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WHAT IS THE PERCEIVED EFFECTIVENESS OF THE ON-CAMPUS SERVICES FOR STUDENTS WHO STRUGGLE WITH SUBSTANCE USE BASED ON THE PERSPECTIVES OF THE STAFF MEMBERS?

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

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In Partial Fulfillment

of the Requirements for the Degree

Master of Social Work

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by

Karen Rocio Flores

Megan Lee Urquidi

June 2019

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ABSTRACT

There is an increased risk in college aged students to engage in problematic substance use. The culture and perceived college experience endorse substance use, whether it is through alcohol, marijuana, or other related drugs. Students are susceptible to these behaviors that can later turn into addictions. Literature supports that this population benefits from the availability of on-campus support groups and services related to substance use. This study provides insight into the perceived effectiveness of campus-based services that are directed to assisting students with substance use. More specifically, this study explored the views of staff members that deliver these services in order to gain insight about how students benefit from accessing these resources. The data was gathered by conducting face-to-face interviews in which responses were audio recorded on an electronic device and later transcribed into transcripts. The transcripts were analyzed and coded for themes and concepts that surfaced throughout the participants' responses. The results obtained demonstrate significant aspects of how services can impact the student's struggles with substance use. Ultimately, this research builds on the need for this population to have campus-based services accessible and the importance of integrating social work practice to further assist them.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

The introduction will begin with a problem statement that will introduce the issue at hand, the population that will be the center of this research, practice frameworks that show how the needs and issue are addressed, and a description of the proposed study. The following part of this introduction will explain the purpose of the study, provide an overview of the research methods to be applied, and the significance within the social work profession.

Problem Formulation

Substance and drug abuse can be experienced by anyone and can have varying levels of severity and consequences, including the development of addiction. Substance abuse is dangerous to the individual in regard to their health and it can also affect other aspects of their lives, which can negatively impact their overall functioning (Dance, Galvani, & Hutchinson, 2014). Individuals who struggle with a substance use disorder will more than likely experience adverse outcomes such as dropping out of school and severe complications to their overall health. Specifically, college students are at risk for using substances due to various factors such as stress or influence through their peers and settings. Approximately 5.4 million full-time college students drank alcohol in the past month, with 39% engaging in binge drinking and 13.2% engaged in heavy

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alcohol use, and about 22% used an illicit drug (Lipari & Jean-Francois, 2016). Based on research, statistics show that the use of substances among the college student population is high and there is a need to address this issue as many will struggle with seeking and accessing the help they need. Students who are looking to recover from substance use may often find it difficult to achieve due to the lack of support from their environment. A significant form of intervention for this particular population can begin with the involvement of the school and increased with collaboration of social workers and counselors working with individuals who are students. The services that are provided to individuals who struggle with a substance use disorder should be based on the difficulties they are experiencing and must be appropriately tailored to their needs (Dance, Galvani, & Hutchinson, 2014).

For social workers, being aware of how a client is affected at the individual level can increase the effectiveness and success of treatment. As stated beforehand, substance and drug abuse can be damaging to an individual's overall functioning, but if addressed change can be initiated and treatment can be sought. Social workers that aid this population can benefit from acquiring knowledge about the services offered through the schools because they can help link their clients to these resources. Additionally, social workers that are familiar with campus-based resources will have a greater understanding of how effective the services are in regard to their client's treatment. The availability of programs that support the recovery of students within the school system can be increased

through the review of research that discusses the benefits in developing these services and the importance of addressing this issue.

The Association of Recovery in Higher Education explain that collegiate recovery programs address the need to support individuals who are in the process of turning their life around by abstaining from substance use and increasing the accessibility for services and treatment. On a macro level, a small number of universities nationwide have incorporated campus-based services that provide support to students managing their addiction and problematic substance use. The administrators of these universities should be more involved in addressing substance use by developing policies specific to this issue as it affects the students enrolled at their campus. However, the idea of providing on-campus services related to this population is still quite new among this institution, despite the growing issue of substance use among their students, which limits the involvement of key administrators.

Examining how a college student's recovery process is influenced by on-campus support groups can provide insight on their experiences and help to identify factors that contribute to the maintenance of their sobriety. Developing an understanding about what college students must overcome to reach and maintain sobriety can provide useful information as to what the needs are for this population. Researchers have asserted that all on-campus recovery programs share the same purpose but do not necessarily have one universal model (Laudet, Harris, Kimball, Winters, & Moberg, 2016). Assessing the perception of

the staff that closely work with these students can help to determine if there are any missing aspects or additional resources required to facilitate the recovery and sobriety process of the individual. The use of on-campus services for substance abuse can help reduce stigma as it normalizes the journey of recovery and increases the understanding of the importance of peer support on recovery.

College students who struggle with substance or drug abuse find it difficult to manage their obligations and maintain their perceived roles. Researchers have found that college students struggle to meet the demands of their educational career and the requirements of maintaining their recovery (Bell et al., 2009). College students who experience addiction have a different set of priorities and require additional support, as seen by students who were interviewed and expressed that their recovery was a higher priority when compared to their academic demands (Bell et al., 2009). Based on the responses the researchers obtained, it is clear that working to maintain recovery becomes the top priority for college students which increases the need for support to be available through the school itself. Obtaining an understanding of how college students view their recovery can help improve services and encourage the implementation of additional supportive resources. After analyzing this information, it is evident that greater insight about these services are needed in order to better help this specific population. Unfortunately, there is a lack of research that discusses the gaps within these services which inadvertently overlooks what could be improved upon.

The problem that will be addressed by the present study is the effectiveness of the on-campus services for college students and how it contributes to their recovery. There is a support group offered at the Cal State San Bernardino (CSUSB) campus called SMART Recovery and other services that are provided through the Student Health Center that help students through the course of their schooling. The effectiveness and accessibility of these services were examined through the perspective of the staff involved. It is possible that the information gathered can provide additional evidence for the need of services for college students battling substance use.

Purpose of the Study

Students in recovery are exposed to a unique college experience that can make social interactions difficult. Due to the desire to maintain recovery there is an attempt to avoid "mainstream" social engagements that involve the use of alcohol, which can cause college students in recovery to feel isolated (Bell et al., 2009). College students in recovery become more mindful of their social interactions and environment, and the availability of peer support can help reduce feelings of separation and loneliness within their environment. Our study was an attempt to evaluate this issue further by assessing the effectiveness of the on-campus services through the perspective of the staff involved in the provision of the services.

