

# **Student Stress at Cal Poly**

A Senior Project

Presented to

The Faculty of the Liberal Arts and Engineering Studies Department  
California Polytechnic State University, San Luis Obispo

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of the Requirements for the Degree

Bachelor of Arts

in

Liberal Arts and Engineering Studies

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## Introduction

Stress is defined as the experience of a perceived threat (real or imagined) to one's well being, resulting in a series of physiological responses and adaptations. Stressors are the physical, social, or psychological event or condition that upsets homeostasis and produces a stress response (Donatelle, 57). Stress has major influences with populations all around the world. Students in higher education are no exception to this. With the rigorous demand of work found throughout the quarter system, students are required to balance their entire lives, including academics and studying, social life and relationships, and personal health and well being. If a stressor is seen in one of these categories, it may have an impact on the others. Students respond to stress in a unique manner, and define their own coping mechanisms to it. The purpose of this Senior Project is to determine how students define stress, how each category above relates to one another, and finally some ways that students go about stress management and de-stressing.

**Research Question:** What kind of stresses do Cal Poly students go through? How do Cal Poly students define stress? How do those stressors affect their academics, social life, and personal health/well being?

## Deliverables

This senior project consisted of four major components for deliverables at the conclusion of LAES 462. These include:

- a. Senior Project Written Component
- b. Survey conducted about stresses Cal Poly students face
- c. Documentary about student stress (8-12 minutes)
- d. Learning Objectives students about documentary

### *a. Senior Project Written Component*

The Senior Project Written Component is the paper detailing my entire Senior Project process. Within this paper, the procedure of deciding what my topic will be, the goals of my project, the technologies used, and the overall process are discussed further down.

### *b. Survey conducted about stresses Cal Poly students face*

This survey focused primarily on what are the different types of stresses that Cal Poly students face. The three areas that the survey covered include academics (university standing, grades, classes), social life (clubs, organizations, friend groups, relationships), and personal health/well-being (eating healthy, working out, getting enough sleep). Aside from using the results in this paper, the outcome of the surveys helped guide the three part documentary mini series and create the Learning Objectives that the documentary displayed.

### *c. Documentary about student stress*

A variety of students from different aspects of campus were interviewed about stress. The goal was to have the documentary broken up into three segments. The first segment focused on academics and how these stresses affect students. After academics, the second segment discussed social life and how stress from academics can influence a student's social life. Finally, the third segment related to personal health and well being of students and how both academics and social pressures can affect health. This was later changed to one 13-minute documentary, but still incorporating the three categories listed above.

### *d. Learning Objectives for students about documentary*

In order to judge the effectiveness of the documentary, a short response questionnaire was given at the end of the viewing of the documentary either in person or online. These questions gauged the reception of the audience and if the learning objectives were clear.

\*See Analysis and Verification of Project Success

# Literature and Technology Review

## Arie Shirom

Shirom conducted a study at Tel Aviv University in 1986 that focused on stressors that students face. With the help of 16 graduate students, they surveyed ten different groups of ten undergraduate students about stress. The undergraduate students were given a list of 160 stress items ranging from problems on exams to university-related issues. Their focus was more on academics in classes and how it affected their stress levels. At the conclusion of the study, Shirom determined the 15 most prevalent responses and used them to provide individualized support to students (Shirom).

My senior project is similar to this project in that my focus was on student stress and how it can relate to academics. I went more in-depth with respect to stressors affecting other aspects of student's lives, not just their academics. Shirom's primary study used surveys and reported those results, while my project used both survey methods and a film to illustrate my findings.

## How Stress Affects People

Stress can play a pivotal role in affecting a person's well-being. Stress can generally be broken up into three different categories: physiological, behavioral, and psychological (Hart).

1. Physiological: This has to do with how your body adapts to stressful situations. One great example of this would have to be during finals week. If you are not getting enough sleep, eating properly, or working out, your body will be more susceptible to getting sick. This also relates to other aspects of the body.
2. Behavioral: This aspect has to do with a person's behavior due to stress. This includes acting out of the ordinary or doing things that you normally would not do. Not eating properly, drinking, smoking, television usage, and not exercising all could be potential outcomes from behavioral stress.
3. Psychological: The psychological aspect of stress has to do with a person's mind and their interactions with other people. One aspect that is usually looked at here is anxiety and depression that could result from stress and the potential effects of it.

### Donna Riley

In this interview with Donna Riley, Dr. Riley discusses the concept of rigor in relation with students, more specifically in engineering education experience. She explains that the term “rigor” is used against professors in engineering education. Riley poses the question as to why do they use the term rigor as a measurement of teaching abilities. Students in engineering can feel excluded and stressed due to the rigor and amount of work. Her key example here is a comparison between a student that uses less complex math to solve a problem versus one who has to work two jobs who might not have as much time to learn the concepts. After defining rigor and the connotations behind the word in engineering education, Dr. Riley speaks on the idea of the sink or swim model in engineering education. A wide variety of students exist and some are able to get through college in this model, but many cannot (Riley).

