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Running Heading: BENEFITS OF THERAPY DOGS AMONG CSD STUDENTS

Benefits of Therapy Dogs Among
College-Aged Communication Sciences and Disorders Students

Allison Szramek

An Independent Study Submitted in Partial Fulfillment of the Requirements for the Degree of
MASTERS OF SCIENCE

Department of Communication Sciences & Disorders

ILLINOIS STATE UNIVERSITY

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Student's Signature Date

Director's Signature Date

Second Reader's Signature Date

Department Chairperson's Signature Date

Abstract

There are many current strategies and techniques proven to help college age students reduce their stress. However, there is limited research about the use of therapy dogs to help reduce stress among this population. This literature review investigates the relationship between therapy dogs and the power to reduce stress among college students, especially those majoring in Communication Sciences and Disorders (CSD). The analysis shows a strong correlation between utilizing a therapy dog and the reduction of stress for college students. Further research and implementation should be done to determine the effectiveness of therapy dog interactions with college student and the impact on perceived stress levels.

Stress Response

Stress can be defined as a state in which the body is responding to a disruption in homeostasis. This disruption is caused by a stressor, which can be perceived as a physical or mental threat to our body (Schneiderman, Ironson & Siegal, 2005). Although some individuals may work better under pressure, chronic, long-term stress can result in harmful effects on an individual's mental health and happiness (e.g, depression, anxiety, and poor self-esteem; Lieberman, Raisor-Becker, Sotto, & Redle, 2018). Increases in blood pressure and heart rate related to long-term stress can also negatively impact an individual's overall physical health and cause conditions such as fatigue, loss of appetite, and increase in blood pressure (Schneiderman et. al., 2005).

Chronic stress can create negative complications for individuals' mental and physical health due to the changes that bodies goes through during periods of stress. When the body experiences stress, the fight or flight response, originally developed by living creatures as a survival mechanism, may be triggered. This response to stress causes increases in autonomic and hormonal activities which are necessary for the muscular exertion needed to flee or fight (Scheiderman et. al., 2005). When survival was indeed threatened and the creature fought or fled, the increases in hormonal activity were eventually metabolized so that when the threat no longer existed, the creature's body returned quickly to homeostasis. Today, most stress experienced by humans does not require a flight or fight response and the resulting stress response can cause an individual to undergo structural changes in their brain and other aspects of their nervous system (Yaribeygi, Panahi, Sahraei, Johnston, & Sahebkar, 2017). Depending on the severity and timing of the stressor, the body may go through alternating states of homeostasis that might lead to serious health effects and even death (Yaribeygi et al., 2017). When the body continuously

triggers the fight of flight system, anxiety is triggered and can lead to long-term mental concerns along with memory and brain changes (Yaribeygi et. al., 2017). When it comes to physical concerns, the muscular exhaustion caused by stress can take a toll on an individual's well-being. When the threat remains consistent, the long-term consequences of stress may damage health (Schneiderman et. al., 2005).

Stress and College Students

College students, both at the undergraduate (UG) and graduate levels, are often met with a variety of stressors. Stressors such as financial concerns, academic pressure, and a change in new environment make college students susceptible to high stress levels (Lieberman et. al., 2018) which can result in anxiety and depression when not properly managed (Scheiderman et. al., 2005). Current literature (Beck, Verticchio, Seeman, Milliken, & Schaab, 2017; Lieberman et. al., 2018) indicates that the detrimental effects of high levels of stress are impacting the lives of students today. The ways UGs have perceived their mental health at four-year universities has been on the decline in recent years (Lieberman et. al., 2018). According to the Center for Collegiate Mental Health (2020), there has been an increase in referrals for students accessing mental health services. Mental health referrals have been associated with stress and anxiety related causes or symptoms (Center for Collegiate Mental Health, 2014). Students' abilities to cope are being compromised, which can lead to negative impacts on academic performance and efficiency, relationships, and can result in alcohol and substance use (Hunt & Eisenberg 2010).

Stress and Students in Clinically Related Programs

Students majoring in the allied health programs, as compared to students in other majors, demonstrate increased levels of stress throughout their programs. This is a result of constant assessments and evaluations for the clinical aspect of the programs in addition to academic

classwork (Lieberman et. al., 2018). The added level of clinical work creates longer hours as students' progress in their program. Nurses and medical students have been found to have high levels of perceived stress due to their intense course load and the physical demands of the profession (Lieberman et. al., 2018). Evidence also exists indicating that students in clinically oriented programs have poor sleep and eating habits, and experience physical body aches after long stressful clinical rotations (Lieberman et. al., 2018).