The purpose of this research was to gauge the effectiveness of the on-campus support group, SMART Recovery, and other resources made available for drug and substance abuse based on the experiences of the staff involved. This study provided detailed information about the unique perspectives of the staff that work with these services and the students themselves. The staff were able to express their views of the on-campus support services and the extent to which they are utilized. Conducting interviews with the staff involved in the provision of the on-campus support services for drug and substance abuse provided significant data on the accessibility, convenience, and effectiveness of the services.

The research design was qualitative as this would be the most effective in examining on-campus support services based on the perspectives of the staff members. Utilizing first-hand experiences and perspectives was the most beneficial for the presented study because it provided in-depth information about this topic. Researchers have addressed the importance of peer support and its relation to recovery as it has been shown that peer support is necessary for belonging, understanding, and hope (Bell et al., 2009). Based on the perspectives of the staff, our study examined the effectiveness of on-campus support groups and related services which determined potential aspects that could be added to the services and in turn benefit the students who utilize them. The target population for our study involved staff members from the Student Health Center who work with the on-campus support group and other services for

substance abuse. Participants were obtained through a combination of convenience and snowball sampling, as this facilitated and ensured that we gathered sufficient participants. The investigators of this study aimed to conduct one-on-one interviews with staff members. Overall, this design appeared to best address our research question through the involvement of the specific population necessary to evaluate the effectiveness of the on-campus support services.

Significance of the Project for Social Work Practice

The present study will contribute to social work practice because the results could potentially provide a better understanding of how these services could be more effective and supportive throughout treatment. Determining new details about how this population can be helped and supported would increase the likelihood of maintaining sobriety and the completion of their college education. This study will add to the current body of research by assessing how staff members view the effectiveness, support, and accessibility of the services provided on-campus. This research will help identify barriers to the services and determine key aspects of campus-based support that greatly influence the student's sobriety.

Members of the NASW were surveyed to determine the commonality of clients struggling with substance abuse in various social work settings (Smith, Whitaker, & Weismiller, 2006). Assessing the number of clients struggling with substance abuse can help determine the occurrence of the problem and also the

various approaches that are taken to alleviate the problem by social workers. Clients struggling dealing with substance abuse make up about 70% of the cases social workers receive (Smith, Whitaker, & Weismiller, 2006). The prevalence of clients who struggle with substance abuse among the various social work settings further demonstrates the importance of continuing to strengthen the various treatments and approaches used to target substance abuse. Substance abuse brings about different struggles depending on the individual who is being affected, which is why it is important to consider their unique experience and perception. The potential findings of this study will help expand on what is known about students struggling with substance abuse by pinpointing significant services that positively influence their sobriety. Results obtained will also help recognize what is currently working in implementing school-based services and help social workers use these findings to advocate for change across campuses.

It is crucial for social workers and other professionals to take into consideration the uniqueness of the experience of a college student in recovery because understanding how it can be impacted by an on-campus support system can help improve treatment effectiveness. Support groups that are convenient and easily accessible help ensure that college students are able to sustain their sobriety while being able to maintain their academic schedule (Bell et al., 2009). College students require support for both their recovery process and their academics, which can be facilitated by having access to services that allows them to properly manage all the demands and expectations they are faced with.

This project sought to understand the effectiveness of the on-campus services for students in recovery based on the knowledge and perception of staff members. The research question of the present study is "what is the perceived effectiveness of the on-campus services for students who struggle with substance use based on the perspectives of the staff members?" The following questions guided this project: How would you describe the effectiveness of the services that are offered to students who struggle with drug and substance use? What changes would you make to the on-campus services that are offered? What do you believe is the most beneficial aspect of the services that are provided on-campus?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will first provide an examination of the literature related to the issue of substance use among college students and the need for services located on campus. The subsections will address the behaviors surrounding alcohol use among students and the on-campus services available to students. The final section in this chapter will discuss the following theoretical perspectives that will be guiding this study, including Ecological Perspective and the Transtheoretical Model.

Drinking Behaviors Among College Students

There is a growing issue among young adults in college with binge drinking and prescription abuse, as 39% are binge drinkers while 25% meet the diagnostic criteria for substance use disorders (Steiker, Grahovac, & White, 2014). From those students battling substance abuse, 37% of them are afraid of reaching out for help because of social stigma, which in return lowers the recognition that there is an increasing need for assistance among this population. Steiker et al. (2014) point out that primary influences on students shifts from family to peers as they enter adulthood, which then makes peer support critical for young people in recovery while college norms hold the potential of

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endangering their sobriety due to stigma, increased substance availability, and academic stressors.

College students may or may not view their substance misuse as problematic, which in turn influences their decision to seek treatment. Researchers suggest that age influences the assessment of consequences and help-seeking behaviors. It was found that older college students were more likely to seek treatment and support for their substance misuse (Cellucci, Krogh, & Vik, 2006). It is possible that the duration of the substance misuse can increase the likelihood of seeking treatment, which could be related to the age of the college students. College students who have sought out professional help in the past would be more likely to seek out help for their substance misuse (Cellucci, Krogh, & Vik, 2006). Developing a comfort in seeking professional help can provide a decreased worry of stigma and limit any anxiety that may arise when individuals seek help for substance abuse. Being aware of college students' comfort in seeking help for substance abuse can largely impact how treatment is offered and promoted.

College campuses are viewed as social settings in which alcohol use is seen as part of the culture and experience. DePue and Hagedorn (2015) reported that binge drinking is more prevalent on college campuses than any other time in history due to the norm of drinking in this environment where there are sorority/fraternity parties, bars and pubs that are located near campus. They elaborated that college students are at risk of developing substance use

disorders as a result of binge drinking, exposure to drug experimentation, and peer pressure. There are many consequences that arise from this issue among college students such as low physical health, difficulty maintaining academic and work responsibilities, relationships are affected, and law involvement. The authors of this study noted that college students striving to maintain their sobriety would have to ensure that their environment is substance-free which results in staying away from friends and events that involve the use of substances.