### General Filmmaking Advice for Documentaries

Cole Spector discusses five mistakes that documentary filmmakers can make. The first is not asking a question of choosing a theme. It is not enough to make a documentary based on interests; it needs to either ask a question or contain a message to portray to people. The next is choosing a “worthy” subject. There needs to be a balance between implementing what has already been researched about the topic and then adding the filmmakers’ perspective to it. The next two discuss using poor techniques to recreate events and using bad music. Filmmakers should not rely on recreating events in a bad way just to display how something happened. Music is essential to a film, so filmmakers should actually take time in thinking through what type of music will evoke the best emotions. Finally, a filmmaker should not film without a vision. This is key because the overall vision will influence how the documentary is filmed, edited, and scored (Spector).

## Technology Overview

### *Stress Survey*

To obtain data about student stress habits at Cal Poly, designing a survey that asked students about what types of stressors they face in relation to academics, social life, and personal health was the best option. Although surveys based on stress already exist, I wanted to design a survey because it allowed me to experiment with survey design and understand what goes behind the design and analysis of one.

Survey Gizmo was chosen to be the primary survey editor and way of distribution. After researching different types of survey editors (Google Forms, Survey Monkey, Survey Gizmo, QuestionPro), Survey Gizmo was the best for how the survey was going to be designed and analyzed. Aside from providing a student discount, Survey Gizmo made it very easy to create sections based on each of the main categories that were going to be addressed in the survey (Academics, Social Health, Personal Health, Emotional Health). It made creating questions easy, as well as sending out the survey to many people. Finally, when the responses were analyzed, Survey Gizmo provided in-depth feedback for each individual question. It made my job in creating and analyzing the survey much easier than if I used other survey editors.

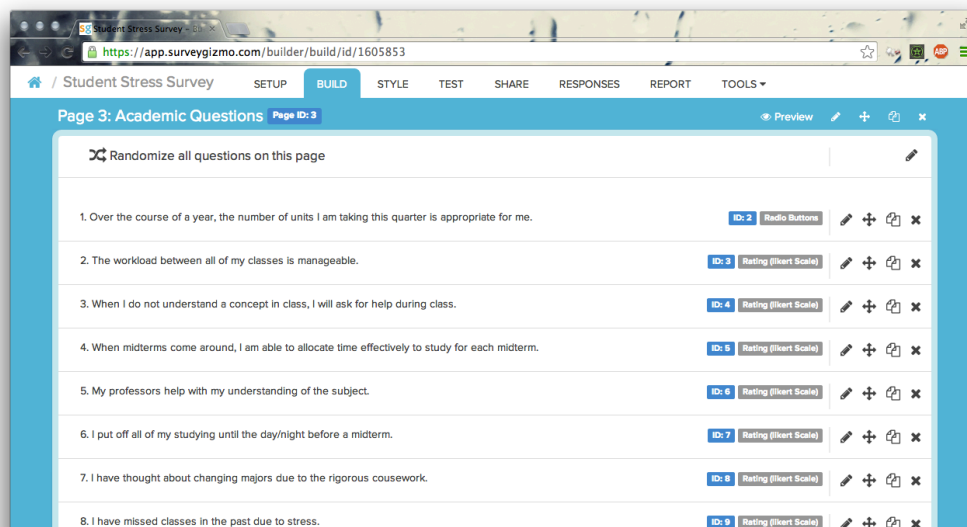


Figure 1: Survey Gizmo's main interface in implementing questions

### *Video Documentary*

Prior to my Senior Project, I had exposure to filming video in classes and my involvement with Orientation Programs. This is one of my main passions, so I wanted to pursue this type of project to see the process behind what it takes to make a documentary, including set-up, coordination with students, and a different type of editing. I have done editing in the past, but nothing on the scale of a documentary, so this was the best option for the project.

Since the LAES Lab has a variety of recording equipment for student check out, I utilized many of the resources there. This includes:

- JVC HD Recording Camera
- Shure Lapel Microphone with XLR cables
- Bogen Heavy Duty Tripod

Additionally, I used my equipment to handle shooting B-Roll and editing the documentary.

- 15 inch Macbook Pro with Adobe Premiere Pro CS6
- 1 Terabyte Western Digital External Hard Drive
- Canon T3i with Rode Shotgun Microphone

I chose to use Adobe Premiere Pro because I have the most recent exposure with that non-linear editing software. I also have Final Cut Pro 7, each functions in a similar manner, so Premiere was my editing software choice due to more recent usage.



