

*The Transformation into the Major Qualifying Project:*

**Survey Methodology  
&  
The Application on the Interactive Qualifying Project**

**By: Autumn Silke, Psychological Sciences 2013**

**Advisor: James Doyle**

**Completed: A Term, 2012**

**Note:**

The original Interactive Qualifying Project (IQP) was written in collaboration with Emily Skelton, Serena Makkaoui, and Autumn Silke under the advisement of Professor Helen Vassallo. The authors conducted a survey incorporating over 500 WPI students to examine the effects of such hardships on the emotional health and academic performance of the student and among their acquaintances and friends.

Under the advisement of Professor James Doyle, Autumn Silke completed her Major Qualifying Project (MQP) by gathering and analyzing research on survey methodology and critically assessing the methodology the authors used in developing the original IQP. This written assessment can be found in Appendix VI.

2012

# Are You Feeling It?

The Emotional and Academic Impact of  
Students in Distress

Serena Makkaoui, Autumn Silke and Emily Skelton  
Advisor: Helen Vassallo  
2/21/2012



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## **Abstract**

It is often necessary for students to deal with short-term adversities which affect their daily routines. Such adversities include acute illnesses, physical injuries, and/or limitations. Although these issues are common at post-secondary institutions, the demanding curriculum at Worcester Polytechnic Institute may exacerbate the problem. The authors conducted a survey incorporating over 500 WPI students to examine the effects of such hardships on the emotional health and academic performance of the student. The problem is not limited to the student experiencing the adversity, but, rather, the consequences are felt widely among acquaintances and friends. The authors made recommendations to decrease the effects of the adversities as well as provided coping mechanisms for the students.

## **Introduction**

Our Interactive Qualifying Project addressed students' need to properly deal with short-term adversities such as, illnesses, physical injuries, and/or limitations that affect their emotional and academic stability at Worcester Polytechnic Institute. Many studies have been conducted on how illness and pain affects an individual's emotional health. It had been found within these studies that many college students are affected, both physically and mentally, when they can no longer function to their full capability.<sup>1</sup>

Furthermore, Dr. Allison Aiello observed that "students with higher levels of stress were more likely to become ill with a flu-like illness." When students are stressed, they tend to reduce their cleanliness, including their hand-washing and personal hygiene.<sup>1</sup> The effects of not taking care of oneself can be a hazardous cycle which can lead to increased vulnerability to infection.

During a physical trauma, the sympathetic nervous system is activated and stress hormones, such as cortisol, are released. The longer these hormones are released, the more likely the immune system will be weakened. As a result, physical symptoms such as colds, and muscle soreness, will start to manifest in the individual.<sup>2</sup> Students who are dealing with physical traumas can lead to physical and psychological exhaustion.

With the fast-paced seven week term schedule of WPI, missing class can be detrimental. From past experiences, the group has been personally affiliated with such circumstances; both individually and as bystanders. The group addressed this problem and made all of the on-campus resources available to the students. One of the resources that are currently available for students within the WPI community is the Academic Advising Office. This office provides support and assistance to students in the development of their educational goals. Another resource is the Office of Disability Services (ODS) which is responsible for making accommodations for students with disabilities. These disabilities can be defined as both mental and/or physical impairments that affect a person's daily routine.<sup>3</sup> Student Health Services

works “to enhance the educational process for students by modifying or removing health related barriers to personal development and learning.”<sup>4</sup> Lastly, the purpose of the Student Development and Counseling Center (SDCC) is to establish an environment where WPI students can receive counseling, referrals, and crisis intervention services.<sup>5</sup>

In addition to the professional services offered on campus there are also many student groups dedicated to promoting and supporting their fellow peers in a variety of physical and emotional situations. These groups include the Student Support Network (SSN), Sexual Assault Peer Education Groups (CAS101 and MAVRIC), Active Minds, the Accessibility Alliance, and the Student Health Advisory Council. Having students directly involved in the well-being of others is what makes WPI such a close knit community.

Through the development of a survey, the group was able to address the concerns of students through handouts. These handouts addressed the serious emotional affects due to these short-term adversities through testimonials written by the students themselves. The primary goal of the handouts was to establish and distribute a reference so students would be more apt and knowledgeable on how to deal with the emotional and academic effects of short-term adversities.

## **Methodology**

To enhance the validity of our results, literature was compiled from previous studies investigating psychological and emotional effects of illness and/or physical injury on students. Students experience stress throughout their academic career. A study claimed that “when stress is perceived negatively or becomes excessive, it can affect both health and academic performance.”<sup>6</sup> Therefore, a cycle can form upon the student causing further stress due to their illness. The more stressed an individual becomes; the more likely they are to contract an illness. Sicknesses make it difficult for individuals to focus on their work thus increasing stress levels. Another study stated that “injury is often a traumatic event where emotional and psychological reactions are produced.” Many times students are experiencing psychological reactions such as fear, loss of self-esteem, depression and/or other negative results.<sup>7</sup> These sources, in addition to personal experiences, provided a topic that interested the group. A study was developed to analyze the prevalence of these issues within the WPI community.

The group conducted interviews with various knowledgeable people from multiple on-campus resources. These services included Academic Advising, Student Health Services, the Office of Disability Services (ODS) and the Student Development Counseling Center (SDCC). A ten question survey was composed and sent for approval from the Institutional Review Board (IRB). The survey was distributed to all WPI undergraduate students via email. The group closed the survey after a week and began analyzing the quantity and quality of the relatively large sample size (532 responses). With the information compiled from the interviews and the results of the survey, the group was able to formulate an understanding of the experiences and needs of WPI students.

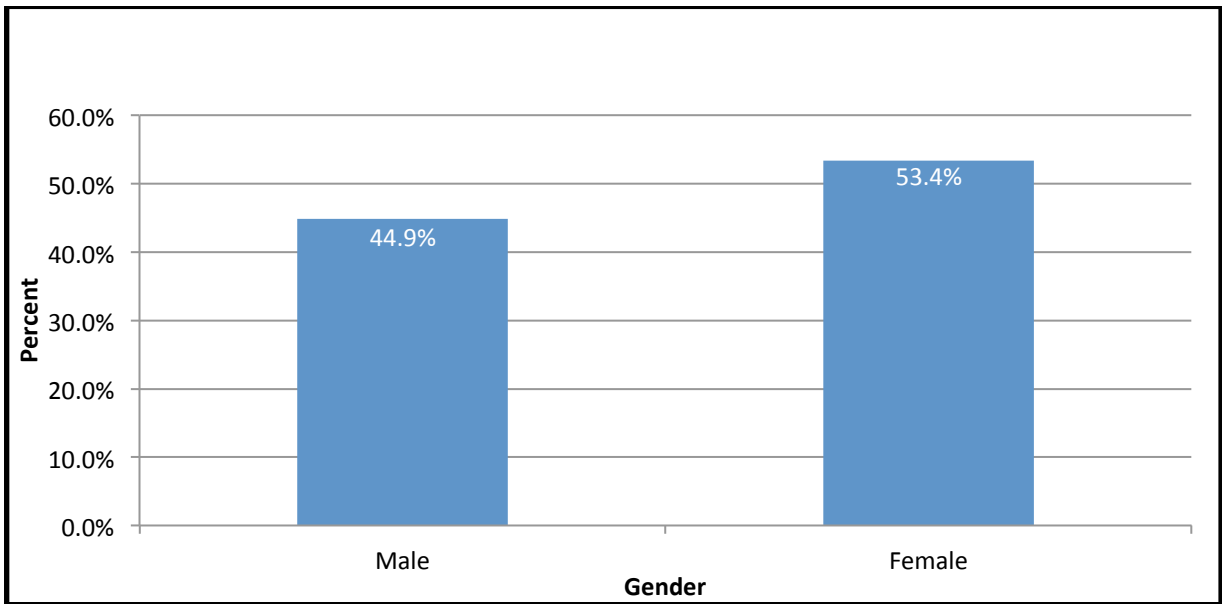
In order to develop the student awareness at WPI, handouts were created based on the results of the survey that were distributed to students through residential services as well as placed in on-campus restrooms. The handouts outlined the most prominent issues that students addressed in the survey, their

emotional affects, and how these interruptions in routine threatened that student's academic success. The handouts also summarized which on-campus resources are available to all students as well as their contact information. Lastly, the handouts addressed the emotional health of acquaintances or friends who are directly affected by their peer's hardships.



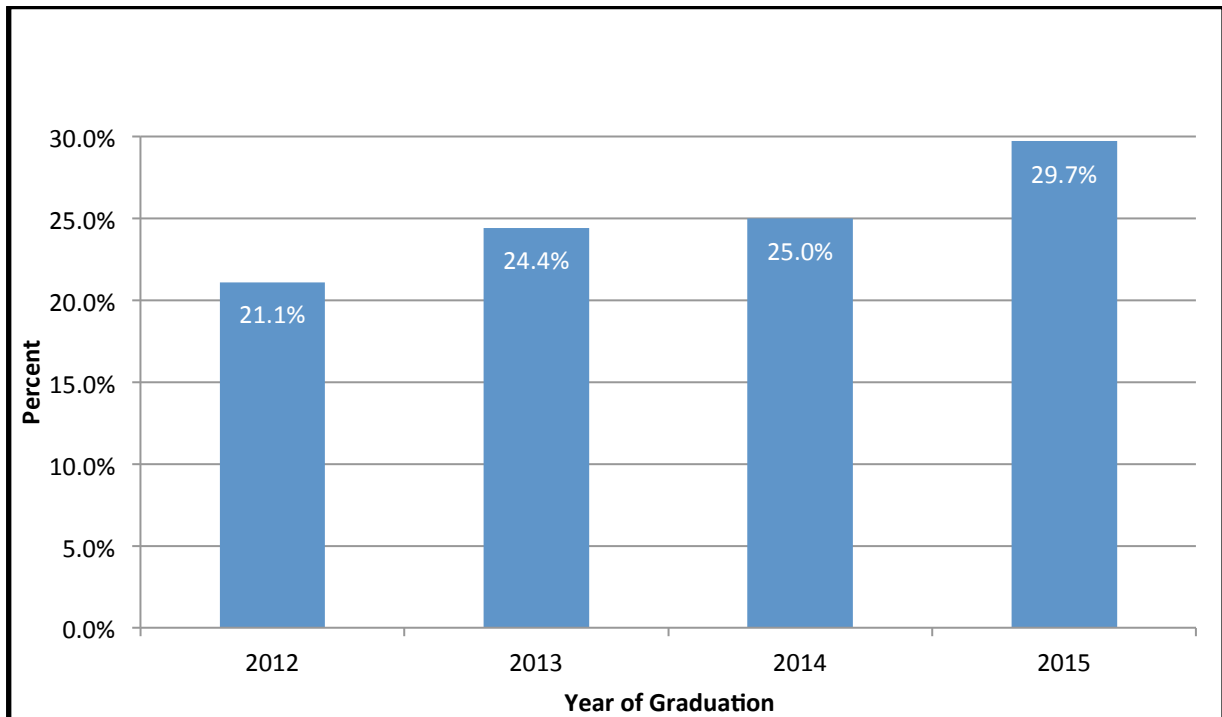
# Results

## Question 1:



**Figure 1: Gender**

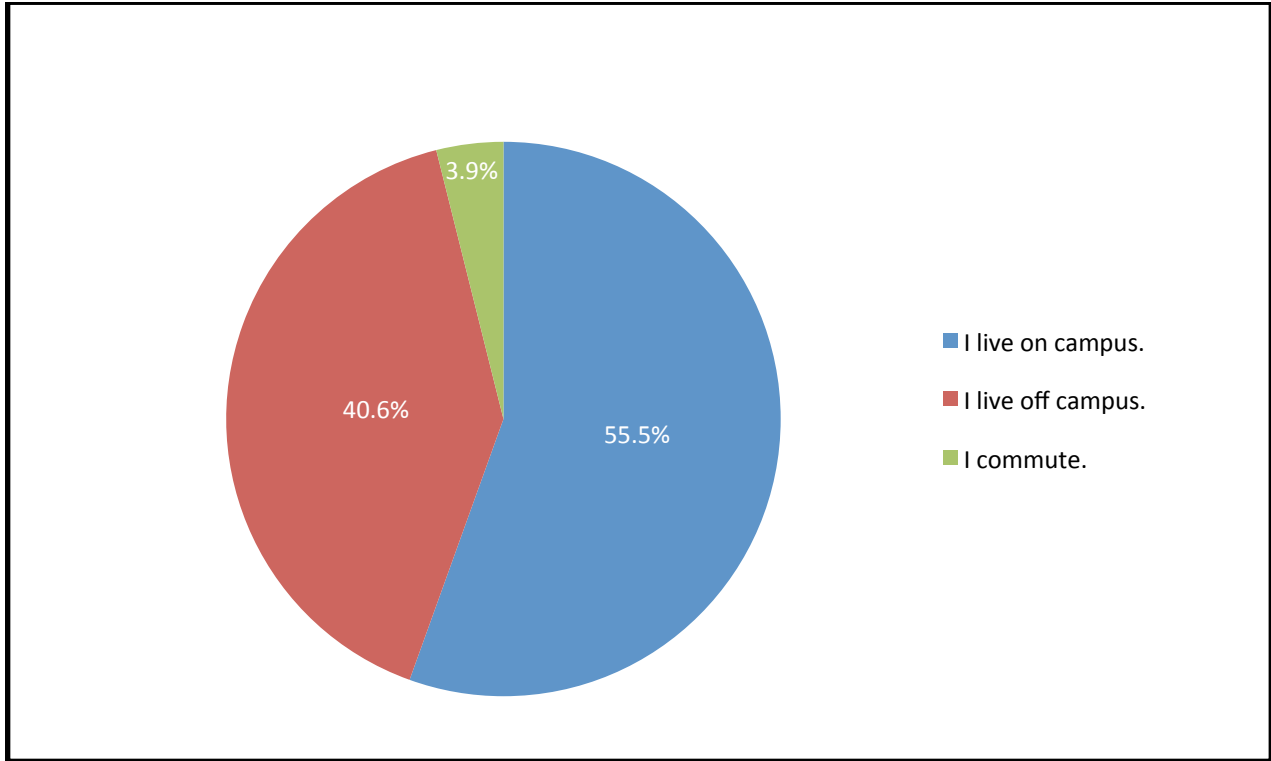
The participants were 44.9% male, 53.4% female, and 1.7% did not specify their sex.



**Figure 2: Expected Year of Graduation**

The survey participation shows a fairly equal distribution between the years of graduation.

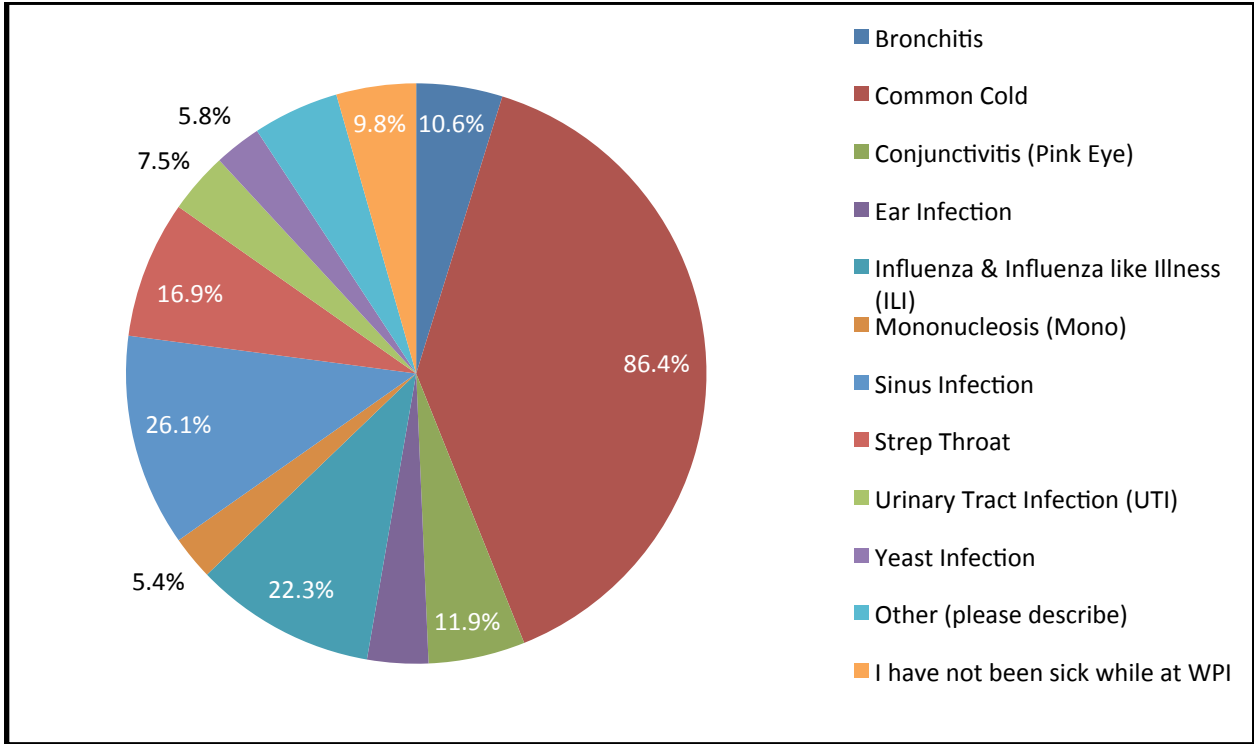
**Question 2:**



**Figure 3: Where WPI Students' Reside**

As seen in the above graph, 55.5% of students who responded to the survey currently live on campus.

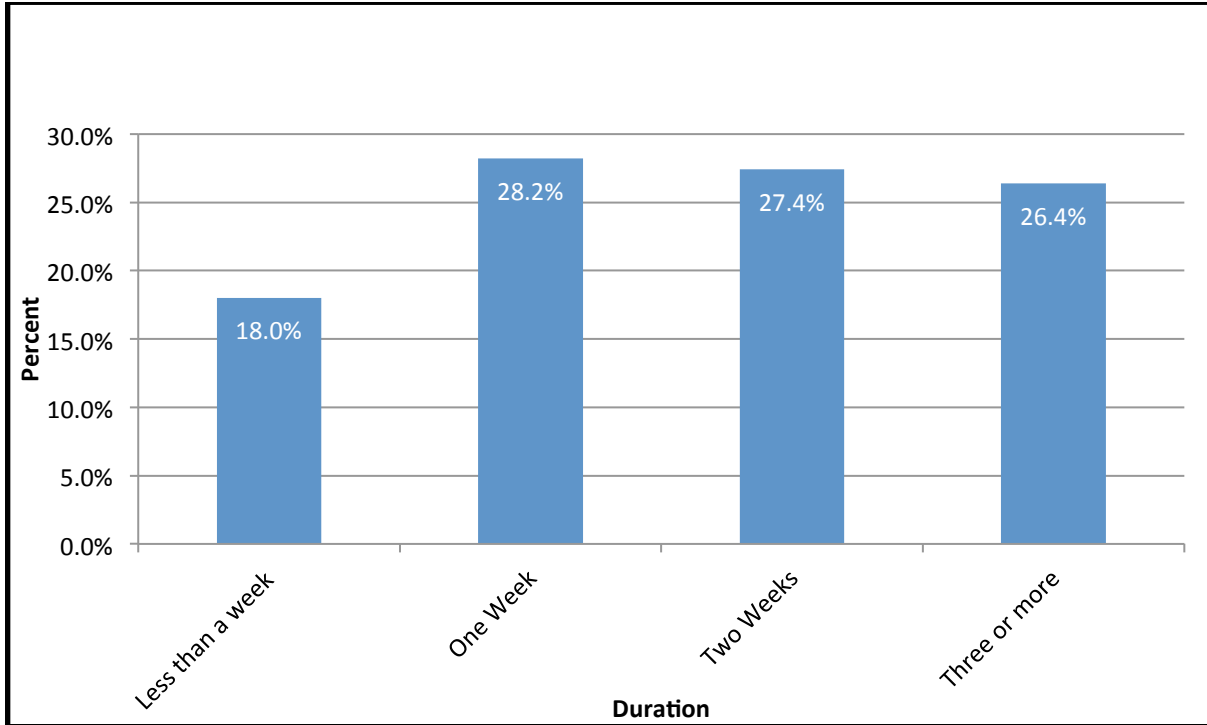
**Question 3:**



**Figure 4: Illnesses found On-Campus**

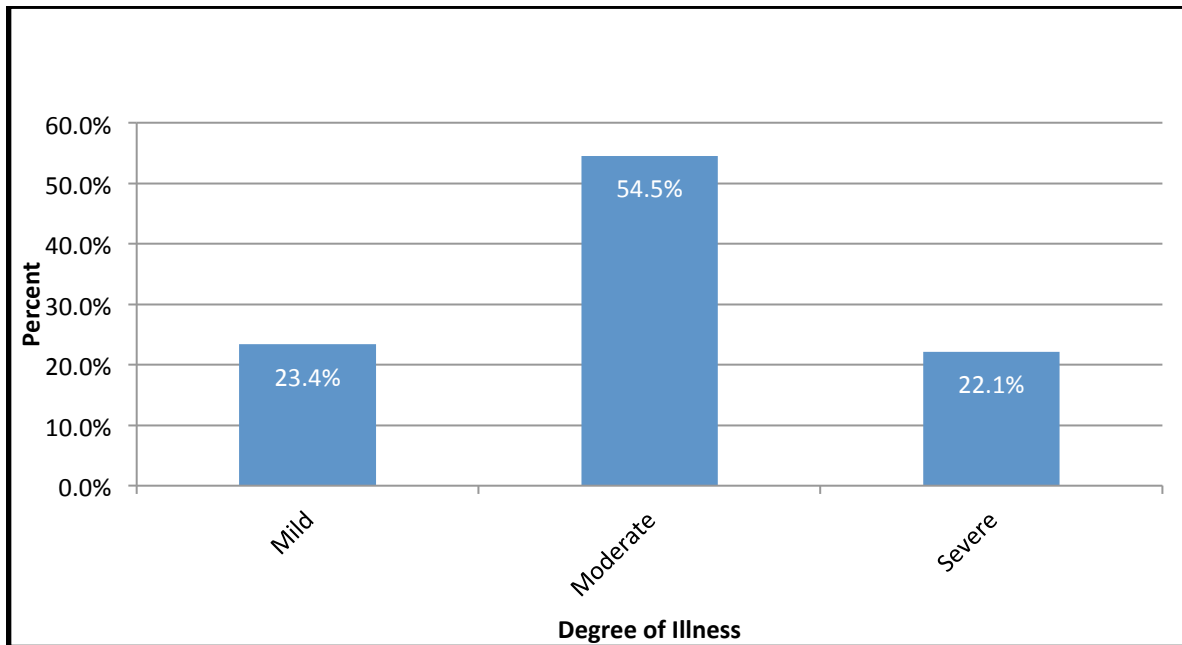
86.4% of the student body that completed the survey has contracted the common cold while at WPI in contrast to the 9.8% of students who claim to not have been sick while at WPI.

**Question 4:**



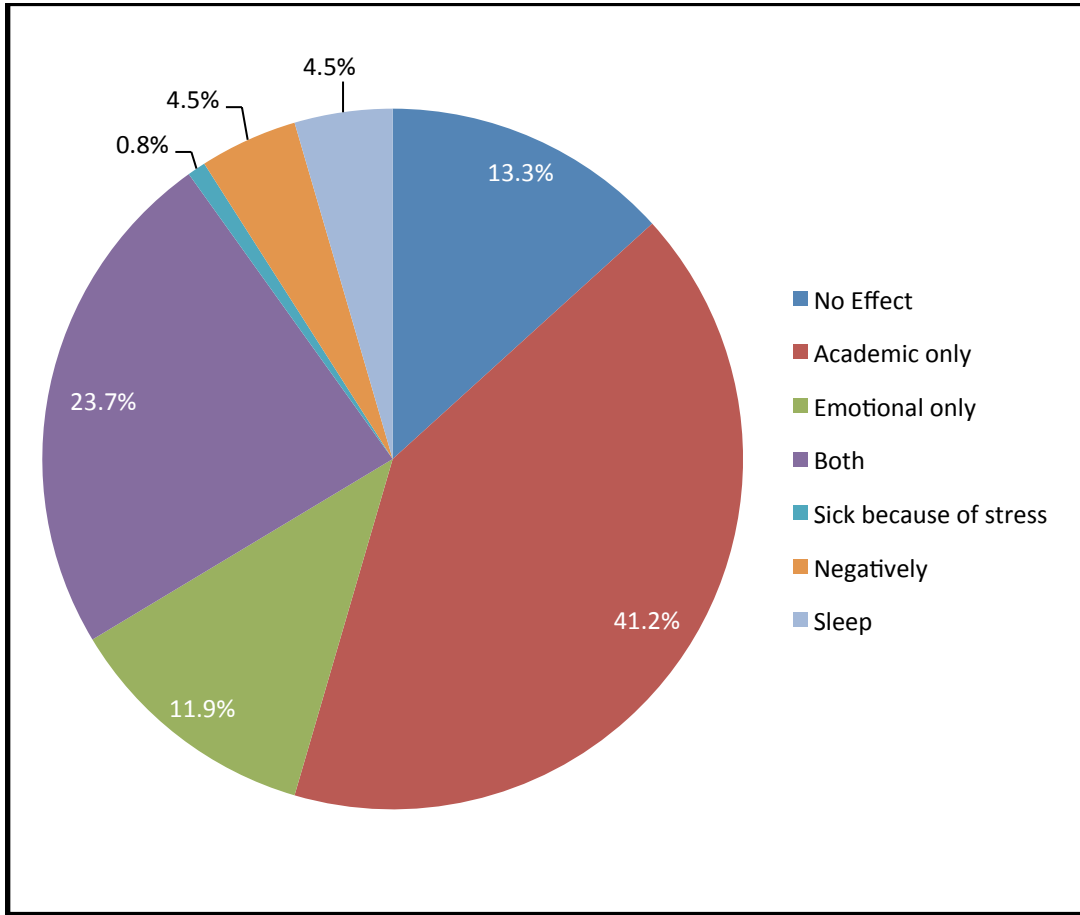
**Figure 5: Duration of Longest Illness**

18.0% of people who contracted an illness while at WPI said their illness lasted less than a week. The other 82.0% was relatively equally distributed among one week, two weeks, and three or more weeks.



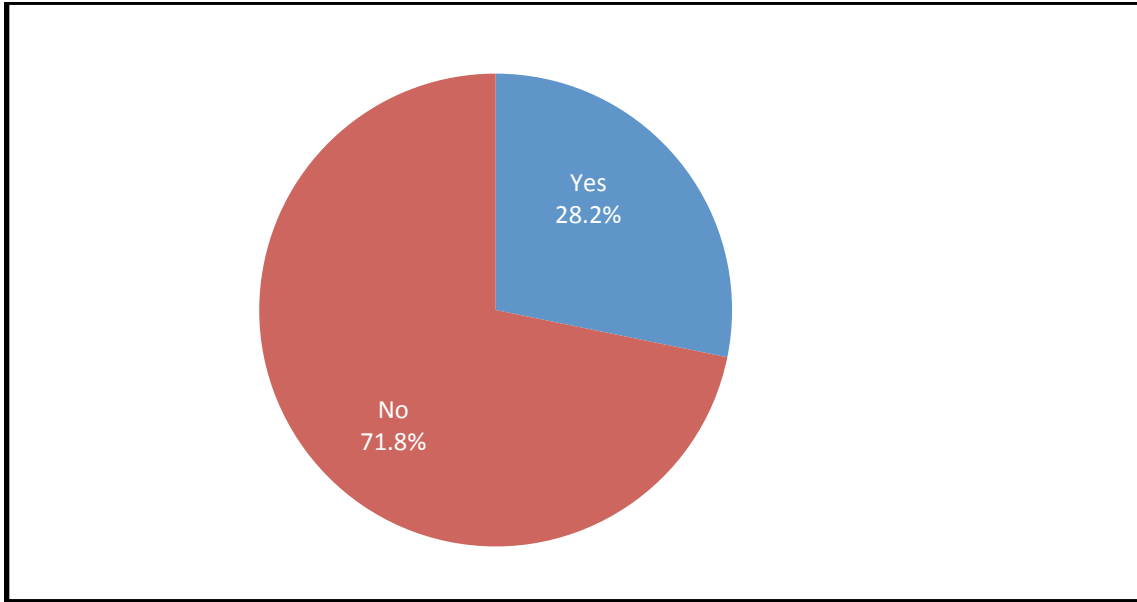
**Figure 6: Degree of Illness**

54.5% of people responded that their longest illness at WPI was moderate, while 23.4% said they experienced a mild illness, and 22.1% said their illness was severe.