<center>On-Campus Support Services</center>

There are several considerations that must be looked at when analyzing the prevalence of college students in recovery. Researchers found that the mean age of students requiring professional services for a substance use disorder was 20 years old (Laudet et al., 2016). Providing college students with on-campus services for substance use can largely impact their ability to reach recovery and maintain it. It was found that about half of college students nationwide enrolled in an on-campus recovery program at the beginning of their academic attendance and on average participated in the program for seven semesters (Laudet et al., 2016). On-campus programs and services provide college students with the opportunity to continue their recovery work while continuing their education. Students are able to widen their support system by having access to these services that empowers them with the opportunity to seek and receive help while staying on track with their academic coursework.

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There is a significant impact that arises from recovery resources that are located on-campus, as Misch (2009) explains that off-campus services fail to effectively meet the needs of recovering students. Students struggle to maintain sobriety as the college setting revolves around alcohol consumption and the use of other substances, which can cause students to feel alone as they navigate their school life. Their sense of alienation forms from a conflict that challenges them to think in terms of recovery versus academics, while simultaneously learning to adapt to a limited social world in which a few of their peers understand the difficulties and commitment that recovery entails (Misch, 2009). The author states that the absence of on-campus support groups and programs make it less likely for a student to consider, begin, or maintain the process of recovery. The experience of schools that have incorporated on-campus recovery programs show that students specifically apply to the schools because of the support that will be available, which demonstrates that these individuals value their recovery and look for positive and sober environments that encourage their journey (Misch, 2009). The information obtained from this research allows us to consider environmental factors that influence substance use and affect the recovery among college students, which will enable our own research to expand on what is already known about the effects of on-campus support groups.

Peer support can serve as a protective factor and decreases any perceptions of stigma or feelings of shame. In recent research, college students have stated that the most important feature of on-campus program for substance

abuse is the presence of other students who are also in recovery (Bell et al., 2009). Belonging to a group with other college students who are also pursuing recovery provides universality and a greater sense of being understood. Students mentioned that most social gatherings are accompanied with alcohol use, which limits their social experiences as they strive to remain in substance-free events. They expressed that the recovery programs they attended provided social circles and allowed them to feel secure (Bell et al., 2009). It is important to recognize that college students in recovery may experience a sense of isolation, which is why peer support is of great importance as the ability to feel connected, understood, and safe is necessary in enabling their sobriety. The availability of on-campus services is crucial for students who may feel alone as their sobriety and recovery intertwines with their studies and can create a normalization of the journey they face.

Research has shown that peer support is an important factor that must be considered when examining the experience of college students in recovery. Collegiate recovery programs are networks of services and fellowship-oriented groups designed to meet the support needs of college students in recovery, which are only booming at public and private universities despite stigma-related resistance and ignorance that overlooks this need. Students have reported that collegiate recovery programs provide a safe community where they find hope and support for their recovery, as well as an environment that involves sober activities that promote their sober lifestyle (Steiker et al., 2014). Our research

question at hand, builds on these factors that detail the importance of peer support based on the perspective obtained from staff working closely with this population.

Making the decision to take control and seek treatment for substance abuse can be influenced by personal views of change and self-awareness. Researchers have determined that college students who have low self-efficacy are more like to experience an increase in drinking behaviors (Cellucci, Krogh, & Vik, 2006). A diminished ability to develop confidence in accomplishing goals can have damaging effects on how an individual view themselves and their competency. College students who believed they had the ability to discontinue their problematic alcohol consumption were more likely to seek professional help (Cellucci, Krogh, & Vik, 2006). Having a stronger sense of will and more confidence in achieving preconceived goals can make it less difficult to quit substance use. College students may not always be aware of their level of control and ability to change their behavior, which can make it difficult to seek treatment. This notion is also fueled by their perception that their drinking or substance use habits are not a problem.

Research highlights that academic challenges can be a key relapse trigger and rates higher for people between the ages of 15 and 24, which leads to individuals in early recovery to postpone educational entry or until they have reached a year of sobriety (DeRigne & Stoddard-Dare, 2016). However, with the appropriate support of campus-based programs that assist students in recovery,

they are given the chance to come back to school as they obtain meaning and purpose to their current status of sobriety. DeRigne and Stoddard-Dare (2016) present a new clinical model that is known as collegiate recovery programs that propose that higher education is a significant component of successful substance use disorder treatment among young adults. These programs include various services that address the needs of students in recovery such as sober housing, on-campus support groups, academic mentoring, and study groups. The authors evaluate the outcomes of a newly academically focused substance use disorder treatment center, Life of Purpose treatment that opened on the campus of Florida Atlantic University. They found that within the first two years that this center opened, 170 students enrolled into the program and of those students 112 enrolled in college, 13 completed their GEDs, and three graduated from college.

This proves that even though school and academic settings may trigger relapse among students in recovery due to stress, pressure, and stigma, programs that are located on campus help students experience a positive support system that enables them to overcome potential relapse as they continue their education. Through their research they note that it is too early to determine long-term outcomes in regard to program completion and academic reintegration, in which they suggest that future data should assess educational progress and maintenance of sobriety (DeRigne & Stoddard-Dare, 2016). Our proposed study expands on this notion, as the targeted population provided our research study with insight on the effectiveness of the on-campus services.

On-campus services can be viewed as the most important aspect for college students who are in recovery because they are able to uphold their sobriety while attending school. It was found that 1 in 5 students would not have enrolled at their current college if it did not have an onsite recovery program (Laudet et al., 2016). The availability and convenience of recovery programs make it more feasible for college students to reach their academic goals while maintaining their sobriety. Over half of the college students who participated in the study stated that they felt an on-campus recovery program would be most beneficial due to the availability of peer support (Laudet et al., 2016). It is beneficial to be part of a program where all the members are college students so that there is a higher level of understanding and community. Participating in a group where members all share a sense of normalness increases group cohesion and support. These services also provide an awareness that there are others who are struggling with substance use which helps students feel more comfortable in utilizing them.

The presence of support and dependability can dramatically influence how an individual is able to cope with changes and stressors. Many college students reported that if it were not for the on-campus services and support systems they accessed they would have turned to drinking as a way to cope with the changes they experienced in their transition to college (Bell et al., 2009). College is a stressful time even without the process of maintaining sobriety, but the presence of an on-campus recovery program alleviates the fear of relapse due to the

consistent support. The availability of peer support and on-campus services can help reduce the difficulties that accompanies sobriety and can provide security for recovering college students. Providing services that make it possible for students to preserve their recovery can help make their college experience less challenging and more positive with successes.

