



**Mental Health of Student Workers in College Experiencing
Parental Pressure**
Maddy Oliver

1. **Note: Because this research project was so carefully designed, rather than reformat it in InDesign, we have left it standing as-submitted.**

Instructor: Netta Baker (Instructor)

Author Permissions:

I grant permission to include this project/paper in the Document Gallery on HokiesWrite.com.

I grant permission for this project/paper, if selected, to be published in the program's textbook.

I grant permission for this project/paper to be shared in-class.

I grant permission for this project to be used in professional workshops and for GTA education purposes.

Note: The citation information on p. 1 follows modified APA, incorporating the writer's full name as an acknowledgement of a more fully humanistic regard for authorship.

All materials on HokiesWrite (hokieswrite.com) are curated by the Virginia Tech Composition Program (within the Department of English and College of Liberal Arts & Human Sciences) and its leadership team. Inquiries should to composition@vt.edu.

Keywords: academic stress, higher education, mental health, parental pressure, student workers, survey

Citation (modified APA)

Oliver, Maddy. (2021, April 30). *Mental Health of Student Workers in College Experiencing Parental Pressure*. Hokies Write. <http://hokieswrite.com>.

Mental Health of Student Workers in College Experiencing Parental Pressure
By: Maddy Oliver

“There is such pressure on kids these days to be the best at everything”
- Shirley Henderson

Introduction

William Zinsser¹ breaks the pressures that kids in today's society receive into four main groups: economic, parental, peer, and self-induced pressure. He describes each, all playing their roles within the student's life. He says that the economic pressure stems from the brutal economy, which intertwines with the parental pressure of parents wanting their child to pursue a high-paying career. Then comes the peer pressure mixed in with the self-induced pressure; the students are too busy trying to outperform the other that they are unable to participate in the much-needed extra-curricular activities. Zinsser makes it known that it is important to acknowledge these pressures because they're unheard of – irregular even. He details the pushing factors behind these pressures, and it all comes down to no one wants to fail and everyone wants to be successful, they want to be better than the next. However, he explicitly says that no student, at the age of 20, should feel as if they have to have their entire life planned out.

It is very important for both students and parents to understand that there are other options to getting help, as well as that the student is not alone - every student faces stress throughout their school career and it's okay to seek help. While many parents may have a predetermined opinion on the amount of pressure their student faces, or the stress student workers face, I think that they will value my input on the issue since I am a student worker that can relate to these pressures as well, but also because it is literally the health of a student - a kid, possibly their kid. These parents and students should be invested in these demographics because some of them are possibly student-workers themselves, or their kid is, and it would truly benefit them to understand the struggles that they [the student] endure. Although Zinsser did say it is the student's responsibility to break these pressures, it isn't easy and the negative side effects can still be seen.

I chose parental pressure because it really resonates with me and my educational experiences. While a few things are different between my educational experiences now and the ones Zinsser experienced, parental pressure hasn't changed much. Ever since I was very young, my parents have always pushed my siblings and I to pursue higher education. I believe that the article, *Academic stress, parental pressure, anxiety and mental health among Indian high school students*² described the pressure I felt from my parents, especially my dad, the best: “In particular, children of fathers possessing a lower education level (non-graduates) were found to be more likely to perceive pressure for better academic performance.” [PROVIDED BY ABSTRACT] My father, who never attended college, along with my mother, who only received an associate degree, believe it is the only way to be successful in the ever-evolving workforce. While I am able to decide my career path, unlike many of the examples Zinsser used, they still

¹ Zinsser, William. “College Pressures.” *Blair and Ketchum's Country Journal*, 1979

² Beban, Alice, and Nicolette Trueman. “Student Workers: The Unequal Load of Paid and Unpaid Work in the Neoliberal University.” *New Zealand Sociology*, vol. 33, no. 2, 2018, pp. 99–131

push me to choose a successful career – one that has job security as well as a high salary. Even still, if I discuss changing my major/minor situation, my father tells me that it is a “stupid idea and that I should stay with what I have” because it is known as a “pre-rich” career with amazing job security. Zinsser was at Yale in 1979, a prestigious Ivy league school predominantly filled with wealthy students. These students were pushed by their parents to attend these schools and become successful, which really meant “pre-rich” careers such as doctors and lawyers. It goes to show that while some of the parental pressures evolve, it will never go away. Parents will still always push their children to pursue high paying careers, they will always want them to outperform others, they will always just want them to be the best.

Currently, I am focused on the demographics of student workers. By being a student worker myself, I have experience in this topic; I understand that it is very stressful and hard to balance school, work, and a social life. I definitely feel as if my mental health has deteriorated due to having to balance so much as well as the pressure felt to excel in college, causing concern for myself as well as my family. However, I am not alone; many student workers report the same feelings about the state of their mental health, as stated in *Student Workers: The Unequal Load of Paid and Unpaid Work in the Neoliberal University*³, “The neoliberal student subject emerges as a contradiction: an individual who desires both more and less engagement with the university as they struggle to find ‘balance’ between university study, paying the bills, caring for family members and cultivating their ‘employability.’” [PROVIDED BY ABSTRACT]

My goal with this paper is to answer my research questions - *how are student workers experiencing mental health concerns? What percentage of these concerns are inflicted by parental pressure? and what resources or spaces are available for student workers to express their health concerns?* - as well as demonstrate that student workers are put under an immense amount of pressure that affects their mental health. It is very important for both students and parents to understand that there are other options to getting help, as well as that the student is not alone - every student faces stress throughout their school career and it's okay to seek help. It is very important to talk about student workers in relation to parental pressure because a student worker feels not only the pressure provided by their parents about school and work, but also the need to complete their schoolwork as well as their workload. It may be hard for that particular student to balance that workload. It is also important to understand the mental health of a student worker, as well as what impact parental pressure has on the students' stability. Mental health is caused by many factors, so stressing over a workload or school-load can definitely affect it. A few insights that parents, as well as students could learn from this study is how to handle the pressure applied to students, how to help a student that has been stretched too far, as well as where students, and parents, are able to seek help.

Methods

To be able to answer my research questions, I made a survey as well as looked into the websites and locations of counseling centers, help centers, and well-known (and not so well-known) guidance available around Virginia Tech's campus and found a plethora of information regarding mental health help and guidance for students, parents, and peers.