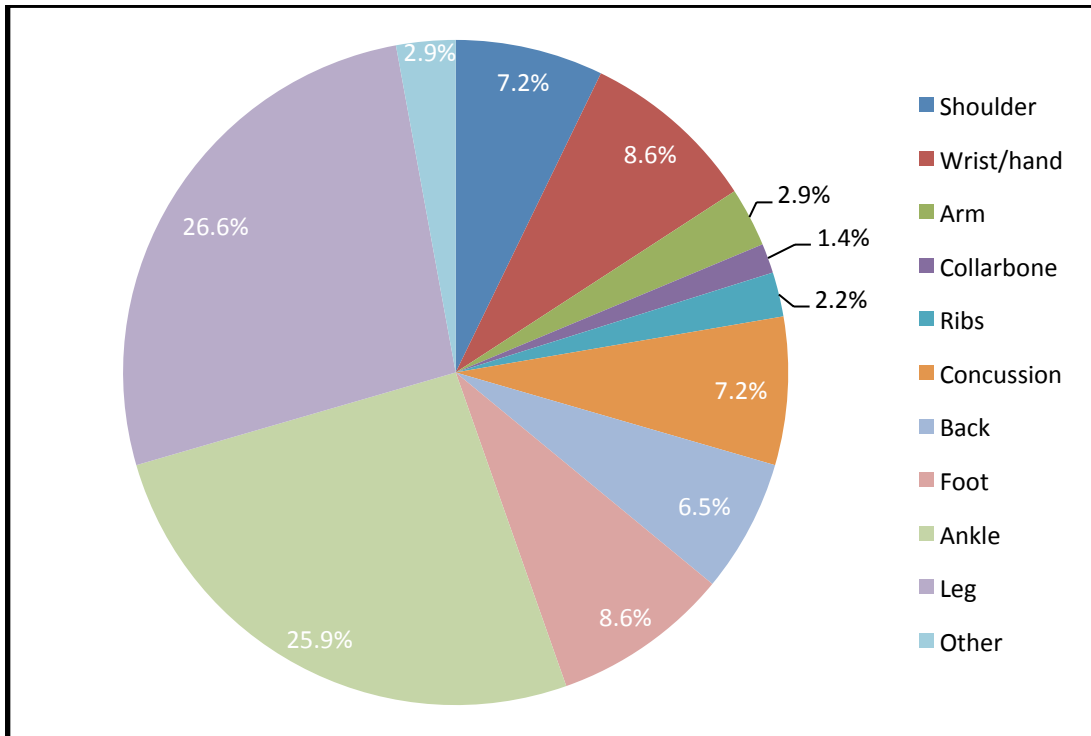
**Figure 7: Effect of Illness on Emotional/Academic Health at WPI**  
86.7% of students at WPI have been in some way affected by an illness.

**Question 5:**



**Figure 8: Suffered a Physical Injury or Limitation**

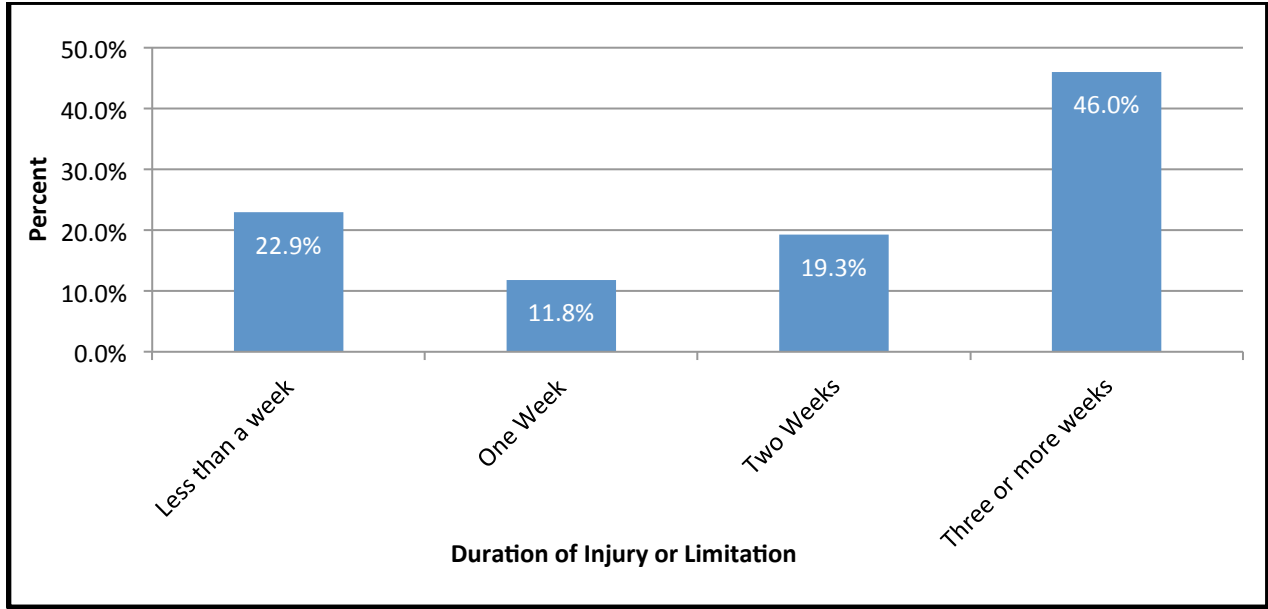
71.8% of people who answered the survey have not suffered a physical injury or limitation where as 28.2% have while at WPI.



**Figure 9: Specific Injuries experienced by WPI students**

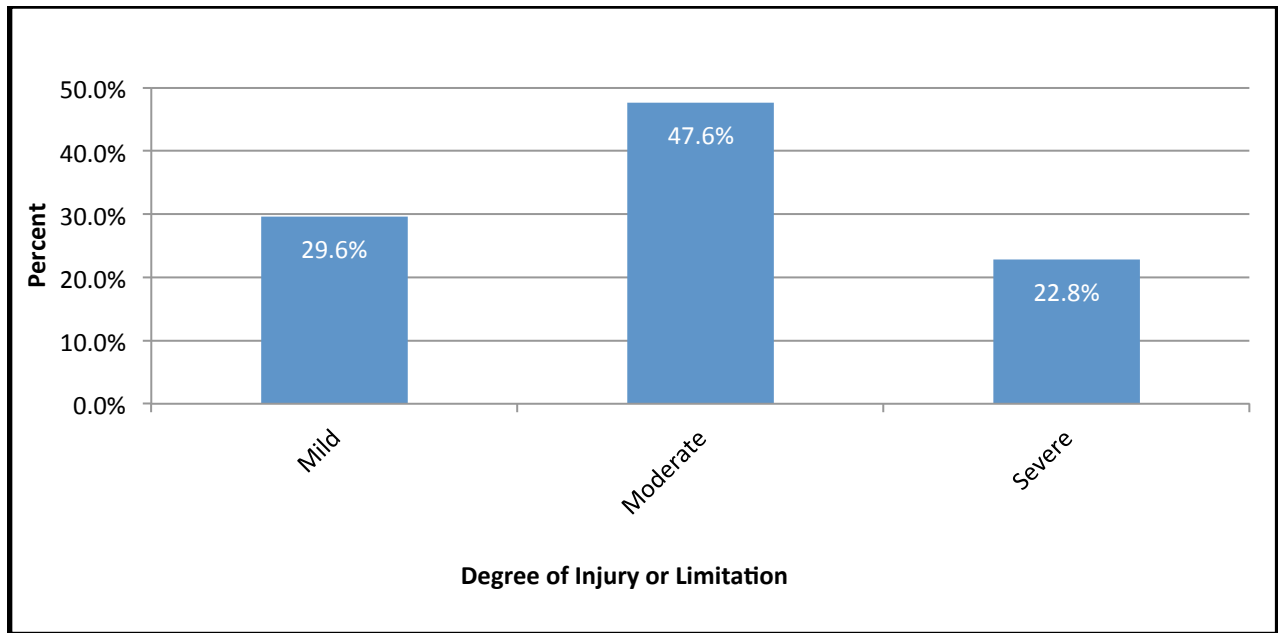
61.1% of people who specified their injury said that it affected their ankle, foot, or leg.

**Question 6:**



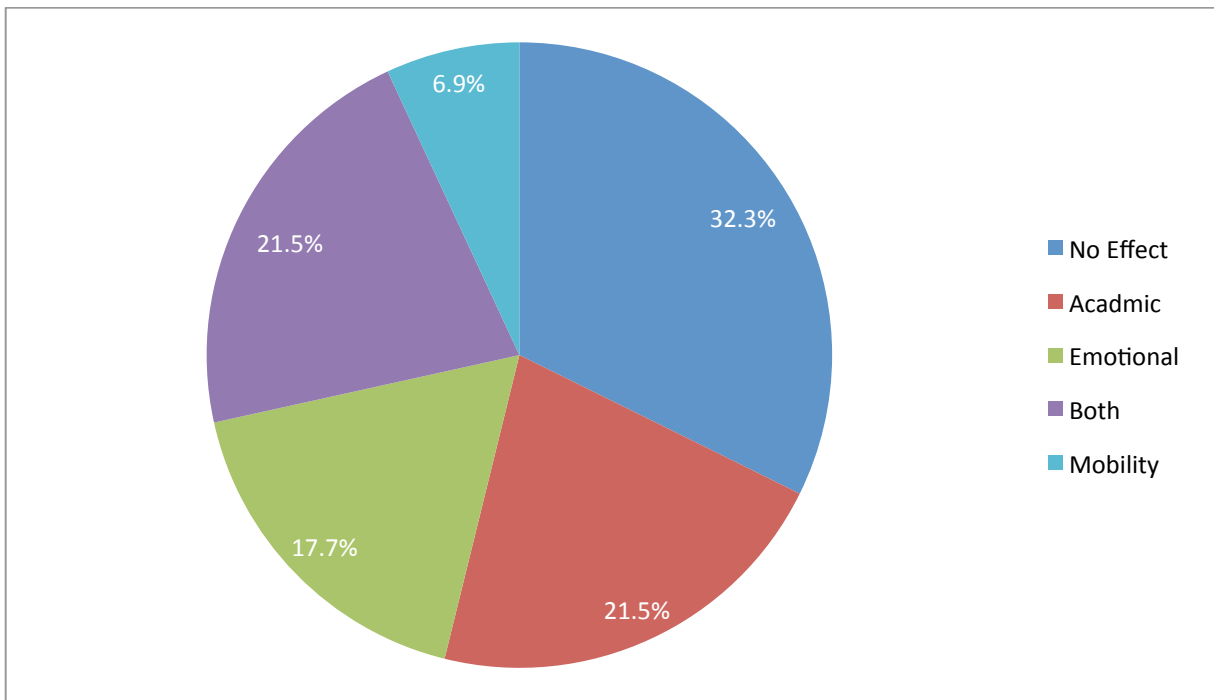
**Figure 10: Duration of Longest Physical Injury or Limitation**

46.0% of people who answered this question said that their longest injury or limitation at WPI was three or more weeks. 19.3% of people said that their injury or limitation lasted two weeks, while 11.8% said one week and 22.9% said less than a week.



**Figure 11: Degree of Longest Physical Injury or Limitation**

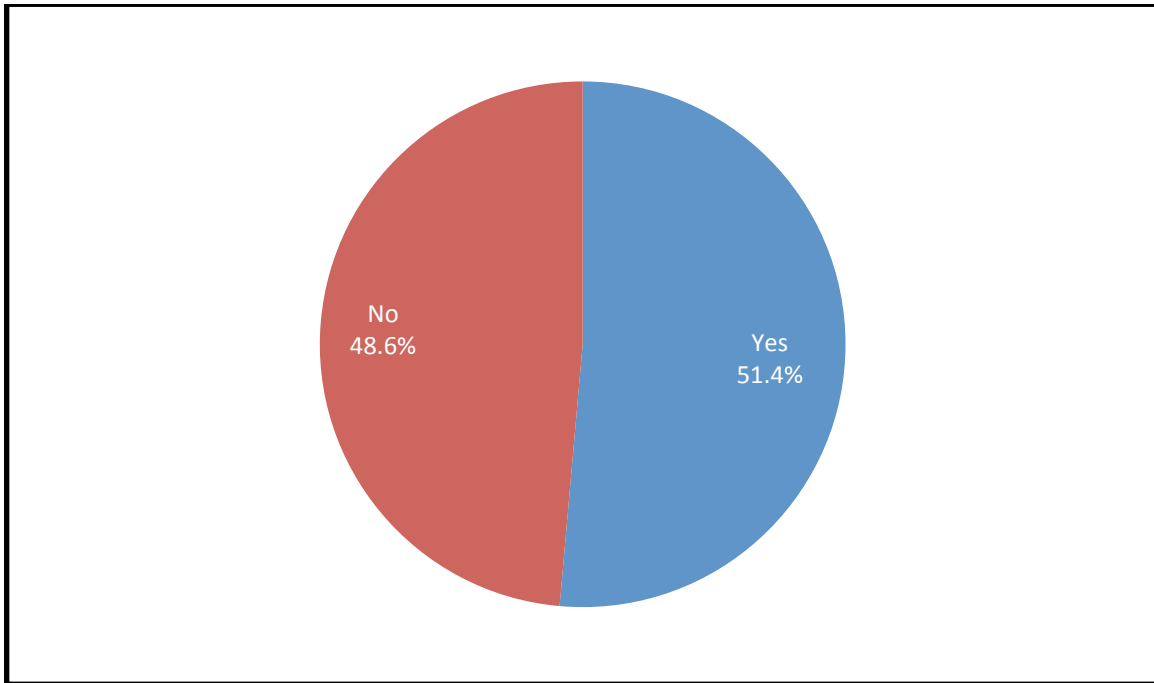
29.6% of people who have dealt with a physical injury at WPI considered their injury mild, 47.6% considered their injury moderate, and 22.8% of students considered their injury severe.



**Figure 12: Effect of Injury on Emotional/Academic Health at WPI**  
67.7% of students have been somehow affected by an injury while at WPI.



**Question 7:**



**Figure 13: People who know someone suffering from an Illness and/or Physical Injury/Limitation**  
51.4 % of students who responded claimed that they know somebody who has been affected by an illness, physical injury, and/or limitation.

**Analysis on Comments:**

Of the 208 students who commented that they knew someone who had been affected by an illness and/or physical injury or limitation, approximately 57 students (27.4%) specifically claimed that having an ill friend did not affect their own academics. In contrast to the 57 students who were not affected by their peer’s illness, others stated that they were academically affected by their peer’s hardships. One student stated, “I took time to ensure that they were taken care of, instead of completing the homework that was due.” Another comment addressed a similar issue, “[My] roommate got very sick and I felt like as a roommate and friend I had to help take care of her. I always put that ahead of myself and my studies which definitely showed in my grades.”

Additionally, 16 students discussed changing their habits because they knew someone who was sick. For example students spent less time in their residence to avoid catching the infection and/or modified their

schedule to help their friends. One student claimed, “My roommate was sick with strep throat for three days. I had to change my routine so I would not get sick. This caused me to worry and stress more than normal. I was also stressing to take care of her so she would get better.” Some students devoted more time to cleaning, or took extra vitamins to avoid infection: “I also ended up washing our hand towels on a daily basis and [devoted] more time to cleaning my apartment than necessary.”

In addition to changing their habits, many WPI students felt hurt or stressed watching their friends suffer. For example, “My roommate is very sick all the time and it is tiring to be constantly worrying about her all the time. It distracts me from my work and it leaves me feeling helpless.”

Another comment stated, “A friend had major surgery and constantly put their physical/emotional pain upon me. It is very stressful to have to constantly listen to someone complain and be responsible for helping them cope with their problem both physically (getting them around campus, etc.) and emotionally. This brought a lot of anxiety into my daily life, and constantly interrupted my academic work time.”

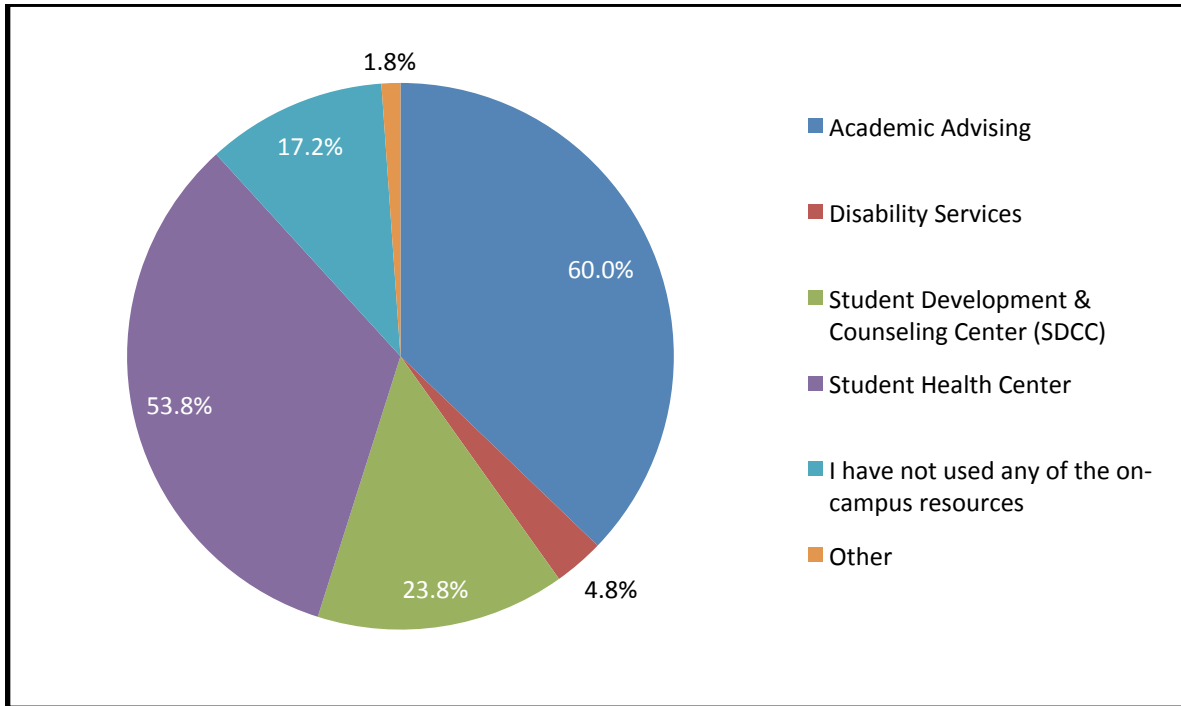
Group orientated projects also led to greater stress when individual members are sick. This is seen through the comments below:

“Group project work sucks when someone's sick. Usually professors understand to a certain extent, but the longer the illness, the less patience they have.”

“A few of my group members during IQP got sick towards the end of the term. This forced the other group members to pick up the slack. However, one by one, we all started to get sick.”

“When someone in a project group gets sick, it becomes stressful for other members of the group because they either get behind on their work or they have to pick up the slack of the person who is sick to make sure the work doesn't fall behind.

**Question 8:**



**Figure 14: Usage of On-Campus Resources**

The response collected illustrated that 60.0% of the participants have used Academic Advising, 53.8 % used the Student Health Center. The Student Development & Counseling Center was utilized by 23.8 % of the student body who took the survey and 4.8% of students have used the Office of Disability Services. In contrast, 17.2% of students claimed not having used any on-campus resources while at WPI.

***Question 9:***

**Analysis on Comments:**

39 out of the 79 students (49.3%) who commented stated that they never needed to use on-campus resources. Instead of seeking help, many students chose to deal with sickness on their own. These students gave comments such as:

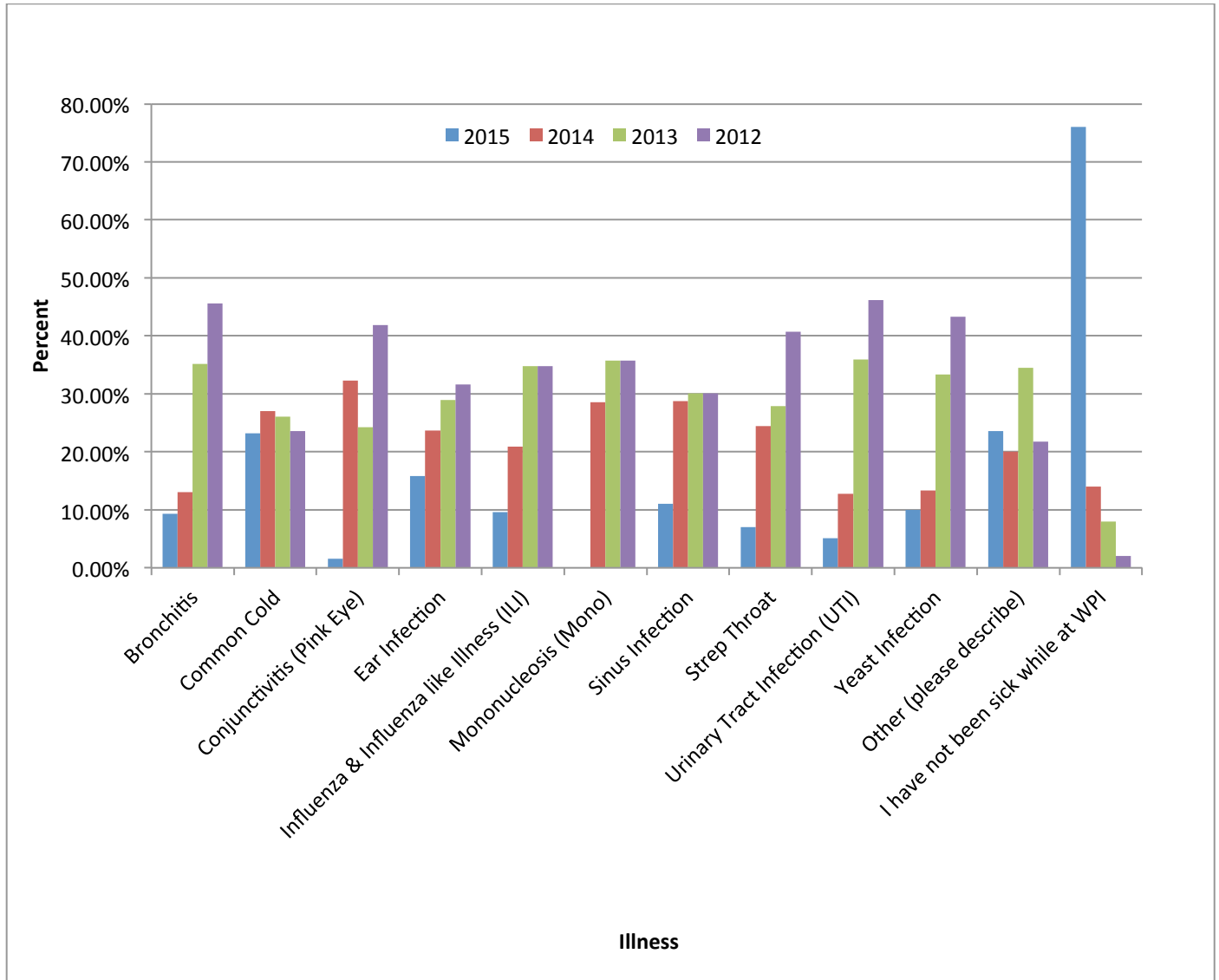
“I’m never sick enough where I need to go somewhere immediately.”

“I can usually call my doctor's and get enough help.”

“I usually can handle things myself instead of going to those resources.”

Of the 79 students who gave additional responses nine of them stated that they did not use on-campus resources because they did not know where the services were located or felt that it was too much of an inconvenience to go. One student expressed: “There have been times when I have been really sick and considered going to health services, but decided not to because I don't want to walk all the way across campus (I live in East, Health Services is on Hackfeld).”

**Further Graphical Analysis:**



**Figure 15: Illnesses On-Campus per Graduation Class**

Comparison of the number of people per graduation class who have had various illnesses on campus.

## **Discussion**

### **Previous Studies**

With the high expectations to succeed, the concept of stress is widespread among college students around the world. “Stress can be defined as a process in which environmental demands strain an organism’s adaptive capacity, resulting in both psychological as well as biological changes that could place a person at risk for illness”<sup>1</sup>. Once in college, a student becomes independent and getting sick becomes their own responsibility. Missing class requires the student to learn the missed material as well as continue their progress on new assignments. This may be the reason why college students are often stressed and overwhelmed. Particularly at WPI, the university’s seven-week terms and fast-paced curriculum do not allow the luxury of missing class.

Students will be the most stressed during situations of the highest priority to them. For example, “if it's important to a person to get to class on time, the person will feel stressed if he gets caught in traffic. The goal is to get to class on time and the stressor is the traffic jam. The more important it is for the person to be on time, the more stressful the traffic jam will be.” For example, a traffic jam will be more stressful on the day of an exam than on the day of no exam.<sup>1</sup> The activities that stress a college student are going to be different from those that stress individuals at other stages of their lives. College students are living in a stressful atmosphere as they search for the balance between excelling academically, getting around campus, and defining who they want to be in their new environment. Students strive to keep their routine the same whether they are sick or not, especially within a college community. However, there are minimal ways to recover if an individual continues to keep their routine the same. Altering this routine may cause the individuals grades to suffer, thus falling into this cycle can be detrimental to one’s health.

Exercise is known to be a good stress reliever for people who are overwhelmed with work or who need to refocus. This is especially true when the student is an injured athlete. When an injury, alters one's routine and forces themselves to find other ways to cope, the psychological effects can have a major impact on their health. Physically, the body will be exhausted from the extra effort needed to perform daily tasks. Therefore, many people will feel defeated and alone because they can no longer live their life as independently as they had previously done.<sup>11</sup>

“[It] prevented me from running which I always do to relieve stress so it negatively affected my emotional health.”

“It didn't affect my academic performance, but I got really frustrated because I was unable to run.”

“I could not really get out and play sports, so I felt trapped in my room and as a result did not do much work.”

In a study performed by Cohen et. al., it was “found that those who had either a work related or interpersonal chronic stressors (defined as stress lasting one month or longer) had an increased risk of developing colds compared to those who had no chronic stressor.” There was a correlation between stress lasting longer than one month and a person's likelihood of contracting an illness.<sup>8</sup> Since the terms at WPI are seven weeks long, this is a good illustration of why students contract sicknesses nearer to finals as two students claimed below:

"Getting sick while at WPI is generally a really bad thing and can cause your grades to suffer a lot because of the short time of the terms.”

“The next couple of days I was very sick and couldn't function never mind do my work. I struggled to go to classes on Monday because I know missing even one day can be very detrimental to my academics. I skipped sports for the first half of the week, but went back by Wednesday for fear I would fall behind there too. Being sick is a difficult process, made worse by the stress associated with fear of falling behind. At WPI there is no time to be off your game, even for a few days no matter what your condition.”

“Stress can affect your immune system, and I believe that was the overall cause of my illnesses while at WPI.”

In an effort to keep up with the work load, many students will stay up late to complete their work. Between the late night study sessions and the early morning classes, students are not getting enough sleep and this has a major effect on their health. Studies have shown that lack of sleep can be directly related to the function of the immune system. When an individual is sick, the only thing that seems to help the immune system recover is sleep. It has been shown that “substances produced by the immune system to help fight infection also cause fatigue”. One theory proposes that the immune system has evolved "sleepiness inducing factors" because inactivity and sleep provided an advantage: those who slept more when faced with an infection were better able to fight that infection than those who slept less.” This could be one of the main reasons why when an individual is sick, sleep is the main remedy he/she craves. This specific information was represented in the comments within Question 4’s responses.

“It was clearly the lack of sleep caused by my academics that hindered me from actually getting better.”

On the other hand, some comments reflected how students were so tired that they missed class to sleep as seen below.<sup>9</sup>

“I was really tired and unable to focus while working.”

“I just wanted to sleep all that week so I did not study as much.”

“I had a double ear infection and sinus infection during midterms once. It was really annoying and all I wanted to do was sleep all day. Going to class was like a waste of time because I would nod off about ten minutes in and miss the entire lecture. Sure I can go back to me room and read the notes, but I couldn't do that for the exam prep. After I got better, I spent every waking moment trying to improve my grade after the horrible midterm grade I received. That was not a fun term.”

Another study conducted by Zarski et. al., showed that there was no correlation between health status and life experiences. Even though the data collected from the group’s study is contrary to this



conclusion, it is important to illustrate that people have different psychological as well as biological reactions thus different responses to stress.<sup>10</sup> As seen in the quotes below, students can be negatively impacted by the stress of their academics:

“I would say the cold was caused by academic stress and lack of sleep, not the other way around”

“I believe that because I was very stressed due to the strain of the academic course load, I became ill. I noticed that I became ill before or right after exams.”

At WPI, it was found that most people do end up having a biological reaction to stress which, in turn, hinders their ability to succeed academically.

## Resources Used On-Campus

The group met with various offices on campus to get an understanding of the services and the means of accessibility of these services. Four of the on-campus resources that the group interviewed are the Academic Advising Office, the Office of Disability Services, Student Health Services, and the Student Development and Counseling Center.

The Academic Advising Office provides support and assistance to students in the development of their educational goals. To further the understanding of Academic Advising's assistance to students, the group met with Rebekah Schulze. Academic Advising is predominately used to corroborate the student's reasons for being absent. For example, Academic Advising can email professors if students are going to be out for an extended period of time. In addition, this office can provide additional tutors for students who have fallen behind in class due to an illness. If a student's sickness leads them to be out of school for an extended period of time, Academic Advising will guide them on how to academically approach their situation.<sup>12</sup> In fact, one student described their great experience with the department as seen here:

“The support I received from Academic Advising was awesome! They arranged for my grades to be postponed and informed my professors of my unique situation. Upon returning to school, two of the three professors were very understanding and accommodating of my needs to make up the missed work. I had difficulty with one professor meeting with me and grading my work, but as soon as I informed academic advising, [they] got him to post a grade. I would absolutely recommend that anyone who is having difficulty completing their work due to an illness or injury talk to academic advising because they will come to your defense and make the transition as easy as possible.”

Previously the work was shared between the Academic Advising and the Disability Office. However, Aaron Ferguson now oversees the Office of Disability Services (ODS) and provides assistance to students.<sup>13</sup> The ODS can help students with rescheduling exams, providing note takers, moving classes

to make them more accessible, and informing professors when students will be missing class. One student expressed his good experience with the ODS below:

“I have a previous physical handicap and have had brain trauma, [but I] found [the ODS] helpful when I returned.”

After meeting with Regina Roberto from Student Health Services, the group learned that this resource works “to enhance the educational process for students by modifying or removing health related barriers to personal development and learning.”<sup>14</sup> The group received information on the most common illnesses on campus and information on what resources they provide to all WPI students. Using this information, the group was able to develop a rough understanding of the necessary illnesses to include within the survey. Some positive comments were written by WPI students regarding their experiences with the Student Health Services.

“I got conjunctivitis (pink eye) and immediately went to WPI Health Services. They were super friendly, and handled the situation fast and painlessly.”