DePue and Hagedorn (2015) stated that the purpose of campus-based recovery programs is to both support students' sobriety and provide a safe environment for recovering students. These programs provide a setting that will help students in recovery feel safe as they enter their college environment, in which they know they are able to rely on in case they feel triggered due to the exposure of substance use through peer pressure with friends or advertisement around campus. The authors of this study elaborated that counselors can be used in collegiate recovery programs to encourage students to use campus-based services, as the students will benefit from the support that is given as they pursue sobriety and reduce stigma that follows. DePue and Hagedorn (2015) stated that research is limited in the area of college-based recovery programs because of the lack of available support groups/programs and participants. Our study evaluated the importance of implementing services by identifying key aspects in campus-bases services that increase recovery, which is needed in order to help raise the awareness of this necessity among universities.

Theories Guiding Conceptualization

<u>Ecological Perspective</u>

      A theoretical concept that was be applied to our research question is the ecological perspective, which encompasses five major concepts: social environment, transactions, energy, interface, adaption, coping, and interdependence (Zastrow & Kirst-Ashman, 2015). Social environment involves the conditions, circumstances, and human interactions within actual physical setting that the society or culture provides (Zastrow & Kirst-Ashman, 2015). In terms of our study this involves a college student's school, family, friends, work, and services, which all have an effect on their lives. Transactions are described as interactions people have with others in their environments, which are active and dynamic because something is communicated or exchanged whether positive or negative (Zastrow & Kirst-Ashman, 2015). Energy is explained as the natural power of active involvement between people and their environments in the form of input and output, meanwhile interface is the exact point at which an interaction between an individual and environment takes place (Zastrow & Kirst-Ashman, 2015). For example, college students attending a support group is energy that is being added to their life, and the recognition that there is a substance use problem is the moment in which the individual connects their problem with their environment. Adaption describes the individual's capacity to adjust to their environmental conditions, as coping is a form of adaption that indicates a struggle to overcome problems, and the final concept is

interdependence which is the mutual reliance of each person on every other person (Zastrow & Kirst-Ashman, 2015).

The ecological perspective suggests that the interaction between the person's characteristics and his/her proximal and broader environment serves as the primary mechanism of development (Otsuki, Tinsley, Chao, & Unger, 2008). A study used the ecological perspective to examine the number of cigarettes an Asian American college smoker smokes and their motives in engaging in this behavior. Otsuki et al. (2008) found that within Asian American college smokers, the number of cigarettes smoked depends on the social settings in which smoking takes place and the individual's coping mechanisms. This helps us realize that there are various factors that may influence substance use within the college student population, such as family and social settings. The environment that college students are surrounded in will either increase or decrease their use of substances, and this perspective allows us to identify what areas to target to help students on the path of recovery.

Transtheoretical Model

The second theory that was used to guide our perspective and examination of the current research is the transtheoretical model. The transtheoretical model is broken down into four dimensions; the initial stage of behavioral change, the change process, the weighing of decisions, and the individual's confidence in their ability to change (Migneault, Adams, & Read, 2005). This theory provides a layout for what can be expected during an

individual's recovery cycle. The application of this theory to substance abuse

provides the tools to assess an individual's desire and readiness for change,

which relies heavily on their self-report (Migneault, Adams, & Read, 2005).

Utilizing the self-report of an individual can empower them and allow for a better

understanding of where they are in their recovery process. This theoretical model

is relevant to the presented study because it helped to better understand the use

of individualized interventions and how the process of change can influence an

individual's readiness for treatment.

Summary

This study analyzed the influence of the on-campus services provided to

students pursuing recovery and a sober lifestyle assessed through the

perspectives of staff. Heavy alcohol use within this population is becoming a

common issue to which students feel unable to disclose their problem with

substance use due to stigma. Having peer support and recovery programs that

address this need helps them find hope and support for their sobriety, which

supports the notion that there is an increased need for on-campus services. As

identified in the literature, the feeling that one belongs to a group with other

college students experiencing the same struggles and or successes provides

universality and understanding. Applying the ecological perspective and the

transtheoretical model can aid other social workers and professionals that work

with this population gain a greater understanding for what should be

implemented to meet their needs. This research aimed to expand and

acknowledge the effectiveness of the on-campus services as well as address the

need for any changes that can further improve the delivery of these services for

students in recovery.

CHAPTER THREE

METHODS

Introduction

This section will discuss the details of the research methods and procedures that were implemented throughout this study. Specifically, the following will explain the design of the study, sampling methods used, data collection and instruments, procedures, protection of human subjects, and methods for data analysis.

Study Design

The purpose of this study is to evaluate the effectiveness of an on-campus support service provided for students who struggle with alcohol and substance use. This study utilized open-ended questions to better understand the effectiveness, gaps, and the accessibility of these services provided on-campus. Research has shown that there are benefits to on-campus services such as support groups for this target population, however this topic is quite new which limits this subject matter. On-campus support groups and other services provide college students a sense of hope and feel supported as they move forward with their recovery. This research study contributes to the findings that have addressed the issue of substance use in college students and the influence of

these services and programs offered on campus, which adds focus to the need of this population.

       This study used a qualitative design for the collection of data. This allowed the writers to obtain a better understanding of the staff members' perspectives of the on-campus services and their utilization by students struggling with alcohol and substance use. The investigators conducted face-to-face interviews with the participants. The investigators acquired a sample size of five participants who work at the Student Health Center that provide the "SMART Recovery" support group and other services. The use of a qualitative design allowed for an in-depth view and evaluation of the services that are provided on campus for those who seek to change their alcohol or substance use behaviors. This design was the most effective and the best fit for the present study due to the detail that was required to gain insight into the perspectives of the participants at hand. The questions asked during each interview allowed for participants to share their perception of the services and address how services can improve. Due to the size of the sample, this study was not fairly representative of this population or fully covered the aspects of on-campus services. The purpose of this study was to evaluate the influence and effectiveness of the services that support the recovery process based on the perspectives of the staff members who provide them.

Sampling

The sampling consisted of convenience and snowball samples, in which the investigators contacted the person in charge of the services to obtain the maximum number of staff members working with the SMART Recovery support group and related services. The sampling criteria for the desired sample size of this present study included participants who are staff members facilitating the support group and other staff that provide additional services for alcohol and substance use. The researchers of this study understood that sample size was influenced by the comfortability of the targeted population as they must disclose their perceptions of the services' effectiveness and if they believe any changes should be made to improve the services. There was no predetermined quota for gender or ethnicity.