Figure 2: Filming an interview in the LAES lab with the JVC camera



# Design and Implementation

## Design

### *Stress Survey*

Designing the survey was critical for the Senior Project because the results from the survey would help shape both the documentary and the learning objectives. While designing, I wanted to make sure that the survey was easy for the users to do, but at the same time provide insightful information on stressors they face. A likert scale was used for each of the questions to see the relationships in responses from one answer to another.

The screenshot displays a survey interface with two questions, each followed by a horizontal Likert scale. The scale consists of six radio buttons labeled: 'Strongly disagree', 'Disagree', 'Neutral', 'Agree', 'Strongly agree', and 'Not Applicable'. Question 14 is '14. When a midterm is coming up, I will hang out with friends over studying.' and question 15 is '15. I have friends I can go to with problems.' Below the questions is a toolbar with an 'INSERT:' button and four options: 'Question', 'Text / Media', 'Action', and 'Page Break'.

Figure 3: Example of survey with likert scale

To design the survey, I did research on different stressors college students face. The primary research was on Shirom's study mentioned in the Literature Review section. Talking with others informally about their experiences with stress helped guide many of the questions. For example, one student mentioned that they felt stressed when they compared themselves to their peers in relation to grades and did not know how to go about handling that stress. The questions from the survey reflect personal experiences from my perspective on stress, other students' perspective, and stress surveys online. Combining all three of these components allowed me to create the survey. See Appendix A for the survey questions.

Before I could send my survey out to people, I had to get approval from the Institutional Review Board on Cal Poly's campus. The reason behind this is because stress is a sensitive subject with people, and realizing their personal stressors can have an effect on them. Taking the survey could have the potential for people to realize that they have too much stress in their life and do not have a way of coping with it. Also, since the survey was sent to people, it was better to have IRB approval for it. The process to get approval was simple; it was just a matter of filling out forms and defining the questions and research protocol prior to submitting for approval. See Appendix B and C for more information about the Stress Survey Institutional Review Board information.

## **Video**

My main inspiration for creating a documentary came from a YouTube Video from Rooster Teeth Productions called “Rooster Teeth: A Ten Year Retrospective.” In it, the founder and staff discussed the past ten years working for the company and the journey that they went through. The video consisted of interviews with the staff, B-Roll of their past, and pictures to support whatever they were talking about (Rooster Teeth Productions). This became the basis for how I wanted to design my documentary and film.

Location scouting was difficult because there was no set space to conduct interviews. The LAES lab was usually open, but that required meeting with a lab manager and setting up the times prior to filming interviews. Due to this, many of the interviews took place in different locations, including people’s houses, the LAES lab, a classroom, and the P.U.L.S.E. office. The inconsistency between each interview did not detract from the overall message of the documentary, and it made set up and tear down of equipment easy since it was more on the go.

While designing the documentary, I had to establish who the intended audience is for this documentary. After much consideration, I decided that Cal Poly students are the primary focus for this documentary. Once finished watching the documentary, students should be able to see that they are not alone in the stressors they face, and that they have the help and support around them. It is just a matter of finding the best ways that a student de-stresses.

As with the Student Stress Survey, I had to get approval from the Institutional Review Board due to the psychological effects that could occur due to filming an interview on stress. The turnaround for the IRB to get back was very fast, so that did not slow down the process of filming too much. See Appendices D and E for more information about the IRB Forms for the documentary and questions that were asked to the students.

Finally, the last component to design before filming could begin was a talent release form. This is different from the IRB Consent Form to participate as this focuses completely on the talent in front of the camera. Where the IRB Form is for Cal Poly’s records, the talent release was for the participants to know what they would be doing, how the footage would be stored, and what rights they had in relation to stopping the documentary or excluding certain parts from the final edit. See Appendix F for the full form.

## ***Learning Objectives***

To design the learning objectives, I looked at the results of the stress survey and the raw footage that was filmed. After reviewing all of the data, I decided what types of takeaways the viewers should see after watching the documentary. These learning objectives are as follows:

- To create a definition of stress
- To locate one area of your own personal life that has suffered due to stress
- To understand what causes stress in people's lives
- To define different ways to de-stress that work for you
- To know the resources to go to when you are too stressed out
- To increase your awareness of stress levels in yourself and others

To test the learning objectives, I designed a feedback sheet that goes along with the documentary to see what the students thought of the documentary (See Appendix G). This assisted in determining the helpfulness of the documentary in illustrating stress to students.

## **Implementation**

### ***Survey***

Implementation of the survey included sending the survey out to different people and organizations on campus. The original goal was to outreach to Health and Counseling Services and Psychology 201/202 classes and see if there was a way to have students take the survey. However, as time ran out, the goal had to be altered by asking different people in classes that I was in and asking people through Facebook to take the survey. The survey was sent to approximately 100 students. For a further analysis of the survey, see Analysis and Verification of Project Success.