³ Deb, Sibnath, Strodl, Esben, & Sun, Hansen (2015) Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Science*, 5(1), pp. 26-34

The survey that I posted contained 9, short and easy questions while allowing the participant to remain completely anonymous. I posted the survey on the Virginia Tech Class of 2024 page as well as a few of the Radford University pages to get a mix of university opinions, also I sent it in three different GroupMe chats; all of which pertain to classes I was currently enrolled: BIT 2405, ACIS 2115, and ECON 2005. I titled the survey to “College Experiences” so it was appealing to more audiences rather than just student workers. That way, I was able to gain important information about the mental health of non-student workers as well as student workers and be able to see if they think their mental health had deviated while in college.

The questions included on the survey are as followed:

1. What current year are you?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate student
 - f. Doctoral student
2. Are you a student worker (work while in school)?
 - a. Yes
 - b. No
3. Do you feel as if your school/work balance has affected your mental health?
 - a. Yes
 - b. No
 - c. Unsure
4. How many hours do you work a week?
 - a. 5-10
 - b. 11-15
 - c. 16-20
 - d. 21-30
 - e. 31-40
 - f. 41+
5. To what extent do you feel school/work has affected your mental health?

- a. A great deal
 - b. A little
 - c. Not at all
 - d. Not sure
6. How involved are your parents in your educational experience?
- a. A great deal
 - b. A little
 - c. Not at all
7. Who are you likely to seek help from if you are experiencing too much stress? (check all that apply)
- a. Mom
 - b. Dad
 - c. Grandparent
 - d. Sibling
 - e. Aunt/uncle
 - f. Cousin
 - g. Counselor
 - h. Friend
 - i. Academic advisor
 - j. Other (please explain)
8. Who pushes you the most to succeed in school? (check all that apply)
- a. Mom
 - b. Dad
 - c. Grandparent
 - d. Sibling
 - e. Aunt/uncle
 - f. Cousin
 - g. Counselor

- h. Friend
 - i. Academic advisor
 - j. Other (please explain)
9. Do you struggle to balance school, work, and your social life?
- a. No, it's easy!
 - b. Yes, all the time
 - c. Kind of
 - d. Other (please specify)

Another fieldwork method I am utilized is location and while I was unable to visit Cook Counseling Center⁴ in-person due to current living arrangements, I have become familiar with services they offer, as well as their website. By browsing the website, I discovered that not only do they do individual therapy, but they also do skills shops, group counseling, as well as couples counseling. Students, parents, and peers can reserve appointments with a counselor on a schedule that best fits them. I have also learned about many of the other services Virginia Tech offers such as the Student Success Center, Newman Library, Course Catalogs, and college based academic advisors - all of which can either be found via website or Virginia Tech Campus Map⁵.

The Student Success Center⁶ is a service offered to students if they feel overwhelmed with courses and receive the needed help and guidance from tutors, the ability to apply for jobs, as well as earn scholarships to help the student financially.

Newman Library⁷ is just one of the libraries Virginia Tech has to offer students that has help from librarians when requested. Librarians are able to assist students with research by helping them learn WorldCat. Before COVID-19, students were able to use the library freely, however due to COVID-19, students can now schedule their very own time slot to study and use library resources.

The course catalog⁸ as well as academic advisors⁹ are my absolute favorite resources through Virginia Tech. The course catalog displays all of the courses that Virginia Tech has to offer and also informs students about the requirements needed for graduation detailed to each major. All the while, an academic advisor helps students pick course loads, gives advice on classes, tailors to each students' needs through classes, and shares information they know about the intended major/minor. Every student attending Virginia Tech has an academic advisor that specializes in

⁴ <https://ucc.vt.edu/>

⁵ https://vt.edu/content/dam/vt_edu/maps-locations/vt-blacksburg-map.pdf

⁶ <https://studentsuccess.vt.edu/>

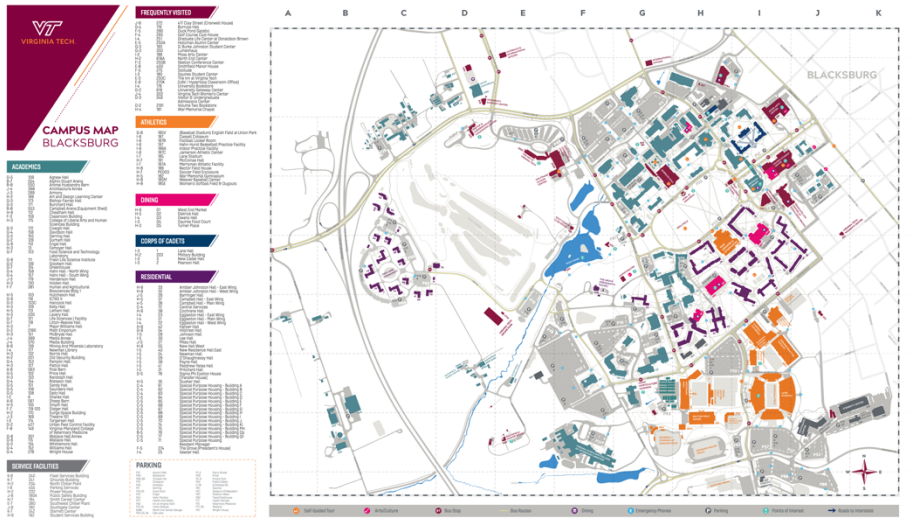
⁷ <https://lib.vt.edu/>

⁸ <https://www.undergradcatalog.registrar.vt.edu/2021/index.html>

⁹ <https://pamplin.vt.edu/undergraduate-programs/advising.html.html>

that particular college they are a part of, for example, since I am a business major, I attend Pamplin College of Business. I have an academic advisor who works with only Pamplin students; she doesn't work with any engineering, architecture, or chemistry majors - only Pamplin College students.

Results



This is a picture of Virginia Tech's campus provided by Virginia Tech Campus Map¹⁰. The map is able to show locations of every parking lot, class building, as well as dormitories on campus. It is a good resource for every student and parent to find their way around campus if they are struggling.

Control Responses

- What current year are you?
 - o 89 (76.07%) were freshmen, 20 (17.09%) were sophomores, 6 (5.13%) were juniors, 2 (1.71%) were seniors and 0 (0%) were either graduate or doctoral students.