Data Collection and Instruments

Data for this study was collected through face-to-face interviews with the participants that began and ended in March 2019. Demographic information such as age, ethnicity, and gender were gathered. There were ten open-ended questions that aimed to gain insight on the effectiveness and level of support of the services provided as well as the accessibility and utilization by the students, based on the perspectives of the staff. Participants had the opportunity to share all the necessary and relevant information that would help evaluate the influence of on-campus services and programs for students in recovery. The questions

followed an order that enabled the participants to reflect on their own perspectives and unique knowledge. The questions that were used have been created specifically for this study. The topics that were covered consist of demographic information, the utilization of the on-campus services, the accessibility of the services, and what changes they believe will make a significant impact on the services.

Procedures

The participants of this study were recruited through support of the individual in charge of the support group and related services provided by the Student Health Center, with a projected start date of January 2019 (Winter quarter). A letter of support was obtained at the earliest convenience of the primary staff member that the researchers were working with. Data was gathered through one-on-one interviews with participants who met the criteria previously stated above. The investigators provided an informed consent form to participants describing the goals of this study, their rights, and describe the parameters of the interview. The researchers of this study administered all interviews and were audio recorded through an electronic device. The interviews conducted took roughly ten to thirty minutes to complete. All participants were given an informed consent form and interviews were conducted in a private location provided by the Student Health Center, which protected the identities of

the participants. The interviews were coordinated around the availability and schedule of the participants.

Protection of Human Subjects

The researchers sought support from the individual overviewing the support group and services provided. Participants were informed of the purpose of this study, their voluntary participation, risks and benefits, as well as contact information. Informed consent was obtained from all participants.

The investigators followed Health Insurance Portability and Accountability (HIPPA) guidelines that increased the confidentiality of the participants as identifying information was not collected throughout this study. All data was kept on a designated recording device that was protected by a password and had limited access. The names of the participants were not gathered in order to protect their identity, ensure confidentiality, and have been identified by a number 1-5. Participants were only interviewed if they offered their voluntary involvement and were informed that they can stop the interview at any time. Investigators initially discussed informed consent, confidentiality, and the purpose of the study. Participants were informed about how their involvement in the present study lend insight into the effectiveness of the on-campus services and identify the changes that could be beneficial based on the perspectives of the participants. At any time during the interview participants were able to decline any questions they felt uncomfortable with. Participants were treated based on the same ethical

standards and given equal opportunity as far as their involvement or wish to

discontinue the interview without penalty. All participants were thanked for their

time and reassured that their identity is protected. Upon the completion of the

present study the data recorded was destroyed and erased.

Data Analysis

The data gathered from interviews were transcribed verbatim once all

interviews were completed. The researchers used a journal to document

pertinent information gathered and observed during interviews. A coding system

was established to organize the data in regard to categories and themes found in

the end results of the interviews. Themes such as education about substance

use, the collaboration of the services, and specific details of how support groups

and other services have influenced the process of sobriety have been

categorized effectively. The data retrieved from the questions based on

demographics have also been organized in order to be exhibit the diversity of the

participants.

Summary

Overall, this chapter explained the methodology that was used in this

study. This study used a qualitative design with interviews involving open-ended

questions that helped the researchers obtain results that evaluated the

effectiveness and accessibility of the services and allowed for the identification of

any gaps and possible changes to the services provided at the Student Health

Center. The staff members' perspectives of the on-campus services for alcohol

and substance use among college students were the main input of the data

gathered. The sampling of this study included participants who are staff members

of the support group or who provide other services for alcohol and substance use

and aid in sobriety. This section of the study also presented the procedures that

were used and the careful measures the researchers abided by to ensure the

protection and confidentiality of all participants and the data that was analyzed.

CHAPTER FOUR

RESULTS

Introduction

This chapter presents the findings based on the interviews that were
conducted with the final sample of eligible staff members from CSUSB's Health
Center. There were various themes that surfaced in regard to the services that
are offered to students struggling with substance use. As evidenced through
research, substance use is an issue for college aged students and as previously
mentioned, this study aimed to gain insight on how effective on-campus services
are for this population from the point of view of direct staff. The themes were
organized into categories and will be discussed further after addressing the
demographic information obtained.

Analyses

Table 1 provides the data that was related to the demographics of the
participants. The participants' age ranged from mid-twenties, to fifties, and up to
seventy years old. The participants were of various ethnic backgrounds and the
researchers noted that there were more female participants than male
participants. All of the participants held various positions at the Student Health
Center and had a wide-range of professional experience, which provided this
research study insight that came from different perspectives. The participants

consisted of two nurse practitioners, a health educator, the director of the student health center, and a physician. Each of the participants exhibited unique perceptions and strengths that they are able to utilize when working with students.

Table 2 identifies the major concepts that were highlighted during each interview. Many of the identified concepts were reflected among each participant's responses and captured what they viewed as the most important aspect in delivering services to students. The concepts consisted of outreach, follow-up, empowerment, motivation, and collaboration, education, and funding. Table 3 displays the concepts of places that can be beneficial to the treatment of students and ensuring that their needs are being met through outside services based on the participant's view. Lastly, Table 4 presents direct quotes obtained from each of the participants, which are related to the major concepts in regard to their perception of the on-campus services available to students. Each participant provided insight and clearly identified the key components in providing support for students struggling with substance use or aid the recovery process.

Data Thematic Results

The research question addressed by this study is "what is the perceived effectiveness of the on-campus services for students who struggle with substance use based on the perspectives of the staff members?" This study was aimed to gain a better understanding of the utilization of the on-campus health

services, how students who are struggling with substance use can be supported, and how staff members perceive the services that are being provided. The following are the major themes and concepts that surfaced among the participants' response: the importance of increasing specific outreach projects for students so they can be more aware of the services that are provided by the Student Health Center, following-up with students, empowering them to initiate change in their behaviors, motivational factors, educating the students about substance use, financial necessity for services, and the collaboration between the student health venter and counseling center.