### ***Documentary***

Creating the documentary was the most fun part of the senior project. First, outreach to get students to talk about their experience with stress occurred. To do this, I asked people I knew if they would like to talk about their experience with stress or if they had any friends that would like to. Once I had recruited people we set up schedules for when they were able to meet to film. I made it as convenient as possible for them and catered to their schedule, changing filming locations when if necessary.

Once I had all of the footage filmed, I brought it into Adobe Premiere Pro and began to edit the documentary together. Going through all the footage, I decided it would be best to first create a definition of stress as defined by the student interviews. Then the conclusion where students gave their advice about stress and stress management was edited together. Finally, after having the introduction and conclusion, the middle was

easy to define and edit together. Finally, I recorded some voice over portions to create a better sense of flow from one section to the next. To see my analysis of project success, see the section below.

### ***Learning Objectives***

Implementing the learning objectives was the most challenging process of the Senior Project. Since I did not allocate the proper amount of time to the editing of the documentary, I had to show the documentary to students to receive feedback on Week Ten. To implement the learning objectives and film together, a feedback sheet was sent with the documentary to the similar population of the Stress Survey. Outreach was primarily through Facebook and recruitment in classes if the teacher could spare a few minutes. This way I could determine whether or not the documentary had an effect on the students. For results, see Analysis and Verification of Project Success.

### ***Timeline***

This is the timeline that was followed throughout the entire Senior Project Process.

#### Winter 2013

Week 1: Researched topic of major changes, plan initial presentation to advisors

Week 2: Presented topic to advisors and class

Week 3: Decided preliminary plans for filming documentary

Week 4: Changed topic to focus on student stress

Week 5 – 6: Researched on stress and its affect on students

Week 7: Worked on survey questions

Week 8 – 9: Worked on Institutional Review Board forms for survey and film

Week 10: Institutional Review Board approval for film

#### Spring 2014

Week 1: Institutional Review Board approval for survey

Week 2-4: Sending out survey and analyzed data

Week 5-7: Film interviews with students

Week 8-9: Edit documentary / define learning objectives

Week 10: Present film to students/staff

Week 11: Present Senior Project, submit paper to Library Commons

## Analysis and Verification of Project Success

Each component listed in the deliverables section of this paper was vital to the success of this project. To go in depth, the following will describe how each component was either successful or a failure.

### a. Student Stress Survey

Out of all the people who received the survey, 29 responded. There was a good mix of every class standing, with the exception of only three sophomores. The results found in the survey were able to help define what the learning objectives were, but more importantly established what the documentary focused on. For example, as seen below, when asked about studying for a midterm, many were split about it, indicating that students had a difficult time figuring out the balance between academics and social life. This idea is something that the documentary covers in depth. Also, when asked about eating habits, the majority of students said that their eating habits change when stressed, indicating that this was one area that affected many students. How they dealt with the issue is covered in the documentary. For its intended use, the Student Stress Survey assisted in defining the learning objectives and the film as a whole.