1	Freshman	76.07%	89
2	Sophomore	17.09%	20
3	Junior	5.13%	6
4	Senior	1.71%	2
5	Graduate Student	0.00%	0
6	Doctoral Student	0.00%	0

•

117

¹⁰ https://vt.edu/content/dam/vt_edu/maps-locations/vt-blacksburg-map.pdf

Information Gathering Questions

- Are you a student worker?
 - 38 students said yes, they are student workers; if broken down, it is 22 (57.89%) freshmen, 13 (34.21%) sophomores, 1 (2.63%) junior, and 2 (5.26%) seniors.

#	Field	Freshman	Sophomore	Junior	Senior	Graduate Student	Doctoral Student	Total
1	Yes	57.89% 22	34.21% 13	2.63% 1	5.26% 2	0.00% 0	0.00% 0	38
2	No	84.81% 67	8.86% 7	6.33% 5	0.00% 0	0.00% 0	0.00% 0	79

- Do you feel as if your work/school balance has affected your mental health?
 - 83 students said yes, they do feel as if their mental health had been affected, while 21 responded that their mental health has not been affected, and 13 reported they were unsure.

#	Field	Freshman	Sophomore	Junior	Senior	Graduate Student	Doctoral Student	Total
1	Yes	71.08% 59	20.48% 17	6.02% 5	2.41% 2	0.00% 0	0.00% 0	83
2	No	85.71% 18	14.29% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	21
3	Unsure	92.31% 12	0.00% 0	7.69% 1	0.00% 0	0.00% 0	0.00% 0	13

- How involved are your parents in your educational experience?
 - 26 students reported that their parents are involved greatly in their educational experience, 42 students responded that parents are involved a little, 33 responded 'a moderate amount,' and 16 respondents said not at all.

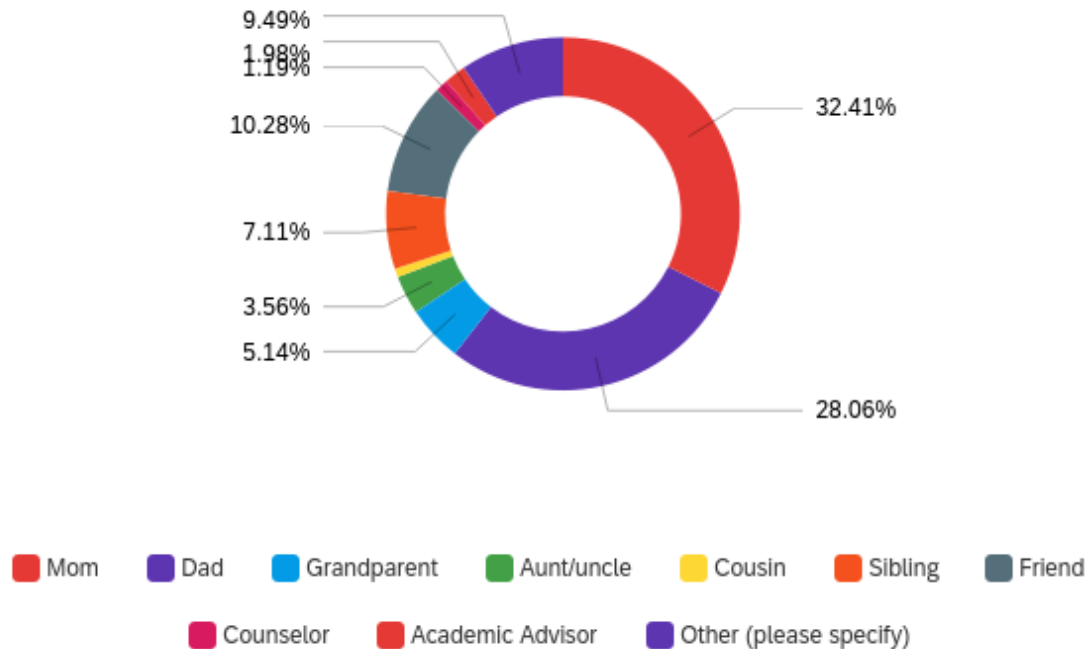
Q7 - How involved are your parents in your educational experience?

#	Field	Freshman	Sophomore	Junior	Senior	Graduate Student	Doctoral Student	Total
1	A great deal	21.35% 19	25.00% 5	16.67% 1	50.00% 1	0.00% 0	0.00% 0	26
2	A little	35.96% 32	40.00% 8	33.33% 2	0.00% 0	0.00% 0	0.00% 0	42
3	A moderate amount	30.34% 27	15.00% 3	33.33% 2	50.00% 1	0.00% 0	0.00% 0	33
4	Not at all	12.36% 11	20.00% 4	16.67% 1	0.00% 0	0.00% 0	0.00% 0	16
		89	20	6	2	0	0	117

Showing rows 1 - 5 of 5

- Who pushes you the most to succeed in school?
 - 82 (32.41%) respondents said mom, 71 (28.06%) said dad, 13 (5.14%) said grandparents, 9 (3.56%) said aunt/uncle, 2 (0.79%) said cousin, 18 (7.11%) said sibling, 26 (10.28%) said friend, 3 (1.19%) said counselor, 5 (1.98%) said academic advisor, and 24 (9.49%) said other - which various answers which range from 'myself' to 'boyfriend.'

Q9 - Who pushes you the most to succeed in school? (check all that apply)



These visuals break the questions down by class rank (freshman, sophomore, junior, senior, graduate student, or doctoral student) and displays whether they are a student worker, if their mental health has deviated, and who pushes them to succeed the most. It appears that most student workers are freshman, as well as having the largest majority of feeling as if their school/workload has affected their mental health. These graphics also show how parental pressure is present among students, out of 117 responses, 32% reported that their mom pushes them to succeed and 28.06% reported that their dad pushes them to succeed academically. This is prevalent in displaying that not only do student workers have a tremendous amount of stress through their work/school load, but also the never-ending parental pressure felt.