“[Health] Services was very helpful when I had pneumonia during finals week. They collaborated with Academic Advising, who contacted my professors for me and helped me figure out rescheduling them. I probably would've failed all three finals if they didn't help me out.”

“The [Student Health Services] did help me considerably during my Music Seminar this past A Term. I had spliced open a part of my hand and thankfully I didn't hit any nerves, but I went to them directly that afternoon and they applied liquid stitches to the wound. They then followed up on the case and were very kind.”

Lastly, Matt Barry delivered the purpose of the Student Development and Counseling Center (SDCC) which is “to provide educational programming and training, counseling, psychiatric referrals, and crisis intervention services to the entire WPI student community”.<sup>5</sup> The group also gathered information and guidance on how to recognize and respond to the emotional impact that illnesses and physical injuries and/or limitations have on an already stressed student.<sup>15</sup>

“Stress is a major cause of my personal illnesses while I attended WPI. I believe this to be true do to the timing of my illnesses being towards exam dates. Also, with limited emotional support, the stress just mounts on top of itself. The SDCC is a good place to start to look for help.”

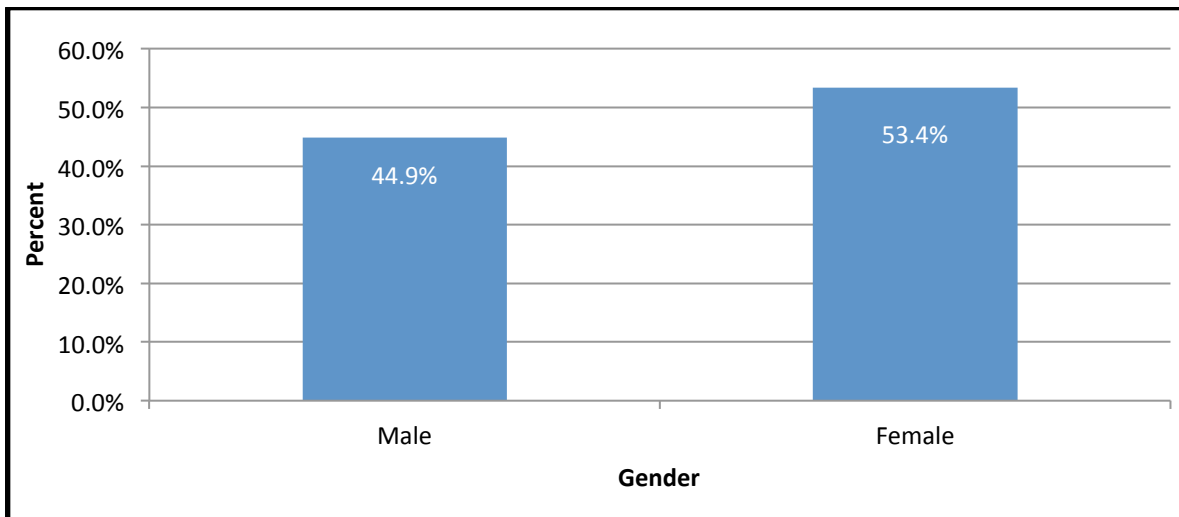
Providing information about on-campus resources available to students through the handouts will hopefully prevent them from being overwhelmed with their situations and give them the ability to focus on a process to overcome their stress.

## Analyzing the Survey

With the information collected from resources on-campus, a ten question survey was created and distributed to our target audience, all undergraduates at WPI. The survey validated the information the group collected using primary resources on campus. The purpose of the survey was to find out how many students on campus have been emotionally and/or academically affected by an illness or physical injury/limitation. The graphs, originally viewed in the results section of the paper, have been reproduced for the ease of statistical access.

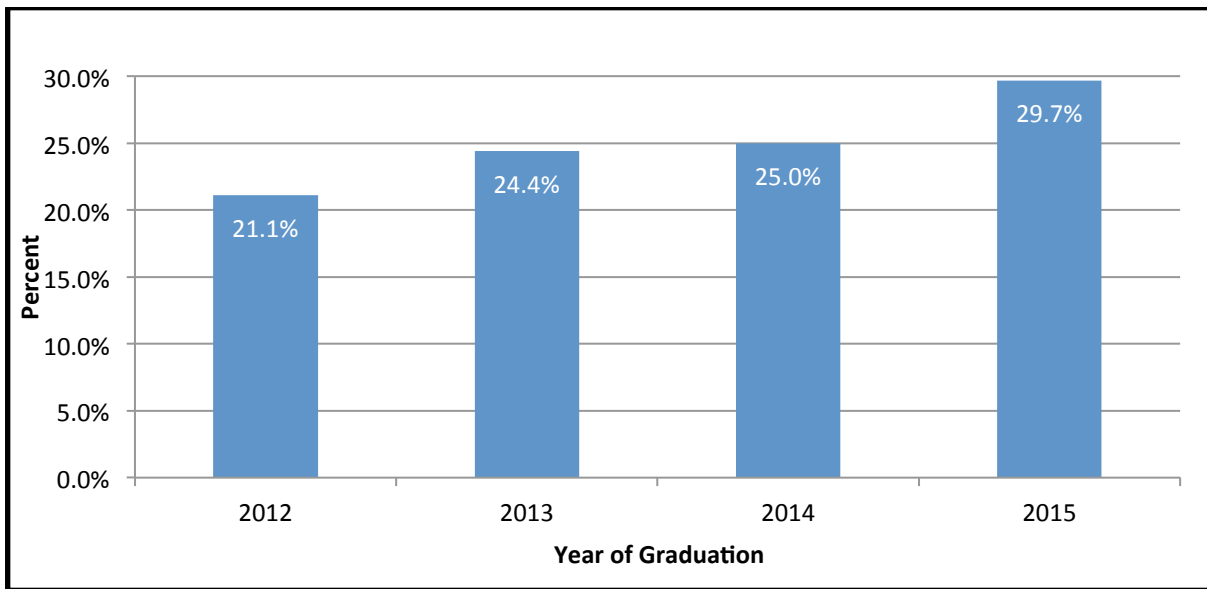
### *Question 1 & 2*

The first two questions of the survey were used to identify the demographics of the participants. The first question addressed year of graduation and gender. With a relatively equal amount of responses from students in each class as well as in each gender (Figures 1 & 2), the data encompassed a diverse range of students totaling 532 undergraduate students which gave the group confidence that this was a representative sample.



**Figure 1: Gender**

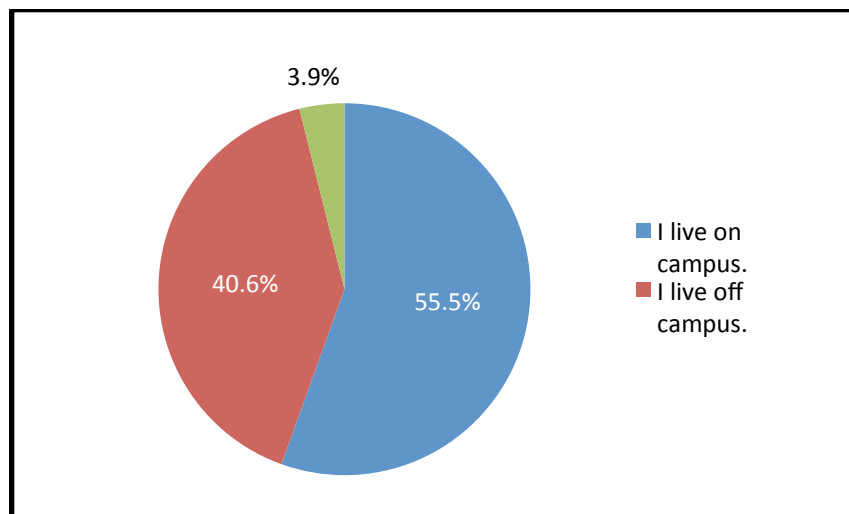
The participants were 44.9% male, 53.4% female, and 1.7% did not specify their sex.



**Figure 2: Expected Year of Graduation**

The survey results show a fairly equal distribution between the class years of the students who took the survey.

In addition, the group asked about the residency of each participant. Figure 3, shows that the majority of people who answered the survey live on campus while a small portion commute.



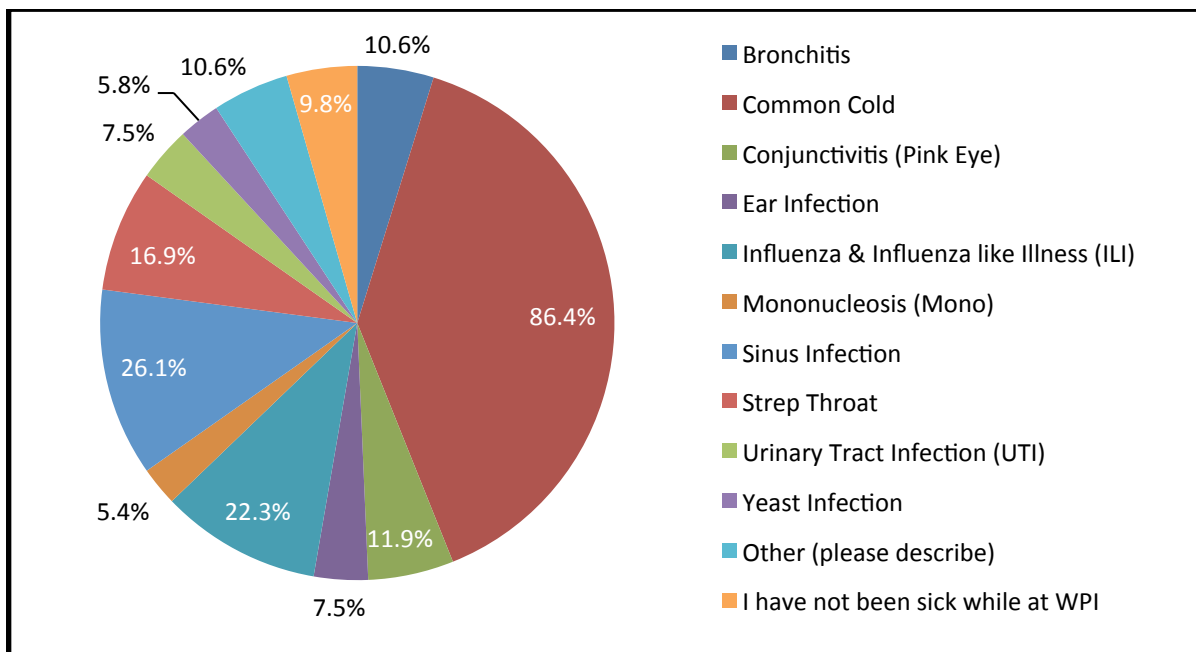
**Figure 3: Where WPI Students' Reside**

As seen in the above graph, 55.5% of students who responded to the survey currently live on campus.

The focus of this question was to understand the impact of having multiple people living in the same residence as well any inconveniences due to transportation. Although this was the focus, the group did not find concrete data of a correlation between the number of residents and their frequency of sickness. On the other hand, there were comments to prove that the distance from campus affected students during an injury or limitation. Many students were provided with services to assist their injury. For example, one student stated that WPI police assisted them to and from class when necessary.

**Question 3 & 4**

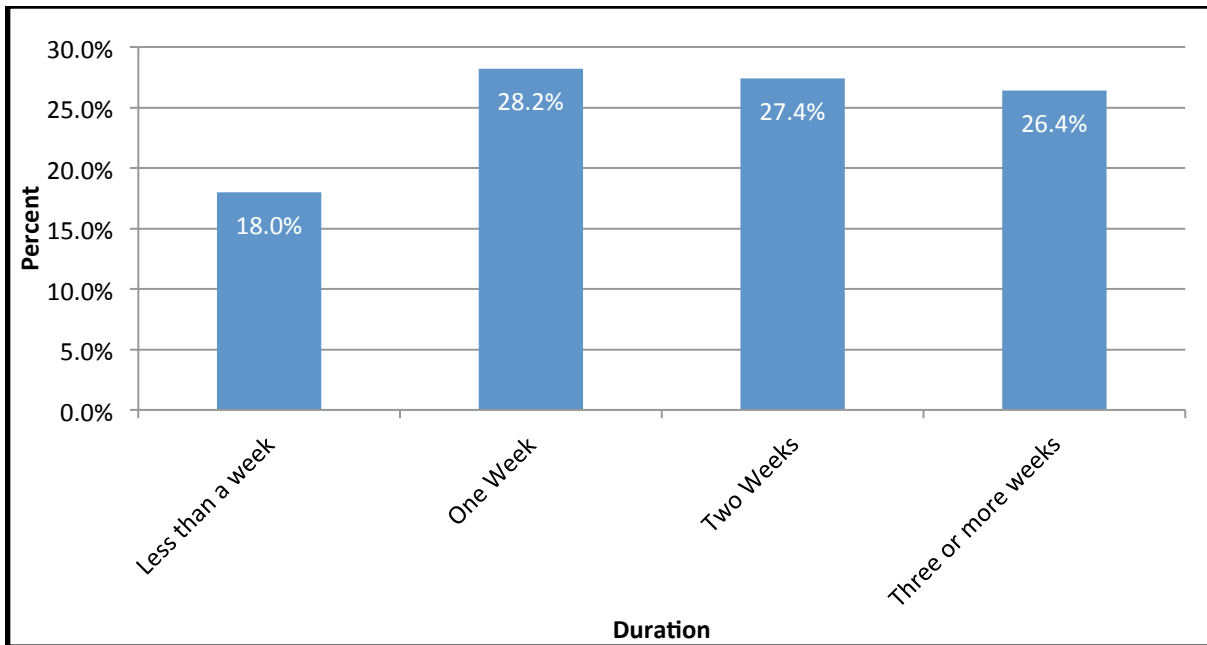
In addition to the demographics, the participants also identified specific illnesses that they acquired while at WPI. The illnesses the group incorporated within the question were based off of the information gathered during the interview with Student Health Services. Figure 4 identifies the most prominent illnesses within the WPI community.



**Figure 4: Illnesses found On-Campus**

86.4% of the student body that completed the survey has experienced the common cold while at WPI in contrast to the 9.8% of students who have not been sick while at WPI.

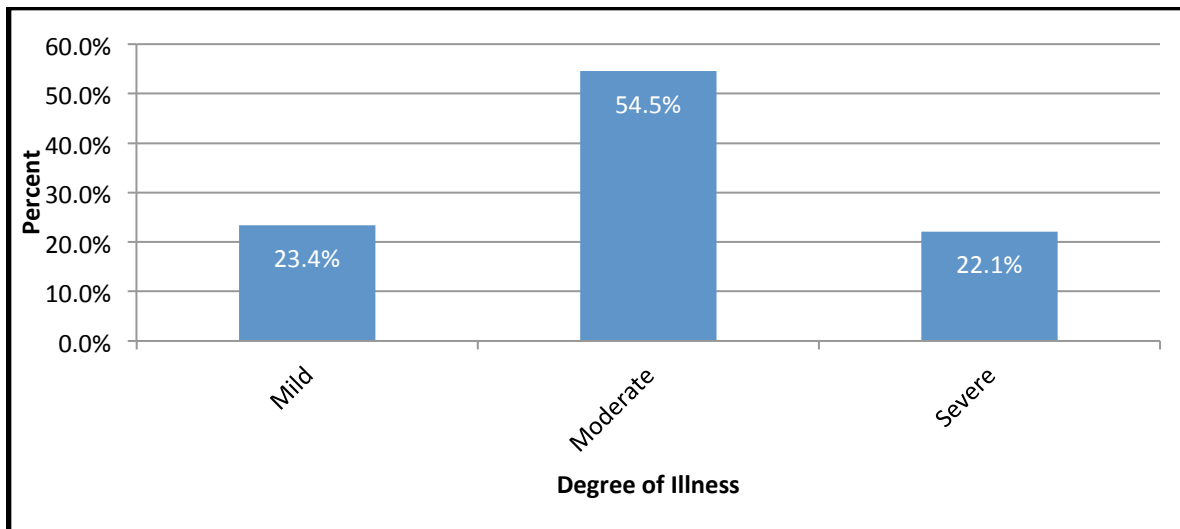
Along with the identification of illnesses, participants were asked to specify the duration and degree of their longest illness (Figures 6 & 7). These results were expected because of the prevalence of the common cold which generally lasts one to two weeks. Most participants responded moderate in the degree of their longest illness.



**Figure 5: Duration of Longest Illness**

18.0% of people who experienced an illness while at WPI said their illness lasted less than a week. The other 82.0% was relatively equally distributed among one week, two weeks, and three or more weeks.

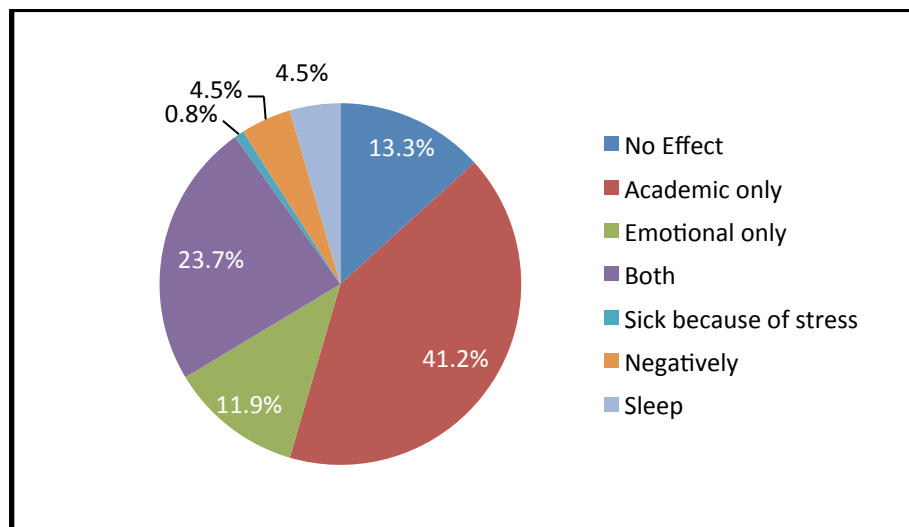




**Figure 6: Degree of Illness**

54.5% of people responded that their longest illness at WPI was moderate, while 23.4% said they only experienced a mild illness and 22.1% said their illness was severe.

Participants were also asked to explain the effects that this illness had on their emotional health and academic performance. Thus, the questions enabled the group to determine if this quantitative data provided a correlation between the illness and emotional distress. All of the comments answered about the previous question were analyzed and separated into categories. As seen in Figure 7, 41.2% of people were only affected academically whereas 11.9% were only affected emotionally.



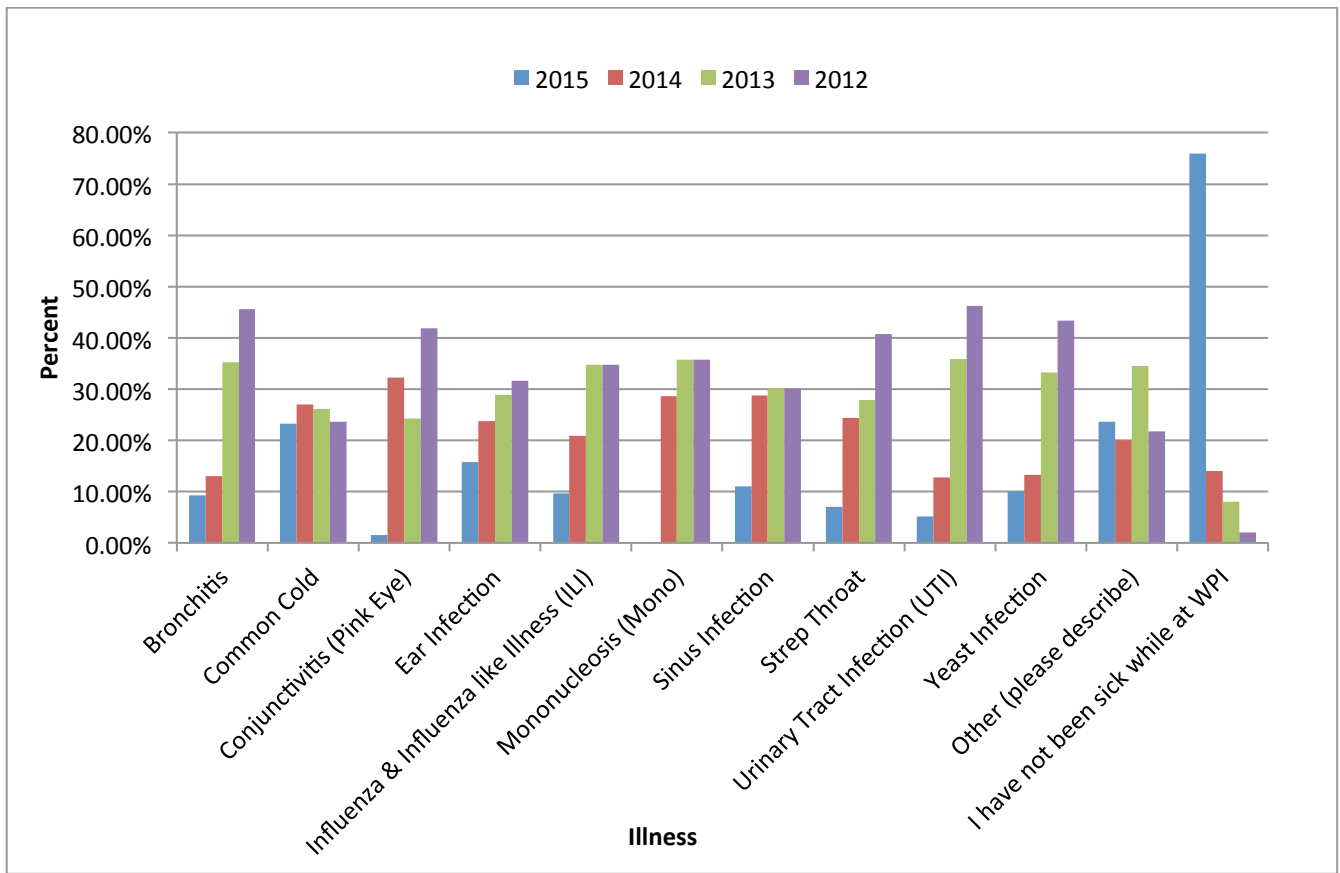
**Figure 7: Effect of Illness on Emotional/Academic Health at WPI**

86.7% of students at WPI have been in some way affected by an illness.

Many of the comments noted that the illness affected both their academics and their emotional health, or that their academic stress led to their illness which, in turn, negatively affected their emotional stability. Even though it is such a small portion of our results, it was found that there was a correlation between stress, lack of sleep, and health.<sup>11</sup> Students also claimed that being sick in a university with a curriculum as rigorous as WPI's gave them limited time to dedicate to recovery.

“With the short length of the terms at WPI, if you develop any sort of moderate or severe illness your grades are likely to suffer. If you are still able to go to class it tends to be unproductive and results in getting your fellow students sick as well. The student health center is a good place to go and they are able to get you excused from classes but your grades will often still suffer as a result of getting sick.”

As seen in Figure 15, for all of the categories, other than the common cold, the class of 2012 experienced the most illness. In contrast, the class of 2015 had the most number of students who have not been sick while at WPI. This could be related to the fact that the class of 2012 has been at WPI for almost four years while the class of 2015 has only been on campus for approximately a term.

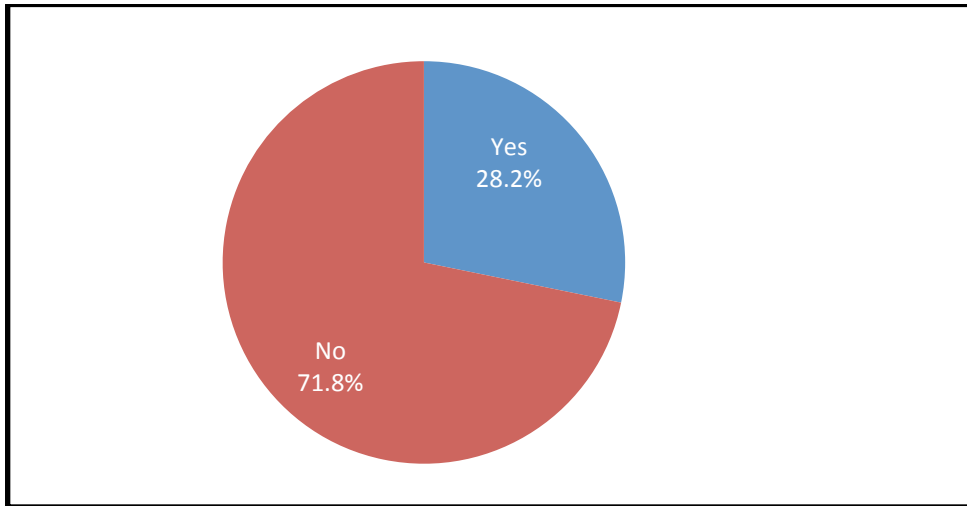


**Figure 15: Illnesses On-Campus per Graduation Class**

Comparison of the number of people per expected graduation class who have had various illnesses on campus.

**Question 5 & 6**

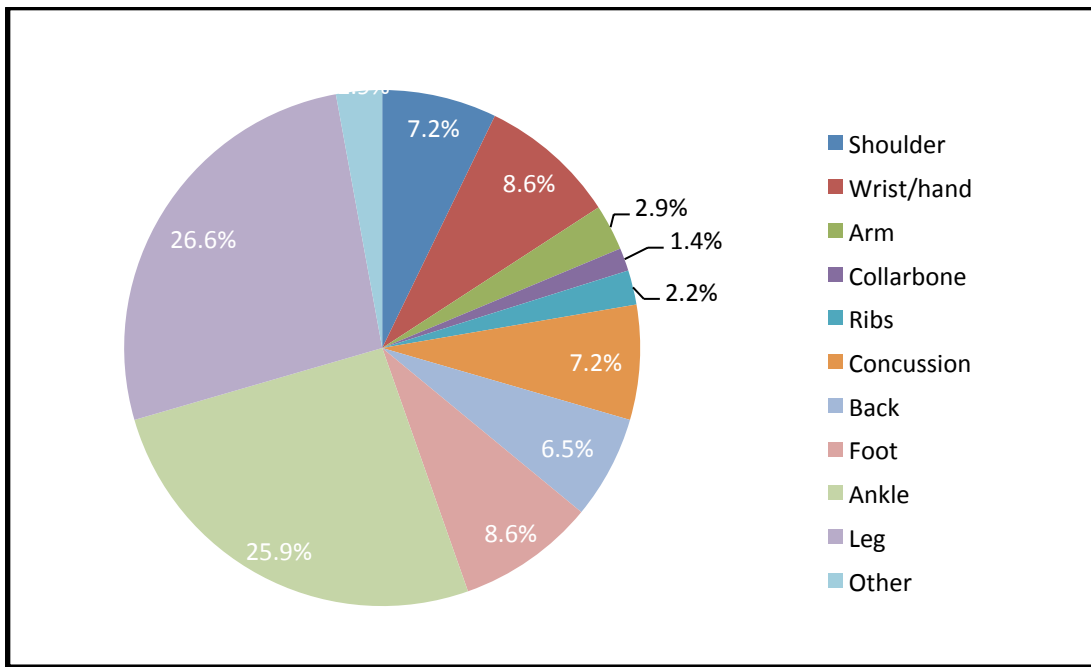
Remaining consistent with the format of questions three and four related to illness, the next two questions focused on the effects of physical injuries and/or limitations.



**Figure 8: Suffered a Physical Injury or Limitation**

71.8% of people who answered the survey have not suffered a physical injury or limitation where as 28.2% have while at WPI.

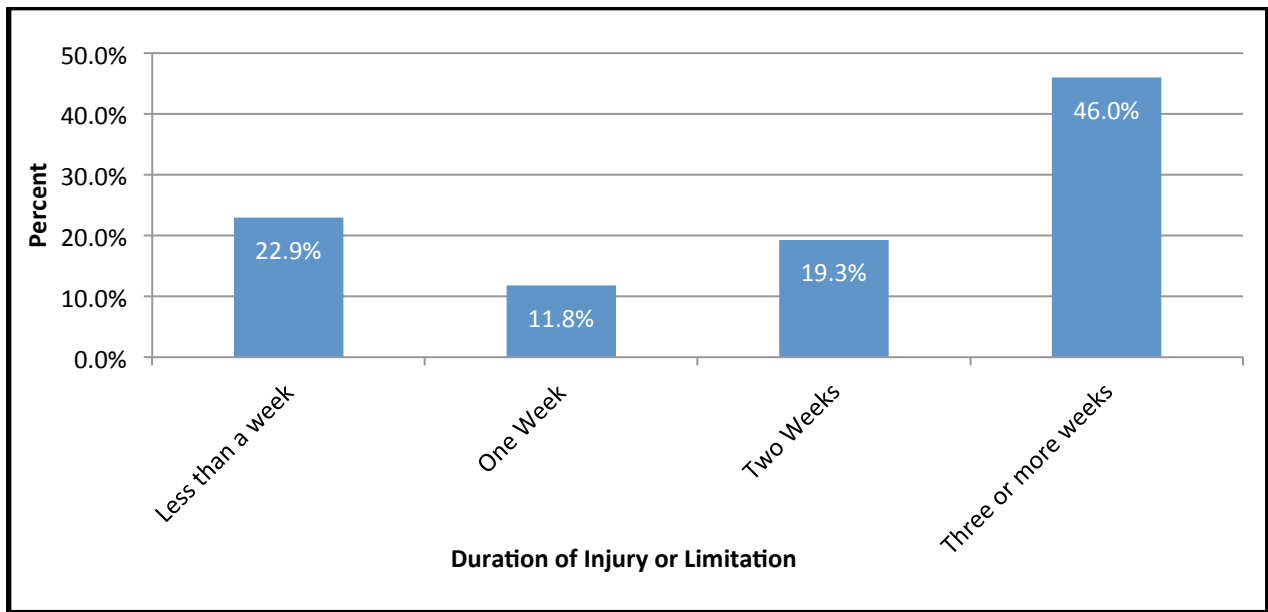
A portion of the 28.2% participants who claimed they had been affected by an injury or limitation commented on details of their situation. The comments were analyzed and put into categories of similar injuries or limitations. Figure 9 shows the distribution of injury and/or limitations on this campus. 61.1% of the responses focused on ankle, foot, or leg injuries. These types of injuries impede a student’s mobility, affecting access to campus buildings and making it harder to attend classes.