One example of a clinically related, allied health major is Communication Sciences and Disorders (CSD). Students in CSD programs have been reported to have elevated levels of stress (Beck, Verticchio, & Miller, 2020). Graduate programs in CSD require students to complete a large number of specified clinical practicums in order to graduate successfully and graduate level CSD students might struggle under the high clinical and academic demands of their programs. UG students in CSD face the competitive nature of the graduate admissions into CSD programs which weighs heavily on them and creates additional and elevated levels of stress. Increased stress levels can be related to maintaining high academic standings along with engaging in multiple extracurriculars that graduate schools are looking for in their applicants. The pressure on students to set themselves apart from other individuals applying to graduate programs can exacerbate their levels of stress (Beck et. al., 2020).

General Stress Reduction Strategies for College Students

Mindfulness and Meditation

In an effort to decrease mental health concerns and stress at the collegiate level, strategies have been developed to help students manage stress. Some stress management techniques that have been implemented include meditation and mindfulness. According to Rogers (2016) "mindfulness is the act of paying attention to your present-moment experience with an attitude of

compassionate curiosity” (p. 12) and it involves taking a new perspective and thinking about things in a new way. By creating and maintaining a constant internal environment of peace, feelings of happiness can be developed and self-awareness can be positively influenced (Rogers, 2016).

Another characteristic of mindfulness is that it encourages one to be nonjudgmental of one’s thoughts. Mindfulness techniques aim to facilitate an individual’s ability to have an observing mind and to not characterize thoughts as positive or negative. An observing mind also allows an individual to have greater insight into and awareness of their thoughts and emotions (Rogers, 2016).

Rogers (2016) also suggested that the practice of mindfulness can help reduce stress. Most mindfulness practices incorporate meditation and breath work. The main goal of meditation practices is for individuals to focus on the sensations around them and the sensation of their breath (Rogers, 2016). The autonomic nervous system (ANS) is responsible for regulating breathing and blood pressure. Breathing is a constant action in our lives. Controlling it by using deliberate, slow, breaths during meditation can allow us to slow the ANS down and evoke a sense of calm and focused attention. In this way, controlling your breath can directly address feelings of stress and feeling overwhelmed (Rogers, 2016). Additionally, meditation allows individuals to observe their thoughts and feelings and not place judgement on them (Rogers, 2016). Rogers (2016) explains “with meditation, you are not trying to stop [your] thoughts; you are just trying to change the relationship with them” (p. 26).

While individuals do not have to dedicate a great deal of time on mindfulness practices to see small benefits (Rogers, 2016), the more time and work an individual puts into practicing mindfulness, the greater the result and impact it could have. Ways individual can implement

mindfulness into their everyday are through meditation, journaling, yoga practices, and breathing techniques (Beck et. al., 2020).

Stress Reduction Strategies with CSD Students

A study done by Beck and Verticchio (2014a) examined the perceived stress levels of first semester graduate students studying speech-language pathology. They used the Perceived Stress Scale to measure changes in stress of the students before and after implementing stress reduction techniques. All of the graduate students were advised to use some stress reducing techniques including breathing techniques, journaling, and refuting unreasonable thoughts. Twenty-six of the 50 students agreed to participate in an additional stress management technique (i.e., 6 weeks of yoga sessions) and the other students were part of the control group. Half of the 26 students who participated in weekly yoga sessions completed the 6 weeks of sessions during the first half of the semester and the other half of the students completed them during the second half of the semester.

Beck and Verticchio's (2014a) results indicated that the control students (i.e., those who did not participate in the weekly yoga sessions) did not show decreased levels of perceived stress. The students who participated in the weekly yoga sessions, however, were found to show a significant improvement in perceived stress levels as documented by their scores on the Perceived Stress Scale. The authors suggested that CSD faculty and clinical educators at other institutions could use these findings to help them implement stress reduction strategies for their students.