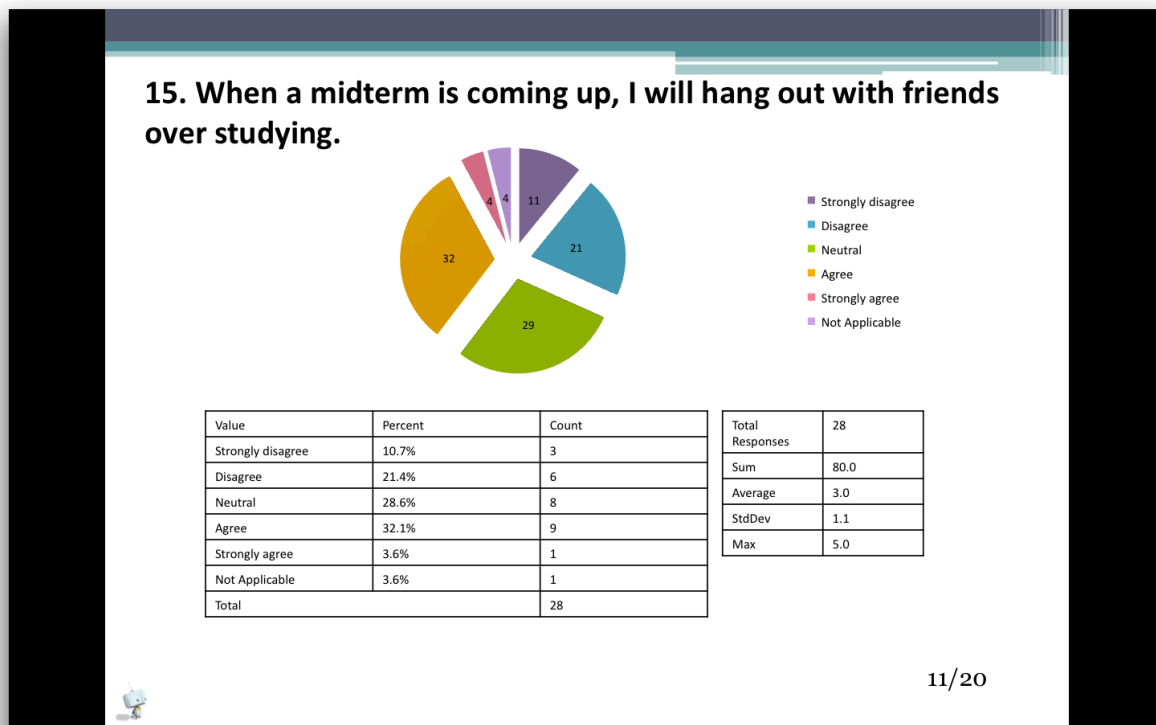


Figure 4: Example of results from Student Stress Survey

### b. Documentary

The documentary was finished within the allotted time, so that can be considered a success on the surface. To determine if the documentary was useful to students, there

was a section in the feedback sheet asking for comments on the documentary. Overall, the students believed that the documentary contained a good analysis of stress. In terms of filming, they liked the interview style and content, but just wanted more footage (B-Roll) to cut away to when a person was talking. One thing that came up from the feedback was that the students would have liked more statistics on stress and how it affects students, as well as demonstrating how large the problem of student stress actually is.

Figure 5: The final edit of the Stress Documentary on Adobe Premiere

Of the total amount of viewers who saw the documentary (approximately 16), six of them were able to complete the feedback sheet and send it back within 24 hours of watching the video out. From the responses received, all students were able to come up with a definition of stress based on what information was given in the documentary. Many students determined that relationships with others was one area of stress that affected the students in the documentary. Finally, the students mentioned many ways that interviewees de-stress and noted that they learned new behaviors on how to de-stress.

## **Societal Impacts**

There are a variety of implications that this project has for societal impacts at Cal Poly and different universities across the United States. The original intent of this project was to give students and professors a better understanding of stress. Even though the documentary only contains Cal Poly students, it can be used as a useful tool for relating experiences that students go through with stress to others.

In relation to Cal Poly, this documentary can be disseminated to other students through working with other organizations on campus (New Student Programs, Health and Counseling Services, Career Services, Student Academic Services). It has the potential to be a resource for campus, specifically with new students to illustrate that stress is a common factor in the college environment. To do this, I would provide the organizations on campus a link to the documentary, as well as the feedback sheet to determine the usefulness of the documentary. Doing this would allow anyone with the link to the YouTube video watch the documentary and then have the learning objective feedback sheet to download and fill out.

## **Future Work**

This project has the potential to go more in-depth on student stress at Cal Poly to make a more unified and cohesive documentary. Pooling more resources from campus (Mustang Success Center, Health and Counseling Services, Career Services, etc.) to have their opinions on stress and what tips they have for student success can be implemented into the documentary. This leads to increasing the documentary length to incorporate these resources, as well as to interview more students about stress.

One problem I ran into while filming the documentary was getting a representative sample of Cal Poly's student population (Interviewed 4 males and 7 females), so making the sample more in line with the student population can be looked at. Along with the interviews, more B-Roll could be shot to have footage to cut away to when the students are talking about their experiences.

Another aspect to look at for future work is more research behind the psychology of stress. Developing a longer survey to understand the connections between academics, social life, and personal health can be looked at. One component that I would like to have added to this is emotional health of students and how that also relates to the other three categories.

Finally, the section of my senior project that should have been tested more is the learning objectives. By the time the edit for the documentary was completed and ready to send to people, I was not able to have a sufficient amount of people to watch the documentary and see if they can identify the learning objectives. In the future, this video could be sent out with the feedback sheet to more people and see how well the documentary conveys information to different people.

## Conclusion

In conclusion, I am happy with how my project turned out. Although stressful throughout different times in the quarter, going through this experience has taught me valuable skills in both technical design and interacting with others that I plan to use in my future work. Some of these skills include coordinating with different students and outreach to organizations on campus, time management and establishing goals early and sticking to them, utilizing the resources around me with my colleagues, and finally not letting stress pile up. This project is a good representation of how students can take a field that they already have knowledge in and expand on it to create a product that can impact and help others.