Discussion

My results, as shown above by graphs and tables, reflects the mental health side effects that school, work, and parental pressure have on students. These results have also helped me answer my research questions: *how are student workers experiencing mental health concerns? What percentage of these concerns are inflicted by parental pressure? and what resources or spaces are available for student workers to express their health concerns?*

By looking at my results from my survey “College Experience,” 83 out of 117 students said that their mental health has been affected by their school/work balance. According to Daphne E. Pedersen, the author of “School Spillover and College Student Health”, “school spillover occurs when the obligations and pressures of student life extend into other domains through shared behaviors or stress.” Students in today’s society have to worry about work, school, and even their social time. On average, students take a minimum of 12 credit hours a semester to be considered

a full-time student, resulting in a lot of homework and burnout in school. This burnout is able to be described as the so-called 'school spillover,' a never-ending epidemic seen in students' lives. This can oftentimes refer to the pressure that Zinsler described many of his students feeling while attending college in 1979. His students also didn't have enough time for their work, school, and social life. It can be noted by analyzing my results from the survey, the majority of student workers reported working 5-10 hours a week, students stressed over finding time for other important needs such as socialization, self-care, and exercise; such characteristics play a major role in students' lives by keeping them happy as well as healthy.

Not only are students riddled with anxiety and stress, but they are constantly concerned about their parent's expectations. In "Parental Career Expectations: Effect on Medical Students' Career Attitudes Over Time" it confirms that while there is an effect on parental pressure and student success, it does not show that it has an effect on lower grades; however, there is a correlation to long term burnout. (Griffin, Barbra, Wendy Hu) Students that are experiencing parental pressure are more likely to display burnout in the long run, not only affecting how they feel about their mental health and school, but also their career. Parents that are pushing their students to do the best they can are oftentimes hindering the student's mental health rather than improving it or encouraging the student. For example, I know when my parents push me to get all A's and B's I feel an immense amount of pressure. If I just so happen to get a high C, I still feel as if I let them down because I knew they expected the A's and B's - which hurts my feelings, making me feel as if I am a failure - degrading my mental health. While these students may not earn lower grades due to these pressures, they will still feel the pressure to excel in school and their careers, resulting in burnout of their profession later. Also, they may feel as if they bore with the topics/subjects that used to interest them much easier another possibly they may endure is not enjoying their career as much as they believed they would have due to the amount of parental pressure placed on them.

While examining the issue of mental health, it made me think of the resources available to students. Generally, students don't know where to go for much needed help when it comes to their health, especially mental health. According to P. Pedrelli et al,

important aspects of treatment to consider when treating college students with mental health problems are outlined, such as the importance of including parents in the treatment, communicating with other providers, and employing of technology to increase adherence. It is concluded that, by becoming familiar with the unique problems characteristic of the developmental stage and environment college students are in, practitioners will be able to better serve them.

Personally, while attending Virginia Tech, I have found multiple resources available such as academic counselors, Cook Counseling Center, as well as other various accommodations. On Tech's campus, Cook Counseling Center is a place where students can go to get therapeutic help from licensed counselors, whether it be workshops, individual counseling, or even couples counseling; and this is all just one resource, there are many others located on and around campus. Frequently, students don't want to admit that they need a counselor to help them, which displays why it is very important to have parents and family members participate in these counseling sessions to help them understand the struggles that their students face, as well as get the student involved with programs to insure their health and wellbeing.

While looking back through my fieldwork and sourcework, it exposed a lot about the issue of mental health of college students, especially those that are student workers. When I began this project, I knew that the mental health of college students was deteriorating due to the pressures that they constantly face; however, I was not aware that it could not only affect their mental health while in college, but their entire outlook on their career choice and easy burnout of such career. By analyzing the data I collected myself as well as analyzing many peer-reviewed articles, it appeared that the mental health crisis is ever present and still just as bad, if not worse than how Zinsser described it in his article. While Zinsser did say that it was up to the student to stop these never-ending pressures, there needs to be change before that can happen. Students need to break the mold and resist the pressures they face - peer, parental, self, and economic pressures. It can start by encouraging other students to do the best they can instead of competing for the best grade, stop expecting absolute perfection from themselves, and telling their parents they are putting too much pressure on them.

Works Cited

1. Zinsser, William. "College Pressures." *Blair and Ketchum's Country Journal*, 1979.
 1. In the reading *College Pressures* by William Zinsser, he explores many of the pressures that college students feel in today's society. He really breaks them down into four main subgroups, which are: economic, parental, peer, and self-induced pressure; he describes each, all playing their roles within the student's life. He says that the economic pressure stems from the brutal economy, which intertwines with the parental pressure of parents wanting their child to pursue a high-paying career. Then comes the peer pressure mixed in with the self-induced pressure; the students are too busy trying to outperform the other that they are unable to participate in the much-needed extra-curricular activities. Zinsser makes it known that it is important to acknowledge these pressures because they're unheard of – irregular even. He details the pushing factors behind these pressures, and it all comes down to no one wants to fail and everyone wants to be successful, they want to be better than the next. However, he explicitly says that no student, at the age of 20, should feel as if they have to have their entire life planned out. He provides many good examples of the burdens students feel, but the best one is the one about Linda and Barbra, where one always attempts to outperform the other, causing too much anxiety to handle. Although Zinsser did say it is the student's responsibility to break these pressures, it isn't easy and the negative side effects can still be seen
2. Beban, Alice, and Nicolette Trueman. "Student Workers: The Unequal Load of Paid and Unpaid Work in the Neoliberal University." *New Zealand Sociology*, vol. 33, no. 2, 2018, pp. 99–131.
 1. In this article, we build on a growing body of scholarship that seeks to understand what it means to be a student in the neoliberal university by investigating an element of students' lives that is often invisible to lecturers and administrators: students' paid and unpaid work commitments and their influence on student stress. We draw on a study we conducted with New Zealand university students in 2017-2018, comprising a survey of 131 students and in-depth interviews with 20 students. We find that the neoliberal policy changes in the tertiary sector, including the high costs and debt burden borne by students and their families, contribute to students' heavy paid and unpaid work commitments, high stress levels and entrenched class, gender and ethnic inequalities in people's experiences of studenthood. The neoliberal student subject emerges as a contradiction: an individual who desires both more and less engagement with the university as they struggle to find 'balance' between university study, paying the bills, caring for family members and cultivating their 'employability'. [ABSTRACT PROVIDED BY SOURCE]
3. Deb, Sibnath, Strodl, Esben, & Sun, Hansen (2015) Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Science*, 5(1), pp. 26-34.
 1. This work investigates the academic stress and mental health of Indian high school students and the associations between various psychosocial factors and academic stress. A total of 190 students from grades 11 and 12 (mean age: 16.72 years) from three government-aided and three private schools in Kolkata India

were surveyed in the study. Data collection involved using a specially designed structured questionnaire as well as the General Health Questionnaire. Nearly two-thirds (63.5%) of the students reported stress due to academic pressure – with no significant differences across gender, age, grade, and several other personal factors. About two-thirds (66%) of the students reported feeling pressure from their parents for better academic performance. The degree of parental pressure experienced differed significantly across the educational levels of the parents, mother’s occupation, number of private tutors, and academic performance. In particular, children of fathers possessing a lower education level (non-graduates) were found to be more likely to perceive pressure for better academic performance. About one-thirds (32.6%) of the students were symptomatic of psychiatric caseness and 81.6% reported examination-related anxiety. Academic stress was positively correlated with parental pressure and psychiatric problems, while examination-related anxiety also was positively related to psychiatric problems. Academic stress is a serious issue which affects nearly two thirds of senior high school students in Kolkata. Potential methods for combating the challenges of academic pressure are suggested. [ABSTRACT PROVIDED BY SOURCE]