Beck, Seeman, Verticchio and Rice (2015) conducted a second study to expand on the Beck and Verticchio 2014(a) study. Participants were again CSD graduate students and the same design used in the 2014a study was used in the 2015 study. The difference in studies was that, in

addition to measuring participants' perceived stress via the Perceived Stress Scale, biological markers of stress were also measured. Specifically, perceived stress was measured with the Perceived Stress Scale and biological markers of stress were measured via heart rate variability before and after participants completed a 6-week yoga course.

The results of Beck et al. (2015) were consistent with those of Beck and Verticchio (2014a); the perceived and biological stress levels of the graduate students were relatively high before participating in five to six yoga sessions and were significantly lower after completing the yoga sessions. Beck et al., (2015) stated that developing appropriate stress management skills can have positive effects on CSD graduate students not only as pertains to their academic achievements, but also in their personal lives.

Another study completed by Beck and Verticchio in 2014(b) included graduate students studying speech-language pathology and audiology as participants. All participants were enrolled in a graduate level counseling course. This study investigated how the use of a relatively short mindfulness practice could facilitate the develop of counseling skills and overall student wellness. Beck and Verticchio (2014b) again used the Perceived Stress Scale as a measure of perceived stress. They also created a questionnaire regarding counseling skills. Both the Perceived Stress Scale and the questionnaire were administered as pre and post measures.

In Beck and Verticchio (2014b), students began each class with 5 minutes of stretching followed by 5 minutes of seated breath practice and 2 minutes of writing in a reflective journal. The results for both speech-language pathology and audiology students were similar: their perceived stress decreased and their confidence in counseling skills increased. Practicing mindfulness not only reduced stress but allowed the students to become more aware of the importance of mindfulness in relation to counseling skills. This mindfulness practice allowed the

students to become more aware of possible distractions and to be able to put them aside in order to be more engaged with a client (Beck & Verticchio, 2014b).

Building upon Beck and Verticchio (2014b), Beck et. al., (2017) conducted a study investigating the effects of a short mindfulness practice, similar to that used in Beck and Verticchio (2014b), on perceived stress, biological markers of stress, self-compassion, perfectionism, and attention. This study included graduate students in speech-language pathology and CSD UG students. The participants completed three self-report scales to measure perceived stress, self-compassion, and perfectionism. To determine change, these measures were administered before and after the participants engaged in the mindfulness practice over the course of an academic semester. In addition to the self-report scales, pre and post electrophysiological measures were taken on each participant to determine changes in biological markers of stress and attention. Lastly, the participants were given a journal they used to reflect upon their thoughts after the mindfulness practices.

Results of Beck et al. (2017) indicated that engaging in a weekly 20 minute mindfulness practice that included yoga postures and breath work over the course of a semester, resulted in reductions in both perceived and biological levels of stress and increases in levels of self-compassion. Maladaptive aspects of perfectionism were also found to be reduced after completing the study. No significant effects were found regarding attention.

Stress Reduction and Graduate Admission Process

In the Fall of 2018 Verticchio and Beck conducted an independent study that focused on the graduate admission process for students who were majoring in CSD. The independent study was offered to UGs at the senior level to facilitate the process of applying to graduate school. The specific purpose was for the students to start and complete their graduate school applications

effectively and with as minimal stress as possible (Beck, Verticchio, & Seeman, in press). This independent study met weekly for 50 minutes during the fall semester and taught students how to use and navigate Communication Sciences and Disorders Centralized Application System (CSDCAS), gave guidance on which programs to look at, and discussed all the components of the application process. This class required students to break up the process and complete the CSDCAS application section by section based on due dates given in the class.

In addition to helping students navigate CSDCAS, the class was dedicated to helping students increase their self-compassion by reducing stress and reducing negative components related to perfectionism (Beck et. al., in press). To help the students accomplish this goal, the class engaged in mindfulness practice. Mindfulness was promoted through reading *The Mindful Twenty-Something* by Rogers (2016), completing a self-care plan, engaging in five minutes of breathwork and meditation at the start of class, and writing in a reflective journal. Four total classes, one a month, were dedicated specifically to stress management. These classes focused on practicing mindfulness and discussing assigned sections of Roger's book . The mindfulness practice consisted of approximately 5 minutes of yoga-based stretching sequences, 5 minutes of breathwork, and then 2 minutes of reflective journaling. The purpose of this practice was to allow the students to develop awareness of themselves and engage in calming their breath. These were targeted to reduce stress both physically and mentally.