Table 1. Demographics of Research Participants

DEMOGRAPHIC	Participant Response
Age:	25, 52, 57, 40's, 73
Gender:	Male (1) Female (2)
Ethnicity:	Hispanic, Caucasian, Mexican-American, Mexican, Mixed
Job Title:	Health Educator, Student Health Center Director, Nurse Practitioner (2), Physician

Table 2. Research Category: General Concepts

Content/Theme
• Outreach
• Follow-Up
• Empowerment
• Motivation
• Collaboration
• Education
• Funding

Table 3. Research Category: Places

Content/Theme
• On-campus Counseling & Psychological Services (CAPS)
• San Bernardino County Services
• "…working with our community partners…Saint Bernardine's or community hospital Dignity Health"
• "…detox center"

Table 4. Research Category: Ideas

Content/Theme
(Personal Communication, Participant 1, March 2019): • "We have our psychiatrist services, we have our outreach groups, and they're accessible to students but they either don't know about them or they're just not comfortable and they need somebody to pretty much guide them there." • "Our main purpose is pretty much to educate students on different health topics…ATOD which is alcohol, tobacco, and other drugs." • "…to have an established group where someone who is a certified alcohol and drugs counselor will come facilitate" • "I think we definitely need to be better with outreach. So, getting out to students just because the student health center has a stigma like you're coming in and people think you have an STD or something, which we offer much more services than that." • "they see their friends drink a lot…they just don't think their drinking is a problem" • "…educating students about what the difference is between drinking recreationally and when it's actually a problem, and the same with other drugs…tobacco is a big one they don't think vaping is an issue" • "We can't force it to them to come to health education…they have to be in the mindset that they need to start getting help…"

Content/Theme
• "…the counseling side is really good because they have a more holistic view of everything and what can help…they really have a good understanding of the student's perspective" (Personal Communication, Participant 2, March 2019) • "…more about reducing their risk by providing them some education…" • "…they don't know that's actually considered binge drinking and that can lead to future complications or a higher risk for alcoholism…providing that education will make someone more aware of the kind of decisions that they're making" • "Sometimes they refer them to counseling and psychological services if it's clear like an addiction…something that we really think they really need a professional licensed staff to help them then we refer them there." • "…we try to provide students with options…we have no judgement about their activity or their behavior…we just want to educate them and provide them with different resources on campus and sometimes even off campus for them to make those decisions for themselves."

Content/Theme

- "I can tell you that right now the recovery group is for all addictions. So, what I'm trying to work on right now is to create a separate recovery group specifically for alcohol and or drugs."

- "…we are currently starting a partnership with Dignity Health, in the community where we're working on a grant where they might be able to provide us with the licensed social worker or a counselor who will come in and provide the actual weekly recovery meetings specifically for alcohol and drugs."

- "…we also offer smoking cessation courses for students who want to stop smoking…"

- "…again, it's about providing awareness and letting people know the harm, the effects of smoking and drinking…"

- "…the one area that I do see is that we need to do more follow-up"

(Personal Communication, Participant 3, March 2019)

- "the only thing that's a barrier I would think is the student's knowledge, they don't know what we have…"

- "…have you been to CAPS?...I actually walk them over and introduce them to the staff that's there…"

- "…because if you ask them how much they are drinking, they'll say "oh not that much"…but then when they quantify it and they can see how much it really is…"

Content/Theme

- "…send out a survey to the students and ask them…"

- "…right now a lot of students are saying they can't get in because we don't have the right number of providers…if we need more providers being nurse practitioners, physicians and assistants, then we need more of a budget."

- "I try to give them the ability to trust in themselves, self-help…for them to take over and take care of themselves…"

- "…the biggest thing is just finding a budget…"

(Personal Communication, Participant 4, March 2019)

- "It depends on the students' motivation and if they're ready."

- "I encourage the students to take the next step."

(Personal Communication, Participant 5, March 2019)

- "CAPS does a lot of substance use counseling"

- "Marijuana is legal now, so they admit more to the use of it but don't recognize the issue"

- "I ask questions about their behaviors and physical reactions…"

- I talk to them about drinking and driving when I see the abuse…many times their response is, "never thought about it"…

- "…raise awareness by discussing problematic and dangerous behaviors that could result in harming themselves or could hurt someone"

Content/Theme
• "…a lot of education technique"
• "A social worker would be really nice they can help link them to services on the outside"
• "Students don't utilize the services…they're paying a student health fee in their tuition and they don't realize it"

Summary

The aspects of the Student Health Center were separated into categories that consisted of concepts, places, and the ideas that were provided by the participants viewpoint as firsthand workers. The aforementioned categories were determined through consultation with the writers' research advisor and through the careful examination of the interviews. Each of the participants provided significant insight and identified what they viewed as influential in a student's utilization of services and how they can be most effective, which provided the basis for the concepts. The data will be further discussed and analyzed within the following chapter.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter will discuss in detail the main concepts found in the results and how insight obtained from the staff members at the Student Health Center can be utilized and applied to the field of social work. There will be discussions related to the ideas that were provided by the staff members and how they can be implemented to provide additional support to students who seek treatment for substance use. The main concepts that will be discussed includes outreach, follow-up, empowerment, motivation, collaboration, education, and funding. Direct quotes from participants will be utilized throughout this chapter to provide support and evidence of the main themes and concepts that arose. The quotes from participants will be analyzed in order to provide a greater understanding about the services on campus and how it can support this population within the field of social work.

Discussion

Outreach

The concept of outreach is crucial in the rendering of services and increasing awareness for what is available to students. Outreach was discussed as being something that should be more heavily utilized by the Student Health

Center (Personal Communication, Participant 1, March 2019). The ability to

increase knowledge and awareness about the services that are provided by the

Student Health Center can increase the utilization of the services by students.

Advocating and increasing the awareness of clients is key in the field of social

work because it allows clients to be more aware of what is available to them and

that there is existing support. A participant in the study expressed that students

are paying for the services provided by the health center through their tuition and

do not realize it (Personal Communication, Participant 5, March 2019). Hundreds

of students walk by the Student Health Center every day and do not know what

services are accessible to them, which is why participants identified that outreach

is a defining factor.

<u>"I think we definitely need better outreach. So, getting out to students just
because the Student Health Center has a stigma…"</u>

The idea that there is a misconception about the services that are

provided by the Student Health Center can be alleviated through outreach. This

idea speaks to the importance of how stigma can deter individuals from seeking

help. The participant felt that there is the assumption that the Student Health

Center is only for students who have sexually transmitted diseases but that they

provide so much more than that for students (Personal Communication,

Participant 1, March 2019). Increasing outreach provides students with the

opportunity to better understand how they can be supported by the Student

Health Center. Students struggling with substance use will not initially think of

seeking help at their Health Center due to the assumption that services are

limited to sex education and medicine-based services. Increasing the outreach to the students and raising awareness of all the services available at the Student Health Center raises the likelihood that students will know where to go when they need help in addressing their substance use related problems.

