

# Breathe, Believe, Achieve: Helping High Schoolers Develop Healthy Coping Skills and Self-Care Practices

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## Logic Model

### Outcomes

- 16 out of 20 students in the IB or early college program will have implemented at least two of the main indicators of self-care: identify emotions of a stress, utilize coping skills, practice self-care.

### Outputs

- 20-25 high schoolers for participation and signed consent forms
- ≥16 students for first day introductions and pre-survey
- ≥16 students for all sessions
- ≥16 students for last day session and post-survey

### Activities

- Conduct research and find existing programs for best practices
- Create lesson plan for each session
- Create consent form for students and parents
- Conduct 1-2 hour session on Fridays with high schoolers

### Inputs

- What you/the org invested that was required to execute the activities
- Eg., time, volunteers, mentor expertise, materials, technology, etc., so if others wanted to replicate they could consider what would be needed

## Introduction

The need for a mental health focused project in a high school in Mobile, Alabama is underscored by the high levels of stress that IB and early college students experience alongside the limited access to mental health resources. According to the American Psychological Association's article "Stress in America: Generation Z", stress is at an all time high for teenage students facing academic pressures. They emphasize the lack of stress management and coping mechanisms being utilized and the need for targeted mental health interventions to support these teenagers. The Alabama Department of Public Health reported that Mobile County has a lower ratio of mental health professionals to residents compared to more urbanized areas. This shortage means that students often face the effects of having limited availability to mental health professionals and their resources. *What Works for Promoting and Enhancing Positive Social Skills: Lessons from Experimental Evaluation of Programs and Interventions* is a report that took the findings from 38 studies and evaluated each of them to highlight the effects that different intervention programs that target social skills have. This report found that programs that were patient-centered, multi-faceted, and implemented by teachers stood out to be most effective along with interventions that combined coaching and modeling with lectures. Our project plan was to take this information and develop an intervention program that develops self-regulation skills that will help these students grow into well-rounded young adults that are successful in their plans after high school.



Keila Adams and Autumn Edwards with the IB and early college students at Murphy High School conducting their first day introductions.

## Impact

At the end of our service project IB and early college students at Murphy High School felt more confident in their ability to...

- identify emotions that indicate they are experience a stressful situation
- Utilize two or more coping skills 80% of the time when experiencing a stressful situation
- Practice two or more self care activities in a week to reduce stress



IB and early college high school students at Murphy High School

## Critical Assessment

### Main Barriers:

- Time and availability of both us and the project participants.
- Meeting the specific needs of each student and teachers while developing sessions that addresses those needs appropriately for our audience.

### Impact to personal and professional growth:

- Project development and management skills
- Effective communication skills
- Social and emotional teaching skills
- Research and analytical skills

## Acknowledgements

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## References

[Stress In America: Generation Z](#)  
[Alabama Department of Public Health: Mental Health and Substance Abuse](#)  
[What Works for Promoting and Enhancing Positive Social Skills](#)