4. <https://ucc.vt.edu/>
 1. Cook Counseling Center is located at 2475 Oak Lane (0108) Blacksburg, VA 24061; the phone number is (540) 231- 6557. It is a place where students are able to make appointments to see a counselor about any of their needs or concerns ranging from individual therapy, group therapy, couples counseling, and even skills workshops
5. https://vt.edu/content/dam/vt_edu/maps-locations/vt-blacksburg-map.pdf
 1. This is a map of Blacksburg’s campus. It has every building and parking lot belonging to campus on it. Students can use this to get any help they need, whether it is finding classes, a parking lot, counseling center, student success center, or anything else the student may need.
6. <https://studentsuccess.vt.edu/>
 1. The Student Success Center is located on Blacksburg’s campus at 560 Drillfield Drive, the phone number is (540) 231- 8440. At the student success center, there are many opportunities, from getting a job, to receiving scholarships.
7. <https://lib.vt.edu/>
 1. The libraries at Virginia Tech are available to all students with various hours, even offering help from a librarian as soon as you get to the website. The libraries offer quiet, comfortable study space for students for optimal learning.
8. <https://www.undergradcatalog.registrar.vt.edu/2021/index.html>
 1. A class catalog can be very helpful to a student that is unsure of classes to take, what classes are required for your major, how many credit hours are required, or just curious about all of the class offerings Virginia Tech has to offer.
9. <https://pamplin.vt.edu/undergraduate-programs/advising.html.html>
 1. Academic advisors are separated by college, every college having their own set of advisors. The one listed above is for Pamplin advisors. An academic advisor is available by appointment, but also very responsive by email and can usually settle any questions or concerns via email. Academic advisors give you advice about

classloads, when you should complete classes, as well as help you set your schedule. I highly recommend you get to know your advisor and discuss your educational plan with them.

10. Pedersen, Daphne E, et al. "School Spillover and College Student Health." *Sociological Inquiry*, vol. 87, no. 3, 2017, pp. 524–546., doi:10.1111/soin.12161.
 1. This article uses a stress carryover perspective to examine the association between school spillover and mental and behavioral health outcomes among college undergraduates. School spillover occurs when the obligations and pressures of student life extend into other domains through shared behaviors or stress. The sample (N = 250) consisted of undergraduate students between the ages of 18 and 29 enrolled at a midsized midwestern university. Findings showed that on average, students reported a moderate level of school spillover. Among mental health outcomes, school spillover was positively associated with feeling nervous, restless or fidgety, worthless, depressed, and hopeless. Among behavioral health outcomes, results showed that school spillover was negatively associated with sleep hours per night and positively associated with number of sex partners. Contrary to past empirical studies, school spillover was not significantly associated with drinking or binge drinking. Findings have implications for those who work in student support and campus mental health services. [ABSTRACT PROVIDED BY SOURCE]
11. Griffin, Barbara, and Wendy Hu. "Parental Career Expectations: Effect on Medical Students' Career Attitudes Over Time." *Medical Education*, vol. 53, no. 6, 2019, pp. 584–592., doi:10.1111/medu.13812.
 1. **BACKGROUND** Motivation to become a doctor has typically been conceived as arising from personal interests. However, it is not uncommon, particularly amongst those from collectivist cultures, for career choice to be motivated by a desire or need to fulfil parent expectations. Whether or not this motivation has longer term effects on the career satisfaction and performance of medical students is unknown. **METHODS** Using three waves of survey data collection, applicants to medical school (n = 370) reported parent career expectations, parent career support and physician career values. Those who gained a student place (n = 90) reported attitudes to their career at the end of their first year of study. Burnout and intentions regarding practice location were assessed during the fifth and final year of study (n = 81). Examination marks in Years 1 and 5 assessed academic performance. **RESULTS** Those with more highly educated parents reported more support, but parent support had no relationship with students' academic performance or attitudes to their career. Perceived parent career expectation was higher amongst younger applicants and those from a non-Western background. Expectations had a small positive correlation with applicants' valuing of prestige and a small negative correlation with valuing service. Medical students with high parent expectation at selection had, a year later, more negative attitudes to medicine as a career. Parent expectation had a significant indirect effect on Year-5 burnout. Higher parent expectation was related to lower Year-5 academic grades, but after Year-1 grades were accounted for, this relationship was no longer significant. **CONCLUSIONS** Medical students who perceive that their parents expect them to choose a prestigious career in line with family or cultural values

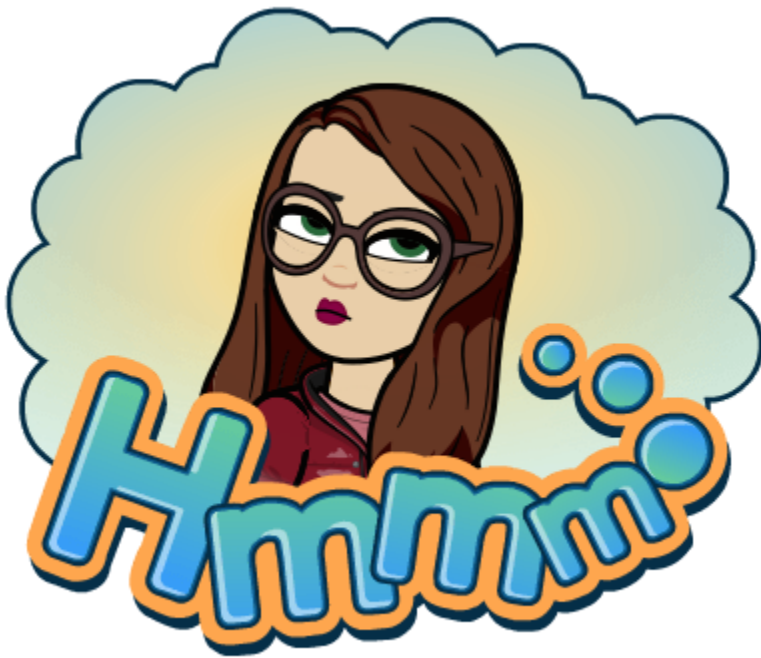
may be more ambivalent about their career choice once in medical school. They may also be more likely to experience longer term burnout but there was little evidence that they might have lower academic performance. [ABSTRACT PROVIDED BY SOURCE]