<u>Follow-Up</u>

The ability to follow-up with clients allows treatment providers to assess motivation, progress, and level of adherence to the treatment plan. It was noted that follow-up with students should be more regularly practiced by the staff at the Student Health Center (Personal Communication, Participant 2, March 2019). Following-up with clients can provide insight into how the services have been beneficial and what aspects about the services are the most effective. One of the participants in the study expressed that creating a survey to send out to the students about the services available to them will be helpful to follow up and receive feedback (Personal Communication, Participant 3, March 2019). This idea stems from the fact that the Student Health Center currently does not have a way to follow up with each student once that have utilized the services, unless it is for pending appointments. Implementing a follow up procedure will benefit both the health center and the students because this is a way to learn how effective their services are and how students are perceiving them. Additionally, in following up with the students post-services, it allows for the students to recognize what was helpful and useful as well as identify how services could improve, if need be. In the field of social work following-up with clients allows for a better

understanding of how impactful treatment was and what was the most helpful for clients.

Empowerment

Empowering clients and allowing them to exercise their self-determination increases the likelihood that they will experience positive treatment outcomes. Providing students with the encouragement to initiate their own treatment on their own terms is empowering. Students given the support to increase their own insight allows them to be more dedicated to their treatment and have successful outcomes. It was highlighted that it is important to increase a student's awareness about their drinking behaviors (Personal Communication, Participant 3, March 2019). Offering support along with encouraging the insight of a client can allow them to better understand their challenges and what can be done to overcome them.

"I try to give them the ability to trust themselves, self-help…for them to take over and take care of themselves…"

Empowering students to initiate change can largely impact their desire to seek treatment for problematic drinking behaviors. Providing students with respect and the ability to make their own decisions in their treatment is critical. It is important for clients to be able to trust their own instincts and allow them to decide what they feel is best for them. Seeking treatment for substance abuse or any other challenge that is faced, is difficult and can be seen as overwhelming but with support and acceptance it is possible to initiate positive change. A participant in this study stated that the Student Health Center is driven by

providing services with no judgment and elaborates that in doing so it allows for

students to feel safe when coming for help (Personal Communication, Participant

2, March 2019). The level of empowerment and support that is provided by social

workers and other treatment provides largely impacts treatment outcomes and

client motivation.

Motivation

The level of motivation a client experiences does impact their willingness

to seek treatment and follow through with it. Determining what motivates a client

to initiate or avoid change is important in the process of treatment. The level of

motivation an individual has can be something that is internal or that is

encouraged by an outside source. It was noted that the motivation of the

students and if they are ready is what will push them to seek out treatment

(Personal Communication, Participant 4, March 2019). Willingness to seek

treatment and meet its requirements is largely dependent on the client's

motivation.

"I encourage the students to take the next step"

Motivation and encouragement can be seen as determining factors in help

seeking behaviors. Encouraging students to recognize their challenges and seek

out treatment is supportive and shows that there is concern for their well-being.

Motivating students to improve their well-being and encouraging them to find

tools to manage their problematic substance use demonstrates a genuine

concern for their functioning. Treatment professionals should be aware of a

client's level of motivation and determine the barriers that hinder their ability or desire to seek help.

<u>Collaboration</u>

Collaboration among services providers limits gaps in services and further increases support. It was noted that the Counseling and Psychological Services (CAPS) on campus provide the majority of the substance use counseling (Personal Communication, Participant 5, March 2019). There is a need for more collaboration between the Student Health Center and CAPS in order to provide further support and ensure that students are having all of their needs met. Increasing collaborative work allows for easier accessibility and limits any miscommunication among service providers. The availability of a social worker at the Student Health Center would allow for students to be more easily linked to services that are available off campus (Personal Communication, Participant 5, March 2019). The addition of a social worker to the Student Health Center staff would make it easier for students to seek treatment off campus or limit service gaps if they continue treatment once they no longer attend the school. Collaboration and the linkage of services makes it possible for there to be more consistency, follow through, and support. Collaborating only increases the likelihood that all needs of the student are met, because it bridges together two different perspectives and services that are driven by the same goal, to assist the student in need.

<u>Education</u>

There is an emphasis on educating the students through the services that are provided by the Student Health Center. Many of the participants felt that if the services can provide one thing to the students, it would be education and guidance about substance use. One participant felt that their main purpose of having these services available to the students is to help them learn about various health topics including alcohol and drugs (Personal Communication, Participant 1, March 2019). Intertwining an educational piece when delivering substance use related services to students is crucial because not every individual will comprehend or realize the level of severity of their behaviors. Due to the culture that is found among campuses regarding substance use, many students will go through their whole academic careers without acknowledging that their engagement with substances is problematic.

<u>"…educating students about what the difference is between drinking recreationally and when it's actually a problem, and the same with other drugs…tobacco is a big one they don't think vaping is an issue"</u>

In analyzing the results, it is noted that the participants have encountered a trend with the students regarding their perception about their own substance use. They report that students are not completely aware about the reality of how often and how much they use substances, whether it is marijuana, smoking, or drinking. The participants reported that when treating the students, they aim to teach the students about what is binge drinking and the negative effects about smoking. Helping this population realize when their substance use can become a

problem by educating them about the limits and consequences that may arise is critical. The education that is provided to the students struggling with substance use makes a significant difference in their lives, as they may be able to better understand their own behaviors and pursue a sober lifestyle. Another participant adds that it is also about educating them about what their services can assist them with as well as services that are available to them in the community, so that they have the power to choose what is the best option for them (Personal Communication, Participant 2, March 2019). Having the knowledge and support available will increase the likelihood of the students pursuing help and making the necessary changes to improve their lives.

<u>Funding</u>

The participants in this study also brought up an important concept about the provision of services. They recognize that there is a need in for services that work with this population. One participant stated that they are currently working with the community in order to receive a grant that would allow them to expand the services related to substance use (Personal Communication, Participant 2, March 2019). Obtaining more funding will help the Student Health Center hire a licensed social worker or counselor that will be designated to facilitate the support group for students struggling with substance abuse. At this time the support group that is currently serving students with any kind of addictions is not being offered because there is no facilitator available to run the group. This is critical because this support group provides the students with an opportunity to

express their struggles and successes with other who share the same journey.