In order to determine the effects on stress, self-compassion, and ideas of perfectionism, 33 participating students were given pretest and posttest measures. The Self-Compassion Scale (SCS) and the Almost Perfect Scale-Revised (APS-R) were given on the first and last day of class. The total score of the SCS was analyzed for this research. Only the first two subsections of the APS-R were taken into account to gain information regarding perfectionism.

Pre and post biological markers of stress were measured in separate sessions . This was done by completing a 15-minute session measuring heart rate variability (HRV). The first measure, taken during the first weeks of the semester was a baseline that was compared to posttest data taken during the last week of the fall semester (Beck et. al., in press). Seventeen out of 33 students were able to complete both the pre- and post-test measurements for HRV.

The outcomes of this independent study reported by Beck et al. (in press) indicated that self-compassion was significantly increased by the end of the semester. The students reported that they had increased awareness and acceptance of themselves and reduced judgmental thoughts. While the results from the APS-R did not indicate a significant difference from the beginning to the end of the semester, fewer students' APR-R scores classified participants as "maladaptive perfectionists" by the time the semester was over and overall APS-R scores decreased, which showed improvement in the right direction. Furthermore, two HRV measurements showed improvement indicating participants were using better stress management strategies. At the end of the semester the students also reported that they felt less stressed by the graduate application process overall. Furthermore, the number of students who reported engaging in self-management practices also increased from 18 to 28 by the time the semester was over which showed the positive impact that mindfulness practice had on the students. Overall, the results of this independent study found that providing students with a supportive framework for the graduate school application process and incorporating mindfulness practice were effective strategies to decrease stress associated with the process.

Animal Assisted Activities

At Illinois State University (ISU), stress was indicated as the number one cause that negatively impacted students' performances academically (American College Health

Association, 2019). The Health Promotion and Wellness department at ISU has given students outlets and resources to manage stress; student participation is encouraged in activities such as massages, lifestyle classes, and mediation classes. Another stress management activity offered at ISU is the Pawsitively Stress Free sessions at Milner Library. This is an animal-assisted activity that provides students with the opportunity to interact with certified therapy dogs to help reduce stress during busy times of the semester (Health Promotion and Wellness, 2020).

Animal assisted activities are not directed towards specific therapy goals, but rather a goal of improving physical, emotional, social, and cognitive functions for humans (Morrison, 2007). Animal assisted activities can range from looking at fish in a fish tank, petting an animal, or riding a horse (Morrison, 2007). Certified handlers undergo training to assist the animals in and bring them to events and environments where they are needed. In animal assisted activities, the animals are used to assist people and to encourage the interaction between human and animal (Morrison, 2007).

In recent decades, the use of animal-assisted activities as an intervention for stress has grown rapidly and is now being implemented across multiple contexts including schools, universities, healthcare facilities, nursing homes, and hospitals (Ein, Li & Vickers, 2018; Wood, Ohlsen, Thompson, Hulin, & Knowles, 2018). Due to this range of contexts, animal assisted activities allow for individuals of all ages to benefit from the interactions with animals. Additionally, a wide variety of animals, big and small, including dogs, horses, and dolphins can be used during animal assisted activities (Ein et. al., 2018). Other terms that are synonymous with “animal-assisted activities” are “pet therapy”, “animal-assisted therapy”, and “animal-facilitated therapy” (Wood et. al., 2018 & Ein et. al., 2018).

Exposure to animal assisted activities has been found to lower individuals' physiological stress. More specifically, engaging in animal assisted activities has been shown to decrease heart rate and blood pressure (Ein et. al., 2018; Wood et. al., 2018). The required interaction time needed between humans and animals in order to see benefits is a low. Wood et. al. (2018) found that in just five minutes, health care professionals interacting with a dog demonstrated reduced biological markers of stress. These biological markers were measured by salivary and serum cortisol levels. Even 45 minutes after the interaction was completed, those levels were found to be significantly lower than the professional's baseline measures.

In addition to lowering cortisol levels, animal assisted activities can also work to alleviate symptoms for individuals who suffer from psychological distress and provide a sense of support for people socially (Ein et. al., 2018). Research has documented significant decreases in self-report anxiety and stress levels among the participants (Ein et. al., 2018; Wood et. al., 2018).