**Figure 9: Specific Injuries experienced by WPI students**

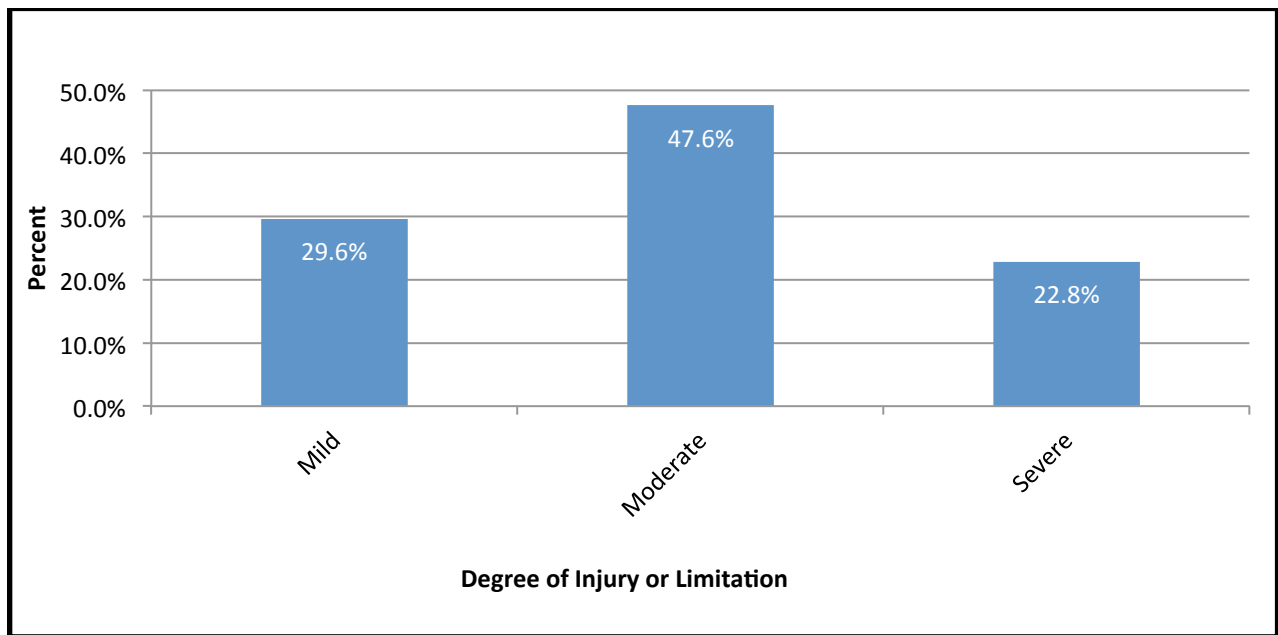
61.1% of people who specified their injury said that it affected their ankle, foot, or leg.

The duration and degree of a student’s longest injury was also investigated. In Figure 10, it is shown that most people said their injury lasted more than three weeks. The group’s results are compatible with the fact that ankle, foot, and leg injuries take about three to four weeks to heal because of the constant usage of these limbs.<sup>16</sup> Similar to the illness degree distribution in Figure 6; Figure 11 showed that the degree of injuries and limitations were also moderate. This suggests this question contained many discrepancies as mild, moderate, and severe were not clearly defined and can differ among individuals.



**Figure 10: Duration of Longest Physical Injury or Limitation**

46.0% of people who answered this question said that their longest injury or limitation at WPI was three or more weeks. 19.3% of people said that their injury or limitation lasted two weeks, while 11.8% said one week and 22.9% said less than a week.



**Figure 11: Degree of Longest Physical Injury or Limitation**

29.6% of people who have dealt with a physical injury at WPI considered their injury mild, 47.6% considered their injury moderate, and 22.8% of students considered their injury severe.

Many students have claimed that having a physical injury or limitation also affected their emotional health.

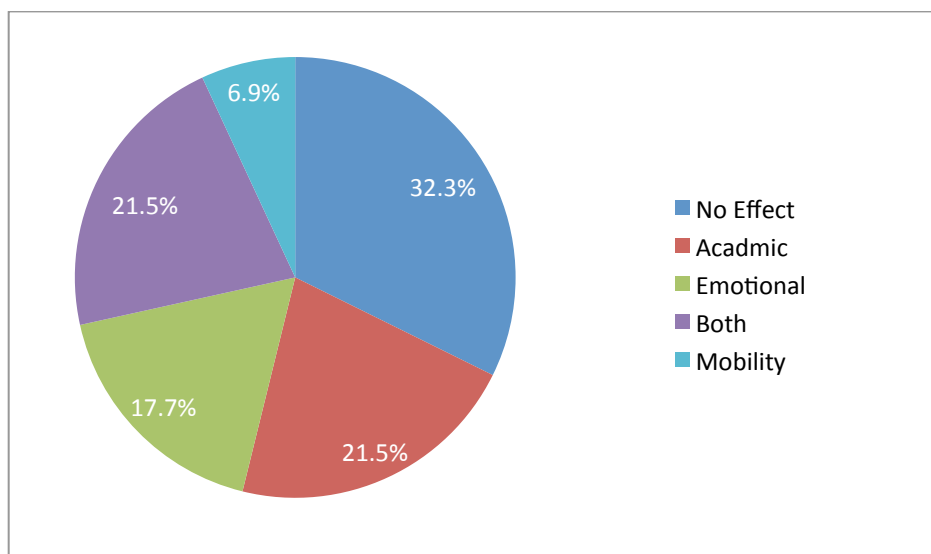
“It was difficult to get around campus my emotions were at an all-time low.”

“It was difficult getting around campus, if my boyfriend at the time was not so helpful, [I don’t know] if I could have gotten up the hill to class (it was the middle of winter).”

“It affected me because I had to plan extra time for getting places, for instance having to go to an entrance on the opposite side of a building just to reach the elevator. This left me with less time to actually get work done, it also left me with less places to get work done in because I was unmotivated to change atmospheres due to the challenge of getting anywhere on crutches.”

“I still had to walk to campus, on crutches with ice. I didn't go to class for a week.”

The comments pertaining to the emotional effect of injury were further analyzed and compiled into quantitative data, illustrated in Figure 12. Of the students who gave further information, 21.54% were affected academically, 17.7% were affected emotionally, 21.5% were affected both academically and emotionally, and 6.9% were affected solely due to mobility issues. Alternatively, 32.3% of students said that their injury or limitation did not affect their academic performance or emotional state. The data supports the theory that when students are injured, the alteration in routine can have negative consequences on their emotionally stability which, in turn, can negatively affect their academics.

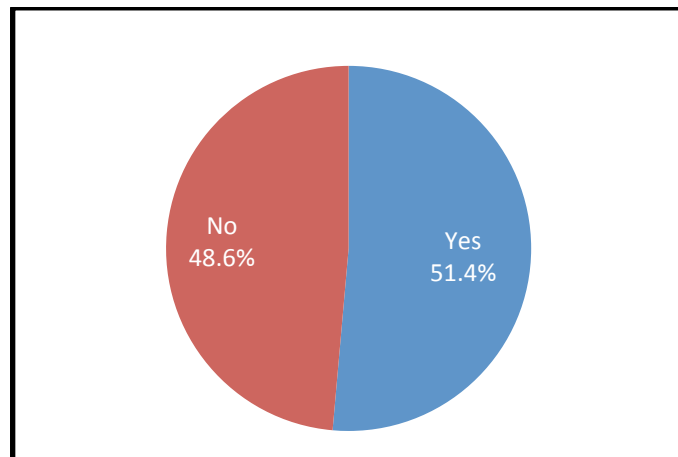


**Figure 12: Effect of Injury on Emotional/Academic Health at WPI**  
67.7% of students have been somehow affected by an injury while at WPI.

### Question 7

The emotional impact of an individual suffering from a short term adversity can be similar to the emotional effects that their illness has on their close peers. Therefore, question six addressed the concerns of the friend of an individual who is affected by a short term adversity. These responses, as displayed in Figure 13, showed that the number of responses was almost equivalent for people who knew someone affected by an illness and people who did not. Participants were asked to elaborate on their response to this question in order to analyze if this was a valid concern among students. The data shows that there is a direct correlation between having a friend who is sick and their stress level because many felt a responsibility to help their friend, as displayed in the quote below.

“Watching over them and worrying about getting sick caused stress.”



**Figure 13: People who know someone suffering from an Illness and/or Physical Injury/Limitation**  
51.4 % of students who responded claimed that they know somebody who has been affected by an illness and/or physical injury or limitation.

The group was surprised by some of the results:

“A friend of mine is going through a similar thing I am going through with my injury. It really stinks, but I guess it is reassuring to know that someone else is going through the same kind of thing I am going through.”

“It's a positive effect on emotional health if you're given the opportunity to take care of someone.”



This quote exemplifies that although an individual might believe that they are the only one experiencing an adversity there are, in fact, other individuals within the WPI community who are facing similar experiences. Therefore, if more students were aware of the prevalence of these issues, many insecurities and emotional distresses would be reduced or eliminated.

A large number of participants stated that their habits had changed when in contact with sickness. These habits predominantly changed because of one's own responsibility to help a friend or the fear of getting sick themselves. Students who were afraid of becoming infected avoided their residence or took precautionary measures to maintain their health.

“It was practically a second job trying to avoid [my roommates' sicknesses.]”

“They got me sick so that I felt horrible! I also ended up washing our hand towels on a daily basis and devoting more time to cleaning my apartment than necessary.

“[I was] worried about getting sick from studying with them/being around them”

“My roommate was sick with strep throat for three days. I had to change my routine so I would not get sick. This caused me to worry and stress more than normal. I was also stressing to take care of her so she would get better.”

“My roommate last year was really sick and didn't leave the room for 60 hours straight, I felt like I couldn't go back to the dorm room.”

Other individuals felt a responsibility to care for their friends who were ill which emotionally and/or academically affected them.

“My roommate is very sick all the time and it is tiring to be constantly worrying about her all the time. It distracts me from my work and it leaves me feeling helpless. I have been more negative and depressed because of what I have seen her go through. I often feel panicked and frustrated. Both wanting to help and just wanting to not have to be involved anymore.”

“I have a friend who has been in and out of the hospital this year for a chronic condition, and it has affected my allotted work time and cut into my free time a lot during weeks when she is sick due to time visiting/driving her to/from appointments. It has also negatively impacted my emotional health because I am constantly worried about her health and helping her through her academic problems due to missing class.”

“A friend had major surgery and constantly put their physical/emotional pain upon me. It is very stressful to have to constantly listen to someone complain and be responsible for helping them cope with their problem both physically (getting them around campus, etc.) and emotionally. This brought a lot of anxiety into my daily life, and constantly interrupted my academic work time.”

“My boyfriend got acute tonsillitis during finals week and I stayed overnight with him in the hospital the night before two of my finals. I wasn't able to get much studying done there and was physically and mentally exhausted when I took those finals.”

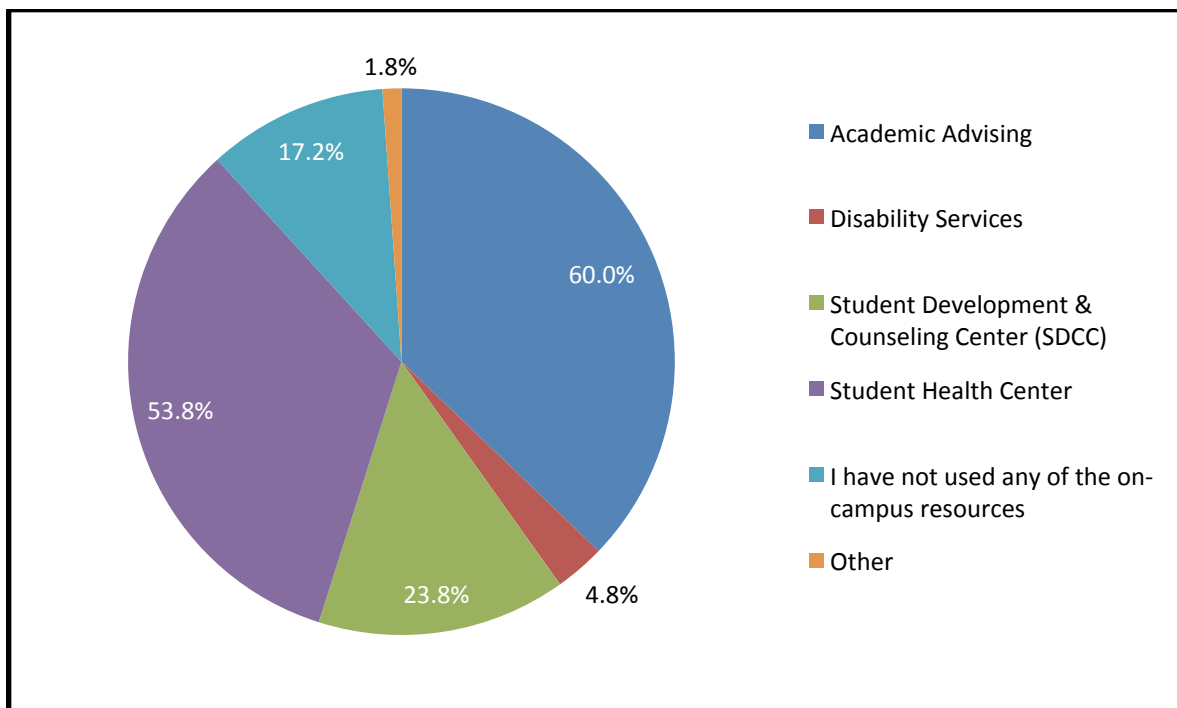
Finally, WPI is known for its highly collaborative project based learning, thus if one member of a group is sick, the others have to compensate for the sick individual. The results led to the conclusion that getting sick not only affected the individual and their friends but greatly increased the stress among group members.

“When someone in a project group gets sick, it becomes stressful for other members of the group because they either get behind on their work or they have to pick up the slack of the person who is sick to make sure the work doesn't fall behind.”

“A few of my group members during IQP got sick towards the end of the term. This forced the other group members to pick up the slack. However, one by one, we all started to get sick.”

### ***Question 8 & 9***

After the different illnesses and injuries were addressed, the participants were asked if they used any of the resources on-campus to their advantage during their time of distress. Figure 14 shows the distribution of the resources that students have utilized on campus. Students were allowed to select multiple on-campus resources, which resulted in percentages totaling more than 100%. The two most utilized resources were Academic Advising and Student Health Services. This was crucial insight on if students were independently or resourcefully coping with short term adversities.



**Figure 14: Usage of On-Campus Resources**

The response collected illustrated that 60.0% of the participants have used Academic Advising, 53.8 % used the Student Health Center. The Student Development & Counseling Center was utilized by 23.8 % of the student body who took the survey. 4.8% of students have used the Disability Services available on campus. In contrast, 17.2% of students claimed not having used any on-campus resources while at WPI.

### ***Question 10***

As a conclusion to the survey, the group gave students an opportunity to share a testimonial about their specific experience on campus. With the permission of the student, the group used these anonymous testimonials in the handout to show students that they were not alone in their time of distress. The testimonials enabled the group to develop and tailor the handout to elaborate and incorporate all aspects of distress including physical, emotional, and academic inconveniences within the WPI community. With the results of the testimonials the group was also able to identify the perception of the services among students. These perceptions had an effect on how students cope with their short-term adversities and whether or not they chose to utilize the available resources to their advantage.

## *Positive Survey Results*

An unexpected result of our survey displayed that some students found peace and relieved stress through their own coping mechanisms.

“Emotionally it was more of a roller-coaster ride, many ups and downs (usually depended on my degree of pain). However, maintaining a positive attitude and having strong support network- family, friends, professors- really helped. My academic work does suffer when the pain gets really bad.”

“Everyone at some point in their life will go through some kind of pain- physical, emotional, mental. And it can turn your whole life upside down. It was not only hard on me but also on those that loved and cared about me. I had to completely readjust my lifestyle, giving up sports, after-school activities, the amount of time I spent with friends, and even my academic performance (requiring more extra help and time to complete work). It was a continuous struggle, and it was very hard for others to watch me struggle. I believe it had more of an emotional toll on them than it did on me. However, maintaining a positive attitude, continuing to enjoy the simple things in life, looking to God for strength, and keeping open communication really helped my family, friends, and [me] pull through.”

These quotes illustrate that even when students are struggling they can still maintain a positive attitude and recognize that their situation will improve. Students found support through friends, family, and faith which deterred some of their emotional distress.

## **Perception of Services on Campus: Stereotypes**

Although some statements claimed these resources were helpful and accessible, the survey results concluded that these resources are highly correlated with negative stereotypes. The comments below display the students' perception of the on-campus services.

### ***Academic Advising***

“Academic Advising seems to be very unfriendly with general questions and/or need for help. It's almost as if drop in sessions were needed because I didn't think it was necessary to make/keep regular appointments, but when I needed help, I sought it.”

### ***Office of Disability Services***

“I tried to talk to disability services last year, hoping that I could get extensions or something - or that they could at least talk to my professors so that my professors knew I wasn't making it up. They told me the best they could do was give me an incomplete and I could take time off from school to get better. My injury will be with me for the rest of my life - not just go away - so this was not helpful because I fully intend on graduating on time. They were not helpful and really just made me even more upset and hopeless.”

### ***Student Health Services***

“I had swine flu freshman year and I was contained to my dorm room for over a week. I did not go to health services because the rumor was that they would either send you home or just tell you to stay in your room. There wasn't anything health services could do that couldn't be figured out through common sense.”

“There is no walk in policy, so if you say sprain your ankle, you have to first call and make an appointment then wait several hours before being looked at. And if it's outside of their normal hours or on a weekend, forget it. When I went in and was told I had strep, they gave me a prescription for medication, that I had no way of getting, because there's no pharmacy near campus and I didn't have a car, and suggested that I just go home for a couple weeks, because you tend to feel better at home. This is not an option for a WPI student as you know. With the pace of WPI academia, we need a health center that's willing to be just as available. I'm not the only one this has happened to, and I think it needs to change, big time.”

“When I thought I might have had strep throat I went to health services (not knowing I had to make an appointment first). I had to come back 2 days later, by then my symptoms were almost gone. And they told me I probably just had a cold. The receptionist was rude and didn't care. But the nurse practitioner I saw was nice”

“Health Services will give you three "diagnoses" that make no sense at all. Sometimes they'll give you a prescription sometimes they won't. Google could do better. They are nice though, except the receptionist.”

“They made me walk to health service while I wasn't able to walk due to foot injury. When I arrived they said you don't have appointment go back and come back later. The thing is, I wasn't able to walk.”

“I never felt they would be particularly useful. In particular, many of my friends have found health services to be difficult to deal with or generally unhelpful.”

“I've found them (health services) to be very inconsistent and unreliable. They frequently mis-diagnose, are unorganized, and have a lack of professionalism. So I try to utilize them as little as possible.”

“There have been times when I have been really sick and considered going to health services, but decided not to because I don't want to walk all the way across campus (I live in East, Health Services is on Hackfeld).”

### ***Student Development and Counseling Center***

“I feel that it is really awkward to walk into one of these offices for the first time. I have had friends suggest I visit the SDCC, but I'm very self-conscious about someone seeing me walk in or out of the building and judging me for it. I'm also not sure what the procedure is, for example if I need to make an appointment or something.”

As a result of all of the negative comments towards the various offices on campus, the group has created a handout. The group hopes that with the distribution of these handouts, students' will consider the use of on-campus resources more confidently knowing the assistance they can provide. Many students were unaware of the available accommodations and were discouraged by the rumors affiliated with each service. The group identified various comments that suggested the student was misinformed. For example, students thought that they needed to walk to health services to make an appointment, when in reality health services takes appointments over the phone.

## **Handouts**

The group adapted their original goal of making a handbook to creating two handouts. The handout that was distributed to students focused on the resources available through positive testimonials regarding each service. Along with this, it also incorporated statistics and comments from the survey in order to grasp students' attention. To illustrate that students are not alone, the group used testimonials to demonstrate the commonality of short-term adversities. This, along with information on how to deal with short-term adversities, was included in the handout as seen in Appendix III. The second handout, a poem, was developed with the intent of allowing students to emotionally connect with the content of the information presented. The group decided to distribute this handout to students via dorm restrooms. The location of this handout was decided because of the past success rate of the Office of Residential Services at sharing information via their stall door notices (Appendix IV). Due to the emotional nature of the second handout, the group requested and was granted approval from the SDCC. Approval to distribute the handouts to undergraduates living on-campus was given to the group by Residential Services. Both approvals are shown in Appendix V.

The purpose of the handouts was to enhance awareness of resources in addition to the emotional and academic distresses occurring regularly as a result of illness, physical injury, and/or limitations among students. Making all this information accessible to students will allow them to be more proactive in the conservation of their physical and emotional health. The group is hoping that the information collected and distributed in this project will decrease the amount of students who try to independently solve problems, reduce the negative stigma associated with each resource, and increase the use of on-campus resources for all students.

## **Limitations of Project & Further Research**

Throughout the survey, the project group overcame several obstacles. Initially, the three members had planned on completing a project with another advisor but due to unforeseen circumstances, the group had to develop a project with a new advisor. Although originally this situation was discouraging, it benefited the group because they were able to focus on an intriguing and prevalent issue within the WPI community.

After several weeks of deliberating, the group designed the survey. Once the survey was sent out, the group realized that they could only view the first one hundred responses. This forced them to buy a monthly subscription to SurveyMonkey.com in order to view and analyze all the results. While analyzing, the group realized discrepancies in comments which made quantifying the data difficult. This was due to the open ended nature of the questions which allowed for diverse responses. Therefore the group looked for general themes or key words to categorize the data. This strategy allowed the group to quantify the qualitative data in order to represent the given information. However, due to the ambiguity of questions eight and nine, some individual's responded on their general usage of each service and not the usage of that service when they were sick or injured. Thus, quantifying the data did not bring any correlation between being sick and using the on-campus resources. In the future, this question would need to be modified and specific to resource usages while dealing with short term adversities.

To continue analysis, one could compare a project based school (similar to WPI) with a non-project based school if students' duration and degree of illnesses, injuries, and/or limitations are more severe within a project based school. Furthermore, one could demonstrate a correlation between the number of people that an individual lives and how often they contract an illness. One could also compare the difference of emotional or academic effects on men and woman when faced by a short term adversity.



## **Conclusions & Recommendations**

After scrutinizing the results and comments the group concluded that the emotional distress caused by acute illness, injuries, and/or limitations can negatively affect a student's emotional stability and academic performance. Conclusions were made pertaining to how the community can improve the miscommunication between students and the on-campus services.

The main concern the group observed focused predominately on the lack of knowledge of what each service provides. Students were aware of the resources available but not aware of the specific services within each office. Overall, the students at WPI are universally independent and thus do not seek help when necessary. Because of this independence, most students did not even consider using the resources. As a result, when students are in need, instead of seeking help to overcome their stress, they attempt to manipulate the situation on their own. This instinctive quality causes a cycle to form upon the student causing further stress due to their illness. Sickness makes it difficult for an individual to focus on their work thus increasing stress levels. The more stressed an individual becomes; the more likely they are to contract an illness. Many students expressed that their routine and/or habits were altered as a result of being exposed to illness. Some students avoided their peers in fear of contracting their illness while others felt a responsibility to care for their sick peer. Overall, the group saw a need for more compassion within the student community. Lastly, students developed stereotypes towards each resource. The main concern with the SDCC was that students were afraid to be seen entering the office alone especially since the SDCC has a connotation related to a disability or mental issue. Pertaining to Student Health Services, it was found that students did not feel welcome when they entered the office or didn't feel that the care they received was satisfactory. In addition, they felt that Student Health Services was an inconvenience, not only in its location but also in scheduling appointments.

From the conclusions made, the group was able to form recommendations for students on how to improve their experience while at WPI. The main recommendation is that students need to be more aware of what specific services each resource offers. This will enable them to utilize the resources to their utmost ability and prevent their emotional and/or academic health from being seriously affected when faced with a short-term adversity. Furthermore, the group saw a need for students to realize that they are important and that asking for help or being dependent is not a weakness, but in fact, a strength. Students did not ask for help because they considered themselves an adult and thought they could solve problems on their own. Knowing when to seek professional help or ask others for advice is part of being an adult. Enabling others to help can strengthen relationships, making the student community more compassionate and unified.

Along with recommendations for students, the group also found a need for modifications for the services provided on the WPI campus. Pertaining to all the services on campus, the group found that a better public relations campaign could improve the utilization of their office, which, in turn, may improve their reputations. The SDCC can work more closely with the incoming freshman class to promote the services they offer and connect more with the emotional need of the students. In addition, the SDCC could promote other means of communication thus calming the fears of those who do not want to be seen entering the building. To reduce this fear, the Office of Residential Services could require Resident Advisors to give tours into each service so students will feel more comfortable entering these facilities when they need assistance. The majority of the comments were in reference to Student Health Services. Many students felt discomforted or that they received inadequate treatment while visiting the service. The group believes that the addition of sick notes would enhance the reputation of Student Health Services because the student would feel a purpose to their visit. This would give students an opportunity to rest and improve their illness instead of going to class. This corroboration between the professors, students, and the service could end the vicious cycle of sickness and stress. In addition, Student Health

Services could provide walk-ins and weekend service, especially since sickness is always unexpected. These additions could alleviate most of the inconveniences of the service.

Along with the services discussed within this paper, it was brought to the group's attention that other services should be considered for modification as well. For example, currently Campus Police transports injured students during non-SNAP hours (Security Night Assistance Patrol – a transportation service). Although SNAP is a great resource to the WPI students, calls are not taken by priority and are solely based on the order of calls. This makes it difficult for injured students, who have limited options, to maneuver to and from campus. SNAP could work with the Office of Disability Services for the students who are temporarily injured. This would allow them to give priority to these individuals, therefore, decreasing their stress and frustration due to their incapability.

The effects of short term adversities showed to be a prevalent issue within the WPI community. By making these recommendations and enhancing awareness, the group hopes that the prevalence and severity of these issues decrease and students will no longer be among the negative statistics accumulated over the past three terms.

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16. C. G. Mattacola, M. R. Sitler, and T. M. Hals. "Effect of a Semi-rigid Ankle Stabilizer on Performance in Persons with Functional Ankle Instability." *PubMed.gov. J Orthop Sports Phys Ther.*, 30 Sept. 2000. Web. 7 Dec. 2011.  
<<http://www.ncbi.nlm.nih.gov/pubmed/10994865>>.

## Appendix

### Appendix I – Survey Approval

**Worcester Polytechnic Institute IRB #1**

100 Institute Road  
Worcester, MA 01609-2280,  
USA  
508-831-5000,  
Fax: 508-831-6090  
www.wpi.edu

**IRB 00007374**  
3 November 2011  
File:11-151

Worcester Polytechnic Institute  
100 Institute Road  
Worcester, MA 01609

**Re: IRB Application for Exemption #11-151 “Emotional Impact of Students' with Distress”**

Dear Prof. Vassallo,

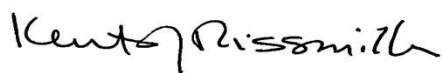
The WPI Institutional Review Committee (IRB) has reviewed the materials submitted in regards to the above mentioned study and has determined that this research is exempt from further IRB review and supervision under 45 CFR 46.101(b)(2): “Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.”

**This exemption covers any research and data collected under your protocol from 3 November 2011 to 2 November 2012**, unless terminated sooner (in writing) by yourself or the WPI IRB. Amendments or changes to the research that might alter this specific exemption must be submitted to the WPI IRB for review and may require a full IRB application in order for the research to continue.

Please contact the undersigned if you have any questions about the terms of this exemption.

Thank you for your cooperation with the WPI IRB.

Sincerely,



Kent Rissmiller  
WPI IRB Chair

## Appendix II – Survey Questions

### Emotional Impact of Students in Distress

**\* 1. What is your gender and expected year of graduation?**

Male

2012

2014

Female

2013

2015

**\* 2. Where do you reside during the academic school year?**

I live on campus.

I live off campus.

I commute.

How many people do you live with?

**\* 3. While at WPI have you dealt with any of the following?**

Bronchitis

Common Cold

Conjunctivitis (Pink Eye)

Ear Infection

Influenza & Influenza like Illness (ILI)

Mononucleosis (Mono)

Sinus Infection

Strep Throat

Urinary Tract Infection (UTI)

Yeast Infection

Other (please describe)

I have not been sick while at WPI

Other

**\* 4. What was the duration and degree of your longest illness?**

Less than a week

One Week

Two Weeks

Three or more weeks

Mild

Moderate

Severe

This question is not applicable

How did this affect your emotional health and/or academic performance?

**\* 5. Have you experienced any physical injuries or limitations while at WPI?**

- Yes
- No

If yes, please describe your injury or limitation below:

**\* 6. What was the duration and degree of your longest injury/limitation?**

- Less than a week
- One Week
- Two Weeks
- Three or more weeks

- Mild
- Moderate
- Severe
- This question is not applicable

How did this affect your emotional health and/or academic performance?

**\* 7. Do you know somebody who has been affected by an illness and/or physical injury or limitation? If yes, please describe how their illness or limitation personally affected your academics and/or emotional health.**

- Yes
- No

Comments.