12. Pedrelli P, et al. "College Students: Mental Health Problems and Treatment Considerations." *Academic Psychiatry : The Journal of the American Association of Directors of Psychiatric Residency Training and the Association for Academic Psychiatry*, vol. 39, no. 5, 2015, pp. 503–11., doi:10.1007/s40596-014-0205-9.

1. Attending college can be a stressful time for many students. In addition to coping with academic pressure, some students have to deal with the stressful tasks of separation and individuation from their family of origin while some may have to attend to numerous work and family responsibilities. In this context, many college students experience the first onset of mental health and substance use problems or an exacerbation of their symptoms. Given the uniqueness of college students, there is a need to outline critical issues to consider when working with this population. In this commentary, first, the prevalence of psychiatric and substance use problems in college students and the significance of assessing age of onset of current psychopathology are described. Then, the concerning persistent nature of mental health problems among college students and its implications are summarized. Finally, important aspects of treatment to consider when treating college students with mental health problems are outlined, such as the importance of including parents in the treatment, communicating with other providers, and employing of technology to increase adherence. It is concluded that, by becoming familiar with the unique problems characteristic of the developmental stage and environment college students are in, practitioners will be able to better serve them. [ABSTRACT PROVIDED BY SOURCE]

Completed Step Two: Sustained Research Project (IMRaD) Assignment Overview

What Is It?



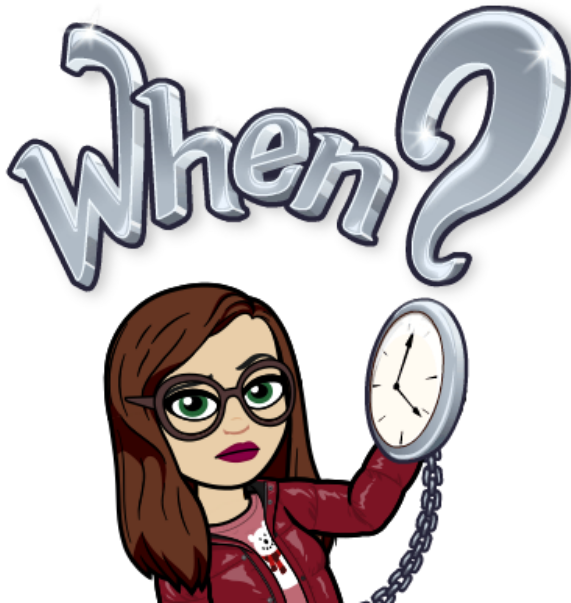
Completed Step Two: Sustained Research Project (IMRaD)

Value: 30% of the course grade for the Completed Step Two portion of the project; an additional 12% for the section-based draft workshops

Length: 1800-2600 words (excludes the Methods and Results sections, which may vary significantly depending on fieldwork method and images needed)

Because Step Two's research genre (the IMRaD format) is organized by very specific, purpose-based sections, we'll draft it incrementally. You'll have 4 (FOUR) workshops, 1 for each section. When completed in full (a rough draft of the appropriate section submitted on-time, a peer review of both assigned

peers completed *on time*) you successfully earn 12% of your course grade simply by the timely submission of drafts and timely completion of assigned peer reviews.



The schedule for section drafts and peer review workshops is below:

Introduction Workshop Draft Due: Saturday, March 27th by 11:59 PM / Feedback to Assigned Peers Due Tuesday, March 30th

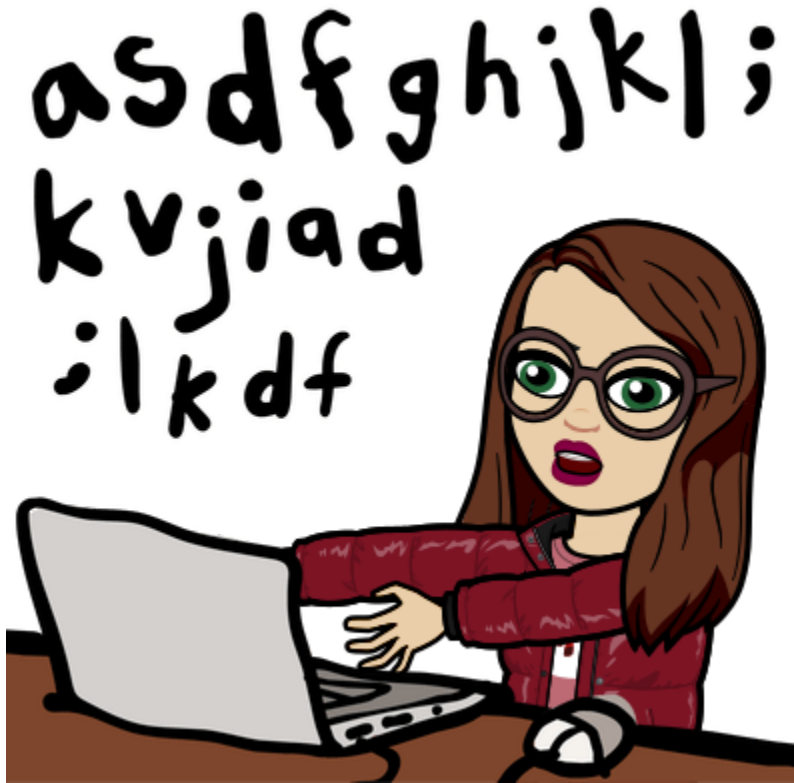
Methods Workshop Draft Due: Friday, April 2nd by 11:59 PM / Feedback to Assigned Peers Due Tuesday, April 6th

Results Workshop Draft Due: Friday, April 9th by 11:59 PM / Feedback to Assigned Peers Due Tuesday, April 13th

Discussion/Lit Review Workshop Draft Due: April 23rd by 11:59 PM / Feedback to Assigned Peers Due Tuesday, April 28th

Final Draft Due: on Canvas Thursday, April 30th

What to Write?