Benefits of engaging in animal assisted activities have also been found for college students. Studies have shown that after engaging with a therapy dog, students felt less lonely and experienced a reduced sense of anxiety. It was also found that a therapy dog had the power of improving the perception of counseling services (Daltry & Mehr, 2015; Stewart, et. al., 2014). In a recent study conducted in 2016, Binfet and Passmore, found that after students attended an eight-week course with animal-assisted therapy, the students reported less feelings of homesickness and an increase in happiness. The dogs created an environment that was soothing and relaxing for the individuals who participated.

Considerations for Pet Therapy Sessions

A dog is the most commonly used animal for stress relief therapy sessions. They are easily accessible compared to other therapy animals such as horses or guinea pigs. Dogs come in

a variety of shapes, sizes, and breeds including hypoallergenic. This allows dogs to be very versatile depending on the type of therapy they are being used for.

Dogs can strengthen the psychological well-being of humans, which is one of the primary reasons they are commonly used in pet therapy (Wells, 2007). Dogs have been found to decrease levels of anxiety, depression, and loneliness, while boosting self-esteem through the company they provide to us (Wells, 2007). The action of petting a dog releases oxytocin in the body, a hormone that lowers blood pressure, stress levels, and heart rate. Endorphins are also released, causing one to feel happier and calmer (Tottle, 2018).

The ways dogs greet individuals, the loyalty they possess, and the unconditional love they show can increase individuals' feelings of self-esteem along with self-worth (Wells, 2007). This is why I believe a therapy dog would be the best fit for animal assisted activities with college aged students.

Training programs and criteria. In order for a dog to qualify as a therapy dog, the dog must undergo training. Training requirements vary depending on the location and program at which they are being trained. The Canine Good Citizen (CGC) Test is a nationally recognized program that generates responsibility and good manners in dogs and their owners or handlers. The CGC test is a ten-step program that includes the following exercises: accepting a friendly stranger, sitting politely for petting, maintaining a neat appearance and good grooming, walking on a leash, sitting down on command and staying in place, coming when called, reacting positively to another dog, reacting or not reacting to a distraction, and tolerating a supervised separation (American Kennel Club, 2016). Any dog that passes the CGC test, can receive the certification from the American Kennel Club. The CGC test is considered a good first step before going on to more advanced individualized training. Additional advanced training can be done by

any certified program. Each program trains the dogs slightly differently and there is no universal certification the dog needs to possess in order to be involved in pet therapy.

According to the U.S. Department of Justice, under the American's with Disabilities Act, individuals "have the right to train the dog themselves and are not required to use a professional service dog training program" (2020). Paws Giving Independence (PGI) is a non-profit organization founded in Peoria that is dedicated to train therapy dogs for various settings (Paws Giving Independence, 2020). PGI's training program is several months long and requires the handler and the dog to undergo a minimum of 25 hours of training. This allows both the dog and the handler to learn and understand the commands that the dog will receive. It is important for the handler to learn the commands and form a connection with their dog. This will allow for a bond of trust to form between the two. This connection is important when creating a safe and welcoming space for others. The handler is also responsible for supervising the animal and providing food, grooming, and veterinary care (Department of Justice, 2020). The overall connection between the dog and handler is essential to a good working relationship.

Typical pet therapy sessions. Typical sessions with a therapy dog can vary in terms of number of people involved, setting, and what takes place. There are no hard and fast guidelines to how the sessions need to be run. The only guideline would be that there has to be a certified therapy dog and handler that underwent some form of training.

There are multiple settings where a therapy dog may visit including schools, nursing homes, hospitals, and disaster sites. At these locations, the therapy dogs have the opportunity to offer love and a judgement free place (Alliance of Therapy Dogs, 2018). Once a therapy dog makes it to a location, individuals and patients are encouraged to pet and play with the animal. The dogs may perform tricks to boost moods, or simply, lay in someone's lap (Alliance of

Therapy Dogs, 2018). There are no time or capacity limits to these sessions, but there would typically be more therapy dogs if the intended audience is larger. There are also no rules on how long a session may last as they can vary depending on the type of session and where it is located at.

