

## **Phase 2: Asset Map and Intervention Schedule**

Group 1: Korey Dadgar, Karen Wang, Jessica Newland, Shelby Slay

### **2a. What assets exist on campus?**

The area of campus that we are using for our intervention is the area outside the nest between the bookstore and Irving K Barber learning centre. This area is a substantial resource for students in experiencing nature because it is populated with historical and visually appealing trees that have a calming and mediating effect. There are many assets on campus, but we chose this one specifically because of its central location and the aspect of accessibility that other areas on campus lack. This area is supportive of student wellbeing because it can reduce stress levels of students by exposing them to the environment in an accessible and convenient way. The walkway in this large space can be useful because it provides an area for students to relax and unwind. This is also an asset for our project because it provides an area for students to partake in art in an open space which has been shown to be helpful in reducing stress levels.

**2b.** In Phase 2, you also need to outline the design of your group's nature-based wellness intervention. In addition to a detailed description of what participants will do, what each team member is responsible for, what the intended benefits are, you also need to include a recruitment strategy (you can use the Wellness Centre's Facebook page, the SEEDS website, and also need to come up with an original recruitment idea) as well as a plan to evaluate the intervention.

### **Design: Multiple Regression**

- IV: Drawing with Chalk
  - Condition One: Without Classical Music
  - Condition Two: With Classical Music
- DV: Stress Levels

### **Method:**

- Participants will be given environmentally friendly chalk and will spend a total of fifteen to twenty minutes of their time drawing at a specified location in which they will be assigned to two different conditions: one without classical music, and one with classical music. At the beginning of the session, the first round of participants will be given surveys to assess their baseline stress levels prior to the conduction of our intervention. The first condition will draw for a total of fifteen minutes with no classical music playing in the background. After this, participants will then be asked to fill out the same survey again to assess their stress levels. Once the first round of participants have completed the survey, we will then conduct another round involving condition two with a new set of participants. Individual's will be asked to complete the same survey to determine their baseline stress levels. In which once completed, we will then incorporate classical music within the background while the participants are directed to draw for a total of fifteen

minutes. Once the time is up, the participants will then be given the same survey in order to reassess their stress levels post-intervention.

### **Team Member Responsibilities:**

- Karen
  - Administering the surveys before, during, and after testing
  - Creation of survey in order to evaluate the intervention
- Jessica
  - Recruitment and organization of participants
- Korey
  - Directing workshop
    - Ask questions to direct their drawing?
- Shelby
  - Directing workshop
    - Ask questions to direct their drawing?