Assignment Focus: Answering Your Researchable Questions from Step One Through Fieldwork and Sourcework

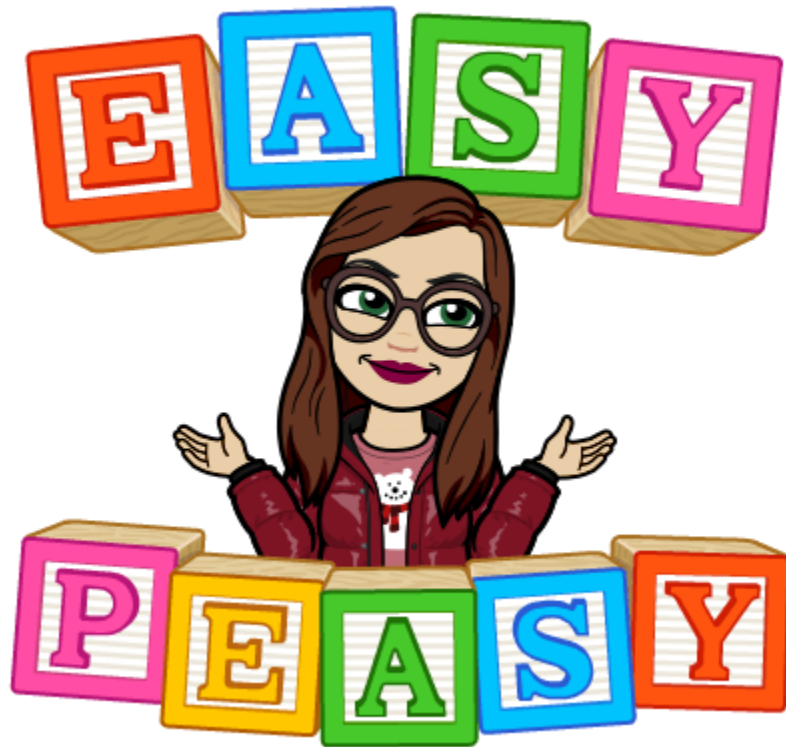
Your second major assignment in ENGL1106 builds on the work you completed in Step One. Remember that Step One identified the kairos of your research by summarizing the "College Pressures" article, an essay on the topic of college pressures, and by focusing on a specifically chosen pressure. You then identified a demographic and subject overlay to narrow your research focus, presented the question or questions you hoped to answer, explained the fieldwork method you intended to use, and identified a potential audience for your project.

Interim Checkpoints: Progress Reports #1 and #2

Your Progress Reports 1 & 2 allowed you to begin the process of conducting fieldwork and sourcework to help answer your researchable question. Those two progress reports will now help you organize ideas into the completed Step Two.

Your Sustained Research Project (Step Two) will try to bring together the results of your fieldwork method and selected peer-reviewed research and any aggregate data on the

topic (your sourcework). You'll then analyze the information and knowledge these two research methods provided, explain to your audience the degree to which you've been able to answer your researchable question(s), and explain any further research you believe would be necessary to find further answers.

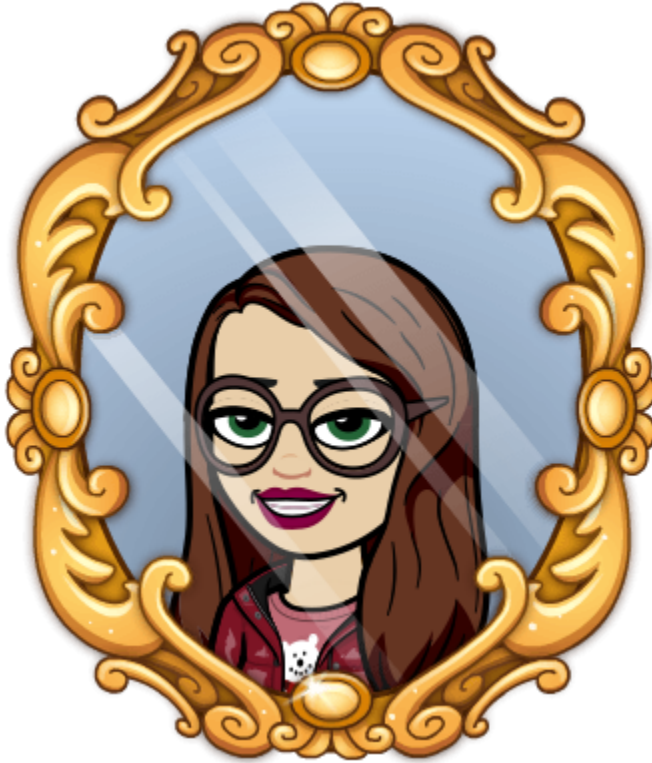


Objectives: by completing the project, students will be able to...

- Identify the importance and relevance (kairos) of their study for a local target audience
- Summarize relevant research to contextualize their study
- Communicate the researchable questions that guided their research
- Provide a detailed description-- repeatable by other researchers-- of how they implemented their fieldwork method
- Clearly communicate their fieldwork results to a local target audience
- Identify current, peer-reviewed research related to their subject overlay, chosen pressure, and demographic
- Synthesize peer-reviewed research (sourcework) with fieldwork
- Discuss the potential answers discovered through fieldwork and sourcework
- Identify the degree to which the researchable questions have been answered

- Identify potential fieldwork methods and additional sourcework that might be used to further answer the researchable questions

What Will Step Two Look Like?

