them with a mentor that can answer any question they may have. We are currently working on coming up with requirements for the program and a way to track success. As of now, the program will be mandatory for the fall semester, and optional for the spring semester. Our ultimate goal of “All Hands on Deck” is to provide freshmen with a less stressful first semester, and also provide an opportunity to develop lasting friendships within the Honors College.”


**Figure 3.** Poster Presentation for Senior Honors Project



RESEARCH  
& CREATIVE  
ACHIEVEMENT  
WEEK

Honors College  
Diane Majewski, Ed. D., Tim Christensen, Ph.D.

Ashley Elwell, Emily Patton,  
Morgan Nobles, Caitlin Cartwright




### All Hands on Deck: Honors College Mentoring Program

**Our Wicked Problem**

A **wicked problem** is one that seems unsolvable. Upon entrance to the Honors College, we were challenged with choosing a wicked problem, and solving it.

As our freshman year progressed, we targeted many different wicked problems, but finally situated on one that was the most prominent in our lives: stress on college campuses. Originally, we attempted to hold events that would reduce stress and create stress management rooms. After conducting 168 interviews, we learned that students wanted a more permanent solution to stress, rather than distractions.

It came to our attention that the college transition was particularly stressful for students. One interview in particular suggested a mentorship program. From there, we took the idea and ran.




We faced many challenges throughout our project and pivoted several times within our mentoring idea. Initially, we wanted to mentor a small group of honors freshmen ourselves. After deciding that would not have a large enough impact, we created a Facebook page in which students could share their college experiences with one another. The page, however, did not gather enough interest. Out of ideas, we contacted the Director of Programming and Special Projects for the Honors College, Diane Majewski. With her help, our project took a final pivot.

**Our Project**

In an attempt to lessen the stress of transition to college, we created a mentor program. Honors students who choose to return to Gateway are required to act as a mentor to the freshmen in the dorm.

Through this mentorship, we hope that freshmen will have access to someone who can answer their questions regarding stressful topics, such as registration, campus involvement, and study techniques. We have created a Rules and Requirements document that students will have to follow in order to complete the mentor program. The first annual All Hands on Deck will be held in Fall 2019.

We recognized the importance of carrying on this project, so we will be passing it on to the Honors College Student Council, where our group members can assist as needed.





**Figure 4.** At Research and Creativity Achievement Week, from left to right: *Caitlin Sosebee, Ashley Elwell, Emily Patton, Morgan “Lea” Nobles*

**Figure 5.** At the Innovation and Entrepreneurship Showcase, from left to right: *Ashley Elwell, Morgan “Lea” Nobles, Caitlin Sosebee*



## Implementation

Before “All Hands on Deck” could be officially implemented in Fall 2019, we had to create a document with the guidelines for the program. In this document, we said that all Honors College students living in Gateway would be required to participate. The freshmen would be paired with an upperclassman who would provide advice and assistance throughout the semester. Since there are more freshmen living in Gateway than upperclassmen, the older students will have more than one mentee. Partners would be required to meet regularly throughout the semester and before important academic times. We also decided that they should meet once a month. We wanted to plan a kickoff event upon their arrival in August, where the mentors and mentees would be able to meet each other and learn about the program in a fun way. We figured their next meeting could be in September since that is around the time they will have their first test. They could also meet before registration in October. Registering for classes can be a very stressful time for students, and if they are able to ask questions to someone that has been through it, hopefully, it can make it easier for them. The last meeting of the semester would take place in November before final exams.



We wanted the mentors to focus on a variety of topics. The mentors and mentees do not have to be friends forever, but we do want the mentees to be able to have a friend as soon as they get to college. It will allow them to have someone to talk to, if needed. College can be a really lonely time and having someone to ask basic questions about college life in general is a really great resource. We also want the mentors to discuss study techniques with their mentees. Similarly, the mentors could help their mentees create a schedule, or help them with using a planner. Lastly, something simple that can cause a lot of stress as a freshman is navigating the campus. Upperclassmen can easily help freshmen figure out where classes are, where they can go to print, the best places to eat, and other things of that nature. Ultimately, it is up to the mentor and mentee what is discussed during their meetings, but these are some of the topics that were suggested to them.