Gaining additional funding will help the Student Health Center ensure that this

on-campus support group is made available year-round and guarantees that

students have access to this service. Similarly, another participant has noted that

they are short on staff that are available to help this population and attributes it to

the lack of funding that goes into these services (Personal Communication,

Participant 3, March 2019). There is an increasing need among this population

and meeting this demand becomes difficult when there is limited funding.

<div align="center">Recommendations for Social Work Research and Policy</div>

<u>Research</u>

The concepts previously discussed allows for a better understanding of

how on-campus services for substance use are perceived and utilized by

students based on the experiences and perceptions of staff members. In order to

more fully understand the topic of students who struggle with substance use and

the accessibility and utilization of services more research must be conducted.

Further research on the topic would provide more insight on how to increase

support for students and what services would be the most beneficial for their

treatment. The knowledge that can be gained through further research can allow

for social workers to better understand the struggles this population faces and

how they can be properly helped and supported. Our findings open a doorway

into creating services that will best assist this population by providing the

necessary insight of what student's need. Future research can be conducted by interviewing students regarding their knowledge and perception of substance use and campus-based services that address this issue.

Policy

It would be beneficial for more programs and educational trainings to be implemented on how to assist college students who struggle with substance use. Staff can benefit from participating in these training in order to help them engage with this population and be able to effectively identify any risks. In addition, implementing policies that require college campuses to have services and resources readily available for students who struggle with substance use could be largely beneficial. Campuses whom provide substance use related services will help decrease the stigma that comes with substance abuse and increase the education and awareness about the risks of substance use. More importantly, establishing a policy that ensures that college campuses offer these services will give students the power to be able to seek help at any point throughout their journey with substance use.

Social Work Practice and Conclusions

Based on the results and the discussions of this research, it is noted that college students who struggle with substance use require a higher level of support so that their needs can be properly met. Increasing the outreach on campus and empowering students to make changes in their behaviors can

positively change the rate of utilization of services. The incorporation of a social worker assigned to work at the Student Health Center would help decrease any gaps in services and ensures that students are referred to and accessing other resources. With social work practice, empowering our There is an identified need to reinforce collaboration between the Student Health Center and the counseling center, as these two services address two significant aspects for this population. Integrating the use and knowledge about campus-based services for substance use into the practice of social work can help this population feel supported with their struggles while continuing their education. Social workers can help students access these resources by working with the staff and making sure that their students are following up with their treatment plan. This population faces many stressors as they are students managing the demands of their academic careers and are individuals battling the effects of substance use. However, colleges that offer substance use related services combined with social workers advocating for their needs, the students will find a middle ground that makes overcoming their struggles possible.

APPENDIX A

INTERVIEW QUESTIONS

1. What is your current age?

2. What is your identified gender?

3. What is your ethnicity?

4. Describe your current role/position?

5. How would you describe the accessibility of the on-campus support group(s) or other resources offered to students who struggle with drug and substance use?

6. What is the average amount of attendees for each meeting? / On average how many referrals do you make for students to get services?

7. Are there other on-campus options for students who are unable to attend the support group?

8. How would you describe the effectiveness of the services that are offered to students who struggle with drug and substance use?

9. Are there any changes, if any, you would make to the on-campus services that are offered?

10. What do you believe is the most beneficial aspect of the services that are provided on-campus?

(Created by Karen Rocio Flores

Megan Lee Urquidi)

APENDIX B

INFORMED CONSENT

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

College of Social and Behavioral Sciences
School of Social Work

INFORMED CONSENT

The study in which you are asked to participate is designed to examine how staff involved in the on-campus services for students who struggle with substance abuse perceive the effectiveness of the provided services. The study is being conducted by Karen Flores and Megan Urquidi, MSW students under the supervision of Dr. Tom Davis, professor in the School of Social Work, California State University, San Bernardino. The study has been approved by the Institutional Review Board Social Work Sub-Committee, California State University, San Bernardino.

PURPOSE: The purpose of the study is to evaluate staff's views on the effectiveness of the on-campus support group, SMART Recovery, and other resources made available to students in regard to drug and substance abuse based on the experiences of the staff involved.

DESCRIPTION: Participants will be asked of a few questions regarding the accessibility and barriers of the on-campus services, utilization of on-campus services, motivation of students who seek the on-campus services, changes to on-campus services, aspects that show effectiveness to the on-campus services, and some demographics.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain anonymous and data will be reported in group form only.

DURATION: It will take 30 to 60 minutes to complete this interview.

RISKS: There are no foreseeable risks to the participants.

BENEFITS: There will not be any direct benefits to the participants, other than the opportunity to voice your opinion. Other benefits of the study include the insight gained from the perspectives of staff on the provision of services and an identification of changes that could potentially improve the on-campus services provided at CSUSB.

CONTACT: If you have any questions about this study, please feel free to contact Dr.

909.537.5501
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University · Bakersfield · Channel Islands · Chico · Dominguez Hills · East Bay · Fresno · Fullerton · Humboldt · Long Beach · Los Angeles
Maritime Academy · Monterey Bay · Northridge · Pomona · Sacramento · San Bernardino · San Diego · San Francisco · San Jose · San Luis Obispo · San Marcos · Sonoma · Stanislaus

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Tom Davis at (909) 537-3839 (email: tomdavis@csusb.edu).

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks (http://scholarworks.lib.csusb.edu) at California State University, San Bernardino after December 2019.

This is to certify that I read the above and I am 18 years or older.

_____   _____

Place an X mark here   Date

I agree to be audio recorded: _____ Yes _____ No

909.537.5501
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

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ASSIGNED RESPONSIBILITIES

Two researchers were responsible for completing this study.

Responsibilities were listed below:

1. Data Collection

   By: Karen Rocio Flores and Megan Lee Urquidi

2. Transcribing and Analysis:

   By: Karen Rocio Flores and Megan Lee Urquidi

3. Report Writing:

   a. Introduction and Literature Review:

      By: Karen Rocio Flores and Megan Lee Urquidi

   b. Methods:

      By: Karen Rocio Flores and Megan Lee Urquidi

   c. Results:

      By: Karen Rocio Flores and Megan Lee Urquidi

   d. Discussion:

      By: Karen Rocio Flores and Megan Lee Urquidi