**\* 8. Have you used any of the following on-campus resources while at WPI?**

- Academic Advising
- Disability Services
- Student Development & Counseling Center (SDCC)
- Student Health Center
- I have not used any of the on-campus resources
- Other

Other (please specify)



**9. If you have not used any of the on-campus resources, why not?**

This question is not applicable

Comments

**\*10. If you have experienced an illness or physical injury or limitation while at WPI and would like to give us more information on your specific situation, please leave your response below.**

- You may use my anonymous testimonial in the student handbook.
- Please do not use my anonymous testimonial in the student handbook, but you may use it for research purposes.
- I do not have a testimonial.

Testimonial:

## Appendix III – Survey Responses

### *Question 1*

<b>What is your gender and expected year of graduation?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Male	44.9%	239
Female	53.4%	284
2012	21.1%	112
2013	24.4%	130
2014	25.0%	133
2015	29.7%	158
<i>answered question</i>		<b>532</b>
<i>skipped question</i>		<b>0</b>

### *Question 2*

<b>Where do you reside during the academic school year?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
I live on campus.	55.5%	295
I live off campus.	40.6%	216
I commute.	3.9%	21
How many people do you live with not including yourself?		467
<i>answered question</i>		<b>532</b>
<i>skipped question</i>		<b>0</b>

**Question 2 - Comments:** How many people do you live with not including yourself?

Number	Response
1	5
2	1
3	3
4	2
5	1
6	3
7	5
8	2
9	2
10	40
11	5
12	2
13	2
14	2
15	2
16	6
17	2
18	1
19	2
20	2
21	6
22	1
23	2
24	3

Number	Response
157	2
158	2
159	5
160	2
161	3
162	3
163	3
164	2
165	2
166	3
167	2
168	2
169	3
170	3
171	2
172	2
173	3
174	2
175	None
176	30
177	3
178	2
179	3
180	1

Number	Response
312	1
313	3
314	56
315	2
316	3
317	3
318	2
319	1
320	2
321	1
322	3
323	2
324	One
325	52
326	1
327	2
328	3
329	2
330	10
331	4
332	1
333	3
334	2
335	3

25	2
26	1
27	27
28	6
29	5
30	6
31	2
32	2
33	3
34	8
35	3
36	2
37	2
38	2
39	1
40	3
41	3
42	2
43	2
44	3
45	2
46	4

181	1
182	2
183	1
184	31
185	3
186	Do you mean in my room, on my floor, or in my building? I have 2 roomates
187	5
188	4
189	3
190	1
191	2
192	2
193	1
194	35
195	2
196	2
197	2
198	0
199	2
200	1
201	2
202	1

336	2
337	2
338	31
339	4
340	6
341	3
342	2
343	3
344	5, technically 3
345	2
346	1
347	2
348	4
349	1
350	3
351	3
352	2
353	one
354	2
355	2
356	3
357	2

47	4
48	0
49	0
50	3
51	3
52	2
53	2
54	34
55	2
56	3
57	about 30
58	2
59	2
60	1
61	2
62	3
63	3
64	3
65	1
66	2
67	2
68	2
69	3
70	1
71	7

203	4
204	2
205	3
206	6
207	4
208	2
209	3
210	3
211	4
212	2
213	5
214	0
215	40
216	2
217	1
218	3
219	2
220	2
221	3
222	3
223	2
224	1
225	2
226	6
227	1

358	1
359	2
360	3
361	4
362	2
363	2
364	3
365	5
366	3
367	3
368	3
369	3
370	4
371	3
372	2
373	4
374	2
375	3
376	2
377	3
378	3
379	4
380	2
381	2
382	33 - 1 direct

72	10
73	3
74	1
75	2
76	3
77	5
78	3
79	2
80	2
81	4
82	1
83	10
84	1
85	3
86	14
87	3
88	2
89	3
90	1
91	1
92	2

228	3
229	2
230	2
231	1
232	1
233	5
234	2
235	3
236	4
237	2
238	Two
239	3
240	3
241	3
242	0
243	1
244	2
245	2
246	2
247	8
248	1

	roommate
383	1
384	3
385	4
386	technically 2 but their 2 boyfriends are here all the time too
387	52
388	2
389	3
390	2
391	6
392	3
393	3
394	1
395	19
396	3
397	2
398	2
399	3
400	2
401	3
402	3
403	1

93	1
94	2
95	4
96	2
97	3
98	4
99	3
100	2
101	2
102	5
103	3
104	40
105	2
106	4
107	2
108	2
109	3
110	3
111	1
112	0
113	2
114	5
115	3
116	3

249	2
250	34
251	2
252	4
253	2
254	1
255	3
256	2
257	5
258	5
259	2
260	2
261	One
262	3
263	3
264	2
265	2
266	3
267	3
268	3
269	3
270	11
271	2
272	5

404	2
405	6
406	2
407	2
408	2
409	2
410	2
411	4 in my room, 20 in my house
412	1
413	1E+18
414	2
415	3
416	2
417	5
418	2
419	4
420	3
421	1
422	3
423	2
424	2
425	4
426	2
427	2

117	2
118	1
119	2
120	2
121	2
122	2
123	3
124	1
125	2
126	3
127	2
128	2
129	6
130	3
131	3
132	3
133	2
134	2
135	3
136	2
137	3
138	5
139	2
140	2
141	3

273	2
274	2
275	2
276	3
277	3
278	40
279	2
280	3
281	0
282	23 - 2 roommates
283	40
284	3
285	3
286	3
287	3
288	2
289	0
290	3
291	5
292	1
293	2
294	0
295	36
296	2
297	3

428	5
429	2
430	2
431	1
432	2
433	3
434	2
435	3
436	6
437	0
438	2
439	1
440	5
441	3
442	0
443	2
444	3
445	6
446	6
447	3 (Three)
448	2
449	2
450	23
451	2
452	3



142	2
143	6
144	2
145	3
146	2
147	1
148	3
149	2
150	4
151	2
152	2
153	2
154	1
155	2
156	3

298	37
299	23
300	2
301	3
302	10
303	1
304	29
305	4
306	two
307	2
308	6
309	4
310	3
311	1

453	2
454	1
455	1
456	4
457	3
458	2
459	3
460	4
461	43
462	3
463	50
464	3
465	1
466	1
467	3

**Question 3**

<b>While at WPI have you dealt with any of the following?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Bronchitis	10.6%	55
Common Cold	86.4%	450
Conjunctivitis (Pink Eye)	11.9%	62
Ear Infection	7.5%	39
Influenza & Influenza like Illness (ILI)	22.3%	116
Mononucleosis (Mono)	5.4%	28
Sinus Infection	26.1%	136
Strep Throat	16.9%	88
Urinary Tract Infection (UTI)	7.5%	39
Yeast Infection	5.8%	30
Other (please describe)	10.6%	55
I have not been sick while at WPI	9.8%	51
Other		68
<b><i>answered question</i></b>		<b>521</b>
<b><i>skipped question</i></b>		<b>11</b>

**Question 3 – Comments:** Other Illnesses

Number	Response
1	migraine
2	Light Headedness, Dizzyness
3	Cough
4	Unknown Viral Infection
5	staph infection
6	Multiple broken bones (crutches during the past two winters)
7	asthma attacks
8	Allergies (runny nose, scratchy throat)
9	Mild Symptoms of a pre-common cold
10	Headaches
11	i asked health services they said it resembled but was not mono
12	Broken ankle
13	pneumonia
14	Vertigo
15	I got a food-related illness from Tortilla Sam's.
16	Seizure
17	Prolonged nausea
18	food poisoning
19	Stomach bugs, migraines
20	Stroke
21	Severe poison Ivy
22	Severe Gastrointestinal Virus

23	Appendicitis
24	Burb disorder
25	Appendicitis
26	pms
27	pneumonia
28	Pnuemonia
29	Shingles
30	lost my voice
31	Hives
32	collapsed lung
33	Fever, lightheadedness, sleepyness,
34	Mono-like virus
35	Poison Ivy, Athletes' foot
36	Upset stomach
37	2 sore throats, although not unbearable.
38	headaches
39	Fucking Swine Flu
40	tonsillitis
41	sore throat
42	Diarhea
43	Chronic Fatigue
44	Cholitis
45	Digestive problems
46	allergies
47	ulcers
48	Stomach Bug

49	eye stye
50	Allergies
51	Stomach Bug (aka throwing up for 24 hours)
52	Headache, Stomachaches, Joint Pains, Fatigue
53	migraine
54	Gastroenteritis
55	Pneumonia
56	pneumonia
57	Pneumonia
58	Inverted Penis
59	Sore throat
60	Pneumonia
61	Exhaustion, Lack of Sleep
62	Chronic exhaustion
63	gastritis
64	sore throat
65	MRSA
66	viruses, tonsilitis
67	I think i had the flu, but it went away on its on
68	Kidney infection; iron deficiency

**Question 4**

<b>What was the duration and degree of your longest illness?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than a week	16.9%	88
One Week	26.5%	138
Two Weeks	25.7%	134
Three or more weeks	24.8%	129
Mild	17.9%	93
Moderate	41.7%	217
Severe	16.9%	88
This question is not applicable	9.8%	51
How did this affect your emotional health and/or academic performance?		358
<b><i>answered question</i></b>		<b>521</b>
<b><i>skipped question</i></b>		<b>11</b>

**Question 4 – Comments:** How did this affect your emotional health and/or academic performance?

Number	Response
1	There was no real effect emotionally, more just frustrating and took longer to complete all my necessary school work.
2	Destroyed it. Because you don't get to miss class. You might be sick for a week, but if you miss a single day, you are behind for the term and you are not going to catch up. You are either going to have to not do some assignments, or do some at very poor quality, and your grade is going to go down.  Plus, you know, professors don't believe in being sick. You're either at the hospital or lying, so they don't cut you slack. So that stress is extra fun for your emotional health.
3	it sucks
4	I did poorly in classes because I was not able to dedicate as much time to studying because I would have to sleep. It was very frustrating to not be able to stay awake and to always feel like I was passing germs around.
5	Very stressed and struggled with academics.
6	Missed classes
7	I did fine in class
8	I was tired more often, and felt i needed more sleep than usual.
9	It did not
10	It didn't really affect my academic performance. It was just really annoying.
11	extremely negatively
12	I struggled to attend class, and my grades slipped
13	I do not believe that it affected my academic performance. My emotional health was affected because I was tired and always felt like I could be sleeping.
14	Mono caused me to miss a week of school, throwing off my entire term
15	It was a battle to get up for class, but thankfully I wasn't sick for that long, so it didn't seriously affect my grades.

16	there is a negative correlation between my cortisol levels/academic performance/emotional health and my physical health
17	non it's just a cold
18	I became depressed and my work ethic failed. My classes were seriously affected and my emotional health deteriorated more because of this fact.
19	I was really drowsy.
20	Difficult to stay on track with school work.
21	Was rough to keep up with work.
22	I failed linear algebra because I missed almost the entire first week of class when I got mono.
23	I was on crutches last winter for 9 weeks (yes, during the 3-foot snow storm). My academic performance didn't suffer, but it's very difficult to have to rely on other people for everything. I couldn't drive because my foot was broken and the WPI police wouldn't let my friend get a campus handicap pass for her car (she and I had the same 8am class every day so she could have driven me up). I had to call the WPI police every single morning to get a ride to class, and every single afternoon to go down the hill and any other time I had to go to the library or back. The police wouldn't give me rides while SNAP was working, but SNAP also wouldn't give me priority even though I had absolutely no other choice but to get a ride since I couldn't physically walk. It sucked. I had to literally get ready for class or to go somewhere half an hour earlier than I otherwise would because it usually took at least that long to get anywhere. I know broken bones isn't an illness or a sickness but I was miserable half the time not having any control over whether I was late for something. Some of the police were really nice about it and got to know me and would expect my call at certain times so would be ready, but others (if I was calling at a random time they weren't used to) were curt and made me seem like I was such a huge burden.
24	It was annoying.
25	hard to concentrate
26	It was hard to keep up with classes and deal with being sick at the same time.
27	It struggled, but it was clearly the lack of sleep caused by my academics that hindered me from actually getting better.
28	Not much besides feeling sleep-deprived at time but was still able to do fine in classes
29	It has had very little effect on my academic performance. I have been a little bit more tired, but my emotional health has for the most part, remained



	unchanged.
30	It was difficult to concentrate during classes and I was tired when I needed to study.
31	It certainly made me feel more depressed and unwilling to do my work.
32	Made me tired and thus made my work load more unmanagable.
33	I was tired a lot. It made it difficult to focus in class and get homework done.
34	I missed four days of class due to fatigue. The stress of missing class triggered a little bit of depression. My grades did not suffer at all due to the missed class.
35	Just kinda sucked for a while.
36	couldn't climb stairs to dorm or walk fast enough to class because of asthma
37	I was worried about missing classes/exams/labs because of being sick and falling being, especially because of the fast pace at WPI.
38	Negative impact on academics
39	It was very minor and did not affect my performance or emotional health.
40	not drastically
41	i slept too much to be emorionally affected, just pissed off at professors who failed me when i missed the cut off grade by less than a percent when they knew i was sick (threw up in one of thier classes) and trying to stay on top of my work. WPI doesnt offer any useful support to sick students, only injured students (who were injured on campus) because they are afraid of being sued
42	It made me not want to go to class and paying attention while there was hard,
43	Helped keep my gpa under 3.00 for my freshman year.
44	I was emotionally distressed.
45	It downed my academic performance, having to miss a week of classes directly before finals. Emotionally its tough, going from working 30 hours a week, plus playing rugby, and school, to now just school. I have far too much free time.
46	not too much, just added a little more stress during workouts as i couldnt breathe clearly
47	The increase in the amount of sleep needed has an impact on the amount of work that can be done.

48	It didn't stop me from going to class, but I felt like I didn't learn as much because it was harder to pay attention.
49	I had to skip some classes and move some exams around because of it.
50	Not at all
51	I got all C's for that term and it messed up a lot of my relationships with people and organizations on campus.
52	made me very tired, unable to concentrate in class
53	Annoying and distracting. Hard to focus when I want to sleep (to help cure sickness)
54	i was exhausted which made it difficult to study for exams, stay awake in class, etc.
55	I had a heavy course load (software engineering) and mono, I was tired all the time and very stressed. I felt like it was a struggle to contribute, but since I was on a team with ~20 other students, I felt I couldn't take time to rest. Deadlines are deadlines sadly.
56	It made me more stressful because I felt like my academic performance was suffering. In turn, this caused me to spend way too long on homework assignments and study time.
57	always tired, didn't want to talk to anyone, didn't want to do work, fell behind a little on homework/studying
58	Negatively
59	not much. just gave me a runny nose.
60	I wasn't able to attend classes and had no energy to do work.
61	<p>It caused a little stress, because it showed that I was obviously sick when I was working with people and turning around to cough away from them.</p> <p>It did not directly hurt my academic performance, but it could have made sleep deprivation worse, which should have indirectly affected my academic performance.</p> <p>(Note- this is a current "Mild" illness. As far as memory serves, all "Moderate" illnesses that I've suffered have been over term breaks.)</p>

62	Missed class
63	Skipped classes, lower academic performance, lower overall emotional health.
64	NONE
65	Being sick definitely intruded on my physical capacity to get work done.
66	It caused me to miss early classes due to being tired. I also was not able to focus as well as normal. I couldn't participate in athletics as I normally do because of respiratory problems.
67	Decreased academic performance due to lack of energy
68	It did not
69	Negligibly
70	It made me more stressed all around just knowing i was sick dragged me down. it was just another thing i had to worry about.
71	I had to miss classes one day to go to my doctor. I also was disruptive in class coughing every couple of minutes. I was extremely tired at night and struggled doing my homework
72	It made me feel depressed and left out
73	It made it much harder to get work done because I was tired all the time. It also made focusing much harder. My stress level increased because I wasn't getting all my work done, keeping me from getting the amount of sleep I needed to get rid of the cold, making it last longer.
74	I just wanted to sleep all that week so I did not study as much although, luckily I only had two quizzes to study for so it did not really affect my grades.
75	Significantly. Lower grades than usual; being tired all the time was depressing and it was discouraging not being able to get as much done or have any time to rest
76	I was really tired and distracted in class.
77	Missed two days of class near end of C and D terms, felt horrible during finals. I definitely was nervous about whether or not it would escalate and cause me to miss an exam.
78	I got slightly less sleep than I would prefer, but I don't believe that it had a noticeable impact on my academic performance.

79	Being severely sick was very stressful trying to make up the work I was missing even in just a few days.
80	It was detrimental to both my emotional health and academic performance, causing me to fall too far behind in classes.
81	Affected them both very negatively.
82	Very little
83	It made it difficult to focus on homework problems and they took longer than normal. I needed a lot of breaks
84	Homework and tests were considerably more difficult
85	none
86	Stressful to get enough sleep to function while trying to maintain good grades.
87	I had to sleep like 12 hours a night. I ha no time for homework.
88	It was very difficult to get my work done and my grades were impacted negatively
89	I wasn't able to partake in Rugby for the last few weeks. My grades were still decent. I was exhausted and kept sleeping a lot.
90	decided to drop a class bc skipped so many classes
91	Fatigue made staying awake to study more difficult, otherwise its effect was minimal.
92	Made test taking much harder. Also made thinking stright for the hw much harder.
93	It was harder to do homework because I was sleeping all the time, but I didn't have any test or quizzes so my grades did not suffer.
94	Was sick for the two weeks before finals. Repeatedly had to leave classes to use restrooms. In Hospital the evening before last final. Thankfully, the professor understood and was able to grade me without the final test.
95	I did not do as well on quizzes or paying attention in class due to the amount of illnesses I got. I did attend all (if not maybe one or two) classes while sick. I was sick with an ongoing cold for about three months and tried to take care of myself as best as possible, but I wasn't as happy as I usually am.
96	N/A

97	Nr'd 2 classes depressed felt scared that I wouldn't be able to stay in school
98	I was unmotivated to do work and felt very tired and sore making it difficult to focus and do work.
99	I would say the cold was caused by academic stress and lack of sleep, not the other way around
100	All I wanted to do was sleep. I didnt want to be in class.
101	Unaffected grade-wise, but made doing schoolwork much more difficult.
102	It was just a cold, so I was tired and miserable
103	It prevented me from talking with other people in and out of the classroom becuase of a sore throat that went along with my cold. I wanted to talk, but I knew that my voice would sound bad.
104	I was unable to attend classes or fully concentrate on my schoolwork.
105	I started getting sick maybe a day or two before my finals so I don't think it affected my academic performance to a great degree but it definitely caused me to lose focus during my exams.
106	Felt bad enough to not want to go to class, but knew I couldn't afford to miss a class in such a fast-paced curriculum.
107	I was overtired most of the time, and didn't want to do much of anything.
108	I felt overwhelmed because I couldn't just get better, I had a million other things to do. My motivation dropped and I ultimately felt defeated by school. I pulled all-nighters with my illness and still didn't get good grades.
109	Made it harder to concentrate
110	Made it very difficult to get up and go to class but because of the term schedule, if you miss more than one day of classes, you are screwed.
111	stressful because it is impossible to catch up in classes once you miss a few days, and it is impossible to allow yourself time to fully recover when you are stressing about school (which prolongs your illness) and due to the nature of this school, you always rush back to class for fear of missing too much information before you are fully recovered, often resulting in relapses of your illness
112	Found it extremely hard to stay awake and get work done. Would get frustrated because I felt crappy.
113	It didn't affect academics, but emotionally I was exhausted afterwards!

114	It didn't affect my emotional health and my academic performance didn't change.
115	For the most part, it did not. I will admit, I was slightly worn down by it, but nothing significant.
116	Not notably.
117	Made it worse for two days
118	I felt sick and depressed. Everyone around me seemed so..healthy. I was so jealous that I kept farting the whole day. Finally, I gained their attention and ripped my pants Off. As long as academics are concerned, professors would not admit me in the classes cause was just too..smelly!My life sucks.please help meBurned butthole
119	Made it hard to get up for classes Made it hard to go to sleep Made me sad :(
120	I wanted to commit suicide
121	It didnt
122	Minimal effect on my Academic performance but does really impact my eating habits, which gives me less energy.
123	snow flaked
124	Being sick made me want to sleep. By trying to sleep off my illnesses, my grades suffered because I was devoting less time to my studying.
125	For the past three years I was sick each academic year for about three weeks with a flu-like sickness. It was so difficult to keep up with school work, but I felt so pressured to attend every class due to how fast things go here at WPI with our 7-week terms! I know many students feel the same way. I have also heard from other students that it is extremely difficult to get professors to believe that you are sick when the health offices do not give out "sick notes."
126	It didn't affect me by much aside from taking a little longer to fall asleep.
127	I just had a cough, plus I have asthma so I'm used to it.

128	I was uncomfortable so focus and studying didn't come easy. I noticed lower scores on exams when faced with an illness with no re-test allowed on the syllabus. Emotionally I felt drained. I was upset I was sick, upset an exam or homework was coming up, and upset there was nothing I could really do.
129	It affected me a lot in my emotional health. Academically, I was more stressed.
130	It was my first 3 weeks of school. I was afraid of getting others sick. It did not affect my grades.
131	Keeping up with the WPI pace became unbearable and I struggled in all of my classes. WPI is already too difficult of a school for me to get through at my best and getting sick just made things impossible. Just trying to get through the reading material would promote major headaches and even simple problems became extremely time consuming. This would typically cause emotional stress that would either exacerbate my sickness or make it even more difficult to stay on pace for class.
132	a lot
133	I occasionally feel tired. When I cough or sneeze, I'm always afraid of distracting other nearby.
134	I was grumpy, but my academic performance was unaffected
135	missed exams, very behind on homework
136	Missed some classes
137	Each year at wpi i have gotten severely sick during finals of a-term which causes me to do poorly on those finals.
138	I slept a lot more, and it made it hard to study
139	I slept slightly longer, but this had a minimal effect on my academics. I skipped 8:00 class during it, but still maintained high grades.
140	Being sick took a toll on keeping up with the demanding 7 week schedule because I needed a lot more rest... however, I think I managed alright under the circumstances and didn't fall too far behind. It was just more stressful.
141	Academics suffered-its hard to miss classes here because you miss a lot. no emotional problems
142	When the cold was at its strongest i had to skip classes, but then after a day it was bare able to deal with.
143	Colds suck but you deal with it. More serious stuff was okay once you know what's up and how to deal with it.

144	really didn't
145	It caused me to sleep through an 8 a.m. class or two because I was too tired to get up, even after sleeping for 8 or 9 hours.
146	I was really irritated and kind of panic-y cause I knew I was missing so much but could do nothing about it.
147	i felt like shit and didnt want to go to class so i ended up not going to class and probably did bad in the class
148	It didn't. I knew I mustn't be sick, so I kept thinking I am not and after a couple of days, I got better. The power of will is miraculous!
149	It made studying difficult and homework quality drop. Group projects were tough since I just wanted to sleep but couldn't, so I was less productive during meetings
150	It made me more tired than usual and definitely slowed down my work and efficiency.
151	Harder to get work done while being sick
152	Harder to concentrate in class. felt tired and doesn't work to do work
153	The most severe of my illnesses kept me in bed and not able to walk around or think. It greatly affected my ability to study/learn.
154	Managed to keep up both
155	I was absent and/or unable to focus in class. I did not complete several homework assignments which did cause some anxiety about passing my courses.
156	Skipped classes to get more sleep, didn't have the energy to go to class anyway.  didn't try as hard on homework assignments and tests because I was too drained.
157	Constant stuffy nose and head ache interfered with sleeping which directly affects both emotional and academic performance.
158	It made it harder to participate in class and it kept me from communicating with others. It was very hard playing sports like this too.
159	Well, my longest illness did not disrupt my studies too badly, but my most severe illness put me completely out of commission for a weekend, and I missed homework assignments in all of my classes, I believe.



160	Depends on the illness. If it's something minor like a UTI it's annoying but doesn't really impact. If it's something like a sinus infection though, it can have tremendous impact (sinus infections for me lead to alic-in-wonderland migraines, which make it *very* difficult to use a computer, making me behind in my work .... ).
161	i added significant stress and made it difficult to keep up academically
162	Do not want to do any work and it causes homesick
163	I was pretty itchy but Health Services gave me antihistamines which reduced the swelling and itching. Stopped taking it after three weeks.
164	Negatively
165	Tired overall and did poorly on quizzes
166	Did not affect it
167	None
168	bitch please...i aint no pussy
169	just made me more tired. i wasn't too sick though so i would keep going to sports practice and class so i would never get better.
170	I am very irritable when I'm sick and that affects my friend relationships, my boyfriend and residents on my floor. It makes doing homework a bazillion times harder to get through.
171	Hard to wake up in the morning to get to class or stay up to do homework. Physically draining on my body; time consuming and stressful
172	Only minor impact to academic performance, emotional health was pretty much unaffected.
173	Missed class for about a week in bed.
174	Felt terrible in class. Had difficulting focusing or doing work.
175	Lack of sleep as well as being sick made the emotional tolls harder
176	I was tired and sick. it sucked. and then it didn't.
177	it made it extremely hard to catch up and i did more poorly that term
178	It made my life more stressful because it was hard to focus on homework and difficult to stay awake to study for finals.
179	Very bothersome while trying to do athletics as well as while studying

180	I got really stressed and worried because I felt terrible Friday night after Health Services closed and I knew it wouldn't open till Monday. I got really scared I wouldn't be able to breathe by then. On Saturday, I walked a mile with two friends to a clinic which was closed. Then on Sunday, my mom came to school and brought me to the doctor's. I haven't gotten much homework done and because I've been running a fever, I'll probably have to miss classes and get behind.
181	Lack of focus and initiative.
182	Lack of motivation
183	Awful, especially because alot of teachers dont seem to care/ help very much and its not our fault especially to the ones that dont abuse the system and really struggle because of being sick...
184	It meant I missed class and was very fuzzy even when I started going back to class.
185	I was not able to go to school for 3 weeks and could not go outside either. It was very overwhelming.
186	It didn't really affect anything. I still went to class everyday
187	It affected my health and performance pretty greatly; I was super stressed and I was constantly tired because my body was clearly not getting enough rest to get better. Because of all of this is was really hard to focus and get work done as well as studying, resulting in worse grades on homework assignments and exams.
188	Did not do so well on my chemistry exam because I wasn't focused on it, more focused on how awful I felt
189	It was an annoyance that distracted me from my work minimally
190	It made it very hard to study for finals and feed good going in to finals. It also hurt that I got the flu the morning before finals one term and one of my professors did not believe me and initially was not going to allow me to make up the exam, in which case I would have NRed or gotten a C. He wanted me to take an oral exam instead of the written one like everyone else which made me feel like it was my fault for getting sick and that I had done something wrong. After letting me anxiously prepare for an oral exam all night, the next night he gave me the same exam the rest of the class had taken. Teachers do not consider how illness impacts students in such a short term and health services is unable to help with the teacher situation because they cannot divulge students' information.
191	i had to reschedule an exam because i couldn't leave my room

192	Became sick right before C term finals last year. Brought my grades down, which affected my emotional health negatively.
193	Maybe one time I missed a day's work. It was actually a decent break to let it go and not worry about classes for 24 hours. Except for the being sick n all.
194	With a cold I've been too down an out to pay close attention in class or complete work to my best ability.
195	I fell behind a lot but it didn't affect my grades
196	It definitely made it hard to concentrate and perform well on my exams. It made me more stressed out that I knew I wasn't going to be able to concentrate as well.
197	tired, not very upbeat, hard to focus on homework
198	I could not sing well at Mass, and it was difficult to perform as well as I would've liked during Crew.
199	Academic stress leads to my weaker immune system. I normally get sick at the end of a term right after finals. So my academics aren't normally effected.
200	Well I didn't like being sick, but I could still work.
201	i got sick during finals one time with a head cold. it made focusing on studying really difficult. and it made going to class terrible. i actually probably shouldnt have gone with a fever and feeling so nauseous. but it was finals.
202	i had to miss a few days of class, but i still did fine
203	Slowed me down a bit. I exercised much less.
204	I almost passed out during a final, I got a C in that class.
205	I had to skip a couple classes, but it did not greatly impact my grades. My emotional health was not very good at the time. Mostly my extracurricular activities suffered.
206	I did drop a letter grade average during that term, but my emotional health stayed mainly the same.
207	Emotionally: Being just the common cold, it did not affect me emotionally.  Academically: Since it was just a common cold I could go to class and thus didn't miss out on important lectures or anything else. Being tired and sick can make it difficult to keep up with the demands of the work at WPI, but for

	such a short time, it did not impact me greatly.
208	not much
209	i got swine flu but still went to all of my classes because I knew that if I missed one, I might end up getting less than an A or missing important topics. It was miserable, but I had no other choice.
210	It didn't affect my performance.
211	Stressed to the max.
212	made me feel tired and rundown. hard to do work
213	It did not
214	Sluggish, tired, not focused on classes
215	It made me stressed out that I would be too sick to study for exams. That stress added with being sick, created a nasty cycle, that, combined with being homesick (my family lives on the other side of the world) made me quite emotionally upset. The only thing that drove me forward was the emotional, mental and physical relief I'd feel after completing exams
216	Negatively
217	When I am sick i have less motivation to do work
218	Distracting. Definitely wore down my motivation.
219	I generally get sick on a somewhat low level for a long period of time. Because I get sick for weeks on end, i am tired, sick and do not want to/ have the energy to spend all night studying or doing extracurriculars. I often get a bit depressed but suck it up to maintain my grades.
220	DISCLAIMER: Usually, I catch a bug in class (Day 1), start to feel symptoms either that or next night, feel miserable the day after, and recuperate within a day or two. My worst illness this was last winter. It may have actually been a string of illnesses; the symptoms altered but were consecutive, and fatigue lasted throughout. It certainly made it harder to get out of bed in the morning, which is a major factor for me both as a commuter and because I work in the morning. While it lasted, the runny nose was quite a pain, randomly releasing the mucus floodgates, which interrupted my attention in class and was generally embarrassing. The string of symptoms continued for about two weeks, but the longest one was only about one week.