The “All Hands on Deck” mentorship program was implemented for the 2019-2020 school year and it was successful! It is going to be continued for next year as well. Dr. Majewski sent out an email at the beginning of February with the guidelines for next year. They have changed slightly from our original document, after learning what has worked over the past year. Students returning to Gateway will be called Team Leaders. They will mentor 5-6 honors freshmen throughout the year. They will help the freshmen move into Gateway East, and they will attend the back to school party on August 20<sup>th</sup> with their mentees. They will also be required to attend the service day in August, three town hall meetings, and three other Honors College events throughout the year. This allows them to become more involved in the Honors College, which will really help them feel like they are part of a community. The team leaders will also have to provide assistance with fall class registration, which was one of the things we initially thought was important. Most importantly, team leaders should be a good representative of the

Honors College. One of our goals was to create a program that would continue after we are gone, and this is happening, which is very exciting for us. We wished that we had a program like this as freshmen, and we're glad that we were able to create it!

### **Personal Reflection**

Developing this project has been a challenge, to say the least, but it has been a rewarding challenge and not something I have taken lightly. As a freshman starting college, I didn't know what to expect from Honors 2000 and 3000. All I knew was that they were required classes that I had to attend in order to graduate from the Honors College. I had no idea the effect that they would have on my college experience and on the students that our program would come to impact. These classes taught me how to view the world in a different way, and how to think of solutions to everyday problems. They also allowed me to be able to make an impact on the lives of other people. When our group decided to create a peer mentoring program, we didn't know where it was going to take us. We thought it would just be a requirement for a class, and that once the class was over that would be the end of it. We decided to carry on this project because it started to mean something to us, and we actually believed that creating this mentoring program would help and make the lives of freshmen entering college easier.

As a freshman in college, I wish that I would have had access to a mentoring program. I believe that I would have met people sooner, found my way around campus sooner, and just had an all-around better experience. Having a mentor would have given me someone that I could talk to if I had any questions when registering for classes or if I needed help finding a building on campus. By creating this program, it was our hope that the freshmen would develop friendships with their mentors during the semester and that they would want to continue that friendship into

the next semester. This program has not only impacted student's lives, but it has also transformed the Honors College.

The development of this project was challenging as there was no mandatory time that our group would have to meet. We had to schedule time to work on this project, which was difficult since we all had busy schedules with school and work. Somehow, we managed to make it work because we successfully created and implemented our project and it seems to be working well. Our group worked well together during the planning and implementation stages. We all contributed equally to the project, but we all had separate roles. I mostly kept everyone on task and made sure that we were sticking to deadlines. Our group was pretty open with discussions and communicating. If one person was not contributing as much to the project as the others, we were open to discussing the issue and were able to resolve it quickly.

Overall, this project has taught me that through hard work and determination you can create a successful product. It has allowed me the opportunity to work alongside others who come from different backgrounds to create a potential solution to a problem. Working in a group has always been a struggle for me because one person always ends up doing all of the work. However, after this project, it has shown me that working in a group with people that want the project to succeed as badly as I do makes it more fun, and it also makes it easier to reach the end goal. I am very pleased with how well our project has been implemented and the success that it has had already. I hope that the All Hands on Deck mentoring program will continue to be successful and help incoming freshmen adjust to college life.

## References

- Bennion, Erica, Michael N. Olpin, and Mark DeBeliso. "A Comparison of Four Stress Reduction Modalities on Measures of Stress among University Students." *International Journal of Workplace Health Management* 11.1 (2018): 45-55. ProQuest. Web. Accessed 27 Jan. 2020.
- Dalton, Elizabeth D., and Constance L. Hammen. "Independent and relative effects of stress, depressive symptoms, and effect on college students' daily health behaviors." *Journal of Behavioral Medicine*, vol. 41, no. 6, 2018, p. 863+. *Gale OneFile: Health and Medicine*, <https://link.gale.com/apps/doc/A560606331/HRCA?u=ncliveecu&sid=HRCA&xid=585ee2cb>. Accessed 3 Feb. 2020
- Frederick T. L. Leong, Margaret H. Bonz & Peter Zachar Coping styles as predictors of college adjustment among freshmen, *Counselling Psychology Quarterly*, 10:2, 211-220, (1997) DOI: [10.1080/09515079708254173](https://doi.org/10.1080/09515079708254173) Accessed 27 Jan. 2020
- Furimsky, Ivana, Karen Arts, and Sarah Lampson. 2014. Developing a successful peer-to-peer mentoring program. *Applied Clinical Trials* 22, no. 12: 27-30, <https://search.proquest.com/docview/1477195588?accountid=10639>. Accessed 3 Feb. 2020
- Interviewee Frydlo, Hansen. "How to cope with stress." Interview by Ashley Elwell. October 2017
- "Student Guide to Balancing Stress." *BestColleges*, BestColleges.com, 8 Nov. 2015, [www.bestcolleges.com/resources/balancing-stress/](http://www.bestcolleges.com/resources/balancing-stress/). Accessed 3 Feb. 2020