My documentary, Student Stress at Cal Poly, can be found at the following link:  
<https://www.youtube.com/watch?v=UgJUF9r7d60>

A downloadable version can be found here:  
<https://www.dropbox.com/s/rkyzo623zlggy7g/Student%20Stress%20at%20Cal%20Poly.mp4>

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## **Appendix A**

### **Student Stress Survey Questions**

#### **Academic Questions**

- 1) Over the course of a year, the number of units I am taking this quarter is appropriate for me.**
- 2) The workload between all of my classes is manageable.**
- 3) When I do not understand a concept in class, I will ask for help during class.**
- 4) When midterms come around, I am able to allocate time effectively to study for each midterm.**
- 5) My professors help with my understanding of the subject.**
- 6) I put off all of my studying until the day/night before a midterm.**
- 7) I have thought about changing majors due to the rigorous coursework.**
- 8) I have missed classes in the past due to stress.**
- 9) I have had disagreements with instructors about grading before.**
- 10) I have received lower grades than expected in some classes.**
- 11) I have had to repeat a course, or have come close to repeating one.**
- 12) I have had difficulty relating to my major.**

#### **Social Questions**

- 13) I hang out with friends whenever I have free time.**
- 14) When a midterm is coming up, I will hang out with friends over studying.**
- 15) I have friends I can go to with problems.**
- 16) It is easy for me to get along with my roommate.**
- 17) I like meeting new people in classes.**
- 18) I enjoy being with other people.**
- 19) I am on social media (Facebook, Twitter, Instagram, etc.) for at least one hour a day.**
- 20) I am more introverted in conversations when stressed.**
- 21) I am relatively quiet around strangers.**
- 22) I am comfortable around others.**
- 23) I would consider myself a private person.**

## **Emotional Health Questions**

- 24) I avoid thinking or talking about problems I have.**
- 25) I have trouble remembering things.**
- 26) I feel anxious or scared about problems that I cannot describe.**
- 27) I tend to show emotions to family or friends.**
- 28) I feel stressed on a daily basis.**
- 29) I feel like I can trust my friends and people around me.**
- 30) I believe other people understand what I am going through.**
- 31) I feel like there are not enough hours in the day.**
- 32) Generally, I am optimistic about my future.**
- 33) In some instances, I have grown tired and disinterested in life.**
- 34) When I have an important personal problem that I cannot solve by myself, I seek help from others.**
- 35) I handle stress in a positive manner.**
- 36) Living away from home is difficult for me.**
- 37) I am stressed at certain points of the day.**

## **Personal Habit Questions**

- 38) I try to spend at least two hours a week working on one of my hobbies.**
- 39) I try to spend at least one hour a week writing or reading.**
- 40) I read the news (through any medium) daily.**
- 41) I watch television (including Netflix shows) for entertainment more than two hours a day.**
- 42) I try to do some physical activity for at least 30 minutes a day.**
- 43) My eating habits change when I am stressed out.**
- 44) I have had a personal achievement of my own in the last month.**
- 45) I have seen a change in my sleeping habits when I am stressed out.**
- 46) Money has been an issue throughout college.**
- 47) My job has added stress to my life.**

## **Appendix B**

### **Informed Consent Form – Survey**

#### **INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT ON STUDENT STRESS**

A research project on ‘Student Stress’ is being conducted by Jeffrey Cabanez, a student in the Department of Liberal Arts and Engineering Studies at Cal Poly, San Luis Obispo, under the supervision of Dr. Jane Lehr. The purpose of the study is to gather information on potential stressors that students at Cal Poly San Luis Obispo face in their daily activities.

You are being asked to take part in this study by completing the following survey. Your participation will take approximately 5 - 10 minutes. Please be aware that you are not required to participate in this research and you may discontinue your participation at any time without penalty. You may also omit any items on the questionnaire you prefer not to answer.

There are minor psychological risks in participating in this study if you have concerns about your current stress state. Please be aware that you may contact or visit Cal Poly’s Counseling Services in the Health Center, Building 27 next to the Recreation Center for assistance. Their number is (805) 756-2111. Your responses will be provided anonymously to protect your privacy. Potential benefits from this research include indicating what types of common stressors students may face.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Jeffrey Cabanez at [jcabanez@calpoly.edu](mailto:jcabanez@calpoly.edu). If you have concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Cal Poly Human Subjects Committee, at (805) 756-2754, [sdavis@calpoly.edu](mailto:sdavis@calpoly.edu), or Dr. Dean Wendt, Interim Dean of Research, at (805) 756-1508, [dwendt@calpoly.edu](mailto:dwendt@calpoly.edu).

If you agree to voluntarily participate in this research project as described, please indicate your agreement by completing the following survey. Please print a copy of this consent cover form now for your reference, and thank you for your participation in this research.

Click next to continue with the survey, or exit out.

## Appendix C

### Research Protocol: Survey

**Title:** Student Stress Survey

**Jeffrey Cabanez, Liberal Arts and Engineering Studies | Jane Lehr, Advisor**

#### **Statement of Purpose, Benefits, and Hypotheses**

The purpose of the student stress survey is to understand what Cal Poly students believe about stress and how it affects them. I want to see where people are the most stressed, how they deal with this stress, and if a certain stress affects them in other facets of their life (Academically, socially, and personal health). The results will be used in a senior project paper and a film documentary about Student Stresses. The overall goal of this stress survey is to help define the stresses that students face at Cal Poly in terms of academics, social life, and personal health/well-being. This survey will inform my film documentary in terms of what topics I want to address in the film.