221	greatly decreased performance on exams and in classes as well as effected my sleep but to keep up i didnt have time to go to the doctors to get treated until 6 weeks had past ie after the end of term
222	I could barely focus on anything. I struggled finding the motivation to wake up every morning when I was so miserable.
223	I had Mono A term freshman year, and it was very difficult to stay awake/focused in class.
224	When sick, you really don't have the drive to attend classes (especially when breathing is difficult and your first class of the day is on the fourth floor of Salisbury) nor be social.  It's not exactly fun to be sick on campus.
225	I couldn't do anything for three days (eat, drink, swallow, speak, live). It was very emotionally, socially and academically stressful.
226	It made me less focused when doing my homework and made it harder to pay attention in class.
227	It dragged me down a bit.
228	Didn't do much to it.
229	severely; my mono seriously lengthened the duration of my cold to about almost 3 weeks, when i finally then became diagnosed with strep and mono at the same time. this week happened to be the week of finals right before october break this year. i had to go to complicated measures to get excused from and/or reschedule my finals for later that week or after returning for b term. it definitely affected my final grades for my classes, in a negative way.
230	I missed a lot of class
231	It was very difficult to manage classes and homework while trying to get healthy. I was unable to carry out the precautions or steps I usually take to get healthy again.
232	lack of energy caused decline in grades and effort overall. emotional drained for part of the duration
233	I was a bit on the down side, but it was not a major factor in my school work or happiness.
234	Made everything 100% more difficult.
235	Especially having mono and swine flu, it was unbearable being tired all of the time. It was very hard to keep up with the WPI academic lifestyle.

236	I hated school to the point where I was about to quit. I was completely unfocused because I was miserable and was unmotivated to the max!
237	Couldn't go to classes for a week
238	I felt more tired and stressed
239	Always tired.
240	I was just sick....and it sucked. The worst part was the sore throat and it affected my ability to swallow comfortably.
241	Emotional health was pretty crappy, especially since I was doing my best to keep my academic performance from slipping too much.
242	It made me cranky and frustrated, especially the week when I lost my voice.
243	I was just sick...and it sucked. The worst part was the sore throat and it affected my ability to swallow comfortably.
244	both suffered.
245	Not terribly
246	Badly
247	Didn't affect me much
248	Made me more tired
249	Sick or a while and made me have to work more later because I couldn't when i was sick
250	It is hard to miss an entire term but I got through it and will have to work hard to make up for lost time
251	My stomach issues made it difficult for me to wake up for class. It hurt to wake up in the morning,
252	Causes stress and unhappiness, which affects my desire to do schoolwork.
253	Pretty bad- cant afford to miss a class at wpi so you over work your body and therefore dont get better.
254	less motivated, needed to rest more, took time out of studying/homework
255	I couldn't go to classes, I had to drop out of sorority recruitment - and therefore did not get into a sorority, I had to miss practices. It was horrible. I was depressed and felt like I fell so far behind. I was so exhausted I couldn't do anything about it.

256	I missed a lot of school, and when I went to class I was not able to focus. My grades took a hard hit. It's very stressful being very sick at school when you're away from your family. My parents asked me all the time if I was better and told me I should go to Health Services but I felt that HS never did anything useful for me during a follow up appointment.
257	Hard to keep up
258	Minimal effect; the cold was brief and easily managed.
259	Meh, it sucked, but you gotta work through it
260	I didn't let it affect my studies, and my emotional health is rather untouchable
261	Got really bad cold Feb. freshmen year and coughing/stuff nose lasted though april. It was just a nasty feeling and probably lowered the effort I put in a little and caused me not to do somethings I might otherwise have done.
262	when your sick, you want nothing more than to sleep, rest and relax while the illness runs it's course. Knowing that you have lectures, homework, labs, lab reports and projects that need to get finished, the stress can be almost uncontrollable trying to juggle all of it on top of being sick and having no energy.
263	I believe that because I was very stressed due to the strain of the academic course load, I became ill. I noticed that I became ill before or right after exams. Stress can affect your immune system, and I believe that was the overall cause of my illnesses while at WPI.
264	Academic performance was not affect, however my emotional health was effected in a negative way.
265	Depressed, failure of classes
266	I was sick during Midterms and Finals weeks only, which made studying and test taking a bit more difficult.
267	It didn't hinder my academic performance but I was less likely to take part in any social activities and it added to my stress level.
268	I was sick during finals week and it definitely brought me from an A to a B in one of my classes cause I did bad on the final
269	hard to concentrate from coughing and worrying about what other people thought of me being sick.
270	I was tired, miserable, irritable and put less effort into my studies
271	Always unhappy and never wanted to get out of bed to go to class/do homework. As a result, my grades went down slightly.

272	Not substantially
273	I had to miss almost a week of classes which was difficult to make up. And the stress resulted in making my illnesses worse.
274	Laziness, no urge to do work.
275	It made it difficult to concentrate during lectures and to give my best efforts on my work, also made me drowsy and very tired
276	Made me very tired, stressed, and not wanting to study or do work, but just sleep and try to relax to get better.
277	Having the flu at the end of B term freshman year took a toll on all three of my classes, especially having the energy to take finals for them. If WPI health services had diagnosed it correctly as the flu, it would not have been as bad, but they told me I had strep throat.
278	I was less focused in class and slower cognitively. I also slept a few hours more than normal so I had less time for homework.  Emotionally...I was frustrated I guess. I don't like taking medicine and not being able to breathe normally.
279	it didn't really...
280	I almost walked out of a test before finishing because my cold was so bad. Other than that I have not been very affected by illness.
281	No energy to do anything
282	I was very tired which made it difficult to focus on school work. I was very anxious about falling behind in my work.
283	drowsy during finals so couldn't study effectively and optimally
284	Flunked D term finals last year
285	I could not get my work done on time.
286	Didn't feel like going to class or doing work
287	I felt stressed because I was too tired to get all my work done and stay involved in my activities.
288	Being sick made me feel more stressed out because I don't work at my full potential when I am sick. So this also weakened my academic performance.



289	Minimally
290	When I had the flu, I missed classes since I was vomiting, but it didn't necessarily affect me emotional health or performance
291	made me tired and made it more difficult to complete my work
292	it didnt
293	thankfully it was at the beginning of A term so it wasn't terribly traumatic... still made life difficult, had to miss a lot of meetings which jeopardized relationship with professors
294	It made it very difficult to get to class and affected my mood and behaviors
295	Made it more difficult to concentrate on schoolwork
296	During the term when I was ill the longest (for several weeks with Mono) I NR'd two courses.
297	I could not focus on my studies _
298	I definitely impacted my stress levels and academic performance
299	Even though I got to take a test I missed at a later time, I got so behind in all my classes and it was impossible to catch up. I got really bad grades that term because I ws overloading and ended up NRing a class.
300	Limited sleep, made me tired during the day
301	I felt like crap and basically I didn't want to go to class or do anything else.
302	I get emotionally drained, and anxious really easily. I push myself and get upset really easily when I dont preform well. I suffer from physical side affects of stress even including problems with my stomach acid and getting nauseous easily.
303	It was definitely annoying, It was distracting to deal with and made me not feel like doing my work. I don't know if it was emotionally draining, but I thought it was physically exhausting and unpleasant.
304	Very difficult to focus in class and on exams. I got really stressed out and was not getting a lot of sleep with my heavy workload so it took me a while to get better.
305	When i have a cold, im only out of commission for about 24 hrs around the worst of it. it makes me feel more stressed about school because i cant focus on homework, and dont feel able to go to class. when i have a migraine, im irritable, unable to focus, unable to go to class, and most professors dont take it as an excuse for missing class, quizzes, or exams.

306	I was far less likely to do my work ahead of time and felt awful every time I went to the library and it always took me longer to complete my hw than it should have because I was constantly distracted or unable to focus due to a fuzzy head/fever.
307	Usually illness is a nuisance - its annoying to have to go to class while coughing and sneezing. However, I have missed quizzes and exams due to illness, which is agrivating. Professors require some form of documentation from a doctor, however who goes to the doctor (and where?) when you're throwing up every half hour?
308	I got sick with pneumonia the weekend before finals weeks of A term, which was extremely frustrating. I couldn't even stay awake for more than 3 hours, which of course made going to class/studying almost impossible. I lost 10lbs in one week from the sickness and stress of it all. I ended up postponing all 3 finals and still have not made up the one of them and its the 3rd week of B-terms. This took a toll on me emotionally because on top of finals stress, I had to worry about how I was going to study and take care of myself, and of course I was worried about my grades if I did end up taking the finals. Now, it is still affecting me since I have to worry about finishing up my A term classes while in B term.
309	Causes stress and fatigue but does not alter my academic performance
310	Not affected
311	Greatly. Missed classes and work ethic took a big hit. Very low drive to do anything, social or academic.
312	I failed all my finals.
313	All I wanted to do was sleep and I barely got anything done.
314	Academically, I could not focus in class and could not work as much as I had to, because of constant headaches from sinus infection.
315	I was extra tired, and my grades suffered because I was run down.
316	no
317	Not much, just sore throats/stuffed nose every now and then, could even be allergies half the time
318	I hated it.
319	I didn't have enough energy to dedicate to my class work. I had to miss some classes. Being sick while at school is very stressful and draining.
320	It's still affecting me, making me tired

321	Made it hard to do work. Fell behind even more than usual on sleep. Didn't pay attention in class.
322	No great effect
323	I had missed a few lectures and fell behind on my studies which led me to be an emotional mess.
324	more stress over missing classes don't skip classes/rest so takes longer to get better
325	My academic performance declined.
326	Had to catch up on assignments -- emotional health was severed for a few days
327	depressed, Grades suffered
328	Made things even worse than normal. Concentration was at an all time low.
329	I could not engage in sexual activity, my main stress release mechanism and therefor i was depressed highly.
330	being sick caused a lot of undue stress, exhaustion and irritability
331	Due to the sickness I was not able to perform as well in my courses.
332	Could not complete assignments on time because of Chronic Tiredness-- would consistently sleep as much as 9 hours at a time and be tired again within 3 hours of waking up.
333	depression to the point where i doubt my ability to continue in school and at wpi
334	It made it much more difficult to learn in classes, do homework, and keep up overall. It also emotionally drained me.
335	I was really tired and unable to focus while working.
336	It just made me really tired, I skipped a few classes and had trouble catching up with information that I had missed.
337	I was not able to perform well on a test in one class which caused me to earn a lower grade for the term.
338	Foggy, not as sharp, feeling tired, but nothing very major or hindering
339	I was coughing constantly during class/couldn't concentrate as well because I felt terrible.

340	i was tired all the time
341	I was frustrated.
342	It was much more difficult and uncomfortable to get to and through classes, especially 2 or 3 hour classes.
343	It is very stressful to be sick while attempting to both train for athletics and study for finals. I became sick the week before finals.
344	I have a hard time concentrating when I have a cold.
345	I missed several classes and a quiz I never knew about it because it was mentioned during a lecture I missed. My professor didn't let me make it up because I asked after it happened.
346	This disrupted my studies, and caused emotional distress
347	My academic performance decreased for the month I had bronchitis because I was tired all the time.
348	It did not affect either of the two.
349	I was nervous about not being able to go to class or going and not being able to pay attention because I did not feel well at all. This just made everything worse.
350	My grades suffered greatly. Two C's and one B. When I normally have a 3.0 or higher for a term.
351	i missed many days of school and got incredible angry at the school for not helping me through this. everyone kept away from me as though i had the plague, health providers included
352	It hurt to focus when there was constantly a sharp pain that ran through the rest of my body. I didn't want to even get out of bed on some days.
353	Made me annoyed, caused stress. Was unhappy for most of the week.
354	so stressed, life sucks when sick cause it makes you not want to do anything and then practice on top of that...plus any obligations that you have
355	Not that much, it just made going through the day a bit more difficult. Concentrating is much harder, especially when you have a midterm or final.
356	It certainly limits you from doing anything but sleeping
357	It just made me irritable and cranky and terrible to be around. Trivial things like illness do not make my academic performance suffer though (knock on wood)

**Question 5**

<b>Have you experienced any physical injuries or limitations while at WPI?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	28.2%	145
No	71.8%	370
If yes, please describe your injury or limitation below:		144
<b><i>answered question</i></b>		<b>515</b>
<b><i>skipped question</i></b>		<b>17</b>

**Question 5 – Comments:** Please describe your injury or limitation

Number	Response
1	Lyme Disease
2	On crutches for 2 weeks. Non-dominant arm in sling for 1.5 weeks. (separate incident)
3	Unusable arm due to trauma to the elbow.
4	I obtained a moderately serious cut the knuckle of my right hand, and had to have that finger immobilized for a few weeks to allow adequate healing without re-opening the cut.
5	leg Muscle strain
6	knee surgery
7	Broken Collar Bones
8	Knee laceration, sprained ankle, and a broken clavicle

9	I destroyed my left knee plying tennis my freshman year
10	knee injury at soccer class
11	I broke multiple ribs, seriously sprained my ankles, and suffered multiple concussions.
12	I have injured my back. So limited mobility walking, sitting, etc.
13	Oh whoops sorry. See answer to previous question. I'll answer the sickness one here then: I had mono for a few weeks my freshman year and my professors were great about it. Probably would've been more difficult had I been an upperclassman with more work, but I stayed on top of my work even though I missed class every now and then.
14	1. Mild Concussion 2. Severe Back injury
15	back injury while on the crew team
16	Torn meniscus in my left knee.
17	fractured spinal cord, existed beforehand, diagnosed 2 years ago
18	Sprained ankle
19	sprained wrist playing Res hall organized kickball, only time WPI has been even mildly helpful when injured or sick here
20	An ROTC student attacked me from behind on my dorm floor and I had to go to the ER.
21	Oops....broken ankle. I didn't know this was coming next!
22	I fell on my face on the pavement.
23	Sprained ankle - multiple times Torn ACL, sprained MCL
24	Sprained ankle
25	Broken Arm, Broken Foot
26	bruised ribs

27	ankle sprain
28	Sprained my ankle once, had crutches for ~2 weeks.
29	pulled my groin
30	I cut my ankle, but it became infected and I had to renew my tetanus shot and get a prescribed antibiotic.
31	Muscle spasms
32	I tore a ligament in my knee
33	Broken foot
34	I have fallen a couple of times and hurt myself.
35	Injury during soccer class, man-man impact to my right eye, caused 1/2 inch cut right next to my eye.
36	While playing frisbee, I ran full speed into a bench and got a very deep cut on my shin.
37	n/a
38	Lost some skin on my knuckle...not really a big deal
39	sprained my ankle
40	Sprained my wrist of the hand I write with.
41	I got a black eye playing frisbee. It lasted two weeks.
42	ACL injury during basketball
43	I once chipped my wrist bone and had a cast on for about 5 weeks.
44	dislocated shoulder
45	shin splints and other sports related injuries. nothing severe
46	Sprained ankles and a pulled muscle.
47	Unable to type for 2 weeks due to an elbow injury stemming from dislocation
48	Fractured thumb of writing hand Freshman year.
49	Sustained a black eye and a large bump above my right eye.

50	Slightly twisted my ankle while running.
51	Explosive diarrhea
52	I pulled my IT band last spring which affected my walking ability.
53	I was recently diagnosed with Hashimoto's disease.
54	I was dehydrated.
55	Back pain linked to stress
56	back issues
57	Toe injury
58	while running cross country, I had iron deficiency anemia
59	If you consider a kidney stone an injury.
60	Sprained ankle because of the hill and snow.
61	I broke my writing hand and was unable to write with it for several weeks. I was also involved in a very bad car accident that caused a bad concussion that was never checked out at a hospital.
62	Partial MCL Tear
63	Concussion, Sprained ankle
64	Strained my foot during sports practice.
65	I was walking up the stairs by the library in flip flops, missed a step, caught it with my "big toe" and proceeded to remove LOTS of flesh.
66	Concussion. Loss in brain functionality and concentration.
67	Distended my left knees internal ligament
68	Sprained ankle and pulled ab.
69	A broken toe. Nothing major.
70	hip injury, recieved while abroad
71	I experienced injury on my knee that sometimes fades ot and sometimes fades in.



	sprained ankle
72	sprained knee
73	Minor injuries from track, along the lines of minor muscle pulls / sprains.
74	Concussion while playing frisbee on the Quad.
75	I broke my hand.
76	dislocated knee caps
77	broken ankle
78	Back problems
79	i am not a good test taker and im in 3000-4000 classes and majority of the grades are based on tests... esp when thats not what our school is suppose to be about.
80	I sprained my ankle playing rugby and was therefore told to use crutches.
81	Sprained my knee -- couldn't walk or get upstairs as fast. And I enjoyed the futoon i've never gotten the chance to have, aka the mattress on my dorm room floor for 2 weeks. LOL
82	Not really. Unless you count hand cramps from using a trackpad on a computer too long.
83	One time during Fencing practice, there were several wet spots on the floor, which was already notoriously slippery (Alumni Gym, third floor). We made an effort to clean the smaller ones and mark the larger ones, but there apparently was one we missed. During a particularly deep lunge, my leading (right) foot landed directly in the puddle, sliding out to my left with all my weight bearing down. Naturally, I overstretched that ligament to the point of injury, and, to this day, has not regained its full former flexibility, although it's getting there.
84	I sustained a concussion last year that caused me to miss a week and a half of classes including finals.
85	Well I've been injured playing Varsity Soccer a few times. This includes a pulled ankle and a bruised calf.

86	I sprained my ankle.
87	broken finger tendonitis (knee) tendonitis/sprain (ankle)
88	pulled LCL Coliflower ear
89	twisted ankle
90	Broken Toe
91	low-level to moderate sports injuries- shin splints, pulled/sprained ankles, sore muscles, concussions. Occasional migraines that affect my ability to do anything for at least 4 hours or more.
92	multiple knee surgeries
93	badly twisted ankle
94	Sprained foot from playing field hockey
95	rowing-related overuse
96	Broke a toe.
97	Injuries are from physical activities on campus, like capoeira and colorguard. Mainly minor things like bruises and torn-up feet. Nothing horrid
98	I tripped on the sidewalk and got a giant scab. I'm a klutz. :(
99	Chipped my front off, first week of preseason at school. Guard rails were not available for the bunk beds, and I fell off my bed while i was sleeping. Pulled my hamstrings, broke my nose, tore my acl, mcl, and chipped my meniscus in my right knee, sprained my right ankle, and broke my right pinkie. (almost all football related)
100	I sprained my ankle and was on crutches for a week. It was a long, tough week.

	In my sophomore year some guy stepped on foot and my toe nail sorta broke in half but didn't really; another layer grew over the broken nail...
101	In my freshman year, I had some back pain. It hurt to even move a little. I think I slept funny the night before I noticed the pain.
102	a problem with my foot. I wasn't able walk or go down the steps
103	Stress reaction in my foot
104	I hurt my IT band and couldn't go out for the Cross Country team.
105	Rolled ankle twice, dislocated knee, back/neck/shoulder injuries and issues.
106	I dislocated my knee playing frisbee.
107	Fractured a rib, concussion, fractured jaw
108	2 Herniated discs in my lower back
109	Sprained ankle
110	Broken finger
111	Shoulder dislocated. Twice.
112	Dislocated shoulder
113	torn ACL
114	Broken finger. Surgery metal pins up the finger
115	shoulder injury sprained ankle
116	shoulder and ankle injuries from rugby
117	I was in a car accident and I broke my wrist and received a concussion.
118	Nuerocardiogenic syncope due to postural hypotension

119	Rolled ankle
120	sprained ankle
121	Left posterior tibial tendinitis.
122	Ligament tear
123	A few scrapes and bruises if that really qualifies.
124	Bruised ankle bone, ankle and knee pains, sprained ankles
125	Quite honestly, too many to name. Mostly of an athletic nature, though.
126	broke my toe sprained wrist
127	My toe hurts.
128	I strained a ligament in my shoulder.
129	I hurt a ligament in my leg and limped around for entirety of D term 2011! Was on Advil because that's all health services said I should do.
130	Never insult the girl from upstairs that likes to kick people.
131	Shoulder injury from ultimate frisbee.
132	torn ACL
133	Could not have sexual relations during UTI treatment.
134	I hurt my knee playing rugby and had limited mobility.
135	I attained a stress fracture on my foot.
136	Twisted ankle
137	crutches for D term freshman year
138	Sprained ankle
139	activity level restrictions from eating disorder
140	I tore my acl.
141	MCL strain

142	Ankle/Shoulder Injuries(Football)
143	Severe strain of left quad.
144	Anything you can possibly imagine

**Question 6**

<b>What was the duration and degree of your longest injury/limitation?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Less than a week	8.3%	43
One Week	4.3%	22
Two Weeks	7.0%	36
Three or more weeks	16.7%	86
Mild	8.3%	43
Moderate	13.4%	69
Severe	6.4%	33
This question is not applicable	67.8%	349
How did this affect your emotional health and/or academic performance?		138
<b><i>answered question</i></b>		<b>515</b>
<b><i>skipped question</i></b>		<b>17</b>

**Question 6 – Comments:** How did this affect you emotional health and/or academic performance?

Number	Response
1	Emotionally it was more of a roller-coaster ride, many ups and downs (usually depended on my degree of pain). However, maintaining a positive attitude and having strong support network- family, friends, professors- really helped. My academic work does suffer when the pain gets really bad.
2	Pretty bad. It's difficult to do anything, and really limits what you can do. Stratton doesn't have an elevator so I couldn't attend calculus conferences which hurt my grade. No one was willing to give me a hand with doing my dishes, getting food, doing laundry or stuff like that, which was really stressful emotionally.
3	Very stressed, had to drop a class, got poor grades.
4	N/A
5	It did not.
6	It didn't
7	it was difficult to get around campus my emotions were at an all time low
8	Did not affect.
9	I got additional time for exams.
10	My injury had little effect on my academic performance or emotional health
11	none
12	It had a negative effect.
13	It made me very stressful and irritable. I could not focus on school work because of the pain. Spent most of my time heating my back and laying in bed.
14	See above answers. Sorry I mixed them up!
15	I never had an injury!
16	Not as bad, it was mostly just painful (back injury). The concussion I barely noticed.
17	It was very stressful to have to schedule appointments every day for my back while still balancing all my classes and extracurriculars. It was emotionally very frustrating and disappointing not to be able to row when it is such a huge part of my life at WPI.
18	The injury affected my ability to march well in the drum and bugle corps I participated in, which frustrated me. Other than that it didn't really affect my grades or attitude.

19	can't play varsity sports or the like
20	Prevented me from running which I always do to relieve stress so it negatively affected my emotional health.
21	didnt really affect anything
22	I still think about killing myself everyday.
23	See previous....you guys should've warned me
24	I didn't want to go to class and when I did I hid at the back because I didn't want people to see me.
25	Unable to walk for an extended amount of time; great emotional distress; long recovery time
26	I couldn't go to my first math lecture in Stratton
27	it did not
28	It was difficult getting around campus, if my boyfriend at the time was not so helpful, idk if I could have gotten up the hill to class (it was the middle of winter).
29	it didn't
30	It didn't really. It hurt to walk a little, and the infection worried me a little bit, but it was really just a mild nuisance.
31	N/A
32	Did not
33	Couldn't carry heavy things up the hill, limiting where and when I could work
34	I was not able to run around and do physical activity. It hurt to walk every where
35	had to miss classes for doctors apts and limited mobility
36	It was inconvient to get around when I was taped up/limping.
37	No real effects, injury did not really phase me in any way. I was happy I did not have to leave campus for medical treatment- health services handled it well.
38	It hurt to walk for a week and I think it was one of the main reasons why I was cut from the Ultimate A team, but my shin didn't affect my academic performance.
39	n/a
40	Not much, it is just harder to bend one finger because where the scab is.

41	I didn't want to go to class because it hurt to walk.
42	No affect. My teachers were understanding when I had to do written assignments/tests.
43	People thought my boyfriend was abusing me and they were surprised to find out it was a sporting accident. I didn't like people whispering about me in class.
44	did not affect too much on academic performance, but on emotion. I was getting angry easily and no patience.
45	Had to walk slower but no big difference
46	Did not affect my emotional health or academic performance.
47	not affected
48	n/a
49	n/a
50	It didn't affect my academic performance, but I got really frustrated because I was unable to run.
51	Was not able to maintain two writing-intensive classes and had to drop one; no resources available for typing assistance with homework on campus. Very very stressful time.
52	I got a point off a homework for not writing neatly. I was annoyed but got over it.
53	It didn't, actually.
54	Not at all.
55	I couldn't walk because my butthole was so stretched out
56	It caused attention problems and extreme tiredness along with depression
57	I was so tired and my brain wasn't functioning properly
58	It was very painful to sit during class and it affected how well i was able to pay attention to the teacher
59	makes sleeping difficult and therefore being attentive in class
60	Very little
61	It slows you down and distracts you a little bit, but did not have any major effects.



62	Well I haven't passed it, yet, but when I first had problems I lost some homework time from going to the ER because my kidney was filled with urine to about twice its normal size. But passing it shouldn't be as bad as that was, I've had one before.
63	Because I was limited in movement and needed help getting around it was just irritating and time consuming.
64	Braking my hand was only a mild inconvenience. Being involved in the car accident caused massive amounts of stress and required therapy to overcome. I became emotionally unstable and it proved very difficult to be able to focus in classes. It seemed as though professors expressed minimal concern for my position, as I nearly NR'ed one class because my "weekly progress" for the week I was involved in the accident wasn't acceptable.
65	Happened at last week of school. N/A
66	Couldn't read, couldn't study, major head aches.
67	It was fine, didn't change much.
68	Didn't really other than having to schedule extra time in the morning to dress it and extra travel time to and inbetween classes/meetings. When it first happened, I was really scared/worried because I didn't know how to treat it, but then I just went to health services and they fixed me up.
69	Have had severe headaches about once a day since. Mainly slows me down because the headaches are worse when I think hard... seriously, it sucks.
70	It was a problem but I did manage to keep both up
71	I just hobbled around, it was fine.
72	It made it quite difficult to get around, especially in the math building.
73	it's ongoing so it's difficult to tell, esp. since it happened in conjunction with other things
74	I sometimes feared that I had nutrition deficiency which made me worry about how the injury could worsen.
75	NOTIN
76	Unaffected
77	Had to take painkillers while the concussion subsided. Going to class and concentrating while drugged up is very difficult.
78	Not much, it was just inconvenient.
79	could not attend classes

80	no
81	It sucks because now my grades are lower... give me projects ill do great. try to give me a grade at WPI, an engineering, project based school, and hey guess what y grades arent great.
82	It affected me because I had to plan extra time for getting places, for instance having to go to an entrance on the opposite side of a building just to reach the elevator. This left me with less time to actually get work done, it also left me with less places to get work done in because I was unmotivated to change atmospheres due to the challenge of getting anywhere on crutches.
83	Same as before
84	ouch.
85	<p>My leg overstretched to the point that I couldn't lunge at all. It was discomfoting to painful taking even a long step, and I couldn't climb stairs two-at-a-time (as I usually do). I had a slight limp for about a week or two.</p> <p>Since I generally dislike any limitation to my mobility (such as stuffy suit jackets and pants that don't bend well), the drastic decrease in flexibility and strength in the affected area was disheartening. Not being able to fence properly also disappointed me a little. The pain varied by action, but there was a constant discomfort for weeks. My dedication to my studies helped mitigate the effect on my grades, but the pain was distracting at times. Overall, it was a problem for about a month.</p>
86	I had to take finals in the following semester, so it was brutal trying to balance six classes for two weeks. Even when I returned to classes over two weeks after my injury, I had continuing symptoms that made it difficult to focus and live in a hectic dorm environment.
87	This had no effect on my academic performance or emotional health.
88	I still had to walk to campus, on crutches with ice. I didn't go to class for a week.
89	Didn't affect either.
90	not much
91	It was a mild inconvenience
92	My longest injury was a tight IT band that made it hard to walk up/down hills or stairs, as well as sit for long periods of time. This did not affect my academic performance, but it was a constant source of frustration outside of school and generally added to my stress level.

93	this did not effect my performance except for lack of sleep
94	It was very frustrating to deal with, but affected me athletically more than anything
95	I had difficulty navigating on campus. Again, I struggled with the motivation to get up and do anything because it was a hassle.
96	Not at all.  Although further injuries to dominant hand could be problematic when it comes to art and dissections.
97	Didn't affect me.
98	Walking up and down the hill was painful so I didn't walk up to the library very often and skipped class quite a bit.
99	It was annoying and a pain, but not too bad.
100	The back pain lasted a while but became less severe.  I think I skipped classes because of the back pain. I still received all A's that term though. It didn't really bother me academically since I had easy classes...except Linear Algebra was slightly challenging.  Emotionally, I was scared that the back pain was a sign of a more serious problem. I wasn't really affected emotionally nor academically by my injury in sophomore year; I was just sad that my toe nail was ugly looking.
101	Couldn't go to all classes
102	Emotionally, it has been very tough. I run for fun and having this injury has been a nightmare. I sometimes feel depressed because I can no longer run. My acedemic performance has been fine but I can definitely do better.
103	I hobbled and wobbled all the way up and down the library steps.
104	Emotional health wasn't messed up too poorly. Academic performance was mainly only relevant for PE classes.
105	Missed a lot of class, had trouble getting up the hill/sitting in class. It stressed me out trying to make up a full week of classes. Also the medication I was on made me feel very out of it which made it difficult to concentrate on anything.