At Illinois State University, Health Promotion and Wellness puts on an event called PAWSitively Stress Free. This event typically takes place around six times a semester and is held at Milner Library. The event focuses on more stressful times for the students including midterms and finals. This event runs for two hours in the afternoon and students have the opportunity to pet certified therapy dogs and engage in other stress relieving activities (Health Promotion and Wellness, 2020). There are no limits on how many students can join this event. The event is open to everyone and there are typically around eight to ten dogs of various sizes and breeds ready to interact with the students. This event allows for the students to engage with the dogs and handlers and elevate school and personal stress while doing so.

Conclusion

Stress is high for college students, including CSD students. Stress can have negative effects on mental and physical well-being and academic skills (Lieberman et. al., 2018). For CSD UGs one main stressor is the graduate application process (Beck et al., 2020). Mindfulness has been found to help reduce some of the stress associated with graduate applications (Beck et. al., in press) Animal assisted activities have also been shown to be an effective general method of reducing stress in college students (Ein et. al., 2018; Health Promotion and Wellness, 2020; Wood et. al., 2018).

Based on the information reviewed in this independent study, it is recommended that animal assisted activities, specifically those involving therapy dogs be considered as a strategy

that could help CSD students manage their stress more effectively. The following appendices provide information on how animal assisted activities could be included in the CSD curriculum or as extra-curricular offerings. Recourses for contacting organizations that provide animal-assisted activities are also provided.

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Appendix A

Integrating PT Into Curriculum

Dr. Ann Beck and/or Mrs. Heidi Verticchio have taught an independent study during the fall semester for CSD students focusing on graduate admission. In pre-COVID 19 times, mindfulness practices were incorporated throughout the semester to assist students with managing their stress related to the graduate admissions process. In order to expand on stress management, pet therapy was also going to be introduced to the students. This was to have taken place during the fall of 2020. Due to COVID 19 restrictions, however, it was not possible for this to take place. The procedure that would have been implemented is as follows:

- A night was going to be selected around midterms and finals, the most stressful times of the semester, to bring the students together with a certified therapy dog and handler.
- The students would be asked to sign up for the event at a time that was convenient for them..
- During this event, the students would have time to interact with the dog and handler to experience the calming effects a dog can have on the reduction of stress and anxiety.
- This event would last for an hour and small groups of students from the class would be welcome to join throughout the hour. The smaller the group of students, the more interaction and benefits they will receive from the dog.
- The original plan was to measure students' perceived stress before and after engaging in pet therapy and to ask students to complete a questionnaire regarding their experience interacting with a therapy dog. An IRB was completed and approved to allow for this research to be conducted. Again, because of COVID restrictions, we were unable to complete this research. The author strongly suggests this research be conducted to

determine the effectiveness of pet therapy with CSD students who are going through a stressful time in their academic program.

An additional way a therapy dog could be incorporated into the undergrad independent study could be bringing in a therapy dog and handler during class time. This could serve as an introduction to pet therapy and allow any students who were interested, but had questions, to gain information about pet therapy before signing up for individual sessions. This would heavily depend on the scheduling of the class and if time allows.

Appendix B

Integrating PT Into Extra-curriculars

Integrating therapy dogs into college campuses and classes is a new, yet growing topic. More and more colleges are recognizing the benefits of bringing in therapy dogs and how it can help their students reduce stress. The Lillian Goldman Law Library that is located at Yale University introduced a full-time therapy dog. This allows for students to adjust to the new rigorous law school courses and reduce the levels of stress that comes with attending law school (Alliance of Therapy Dogs, 2018). Milner library at Illinois State University has also created an opportunity for students to get involved with therapy animals at their PAWSitively Stress Free event. For students in the CSD program, getting involved with a therapy dog could be offered in different ways. The National Student Speech Language Hearing Association (NSSLHA), could organize an event for the chapter and allow for the CSD students involved to have a stress-free night while incorporating a therapy dog. This could also be done by the faculty; they could organize a day or days throughout the semester where they bring in a therapy dog to the clinic and allow for the students to stop by and interact throughout the day. I believe that promoting it at a healthy way to relieve stress would encourage students to join, especially knowing that a dog would be present.

Appendix C

Contacts at Illinois State University

- Indy-pendnece Service Dogs- indypendence@gmail.com or through facebook at <http://givingindependence.org/>.
- Illinois State University Police Community Engagement Unit- Pawficer Sage at mtgardn@ilstu.edu
- Illinois State Universtiy Health Promotion and Wellness- wellness@illinoisstate.edu or (309)- 438- WELL (9355).