#### **Methods**

*Subjects:* Cal Poly students from a wide variety of disciplines. They will be recruited from classes, online forums, and word of mouth. All students should be between the ages of 18 and 22. Any major/class standing is welcomed. The survey will take between 10 and 15 minutes total.

*Experimenter:* Jeffrey Cabanez will provide students with the link to the survey online. Survey can be found at <http://www.surveygizmo.com/s3/1605853/Student-Stress-Survey>.

#### *Materials and Procedures:*

Survey Questions: See Attached form: Student\_Stress\_Survey.doc

Procedure: After giving students the link to the survey, a screen will appear informing them about their participation in the survey. After saying that they accept the conditions, information about their college, major, and year will also be asked on the next screen. Once they click “Next,” they will be led to the question sets provided. The questions will appear in groups of 15 to 20 questions per page. After all of the questions are answered, I will thank them for their participation. The only things collected from the participant are the responses to the questions, IP addresses and locations will not be collected.

## Appendix D

### Informed Consent Form – Documentary

#### INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT ON STUDENT STRESS

A research project on ‘Student Stress’ is being conducted by Jeffrey Cabanez, a student in the Department of Liberal Arts and Engineering Studies at Cal Poly, San Luis Obispo, under the supervision of Dr. Jane Lehr. The purpose of the study is to videotape and document some of the stresses that students face at Cal Poly and some ways in which they manage their stress.

You are being asked to take part in this study by answering a variety of questions based on stress. Your participation will take approximately 30 – 45 minutes. Please be aware that you are not required to participate in this research and you may discontinue your participation at any time without penalty. You may also omit any questions that you do not want to answer.

The possible risks associated with participation in this study include psychological harm (stress, depression, embarrassment, and/or loss of self-esteem). If you should experience any of these risks, please be aware that you may contact or visit Health and Counseling Services in the Cal Poly Health Center, Building 27, at (805) 756-2511 for assistance.

Your confidentiality will be protected by not allowing anyone else to see the interview except for the researcher; any footage may be cut if deemed inappropriate by the interviewee (see Participant Consent Form). Potential benefits associated with the study include defining the common stresses that Cal Poly students face and give different ways/resources to de-stress to other students.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Jeffrey Cabanez at [jcabanez@calpoly.edu](mailto:jcabanez@calpoly.edu). If you have concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Cal Poly Human Subjects Committee, at (805) 756-2754, [sdavis@calpoly.edu](mailto:sdavis@calpoly.edu), or Dr. Dean Wendt, Interim Dean of Research, at (805) 756-1508, [dwendt@calpoly.edu](mailto:dwendt@calpoly.edu).

If you agree to voluntarily participate in this research project as described, please indicate your agreement by signing below. Please keep one copy of this form for your reference, and thank you for your participation in this research.

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Signature of Volunteer

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Date

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Signature of Researcher

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Date

## **Appendix E**

### **Research Protocol: Documentary**

**Jeffrey Cabanez, Liberal Arts and Engineering Studies Department, Jane Lehr**

#### **Statement of Purpose, Benefits, and Hypotheses**

The purpose of this video documentary is to shed light on some of the stresses that Cal Poly students may typically face during their time in college. The primary focus of the documentary will be split up into three components: academics, social life, and personal health/well being. This documentary will display some stresses that students have and demonstrate how those stresses affect their academics, social life, and personal health in both positive and negative ways.

Some potential benefits from this project include pinpointing where stresses overlap in student's lives and finding positive ways to help facilitate that stress. Locating stresses will help students figure out what they can do to change how they react to stress and try to lower it. Overall, the main goal of this video documentary series is to portray how Cal Poly students react to stress and how that can inspire others to act on that as well.

#### **Methods**

*Subjects:* Cal Poly students recruited from classes, online forums, and word of mouth. Between the ages of 18 and 22. Any major/class standing is welcomed.

*Experimenter:* Jeffrey Cabanez will film the interviews with the students, asking them a variety of questions about stress and how it affects them in the three categories listed above.

#### **Interview Questions**

- How would you define stress?
- What, if any, types of stresses do you face in a typical week?
- Are the stresses you face purely academic, or are there outside stresses as well?
- Have academics suffered or take precedence when it comes to stress?
- Does post graduation have any affect on your stress now?
- Can you see stresses affecting your social life? How so?
- Do these stresses affect your personal health/well being? How so?
- What are some ways that you de-stress?
- Do you have any examples where you handled stress well or it became too overwhelming?
- Do you have any advice for people who have a hard time with stress management?
- Any closing comments?