106	It has lasted a year and a half. I am forced to miss classes sometimes because I can not sit through a class because I am in pain and sitting makes it worse. I fall behind then get depressed and hopeless because there is so much to do. I am really lonely and sad a lot because I spend a lot of time in my room alone because I'm in pain and cant do much else.
107	N/A
108	Thankfully little
109	I had a stress fracture so I was upset I could not longer compete in XC. Late to classes because it was painful to walk.
110	Yes
111	I wasn't in a good place emotionally... I was very distracted because it changed a lot as far as what I was able to do at the time, and the recovery time is pretty long after the reconstructive surgery
112	makes me angry/is a distraction
113	Hindered my sports preformance leading me to drop out of it. After 16 years in it, it was tough to make the choice.
114	I had trouble falling asleep and as a result I slept through important classes at times. I also had trouble focusing on work.
115	Because of the low blood pressure, I would be dizzy a lot, which made it hard to focus in class, on homework, and playing sports. I would also have to miss classes to go get tests and treatments. Currently I have to monitor how much salt/water I am getting during the day.
116	hard time going to class
117	very negatively affected my emotional health
118	Significantly impacted both
119	It made my performance poorer.
120	Not really at all besides slight frustration
121	Midly on the academic side, though quite heavily emotionally.
122	I hated it.
123	It didnt
124	I was in pain, couldn't sleep well because it was uncomfortable. I actually performed alright in my classes although wasn't able to maintain my typical GPA.

125	It didn't.
126	emotions are fine, but it's taking away from my time to do work.
127	See above
128	None.
129	NA
130	It made me more aggitated because of the pain and I was generally having to stand on it a lot due to working in a lab.
131	It didn't affect me much because I've had it since before I was at WPI. Unfortunately it is a hindrance to me if I want to partake in any physical activity for a long period of time. For example, I can't work out too long or too often.
132	not a big affect
133	I couldn't easily get to classes and the police were not accomidating with parking on campus.
134	battling an eating disorder severely affected all aspects of my life
135	It made me less likely to walk up the hill.
136	Not much except for causing me to be in more pain on the way to classes and specifically choosing not to do some things because of walking distance.
137	I could not really get out and play sports, so I felt trapped in my room and as a result did not do much work.
138	Much more difficult to get around, added stress

**Question 7**

<b>Do you know somebody who has been affected by an illness and/or physical injury or limitation? If yes, please describe how their illness or limitation personally affected your academics and/or emotional health.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	51.4%	260
No	48.6%	246
Comments.		208
<b><i>answered question</i></b>		<b>506</b>
<b><i>skipped question</i></b>		<b>26</b>

**Question 7 – Comments:** Please describe how their illness or limitation personally affected your academics and/or emotional health

Number	Response
1	It has not affected my academics and has not had a negative impact on me emotionally. I know it's out of my control, and do my best just to be there for the person and know that I am here to help them with whatever they need.
2	A couple friends had sports or accident related concussions. It was very hard for them to keep up due to the effects of the head injury.
3	One friend I know had a cold several days ago. It did have a big influence on me actually.
4	Had to drop out for term because he broke his hand and couldn't write
5	Their illness or limitation did not affect my academics and/or health.
6	It hasn't affected me at all.
7	I've seen anywhere from being severely affected to mildly affected.
8	By trying to help them my grades also suffered.
9	My friend had a terrible sinus infection and found it really hard to concentrate on anything else.
10	Group project work sucks when someone's sick. Usually professors understand to a certain extent, but the longer the illness, the less patience they have.
11	My brother has been hospitalized since Halloween. First, it was thought that he was dying and now I've had to deal with the news that he has some brain damage. I've had to drop a course and have trouble focusing because of sadness.
12	My room mate had a virus and missed 4 days of classes, that's almost a seventh of a course here! She had to work so hard to catch up, which made her recovery slow.
13	concussions and the flu. cant work or study
14	It did not really affect me, just them.
15	It didn't affect me.
16	Their sneezing makes noise during classes and I can't concentration on what the professor is saying.

17	A friend had major surgery and constantly put their physical/emotional pain upon me. It is very stressful to have to constantly listen to someone complain and be responsible for helping them cope with their problem both physically (getting them around campus, etc.) and emotionally. This brought a lot of anxiety into my daily life, and constantly interrupted my academic work time.
18	One of my friends came down with flu like symptoms, but it did not affect my academic progress.
19	Friend fell down stairs and messed up his ankle. Had a difficult time getting up the hills from Institute and around in general.
20	multiple friends who have fallen ill to the point where they couldn't leave move from their couch without vomiting, had to send several to the hospital since wpi health services wouldn't help on such short notice (sorry they couldn't control when they got sick)  Whereas any physical injury on campus was immediately accommodated
21	Many of my friends are in poor health, and it makes it uncomfortable to be close to them.
22	It has no effect on me.
23	Friend broke his leg. Has not affected my academic performance.
24	Torn ACL
25	It did affect me
26	missed class and fell behind in school
27	More tired than usual
28	influenza. they had to miss class in which they had to make up all the work
29	A few of my group members during IQP got sick towards the end of the term. This forced the other group members to pick up the slack. However, one by one, we all started to get sick.
30	Not much.
31	yeah. they tore their MCL and needed surgery. i helped them around
32	Someone else hurt their foot on the second day of summer training my freshman year. They had the same type position that I was, and were out for the rest of the season, leaving me alone to play for the two of us. It caused a little more stress, and meant that I had to make sure I could be at every rehearsal and game. I also worried about the person's recovery, but that's just part of my personality. However, it was not an overall negative impact, as



	everything kept me involved with team that I was on.
33	I felt worried about them.
34	Currently my roommate is undergoing a mental breakdown - for me this has resulted in poor sleep and generally depressed mood.
35	My roommate is very sick all the time and it is trying to be constantly worrying about her all the time. It distracts me from my work and it leaves me feeling helpless. I have been more negative and depressed because of what I have seen her go through. I often feel panicked and frustrated. Both wanting to help and just wanting to not have to be involved anymore.
36	My friend tore his acl and mcl. It didn't affect my academics or emotional health at all.
37	my freshman roommate's tonsils got severely infected and had to get them removed which resulted in another infection, keeping her out of class for a good 2 weeks, with another month of recovery. I had to take care of her for a good portion of that time, including taking her to the hospital several times because her family isn't from around here. It definitely affected my sleep and added more emotional strain to my day to day work.
38	I felt bad for them, but it didn't affect me too much
39	Many of my friends have gotten sick and had to miss classes because of it. They have been worn down.
40	They hurt their hip and had a lot of trouble getting into bed. Instead of doing hw, they sat and cried about it
41	Whenever my roomates get sick I don't stay in my apartment.
42	Emotionally I've felt sorry for several people I know who have had various injuries, but academically I wouldn't say there was any effect on me.
43	One of my friends hurt her knee, but it did not impact her emotional health or academics. Meanwhile, one of my other friends is struggling to fall asleep due to the stress of schoolwork.
44	When someone in a project group gets sick, it becomes stressful for other members of the group because they either get behind on their work or they have to pick up the slack of the person who is sick to make sure the work doesn't fall behind.

45	they missed class
46	I'm pretty sure one of them made me sick in the time spent together, or even while walking at the same halls, touching the same door knobs...
47	If they were sick, I usually got sick too.
48	My roommate got really sick and missed a week of class.
49	I felt bad for the person but it did not stop me from doing my homework.
50	Made getting to class on time difficult. Required leaving early, sometimes missing end-of-class discussions.
51	did worse in class
52	I took time to ensure that they were taken care of, instead of completing the hw that was due. This was for a case of alcohol poisoning. Other than that, no other ailments have been serious.
53	A pulled muscle that could lead to a stress fracture, ending his cross country season. Has been upset and frustrated about the fact that he cannot run and is itching to get back into training. Recently the doctor said he would be fine so he started running a bit and his foot hurt, so he got really nervous about having to go through the whole process again. More nervous than he had been when the injury first came, he is a bit paranoid about the condition of his foot now.
54	I wasn't academically effected, but I was extremely concerned about many of my friends while they were sick or injured.
55	Strep throat missed class
56	I was worried about them but it did not affect my academics.
57	Both my roommates are constantly sick. I never want to do hw in my room when they are coughing everywhere.
58	Missed several classes due to being very sick, had a very hard time getting from place to place since they were on crutches for a long time.
59	Mono has disabled this person from playing sports and has put them behind in their schoolwork.
60	My roommate had a slight migrain, but I showed up in the room and was able to help him get to the health center where he received medical attention to help diagnose what was going on. It did not really get in the way of my academics since I was out of class at the time and I am also glad that he was alright when he got back.
61	My friend broke his hand. He became physically weak, emotionally depressed,

	and his school work suffered.
62	Made me worry about catching their illness living so close together in the dorms last year
63	I was not affected
64	If anyone I know around me gets sick, I take extra vitamins and even nyquil if I'm feeling not 100%. I try to protect myself the best way possible.
65	My friend suffered a concussion which caused him to miss finals and have to make them up after break. I was not affected however..
66	a sister was on crutches and she needed to find people to drive her up the hill each day to classes and it took her extra time to get from one place to another, which stressed her out and made it difficult to make arrangements to meet with people (for clubs or classes) because it took her so long to get around campus
67	people on crutches. would show up late to class b/c had a class right before and couldn't get there in time  sports related injuries, people out for most of season
68	My friends' physical injuries and sickness don't affect my academics and emotionally it didn't do much... although it's always a good topic in conversation.
69	Close relatives with mental health issues. It's draining, but being here helps because I'm more removed from the situation.
70	It did not.
71	A friend injured her foot in an off-campus event. She was not academically or emotionally affected.
72	Me
73	A friend had a concussion which affected her ability to sleep, which in turn affected her ability to study and she was often stressed out.
74	A friend who had mono did not attend classes for two weeks and almost failed all his classes because WPI and his professors gave him a hard time.
75	I've known people who sprained ankles and needed crutches; have also had roommates get sick and have bad days. Generally these things aren't a problem for more than a week; most subside within a day or two.

76	I have had friends with illnesses and injuries. This can be a bit of a downer, but more often than not you focus on trying to make them feel better.
77	It didn't affect me.
78	I know people who have gotten sick, but they didn't affect my academics or emotional health, probably because I am a cold, uncaring person.
79	Not that big of an impact on me, I just spent time helping them or avoiding them if they were contagious.
80	A friend is deeply emotionally hurt by a past event involving domestic violence. Because he refused therapy or using the campus help center, I tasked myself with helping to work him through it all. With the sheer amount of work that WPI requires, it became difficult to watch after my friend while still trying to stay on pace to get through class.
81	It's a positive affect on emotional health if you're given the opportunity to take care of someone.
82	Hamstring injury and mono prevented them from participating on their sports team. This did not affect my academics.
83	Mentally draining, another thing to worry about
84	Both of my roommates have been sick (with colds/allergies), and it's just made it day-to-day life that much more annoying for each of them.
85	Pneumonia, missed two weeks of classes.
86	Broken knee cap, hit by a car. Hard to get to class
87	it didn't affect me.
88	I was in a group once where the group leader severely sprained his ankle and he missed 1 lecture and 2 meetings because of it.
89	Fight at Frat house
90	When someone else is sick I usually become concerned about getting sick myself, which causes stress/anxiety. My academic performance usually isn't affected unless I actually get sick.
91	Did not affect me.
92	Appendicitis, she had to drop one of her classes because she could not make up all of the homework and lecture time that she'd missed.
93	no real effect

94	One person got sick, we all got sick. So we all didn't want to go to class cause we were all sick. It's a vicious cycle in dorm rooms.
95	Yes, but it didn't effect me.
96	It had no effect.
97	Got the flu and had to go home
98	He badly spranged his ankle and couldn't walk. He lived down the hill and couldn't make it to his class on the top floor of Stratton. He was really sad. He gave up playing ultimate even after he got better too.
99	My boyfriend got acute tonsillitis during finals week and I stayed overnight with him in the hospital the night before two of my finals. I wasn't able to get much studying done there and was physically and mentally exhausted when I took those finals.
100	Well, the girl across the hall had bronchitis. now I have it. Now im going to have to miss classes because I have a fever and can't breathe.
101	Lack of motivation/ ability to do things
102	almost all of my friends.... so roughly ~20 ppl at least...  it all sux some of them even drink more because they cant handle it and are so upset... some people just give up... some people say screw it and just deal with it because well what else are they suppose to do.
103	When a flu bug hits campus, everyone gets it and everyone feels a little miserable, but at least some of us feel better by sharing in our grief. There is a fencer whom injured his knee (I forget how) to the point that he had to quit fencing outright for a long time and even now has to wear a support to fence. When I hurt my leg (and after the pain really set in), I was terrified for a moment that I might end up like him. Thankfully, I soon reasoned to the contrary and confirmed my suspicions with my physician, but the possibility of being permanently impaired haunted me for a week or two.
104	Yes my room-mate had a knee injury. It made stairs a hassle or limitation.
105	I was worried about Emily Waters from the crew team. I think she actually NRed all of her classes A-term because she was in the hospital for at least two weeks at the beginning of A-term and then she was sick again a few weeks later.

106	I have a friend with depression. She most often has panic attacks and reaches out at night, when everyone else is asleep expect me because I am up doing homework. I end up spending the time I intended for homework listening to her, trying to make her feel better and worrying about her. As a result I scramble to get my homework done quickly and lose sleep, instead of taking my time to do the homework right and getting enough sleep each night.
107	their mobility was severely limited
108	My friend ended up getting an Incomplete in one of the classes for her major. She also was pushed to being such an emotional wreck that one of her best friends and roommate was forced to move out.
109	Both of my roommates were sick at different times durning the year, and it was difficult to work around them. Living that close together, its pretty much guarenteed you'll get sick too, but it was practically a second job trying to avoid their sickness.
110	some of my friends got sick as well just like i did. i helped to take care of them and help them out the best i could. it did not take a toll on my academics or emotional health
111	It is very difficult to watch your friends hurt. The desire to be able to help them is so great but in reality you cannot do much to take away the pain- you can just be there for them. Academically, my friends being ill has not affected me.
112	Their illness didn't directly effect my personal academics or emotional health. However indirectly, I have caught their illness and then suffered the consequences myself. However normally the consequences academically are minor.
113	I know lots of people who got sick, but it did not affect me very much
114	didn't really affect me that much
115	It was a sprained ankle, and it did not affect them personally, academically, or emotionally.
116	I think my roommate was dehydrated or something from track practice, but he's a freak so I think he was fine.
117	freshman year there was a boy with a broken leg and our class was on the top floor of stratton. there really should be an elevator. also i know a girl who broke her foot and she had to walk up the hill every morning in the snow, because she didnt have a car and no one could drinve her.
118	my roommate had multiple hip/foot injuries from her varsity sport, and it was difficult to see her so upset, but i don't think this affected me that much

119	My friend broke their leg, it added stress to my already full plate. I did not need that.
120	It did not really impact his academic or emotional health as far as I could tell. Although he did have a lot of catching up on homework and classes to do. But mostly he just pushed right through it.
121	Last year I had a roommate on crutches for 2 terms and it was difficult to deal with her at the same time as focusing on myself and my academics.
122	broken collar-bone, needed someone to take notes for them
123	I have a friend who has been in and out of the hospital this year for a chronic condition, and it has affected my allotted work time and cut into my free time a lot during weeks when she is sick due to time visiting/driving her to/from appointments. It has also negatively impacted my emotional health because I am constantly worried about her health and helping her through her academic problems due to missing class.
124	Very tough. Fast paced classes do not go along well with this.
125	roommate had the flu. had to miss 2 finals and take them at the beginning of B term
126	No effect
127	Didn't affect me at all.
128	adds stress to my life to try and keep them motivated
129	Roommate whose leg was limiting for a full term - it definitely limited what activities we did
130	Had to take care of a baby of a friend who gets sick and moans about it until you help them. Kind of distracts from those class things and own mental stressors.
131	I know many other people who have dealt with long-term illnesses like mono while being on campus. with seven week terms, it is very difficult to perform well in classes when you are sick for four weeks.
132	It did not effect my academics and/or emotional health.
133	being worried about getting sick from studying with them/ getting sick from studying with them/ being around them
134	This person was very fed up with the state of her knee and just wanted to get back to the game as soon as possible.
135	Didn't affect me.

136	I try not to let others' afflictions affect me, but my fiancée suffers from depression and anxiety, which classes have triggered, causing not only her to have difficulties, but me as well as I try to help her.
137	A friend of mine is going through a similar thing I am going through with my injury. It really stinks, but I guess it is reassuring to know that someone else is going through the same kind of thing I am going through.
138	My friend had pneumonia and had to NR a term...I think that's it.  Other people have been hurt/sick but I don't know if it affected their academics or emotional health.
139	watching over them & worrying about getting sick myself caused stress
140	It did not effect my work or emotional health.
141	didnt affect me
142	Boyfriend was sick for a week, but it didn't affect me much apart from making me more tired because I had to take care of him.
143	Can't go to class. Too tired to do homework.
144	decrease in academic performance
145	It hasn't.
146	Roommates being sick, gets me sick.
147	My room mate was sick with strep throat for three days. I had to change my routine so I would not get sick. This caused me to worry and stress more than normal. I was also stressing to take care of her so she would get better.
148	A roommate got very sick and I felt like as a roommate and friend I had to help take care of her. I always put that ahead of myself and my studies which definitely showed in my grades.
149	stressed about making sure friends were ok
150	Someone in a wheelchair last year when they did a real bad job plowing, made me rather upset at the shcool.
151	I wouldn't say it had any affect on my academics or emotional health.
152	NRed
153	i don't think it affected me enough to change anything about my academics/ emotional health



154	Several people I know have been on crutches while at WPI or hospitalized. Being away in the hospital makes it really difficult to stay on top of things, and being on crutches makes it really hard to get to classes, especially in the winter.
155	It didn't really affect my academic performance.
156	It did not
157	It made it harder to do homework and it was hard to catch up on sleep.
158	Concussions, though it did not really affect me. Certainly affected them though.
159	got overdosed, missed classes and didn't interact with other people.
160	none
161	It didn't affect me.
162	My roommates have been sick, gotten me sick, and my academics have suffered because I was sick.
163	Broken foot. She was casted for a couple months and would have to miss classes for doctors appts and getting up and down the hill was hard for her.
164	did not really affect me
165	made me late to class, emotional strain from making sure she got to class
166	Torn ACL; went to the hospital, only really difficulty was getting to classes
167	Sprained ankle, common cold
168	They broke their foot and had to take the term off since it was difficult for them to go up and down the hill every day during a wintery C-term.
169	one guy basically had to drop out of school because he lived on riley 4 but broke his leg and couldn't get to and from class or even up to his room
170	Other than worrying about them it didn't affect me.
171	I know people who have been sick and injured, but my academic performance and mental health has not been affected greatly.
172	just trying to help them made it hard to focus when focus is key at wpi leading to academic problems
173	flu-like, didnt affect me

174	Usually if someone is ill i then subsequently become sick as well
175	They didn't affect me much.
176	some people on my floor have just in general felt a little under the weather for a while. nothing serious
177	Crippling depression in a friend of mine, put things in perspective for me and made me realize that I, myself, am very much depressed
178	I know people who have gotten sick enough that they had to miss a class or two. I don't know what they had, but they looked terrible.
179	They got me sick so that I felt horrible! I also ended up washing our hand towels on a daily basis and devoting more time to cleaning my apartment than necessary.
180	Broken leg, makes it very hard to get around campus when living at the bottom of the hill
181	My friend had an ear infection that caused serious pain and she couldn't focus.
182	A girl I know has knee problems. She has difficulty walking up and down a large number of stairs. If there's an elevator in a building, she takes it.
183	Know an individual who broke their wrist playing football, made doing work difficult
184	My roommate smells like ketosis.
185	Past room mate was physically disabled, needing drastic surgery. Stress levels were extremely high in the living arrangement.
186	My roommate last year frequently got colds and was always depressed and angry about it. She would study less and not get good grades because of it.
187	Generally the people I know who are sick get me sick and I also will run errands/cook for them.
188	It had little to no effect.
189	It did not affect me.
190	It did not affect my academics or emotional health.
191	A friend of mine received an emergency appendectomy because Student Health Services refused to diagnose him with anything other than a stomach ache. He almost missed all of his classes and had to resort to online work from the hospital during his recovery. It staggered his freshman experience and couldn't complete Greek Rush because of it. He's better now physcially

	but still recovering emotionally.
192	My roommate last year was really sick and didnt leave the room for 60 hours straight, I felt like I couldn't go back to the dorm room.
193	This school is not designed for anyone with any kind of physical handicap. I had a friend in a wheelchair for a few weeks and we actually broke her wheelchair trying to push it around campus.
194	It hindered their mobility for a few terms and made it difficult to get around for a few terms. It hurt to see them suffer and they lost their independence as they needed assistance anywhere they went on campus. Luckily, this individual has regained their mobility post surgery.
195	Room mate also experienced chonic tiredness and as a result would not clean after herself... would spend up to 4 hours at a time cleaning up her messes.
196	sports injuries random illnesses
197	My roommate strained her hand during a sport, but it didn't affect me at all.
198	my roommate got really sick. basically once she got sick i started to get sick too. even though i did everything i was supposed to it is just inevitable because we are living so closely
199	I know people who have gotten the flu and missed multiple days of classes. It is very difficult to catch up and they became super stressed out.
200	A friend has strep throat, and it's causing him/her to miss classes and relying more on others to help get stuff done around the campus.
201	I was concerned about them to a degree where it was distracting to my daily activities.
202	They had difficulty getting to class because of their leg injury.
203	I honestly was not affected much
204	common cold
205	grades suffer incredibly, being gone a few days leaves someone far behind and you can't really catch up in this school
206	Much more difficult to deal with the high stress of WPI classes

207	My friend broke his ankle and required crutches to get around.
208	severe head cold

**Question 8**

<b>Have you used any of the following on-campus resources while at WPI?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Academic Advising	60.0%	300
Disability Services	4.8%	24
Student Development & Counseling Center (SDCC)	23.8%	119
Student Health Center	53.8%	269
I have not used any of the on-campus resources	17.2%	86
Other	1.8%	9
Other (please specify)		11
<b><i>answered question</i></b>		<b>500</b>
<b><i>skipped question</i></b>		<b>32</b>

**Question 8 – Comments:** Usage of other On-Campus Resources

Number	Response
1	MASH
2	swine flu shot freshman year
3	Mash
4	tutoring center
5	CDC
6	Library, CDC
7	Athletic trainers
8	Career Development Center, Collegiate Religious Center
9	Career Development Center and others that I don't think are related to this IQP
10	MASH
11	mash

**Question 9**

<b>If you have not used any of the on-campus resources, why not?</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
This question is not applicable	100.0%	309
Comments		79
<b><i>answered question</i></b>		<b>309</b>
<b><i>skipped question</i></b>		<b>223</b>

**Question 9 – Comments:** Why haven't you used any On-Campus Resources?

Number	Response
1	Academic Advising seems to be very unfriendly with general questions and/or need for help. Its almost as if drop in sessions were needed because I didn't think it was necessary to make/keep regular appointments, but when I needed help, I sought it.
2	I'm never sick enough where I need to go somewhere immediately. I can usually call my doctor's and get enough help. I usually can handle things myself instead of going to those resources.
3	I used Health Services when I was ill with mono. During the time I went I did not know and health services told me I had the flu and to stay in my room. Ever since, I have used off campus resources for doctors.
4	I haven't seriously needed them and they are inconvenient.
5	I haven't had the need to do so.
6	Never needed to
7	I haven't had a chance to do so yet.
8	Haven't really had a need for them.
9	It seems like all the faculty are ignorant and useless.
10	didnt get too sick & if i did, i just went to my doctor
11	I do not feel like they would be useful for me. I actually do not know where any of them are and what they particularly do.
12	The health center doesn't take ANY walkins. It's annoying. I didn't bother going when I sprained my ankle, because I couldn't walk and I knew that they'd just make me come back the next day. I didn't want to hobble all the way there and not get any help. My mom ended up having to drive for an hour to get here so she could take me to the hospital. I don't know what I would've done if she didn't live nearby, there isn't even a service that could drive me to the hospital in the daytime.
13	I have not had any trouble in classes requiring a visit to Academic Resources, I do not have any disabilities requiring Disability Services, nor and emotional or health issues requiring assistance from SDCC or the Health Center.
14	No need
15	My permanent residence is about 20 minutes away, and my primary care doctor is even closer. If I feel like I need to be attended to, I just take a quick

	15 minute ride to his office.
16	(Other than using the Health Center, I have had no chance to use those on-campus resources.)
17	I called Student Health Services one time during business hours with a simple question. Nobody picked up, so I left a detailed message with my name, phone number, and WPI year. They never called back.
18	Never felt I needed them
19	n/a
20	I just transferred here A term and the new school is a little intimidating :) I'm very shy
21	i didnt feel like going to student help, wasnt disabled,
22	I have not found a need to yet, I have friends who have already gone through the process and so far their advice has helped enough, eventually I probably will have to use on-campus resources though.
23	Just felt like dealing with it on my own.
24	Havent had the need to
25	Have had no reason to yet.
26	I've never felt the need to have to use them.
27	I did not feel a need for medical or psychological aid, nor academic advice beyond what my FA supplied.
28	I have. I told you that already
29	They would not have been of help
30	Doesn't seem too helpful.
31	Health Services is rarely open! And they are rarely available!
32	I don't know how to find the health center.
33	for the times i have been sick i required hospitalization.
34	I haven't had any real reason to yet.
35	I haven't felt the need to do so.

36	I frequently have trouble determining what my problem is, and therefore do not know what questions to ask to resolve them.
37	I never felt the need to
38	I've only been here for two months and have not needed to yet
39	Didn't really need to yet. Dealt with sickness on my own.
40	Didn't really need to.
41	Felt like i had to go out of my way to use these and didn't feel like doing so.
42	<p>Assuming Academic Advising isn't just arranging a meeting with my adviser, the reasons are as follows:</p> <p>Didn't come up:</p> <ul style="list-style-type: none"> <li>- Academic Advising</li> <li>- Student Health Center</li> </ul> <p>Didn't know/think about it:</p> <ul style="list-style-type: none"> <li>- Disability Services</li> <li>- SDCC</li> </ul>
43	Didn't feel like getting out of bed. Sickness does that to a person...
44	but I have!
45	Because I haven't felt a need to yet.
46	I would not go back to the Health Center because they have not been helpful in the past, so much so as to make injuries worse.
47	I have not found the need to use any of the resources.
48	I have not felt like I need them. I have not been seriously injured or sick to the point where I have missed classes or needed medical care. I also live close enough to home that if I were to get sick enough to need medical care, I would just go home to my doctor. I also do not know much about these services.
49	i dont think they would help



50	never thought that i needed them
51	I don't know what they are or I don't need them.
52	Because I heard that they will force you to leave campus if you are really sick, and that would definitely have a negative impact on grades
53	I tried to use Health Services, but they are not friendly or helpful at all. I ended up going to the ER.
54	I wasn't sick enough to seek outside help
55	Because I don't need them. IM AN ADULT
56	There was no need to use them
57	Because I chose not to.
58	I tried to talk to disability services last year, hoping that I could get extensions or something - or that they could at least talk to my professors so that my professors knew I wasn't making it up. They told me the best they could do was give me an incomplete and I could take time off from school to get better. My injury will be with me for the rest of my life - not just go away - so this was not helpful because I fully intend on graduating on time. They were not helpful and really just made me even more upset and hopeless.
59	There are other places I can get the help I require
60	I feel like the services are not helpful.
61	I have not had a need to.
62	I feel that it is really awkward to walk into one of these offices for the first time. I think if I did it once it would be easy to go a second time, but I think it's too difficult to break the ice and go. I have had friends suggest I visit the SDCC, but I'm very self conscious about someone seeing me walk in or out of the building and judging me for it. I'm also not sure what the procedure is, for example if I need to make an appointment or something. There have been times when I have been really sick and considered going to health services, but decided not to because I don't want to walk all the way across campus (I live in East, Health Services is on Hackfeld).
63	Health Services. I've found them to be very inconsistent and unreliable. They frequently mis-diagnose, are unorganized, and have a lack of professionalism. So I try to utilize them as little as possible.
64	Never felt the need to, perhaps also wanting to accomplish things on my own.
65	I didn't think it was important enough.

66	Havent needed it. I have a medical degree and a bachelors in criminal justice.
67	because i never felt they would be particularly useful. In particular, many of my friends have found health services to be difficult to deal with or generally unhelpful.
68	I just haven't needed to yet.
69	I have found no reason to use them.
70	I have not heard any positive stories or comments about Health Services.
71	It was not that serious of a condition
72	Have not had need for them, but have on occassion considered it if not getting over a cold or dealing with other personal issues
73	I have had no need to so far.
74	I don't know where any of them are and I'd feel stupid just going in about a cold.
75	I did not need them.
76	Haven't needed to.  Wanted to go to health services, my schedule didn't allow for it.  I do however go to the athletic trainers on a regular basis.
77	Haven't had to use them, or didn't want to ask for help.
78	Have not needed them
79	I haven't felt that I needed to.

