

Student: Kelly Giammarino

Section: SCOM 340.0001

Date: 3/7/2021

Field Interview Project: Field Interview Detail Sheet/Interview Guide |Spring 2021

1. **The organization that is the subject of your field interview:** *The Well* in the University Health Center
2. **The name and position of your interviewee:** Veronica Jones, the Interim Director for Health Promotion and Well-being, The University Health Center at James Madison University
3. **The date and time of the interview:** Wednesday March 3rd at 1 pm
4. **How long the interview lasted:** 22 minutes
5. **How the interview was recorded:** Via voice recording on an apple iphone
6. **Field Interview Guide**
 - a. **Primary topic one:** The Organization
 - i. **Reason for including this topic in your interview:** I included this topic in the interview to get an overall summary of the background information of the organization. I wanted this information so I could work off of it for future questions and get a better understanding of the organization before diving deeper into subtopics.
 - b. **Primary topic two:** The Organization's Employees and Training
 - i. **Reason for including this topic in your interview:** I included this topic in the interview so I could learn about the individuals within the organization and better understand their culture. I wanted to discuss training to find out how qualified and professional this organization is and learn about the steps they take to make sure their employees are as educated and prepared as they can be for their duties/jobs.
 - c. **Primary topic three:** The Organization's Participants
 - i. **Reason for including this topic in your interview:** I finished up with this topic so that I could learn more about who they serve and why. Without the participants, the organization would have no purpose so I wanted to learn about the participants and why they need the Well's services. Learning about the people they serve helps me better understand their mission overall.

Interview Guide

- **Purpose Statement:** to conduct an organizational interview to gather information on the Well/ the University Health Center at James Madison University
- **Audience Statement:** the JMU community and Dr. Gochenour
- **Outcome Statement:** a report posted to SCOM 340 for the JMU community/Dr. Gochenour to read and learn more about the Well/University Health Center

What topics (and subtopics) do I need to address to accomplish my stated purpose and desired outcome for this interview and the report for my audience?

I. **The Organization**

- A. What the organization is
- B. The purpose/mission of the organization
- C. The departments within the organization

II. **The Organization's Employees and Training**

- A. Information about the employees in each department
- B. The training for employees in each department
- C. How training is conducted

III. **The Organization's Participants**

- A. Who the organization's main participants/publics is
- B. Main line of communication with participants/publics
- C. How the organization impacts the participants/publics

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Field Interview Project: Field Interview Transcription | Spring 2021

Interviewer: Kelly Giammarino, JMU SCOM 340 Student

Interviewee: Veronica Jones, the Interim Director for Health Promotion and Well-being

Interview Time/Date/Location: 1 pm, March 3rd, 2021, The Well, University Health Center

Giammarino (Interviewer/ER): Hello, I'm Kelly. I'm conducting this field interview with you to gain more insight on the Well and the University Health Center for a report I'm going to be writing in the future. So I want to learn more about this organization, its employees, its training processes, and its participants. So just to begin, I guess we just want to learn a little bit about the organizational background. What is the Well in the University Health Center?

Jones (Interviewee/EE): That is a great question. The Well itself... We are a part of The University Health Center, and we the University Health Center essentially have two different sides. We have Clinical Services and then we have health promotion and well-being. So we are the health promotion and well-being unit. So no one here is a medical professional but we do more of the education and outreach.

Giammarino (ER): Okay, perfect. Since you are more involved in the education and outreach programs, what would be the mission or goals of this department then?

Jones (EE): I would say that our mission really aligns with the Health Center's mission. We provide health care and learning opportunities for students and we often say for our department “to be well, stay well and do well” so for us we approach everything from a non-judgmental harm reduction mindset. So, if we're talking to students about any behaviors they're doing, we recognize that people make the choices they make for a lot of different reasons and no one cares to be judged and that's not helpful and if individuals are going to pursue any kind of behaviors, it's helpful for them to know how to reduce any harm that could possibly occur from such behaviors. So that's kind of essentially how we view things. We also learn from and go off of something called the socio-ecological model which essentially states that individuals are the products of everything that has allowed them to this moment in time. They are products of our overarching country and society and government, their own communities, their own friend groups, their own family. So all these experiences bring someone to where they are right now and within that, we also know that just learning something from some stranger doesn't mean they're going to change everything that they do. So sometimes behavior change and learning to pursue different behaviors is a process but that is what we focus on here.