**Procedure:** After filling out the informed consent form, I will tell the participant that I will be filming their interviews for the video. If they do not wish to have their face on the video, I will only record their audio and use that. After the location has been chosen for the interview, I will conduct the interview with the question set above, adding follow-up questions to clarify the responses of the participant. After the interview concludes, I will follow up with them, making sure that everything went well on their end and let them know when the documentary will be able for them to view. The data will be stored on a personal hard drive until the conclusion of the project, at that point it will be moved to an LAES hard drive.

## Appendix F

### PARTICIPANT RELEASE FORM FOR STUDENT DOCUMENTARY

Faculty Supervisors: Jane Lehr and Michael Haungs, Liberal Arts and Engineering Studies Department  
Student Investigator: Jeffrey Cabanez, LAES Senior

PRODUCTION TITLE: STUDENT STRESS VIDEO DOCUMENTARY

#### Purpose:

The purpose of this video documentary is to shed light on some of the stresses that Cal Poly students may typically face during their time in college. The primary focus of the documentary will be split up into three components: academics, social life, and personal health/well being. This documentary will display some stresses that students have and demonstrate how those stresses affect their academics, social life, and personal health in both positive and negative ways.

Some potential benefits from this project include pinpointing where stresses overlap in student's lives and finding positive ways to help facilitate that stress. Locating stresses will help students figure out what they can do to change how they react to stress and try to lower it. Overall, the main goal of this video documentary series is to portray how Cal Poly students react to stress and how that can inspire others to act on that as well.

#### Participation:

Participation in this project entails being interviewed about your own personal stresses that you have faced while at Cal Poly. These stresses can be both internal and external. A set of questions will be provided to you before you are interviewed, and additional question will be asked based on your responses. Interviews will be videotaped: audio and video will be recorded on tape. Partaking in this interview will take approximately 30 - 45 minutes.

#### Risks:

Participants may experience psychological harm through answering questions

- a) Stress/Depression
- b) Embarrassment
- c) Loss of self-esteem

#### Rights:

- a) Participants have the right to stop at any point of the interview
- b) Participants may withdraw their interview footage from documentary at any point
- c) Participants have the right to omit any question they do not want to answer

#### Exhibited:

This film will be exhibited on Vimeo and YouTube. A link will be provided for streaming the video online. It will also be included in the Senior Projects Archive as a link so others may view it.

#### Storage:

The footage will be stored on an external hard drive for the duration of the project. Once completed, all of the raw footage will remain on that hard drive for senior project access.

If you experience any psychological harm as a result, the contact information for Health and Counseling Services is (805) 756-2511.

Questions: Any addition questions, you may contact Jeffrey Cabanez.

Email: [jcabanez@calpoly.edu](mailto:jcabanez@calpoly.edu)

Phone Number: (909) 754-0489

In consideration of my participation in the student-produced documentary identified above, I, the undersigned, do hereby expressly and irrevocably consent to the photographed and/or recorded. I agree that Jeffrey Cabanez and the LAES Department will own any and all rights in said photography, and I waive any and all uses of my name, likeness, voice, or character including but not limited to, the right to reproduce, distribute, sell, transmit, publish, exhibit, or otherwise use the above titled production or any portion thereof. I understand that in proceeding with said photography, The Liberal Arts and Engineering Studies Department and Jeffrey Cabanez is doing so in full reliance on the foregoing permission.

If reviewing raw footage, any portions may be removed if I do not wish them to be included in the final film.

I release any and all rights, title, or property interest I may have in the production, or so much of it as pertains to me. I understand I shall receive no compensation for my appearance and participation in the documentary being produced.

I am at least eighteen years of age, fully aware of the nature and extent of my participation in this project, and have been informed of the possible risks involved in or arising from it. I understand that I may withdraw my participation in this project at any time without prejudice or penalty of any kind. I hereby agree to participate in the project.

\_\_\_ View raw footage after filming to confirm consent

\_\_\_ Screen film prior to Internet upload

\_\_\_ Do not use names and majors in film

SIGNATURE: \_\_\_\_\_

NAME (Print) \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

STUDENT PRODUCER SIGNATURE: \_\_\_\_\_

NAME (Print) \_\_\_\_\_

PHONE: \_\_\_\_\_ DATE: \_\_\_\_\_



## **Appendix G**

### **Student Stress at Cal Poly Documentary Feedback Sheet**

Name: \_\_\_\_\_

Major: \_\_\_\_\_

1. What is one definition of stress given by the students in the documentary?
  
2. What is one area of stress that affected students in the documentary?
  
3. What were some common stressors in the student's lives?
  
4. Name some ways that you de-stress either from the video or your own personal methods.
  
5. What are some resources to go to when you are too stressed?
  
6. What can you do when you realize you are stressed out?
  
7. Any comments on the documentary?