**Question 10**

<b>If you have experienced an illness or physical injury or limitation while at WPI and would like to give us more information on your specific situation, please leave your response below.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
You may use my anonymous testimonial in the student handouts.	11.0%	55
Please do not use my anonymous testimonial in the student handouts, but you may use it for research purposes.	5.6%	28
I do not have a testimonial.	83.4%	416
Testimonial:		47
<b><i>answered question</i></b>		<b>499</b>
<b><i>skipped question</i></b>		<b>33</b>

**Question 10 – Comments:** Testimonials

Number	Response
1	When I had Mono freshman year, something I wish someone had told me was to talk to the teacher right away and ask them for notes if necessary and an extra hour or two. Also, I probably should have set up more tutoring appointments during the daytime so that I wouldn't have to conflict with my sleep schedule. Social life should also be negative on your list when dealing with a long term illness. It is more important to get better than it is to try and go to a frat party...you're not missing anything except shut eye.
2	but i have nothing to say really.. it's a cold or knee injury that has been a year now, but i'm ok with it! one day i will feel no pain
3	Everyone at some point in their life will go through some kind of pain- physical, emotional, mental. And it can turn your whole life upside down. I went 2 1/2 years without a diagnosis, which was later diagnosed as Lyme Disease. It was not only hard on me but also on those that loved and cared about me. I had to completely readjust my lifestyle, giving up sports, after-school activities, the amount of time I spent with friends, and even my academic performance (requiring more extra help and time to complete work). It was a continuous struggle, and it was very hard for others to watch me struggle. I believe it had more of an emotional tole on them than it did on me. However, maintaining a positive attitude, continuing to enjoy the simple things in life, looking to God for strength, and keeping open communication really helped my family, friends, and myself pull through.
4	WPI takes care of any student physically injured on its campus. However if you get sick or are injured off campus tough luck you can't sue them so they don't care.
5	I started to develop mild symptoms of a precursory to the common cold. However, with more than 8 hours of sleep and drinking a lot of liquids, the symptoms started to disappear and were gone at the end of the week.
6	After getting beat up outside of my dorm room last year, the school did almost nothing to help me out. The school allowed my attacker to remain in my classes and has no intention of helping me any further. I hate WPI.
7	See previous response.
8	sports related injury
9	I had a double ear infection and sinus infection during midterms once. It was really annoying and all I wanted to do was sleep all day. Going to class was like a waste of time because I would nod off about ten minutes in and miss the entire lecture. Sure I can go back to me room and read the notes, but I couldn't do that for the exam prep. After I got better, I spent every waking moment trying to improve my grade after the horrible midterm grade I recieved. That was not a fun term...

10	I had swine flu freshman year and I was contained to my dorm room for over a week. I did not go to health services because the rumor was that they would either send you home or just tell you to stay in your room. There wasn't anything health services could do that couldn't be figured out through common sense.
11	The health center at WPI is terrible, especially for a college student. There is no walk in policy, so if you say sprain your ankle, you have to first call and make an appointment then wait several hours before being looked at. And if it's outside of their normal hours or on a weekend, forget it. When I went in and was told I had strep, they gave me a prescription for medication, that I had no way of getting, because there's no pharmacy near campus and I didn't have a car, and suggested that I just go home for a couple weeks, because "you tend to feel better at home". This is not an option for a WPI student as you know. With the pace of WPI academia, we need a health center that's willing to be just as available. I'm not the only one this has happened to, and I think it needs to change, big time. Sorry for the ranting.
12	n/a
13	I had bronchitis and an acute sinus infection. I had trouble sleeping and when I was able to sleep it was all I wanted to do.
14	When I thought I might have had strep throat I went to health services (not knowing I had to make an appointment first). I had to come back 2 days later, by then my symptoms were almost gone. And they told me I probably just had a cold. The receptionist was rude and didn't care. But the nurse practitioner I saw was nice
15	I got conjunctivitis (pink eye) and immediately went to WPI Health Services. They were super friendly, and handled the situation fast and painlessly.
16	My injury did not affect my motor or thought skills and didn't actually hurt. As such, it is likely a poor indicator for your study.
17	Im scared. I see the light. They tell me to walk into it but i still havent gotten laid. I know i should stay away but its so near and clear.
18	PMS + physics = bad things  show us where things are! ie, academic advising, counseling, and especially the health center!
19	I'm not the healthiest person by any means. I get some exercise, eat not-the-worst most of the time, and try to keep my stress low and I do okay.
20	getting sick while at wpi is generally a really bad thing and can cause your grades to suffer a lot because of the short time of the terms.
21	Health Services will give you three "diagnoses" that make no sense at all. Sometimes they'll give you a prescription sometimes they won't. Google could do better. They are nice though, except the receptionist.

22	Every B, and C term I have almost a constant stuffy nose that I've never experienced before in my life which is annoying. I've grown up in Massachusetts also, so I'm used to the temperature and climate.
23	The math building does not have an elevator, and the only female bathroom is on the first floor. This is especially difficult for women with illnesses/injuries that have classes on the third floor. This could be fixed by moving the women's bathroom to the second floor.
24	I have a previous physical handicap and have had brain trauma, found dso helpful when I returned.
25	I am pretty short and I can't put my feet flat on the ground in any chair or desk on campus. This gets very uncomfortable and there isn't really much I can do about it. Even the chairs in the residence halls are not a healthy size for me.
26	Please see answers to previous questions...if you want something more specific you can contact me: nikole_dunn@wpi.edu
27	The support I received from Academic Advising was awesome! They arranged for my grades to be postponed and informed my professors of my unique situation. Upon returning to school, two of the three professors were very understanding and accommodating of my needs to make up the missed work. I had difficulty with one professor meeting with me and grading my work, but as soon as I informed academic advising, the got him to post a grade. I would absolutely recommend that anyone who is having difficulty completing their work due to an illness or injury talk to academic advising because they will come to your defense and make the transition as easy as possible.
28	I had mono and was sick for awhile, missing a full week of classes and feeling like crap a lot longer than that. Just had to work hard after the week I missed to catch up
29	i dont know what you mean.
30	i became diagnosed with strep and mono within one day of each other, on the first day of the week of finals of A term this year. I had previously come down with a cold about 2.5 weeks before that ending up not clearing for about another week. we figured out that my abnormally long cold was because the mono hindered my body's ability to fight back. i have never experienced a worse sore throat in my life than with the strep. this timing was absolutely horrible. i needed to get doctors notes out to my teachers within a few hours and it was extremely stressful. i needed to make different arrangements for my finals and dealing with this was also extremely stressful. One of my professors was unbelievably understanding and waived the exam because of my already high grade; one gave me the time to recover over break, giving me an incomplete which would turn into a grade when i returned to take it; one professor was extremely difficult and not sympathic and made me come back within 2 days to take the final, when i was clearly still contagious and not in a state to prepare properly at all let alone get out of bed to go to campus. The situation resulted in a grade lower than i should have earned. The only advantage of the timing was then having break to

	recover.
31	I recently got tonsillitis. At first, I thought it was a sore throat and, no thanks to Health Services, self-medicated with water and sleep and Tylenol until I got significantly worse and had to go to the hospital. The next couple of days I was very sick and couldn't function never mind do my work. I struggled to go to classes on Monday because I know missing even one day can be very detrimental to my academics. I skipped sports for the first half of the week, but went back by Wednesday for fear I would fall behind there too. Being sick is a difficult process, made worse by the stress associated with fear of falling behind. At WPI there is no time to be off your game, even for a few days no matter what your condition.
32	Refer to what I wrote on one of the previous questions
33	I wrote semi-specific information about my injuries in the other section. I don't think I have very good testimonials for you though. If you think you can use that, then go ahead.
34	I am young, hot, single, and fancy free. I love the outdoors, but hate the sunshine. Im SUCH a SAMANTHA!!!! There is nothing like the smell of fresh cut grass to brighten one's morning. That's why my family hires Pedro to cut our grass so early. He's nice...and Mexican.
35	They made me walk to health service while I wasn't able to walk due to foot injury. When I arrived they said you don't have appointment go back and come back later. The thing is, I wasn't able to walk
36	If you have a sickness, then you should grow some testicles and deal with it. You don't need health services kissing all your boo bos just fucking sack up
37	I kind of already gave it in the other boxes, please feel free to use any and all of my responses if they are helpful. It'd be nice if there were more options for people with long-term injuries or illnesses. Our only option shouldn't be taking time off of school.

38	Stress is a major cause of my personal illnesses while I attended WPI. I believe this to be true do to the timing of my illnesses being towards exam dates. Also, with limited emotional support, the stress just mounts on top of itself. The SDCC is a good place to start to look for help, but I believe that the stress with just dealing with even the offices (Res, Bursar, Finan, Registrar) can be overwhelming. I do not feel like those offices care for the emotional and therefore physical well being of the students. We are just numbers to them all.
39	I had a cough/cold that lasted for around a month and a half. At first it truly stressed me out and bothered me, but after a while I just accepted it and learned to work with it.
40	The health center isn't all that great. You need an appointment and its slow.
41	With the short length of the terms at WPI, if you develop any sort of moderate or severe illness your grades are likely to suffer. If you are still able to go to class it tends to be unproductive and results in getting your fellow students sick as well. The student health center is a good place to go and they are able to get you excused from classes but your grades will often still suffer as a result of getting sick.
42	Healthy Services was very helpful when I had pneumonia during finals week. They collaborated with Academic Advising, who contacted my professors for me and helped me figure out rescheduling them. I probably would've failed all three finals if they didn't help me out.
43	Right now I think that I'm developing bronchitis. I'm planning on going to health services tomorrow and I'm terrified about what I'm going to learn. I don't know how I will handle being sick on top of all of my other commitments.
44	I tend to have a hard time getting work done because I often get tired and need sleep as early as 8:30pm. This prevents me from doing tasks that I enjoy, such as partner dancing and pleasure reading. When I was a freshman, it got in the way of my study time because I was used to studying until 11pm at night.
45	The SHS did help me considerably during my Music Seminar this past A Term. I had spliced open a part of my hand and thankfully I didn't hit any nerves, but I went to them directly that afternoon and they applied liquid stitches to the wound. They then followed up on the case and were very kind. Unfortunately the service has not been consistent, as many of my friends have had horrible experiences (literally) with the SHS, which is a shame given all the money we pour into it every year as a student population.
46	UTI can have varying effects on females. In my case it severely limited my sexual life and that makes me not want to study and work hard at school if i can not have that personal release and relaxation each night/morning.
47	I think the physical handicap features of WPI are in dire need of renovation and consideration. Also, the mass amounts of residents that live together in the residence halls are creating huge problems with illness as WPI's population continues to grow, but we do not add on substantial on-campus housing resources.



## **Appendix IV – Handout Approval**

### **Academic Advising**

*Looks terrific!! Well done!*

Rebekah Schulze  
Assistant Director of Academic Support Services  
Academic Resource Center

### **Office of Disability Services**

*Looks good to me. You have my approval. –Aaron*

Aaron M. Ferguson, MEd  
Director of Disability Support and Student Accommodation Services  
WPI Student Development & Counseling Center  
157 West Street  
Worcester, MA 01609  
P: 508.831.4908  
F: 508.831.5139

### **Student Health and Wellness Center**

*Good afternoon,*

*Nice work on your IQP project!  
I am certain the students will benefit from your project.*

*Kind regards,*

Regina Roberto MSN APRN BC  
Director WPI Health Services  
508-831-5520

### **Student Development & Counseling Center**

*Content-wise, no issues, looks great! I do think the wording on the third item (67.7%...) could be tweaked a little if these haven't been printed out yet. Sorry for not noticing in earlier drafts. I just wonder if immobile is the word we want, and the sentence structure is odd the way it sets it up as an "either" statement. What about something like..*

*67.7% of WPI students stated that their mobility was restricted or they were emotionally and/or academically stressed due to an injury.*

*Just a thought! Probably good to go otherwise!*

Nice work!  
Matt

**Residential Services**

*While we are not 100% about some of the wording, you may hand these out in the halls.*

Marissa Derderian  
Complex Coordinator  
Department of Residential Services

## Appendix V – Student Handouts

# DID YOU KNOW...

BASED ON THE RESPONSES OF 532 WPI STUDENTS WHO COMPLETED THE SURVEY

**86.4% of students have contracted the common cold while at WPI.**

*“It is reassuring to know that someone else is going through the same kind of thing I am going through.”*

**86.7% of students at WPI have been emotionally and/or academically affected by an illness.**

*“With the short length of the terms at WPI, if you develop any sort of moderate or severe illness your grades are likely to suffer. If you are still able to go to class it tends to be unproductive and results in getting your fellow students sick as well.”*

**67.7% of WPI students stated that their mobility was restricted or they were emotionally and/or academically stressed due to an injury.**

*“[Being injured] left me with less time and less places to actually get work done. I was unmotivated to change atmospheres due to the challenge of getting anywhere on crutches.”*

**A large number of participants stated that their habits changed as a result of exposure to illness.**

*“It was practically a second job trying to avoid [my roommates’ illnesses.]”*

*“They [my roommates] got me sick so that I felt horrible! I ended up washing our hand towels on a daily basis and devoting more time to cleaning my apartment than necessary.”*

**YOU MAY BELIEVE THAT YOU ARE THE ONLY ONE EXPERIENCING AN ADVERSITY, BUT YOU ARE NOT ALONE.**

### Student Development and Counseling Center

“Stress is a major cause of my illnesses while at WPI. I believe this is due to the timing of my illnesses being towards exam dates. Also, with limited emotional support, the stress just mounts on top of itself. The SDCC is a good place to look for help.”

157 West Street (508) 831-5540

### Student Health and Wellness Services

“[Health] Services was very helpful when I had pneumonia during finals. They collaborated with Academic Advising, who contacted my professors and helped figure out rescheduling them. I probably would’ve failed all three finals if they didn’t help me out.”

32 Hackfeld Road (508) 831-5520

### Academic Advising

“I would absolutely recommend that anyone who is having difficulty completing their work due to an illness or injury talk to Academic Advising because they will come to your defense and make the transition as easy as possible.”

Daniels Hall (508) 831-5381

### Office of Disability Services

“I have a previous physical handicap and have had brain trauma, [but I] found [the ODS] helpful when I returned.”

157 West Street (508) 831-4908

## ARE YOU FEELING IT?

Don't be another statistic!

Use the above resources to decrease your stress levels and enjoy your career at WPI.

Statistics developed by Sorana Makkeasou, Autumn Silke and Emily Skilton, 2013.



*The Flower*

*The flower, although respected and admired,  
Fights for freedom, struggles to stay rooted  
As each storm challenges its strength.*

*It feels wilted and alone. Hidden,  
from the rays of hope.*

*Will you let them find you?*

*People are like the rain and sun.*

*The rain will come to renew your strength,*

*The sun will come to dry you,*

*Simply enjoy the moments.*

*This is just another passing season.*

**Serena Makkaoui, Autumn Silke, & Emily Skelton – IQP 2012**

**Appendix VI: MQP- Survey Methodology and Critical Assessment:**

*The Transformation into the Major Qualifying Project:*

**Survey Methodology**

**&**

**The Application on the Interactive Qualifying Project**

**By: Autumn Silke, Psychological Sciences 2013**

**Advisor: James Doyle**

**Completed: A Term, 2012**

## **Introduction:**

Research is collected and analyzed in many different ways based on factors including purpose, feasibility, reliability, constraints (time and cost) and many others. One of the most common forms of data collection is to conduct and analyze a survey. Surveys are often used to gain a greater understanding of human thoughts, behaviors, characteristics, and attitudes. Many people have completed surveys or questionnaires and thus the development, implementation, and analysis of surveys is thought to be easy. However, in reality there are numerous variables, research, and principles of survey methodology that need to be taken into account in order for the data from a survey or questionnaire to be valid, reliable, and replicable (Doyle). This paper will break down and explore some basic and crucial aspects of surveys, specifically questionnaires. In addition, the author will use the knowledge gained through research and experience and apply it to the completed project to identify improvements and limitations that the team overlooked during the original completion of the Interactive Qualifying Project (IQP).

## **SAMPLING:**

The goal of surveys and questionnaires is to accurately predict the thoughts, actions, behaviors, and/or characteristics of a population, or group of people. To save time, money, and energy surveys normally sample a part of a population which can lead to accurate predictions of the population as a whole.

One of the most common and sufficient techniques is known as a simple random sample. A simple random sample allows everyone in the population to get an equal opportunity at being selected to participate in the survey. In order to conduct a simple random sample, a sampling frame, or list of potential participants are gathered. Once that list is developed participants should be randomly selected.

This could be done by using a computer program that randomly generates numbers or by selecting every 6th person on the list, for example (Doyle).

Although randomly selecting participants can reduce sampling error there is still a possibility that the results collected will not be representative of the total population. However, this is less likely if the population is homogeneous and there is a large sample size. For example, if everyone in the population shares similar views the sample is going to be highly representative of the population, thus, small sampling error (Doyle).

### **Survey Method:**

It is important to research and understand different methods for administering a survey as each way has advantages and disadvantages. Face-to-face interaction, telephone interviews, and self-administered questionnaires are very common methods used in administering surveys (Buckingham & Saunders, 2004). The final decision regarding the method for administering a survey should be made after taking into account the researchers' available resources, potential time constraints, topics addressed, complexity of the format, characteristics of participants, and the potential for error and/or the introduction of bias (Doyle).

### **Questionnaire:**

It is important to take time to develop a questionnaire as it can be challenging to create a questionnaire that is clear, concise, un-biased, and valid. Questions should also be answerable and applicable to the target audience. It is also important to use short and concise wording as the participants' educational and cultural background may vary. Also, it is important that the wording



doesn't confuse or lead the participants in a particular direction, as that introduces bias. In addition, it is important to define vocabulary terms or concepts that may vary from person-to-person (Dillman, 2007).

Questionnaires can contain close-ended, open-ended questions, or a combination of both. Close-ended questionnaires are useful when the researcher has a clear understanding of the concept and can anticipate the potential responses from the participants. Close-ended questionnaires are usually easier to categorize, evaluate, and do statistical analysis on once the data has been collected. In contrast, open-ended responses, while they are harder to categorize, can provide incredible insight into the perspective and reasoning behind participant's thoughts and behavior (Fink, 1995).

### **Survey Limitations:**

A survey can help researchers identify relationships between two variables however it is not an experiment and thus one cannot determine *causality*, although surveys can be used in controlled experiments as an excellent tool. In other words, surveys cannot determine which variable causes a change in another variable. Another limitation to surveys is that *biases* can be introduced into the study because participants are aware they are being studied. Participants may change their answer to satisfy their perceived expectations of what the researcher or society desires (social norms). Participants may also change their answer in order to give the "right answer" or to feel good about themselves (Skorinko, Jeanine., lecture 4 DVs, Biases, Correlations, & SPSS).

Also, the researcher cannot ask the participant to clarify or elaborate on an answer and if the answer is confusing, it still needs to be documented. In addition, participants may accidentally leave questions blank, get confused on wording or the intent of a question, and/or remember information inaccurately or have false memories (Doyle).

As mentioned above, surveys help to identify relationships and human characteristics. However, the results are opinions of a sampled population and with the expertise of professionals can be used as an aid or guide when making a final decision (Doyle).

*Self-completed or self-administered* assessments allow the researcher to email or mail the purpose and questionnaire to the participants and wait for responses. This method allows for the researcher to ask intrusive questions, that they might be embarrassed to answer face-to-face. Although self-administered questionnaires are cost effective there is a high risk of getting a *low response rate*. Furthermore, self-completed assessments rely on the participant self-reporting data in a truthful, sincere, and accurate manner. (Buckingham & Saunders, 2004).

### **Response Rates:**

Response rates are a very important part of a successful questionnaire and analysis. High response rates are crucial because the data are going to be more representative of the population as a whole. Acceptable response rates vary based on the type of survey administered. However, for (e)mailing surveys, a very good response rate should be 60% or higher (Buckingham & Saunders, 2004). This would imply the data are reliable and representative. Response rates can be calculated by the number of participants who completed the survey divided by the total number of potential participants. Thus, the response rate is the percentage of participants who completed the questionnaire ("How to calculate," 2012).

Non-responses or low response rates are caused by three main reasons. First, the researchers cannot contact the participant to get the survey completed. Second, the potential participant refuses or does not want to participate in the survey. Lastly, the participant begins to complete the survey but is unable to complete the survey (Buckingham & Saunders, 2004). These reasons vary, but could also

include language barriers, time constraints, and/or lack of communication between participant and researchers. Low response rates can lead to inaccurate conclusions that do not accurately represent the entire population.

In order to get the best response rates it is important to reach out to the participants in a variety of ways. For example, to maximize the response rates of a survey the researcher should contact the participant through email, mail, and/or a telephone call. By using a variety of techniques the participants without a computer, for example, can still be contacted and complete the survey. It's important to reduce the ambiguity and make the survey and the directions clear, and concise. Also, giving the participants a few days' notice that a survey will be arriving will prepare the participants and make them more apt to complete it. Once the survey has been distributed, it helps to continue to remind the participants of it and encouraging them to complete it. Furthermore, providing incentives for the participants to complete the survey whether that's through prizes, extra credit, or money can help to maximize the response rate ("IAR: Assess teaching-," 2011).

### **Validity & Reliability:**

The validity of the measurement of data is vital for the respect and accuracy of the research conducted. There are four ways that research accesses the validity of a measure. If the researcher focuses on if the measurements seem to be realistic and plausible, he/she is using a type of validity known as face validity. Simply put this type of validity focuses on observation whereas content validity focuses more on the questions and whether the content accurately reflects the concepts of the study. (Bernard, 2000) When the measurements and questions being answered are similar to the theoretical data and research behind the questions the survey shows internal, or construct validity. (Trochim, 2006) The fourth type of validity is known as external or predictive validity. This type is when the results of the

data support and are in line with current research and theories. External validity is important in making sure that the results compiled are an accurate representation of the entire population and the current research of the field. (Trochim, 2006)

If a survey is valid it is more likely to be reliable. Reliability involves the consistency and predictability of the survey methodology and results. It is important that the survey results are consistent, reliable, and replicable. This ensures the results are representative of the population as a whole and the procedure is valid (Skorinko, Jeanine., lecture 3 Correlations & Experiment Basics).

### **Content Analysis:**

Content analysis is a technique used to organize and condense the content of the gathered data and compile the results into patterns, themes, and more understandable material. Content analysis is often used when gathering data in the form of written open-ended questions or oral responses (videotapes, interviews etc.) Content analysis is often cost effective and can reflect trends in society through longitudinal studies (Berg, 2009). However, the abstract wording and nature of open-ended responses can be challenging to categorize and thus replicate (Weber, 1990).

### **Computers and Quantitative Analysis:**

The first software program to help researchers analyze data was developed over 40 years ago. “In a 1991 survey of qualitative researchers by Miles and Huberman (1994), three quarters of respondents reported using computer software for data entry, coding, searching and retrieval, display, and concept modeling.” Today, using a computer is very common and thus quite challenging to quantify (Berg, 2009).

**Current Application:**

As a result of the effort to fully develop and understand research pertaining to survey methodology and analysis the author has reevaluated the teams' project and has found significant modifications. The author has also gained a greater appreciation for the methodology used by the team. The team developed a survey consisting of ten questions and distributed it through email to the target audience, all undergraduate students at WPI. The survey validated the information the group collected using primary resources on campus. The purpose of the survey was to find out how many students on campus had been emotionally and/or academically affected by an illness or physical injury/limitation.

**Sampling:**

The team did not consciously develop a sampling frame, or identify the individual participants. It was assumed that every undergraduate student at WPI, approximately 3,700 students, received the email containing the survey link. The team also did not take into consideration students who were abroad who potentially would not have access to the internet or the potential of undergraduates at other universities who are taking classes here and who might receive and complete the survey.

**Survey Methods:**

The team did a good job choosing the appropriate method for administering the survey. Money and labor are two limiting factors regarding the available resources. The team consisted of three members, but none experts in survey methodology. The team didn't have a lot of money to invest in the development and wide-spread dispersion of the survey. However, the team utilized the resources at their disposal and their knowledge of their target population to administer a survey that was easy and

affordable. For example, the team knew that their target audience would be more apt to complete an easy online survey from survey monkey, as many students are familiar with surveymonkey.com.

### **Survey Limitations:**

While the team did a good job administering the survey, after reviewing the literature and re-evaluating the teams' project the author concluded that many, if not all of the limitations mentioned above pertained to our project. The survey was emailed out and when the information was gathered and analyzed the team realized some participants misinterpreted questions, and made up answers. For example, when asked to give a testimony one participant responded: "I'm scared. I see the light. They tell me to walk into it but I still haven't gotten laid. I know I should stay away but it's so near and clear." The team also couldn't control some biases, such as whether participants were influenced while taking this assessment.

The team used survey monkey because it would be easy to analyze and portray the results. However, survey monkey only allowed the team to do basic analysis and collect 100 responses for free. To overcome this limitation the team paid for a month's subscription.

The biggest limitation was in the lack of knowledge on the principles of methodology, scientific survey design, and more professional software programs for analyzing data. Another limitation, specifically pertaining to the IQP is the time constraint. The team needed to develop, distribute, and analyze the data quickly to adhere to the deadlines set by Worcester Polytechnic Institute. Another limitation is the financial constraint. The team didn't have the resources or money to pay for a more professional email or structure of the survey, which may have attracted more participants and results in a higher response rate.

## Questionnaire:

After looking at the frame or structure of the teams' questions the author found that some were poorly framed. For example, many of the participants were unclear on question 2 and failed to answer the teams' intended question. Part of question 2 asked "How many people do you live with." However, the team was not specific if that pertained to their room, suite, or building. A potential alternative question to solve that problem would be to be more specific. For example, *not including yourself, how many people live in your bedroom?* This question is more precise yet still allows the researcher to identify how many people are in very close proximity to the participant.

Furthermore, the team was unaware of respondent fatigue, participants getting tired of responding and more likely to make up responses. The survey was designed to be quick and easy. However, in hind-sight and just to avoid any possible fatigue it would have been wiser to place the demographics at the end of the survey instead of at the beginning as they are simple to complete and not the focus of the study (Blasius & Thiessen, 2012). Demographics are important in comparing results from similar studies and in describing to the reader the specific target audience. The use of demographic information, such as the participants' gender, could also have been used in identifying potential relationships between illness and gender.

Another potential concern that arose was that some of the questions pertained specifically to emotions. This could be a potential issue as people define various emotions differently and describing emotions can be challenging and can vary person to person. Also, one of the key concepts in the survey or questionnaire was the emotional and academic affect caused by illness. The team operationalized the concept of emotional and academic affect by a self-rated open ended response. One alternative would be to measure behavioral correlations with positive and negative effects resulting from illness.

## **Response Rates:**

The team did not consciously keep track of the potential participants. It was assumed that every undergraduate student at WPI received the email containing the survey link. The total number of possible participants was also not precisely calculated although it is assumed to be around 3,700 as that is the current undergraduate population at WPI.

In order to increase the response rates, the team created a short and precise email explaining the study and making it relevant and important to the undergraduate student body. The team also emphasized it was confidential and the participants wouldn't be identified with their responses. Although the team was precise and clear in explaining the survey the author calculated a 14.37% response rate for the survey previously conducted. The author came to that conclusion by dividing the number of completed surveys (532) with the estimated total undergraduate population who could have completed the survey (3,700 undergraduates). A 14.37% response rate is very low and is not necessarily representative of the entire population. Furthermore, one must not overlook the students who haven't dealt with or been affected by an illness, trauma, or limitation and thus would be less likely to take the time to complete the survey.

In order to decrease non-responses the team also could have sent an email prior, informing of the participants of the survey so the participants would be aware and forewarned. The team also should have sent follow up emails for those non-responses. In addition, the team only used email and thus there is a possibility that the survey was transferred to junk mail, deleted, and/or not received. To increase the response rates the team should have created letterhead or other fancy signs to show that the email containing the survey wasn't junk mail. Thus, to maximize the response rate it would have been of value to the team to use a mixed spread, or various forms of communication to reach participants, including table sitting, phone calls, and mail.



Instead of surveying the entire undergraduate population it would have been valuable for the team to randomly select 400 undergraduates and use a mixed spread and repetition to try to get those 400 participants to respond. If the team's efforts were focused on a smaller population and used techniques to maximize the response rate the survey results would have been more valid, reliable, and have a higher response rate than 14.3%. Finally, incentives such as the opportunity to win various prizes may also have attracted more people to respond. However, this option was not as feasible due to time constraints, confidentiality/anonymous responses, and cost (Buckingham & Saunders, 2004).

### **Validity:**

After reviewing the team's project and analysis it appears that the face and construct validity were indeed valid. However, the content validity could have been improved as the team did not account for all the possible answers or specify the information the team desired to gather from the survey population. Also, to improve external validity and the generalization of our results the team could have randomized the sample instead of the procedure of emailing the entire undergraduate student population.

### **Content Analysis:**

The design of the survey lent itself to do a content analysis. However, after doing the research, the author questions the reliability of the latent content, which is the deeper or hidden meaning that the authors used to infer and categorize the data. Thus, the data would be challenging to replicated, which is vital to the success and validity of theories and experiments. The open-ended nature of some of the questions made the manifest content, more concrete and countable elements, challenging to identify and utilize in the final survey analysis. However, the latent content allowed for the identification of the

emotional affects as well as allowed the team to extract potential deeper structural meanings from the data (Berg, 2009).

### **Computers and Quantitative Analysis:**

The team constructed the survey using an online service known as SurveyMonkey. It was assumed SurveyMonkey was easy to navigate for its participants however it limited the teams' content and constructability of the survey design.

Software programs are designed for the needs of various quantitative researchers. The author was unaware of the tools and resources available to help with the collection and analysis of the data. The text retriever function would have been beneficial to use as it would have quickly organized the themes and phrases the authors were manually trying to identify and count. This function seems practical, easy to use as a novice researcher and does not involve coding, which is necessary for many other useful software programs (Berg, 2009).

### **Conclusion/Limitations:**

The team identified many limitations of the study once the data were collected and analyzed. After the author researched and gained a greater understanding of survey methodology, the discrepancies in the comments were a valid and common limitation when conducting time-sensitive surveys. The team realized the discrepancies in the comments made the data challenging to quantify. This realization is comparable with the research and supports the limitations of an open-ended question. Another recognizable limitation was the ambiguity of question eight and nine which led to some participants responding on their general usage of each service and not the usage of that service when

they were sick or injured. To reduce the ambiguity the question could be modified to ask, *while dealing with short term adversities what, if any, of the on-campus resources did you use?*

In conclusion, the author was amazed at the amount of research needed to conduct and execute a valid, reliable, and replicable survey analysis. The author also realized the importance of developing survey questions that will be clear, concise, and quantitatively easy to measure.

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