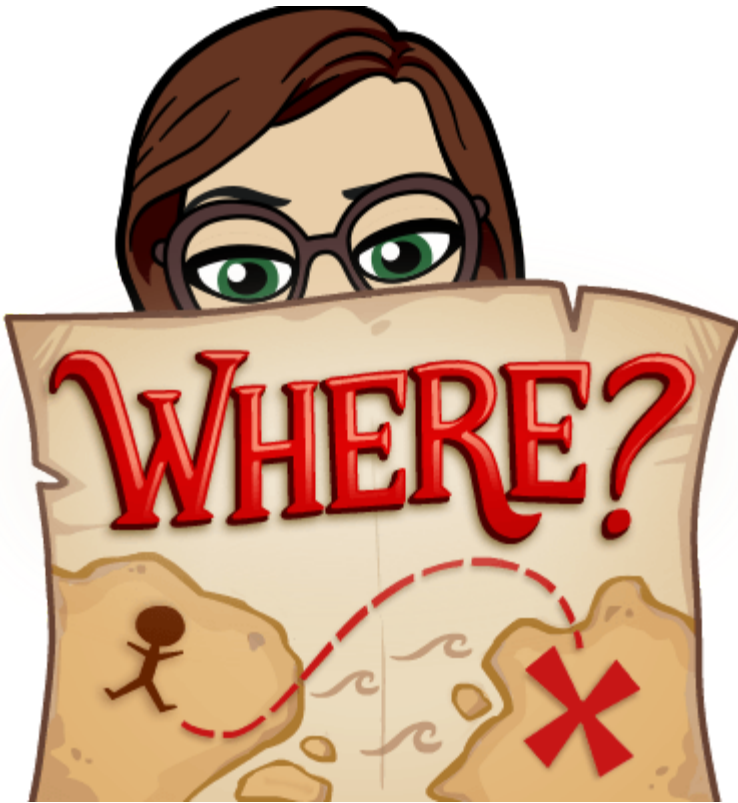


Your Sustained Research Project is structured in the IMRaD style (the organizational structure used to format research studies).

IMRaD documents have the following sections:

1. Introduction (includes research question)
2. Methods
3. Results
4. Discussion (also called: Literature Review, Analysis, Current Research, Context)

What to Put Where?



Your Sustained Research Project will have the following content:

Introduction: A strong introduction section will provide:

- An explanation of your project's kairos, supported by a concise summary of Zinsser + at least 2 other sources. At least 1 source should provide information about your demographic, at least 1 should provide information about your subject overlay.
- An explanation of why the selected demographic is an important one to research in relation to your chosen pressure
- An explanation of why the subject overlay is relevant to your demographic and chosen pressure
- The researchable question(s) you've attempted to answer through fieldwork and sourcework.

Methods. A strong methods section will provide:

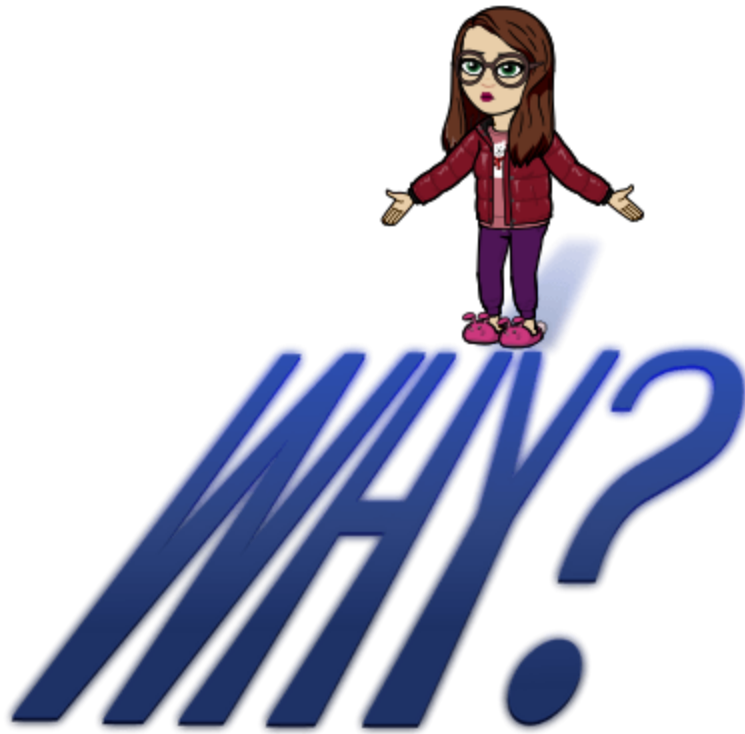
- A clear and thorough description of the steps you took to conduct fieldwork. Should be detailed enough that a reader could implement the method in the exact same way in order to see if results are repeatable.

Results. A strong results section will provide a thorough summary, with visual components, of the results of your primary fieldwork.

- For *Public Records & Documents Collection*: two options: 1) a timeline with 10-20 public records/documents organized in chronological order from when they were created/published-- can be created in your document or linked out to an interactive gallery such as [TimelineJS](#) or 2) a collection of documents/records with their relevant locations of origin-- can be created in your document or linked out to an interactive [StoryMapJS](#). Both options require a visual or interactive component for each document, a link to the document, and a brief description.
- For *Online Surveying*: visualizations of *all* raw data plus key cross-tabulations, with captioned descriptions of the information displayed in each visualization. Visual components are required. Can be completed by generating visualizations in Qualtrics and integrating Qualtrics visualizations into your document.
- For *Interview & Case Study Development*: a file of your audio recording(s) of 5-8 interviews, plus one of the following: 1) a written transcript of each of your interviews (can be edited for length and clarity) 2) an interactive transcript created using [SoundCite](#).
- For *Location Documentation & Mapping*: two options 1) a photo journal/gallery of at least 15-20 photographs documenting at least one relevant location. Each photo should have a descriptive caption or accompanying paragraph of observation notes. 2) an interactive story map (if relevant) of pictures of the location or locations where you conducted site-work-- can be created using [StoryMapJS](#) or [SceneVR](#)

Discussion (Literature Review/Current Research/Analysis). A strong Discussion section will provide thorough summaries and synthesis of 7-10 research sources on your sub-topic and/or selected student demographic. It should:

- Summarize the findings or arguments made in each source
- Identify how each source and fieldwork method results begin to answer the established researchable question(s), or raise new questions for you as the researcher.
- Identify what future fieldwork or sourcework might be necessary to fully answer the researchable question, or to investigate new questions raised by your fieldwork and sourcework results.



The Premise for the Assignment: Sustained Research Projects are important in the development of truth-seeking, scientifically focused research skills. Primary research (or “fieldwork”) skills are important skills to develop early in academic life, allowing you to devise scientific frameworks for answering difficult questions about the world around you or an issue close at hand. Combining the results of primary research with sourcework allows you to further develop skills with synthesizing information from multiple forms of research. In doing so, you begin to learn how to place your primary findings in the context of broader discourse, and you can begin to identify the strengths and limitations of both primary methods and traditional sourcework.

Ready to start? We'll begin this week in easy-mode by drafting a rough workshop draft of your Introduction section!