**Intended Benefits:** Reduction of Stress Levels

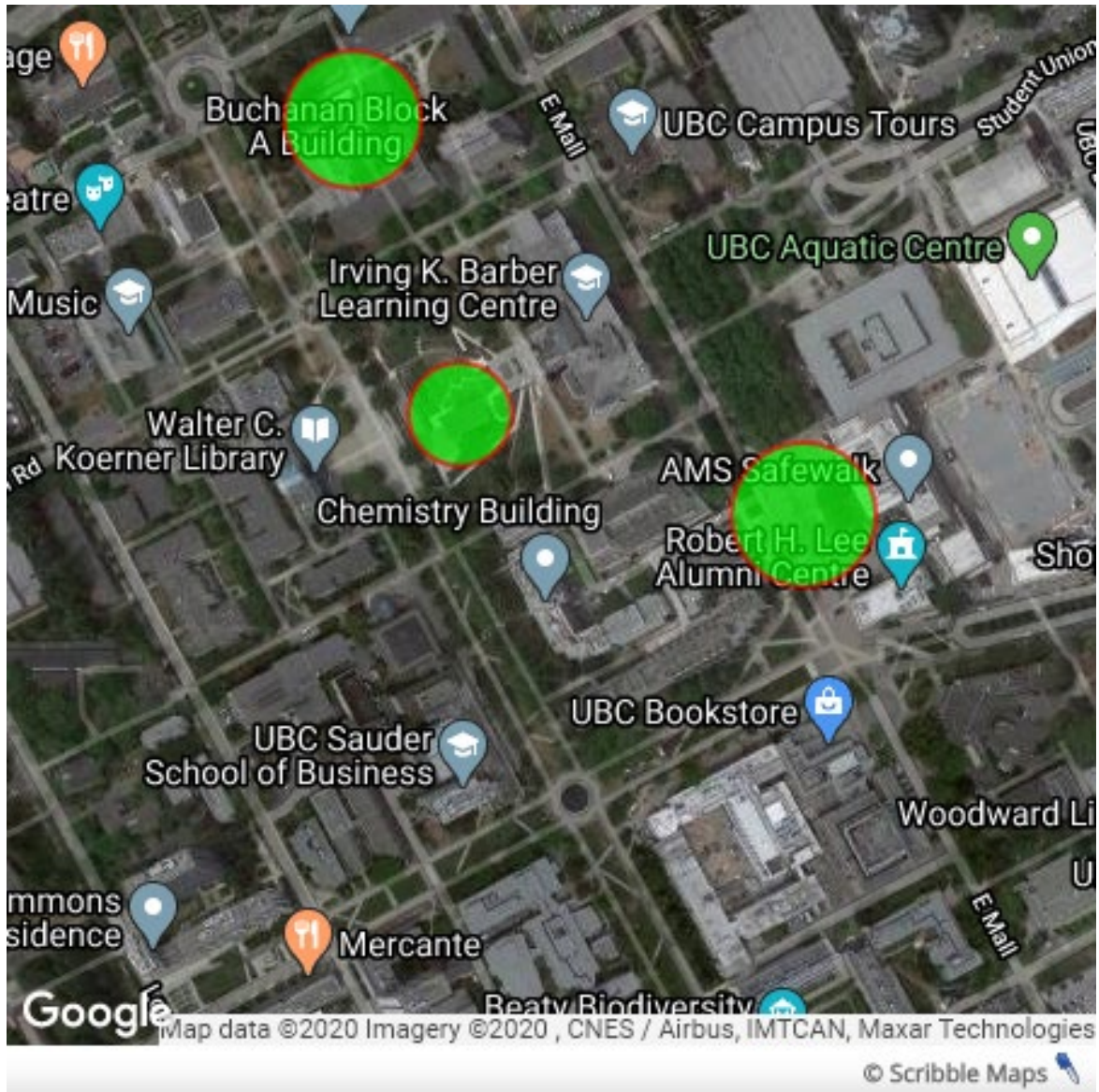
### **Recruitment Strategies:**

- Social Media (Facebook and Instagram)
- Putting up posters around the nest, and UBC Wellness Center
- Word of mouth, asking friends if they can participate

### **Proposed map of our workshop:**

We have outlined three possible areas where we could hold our workshop on campus. Our goal is to do the workshop in an open space, where it possible to attract students as well as have a sense of involvement with the campus and/or nature in their surroundings throughout the workshop. Our three possible areas include:

- In the concourse area of Buchanan, where many students travel past and relax in (In between Buchanan A, B,C,D)
- In between the two libraries in a nature scenery-esque area to allow students to take a break from studying and enjoy (just below the residential school history and dialogue centre)
- Outside the Nest, where thousands of students travel past on their daily commute to class (To the side of the Nest, close to the tree area outside the Life Building)



## **Reconnect with Nature in This Student-Led Research Project**

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### **By participating in this workshop, you will:**

Have the opportunity to experience a nature prescription, designed by a team of UBC undergraduate students  
Aid and refine nature-based workshops for the UBC Wellness Centre to run in the Future  
Help UBC undergraduate students better understand how nature affects human wellbeing.  
Help with one's own stress levels during the workshop

### **Participating in the workshop will require:**

Attendance and Involvement in a One-hour outdoor workshop  
Completion of a ten-minute survey before and after the workshop  
Participants will be drawing as a response to a set number of questions during the workshop  
(No artistic abilities are needed)

### **Date of Workshop:**

Friday March 13th 2020 on UBC campus in either