Giammarino (ER): I know you said that you take a different standpoint at approaching all these issues. Along with that, what makes this department different from the other ones in University Health Center?

Jones (EE): I would say that although we do survivor advocacy, that is the only responsive service that we have. Everything else we do is looking at “prevention or promotion of healthy behaviors”. So if you look at the health center, most people go to seek medical services because something has happened. They have an injury, they are ill, something like that. So it's very much the fact that we're very different because we're trying to get ahead of it. In a lot of cases, we are making sure some things don't even happen to them in the first place. A good example is sexually transmitted infections. We are hoping that through education and having safer sex supplies available at no cost to students that we are preventing that from even happening so students then... we still want students to get tested for STIs, but hopefully it means someone doesn't have an STI and need treatment or if they do they still know where to come next time to prevent something from occurring.

Giammarino (ER): Okay, and so I know you brought up advocacy, you brought up the safer sex center and those are just a few of what is included in this area of the health center. What are the other departments within the Well? I guess you can call them subdivisions. I was wondering if you could tell me a little bit about each, the employees, and any positions that you may find important?

Jones (EE): Yeah, I would say we kind of have different programmatic areas as we call them. We have Alcohol and Other Drug Abuse Prevention. We do some proactive outreach to students just to help them reconsider their old alcohol or cannabis use or other drugs in their lives. We also have a Robust Pure Health Education Program and our Peer Health Educators in non-covid times are very helpful in helping us do outreach and programs to student organizations and stuff like that. We do, yes a lot of things around safer sex and healthy sexuality and healthy and respectful relationships because that is a part of sexual health education which feeds into sexual violence prevention. And then the Survivor Advocacy. I would say as far as the individuals here education's and backgrounds vary but for the most part folks either have a background in some sort of like helping field if you will, so we have a lot of like health promotion, public health college student, personnel administration, college counseling that kind of thing so pretty interrelated if you will.

Giammarino (ER): That actually moves me more into the training that these departments receive. Are there any specific courses or activities that they are required to do before going into certain divisions of the Well?

Jones (EE): It kind of depends on the area. Most people do require folks to have an undergraduate degree in a health-related field. I would say most of us are Masters's level professionals and then there are different certifications folks get. For example, Jordan and I are both certified health education specialists within public health education and health promotion. That's kind of the go-to certification for it. For folks that are serving as advocates, we all have to take a 40-hour training and then we are credentialed through the national advocate credentialing program and we have to get continuing education every year for that. And then I would say like our early intervention specialist, she is part of the motivational interviewing network of trainers, so some folks have their own little subspecialties. But in some way, we are all active in some sort of professional development and that's an expectation for the job that you stay current with what's going on in your field.

Giammarino (ER): That is great. Are you the one that decides usually the content of the training that you require for the employees here or is that determined by the school?

Jones (EE): Now, it's done by the department. So like if we're looking at, you know, say survivor advocacy. That would be me working with whoever's specifically overseeing that and saying "What do advocates need to be current with?" and also showing that it is important to have ongoing training and education. And some of it is also kind of given by the field so health promotion and public health is a whole big thing. So we like to know that our folks also have that kind of training. So it's a little bit of both like "what are best practices in the field?" but also, "what do we need as professionals here to be competent at our job?".

Giammarino (ER): Perfect. And with these training sessions and the different people that work in each department are students ever involved in any way? Do you have any undergraduate or graduate students working in any of these departments and participating in this?

Jones (EE): Yes our Well Peers are all undergraduate students at different levels of their academic journey. Before covid, we had more student employees that were working in content areas. So we had a Pure Health Education Coordinator, someone working with sexual violence prevention that kind of thing. So, yeah we also have graduate assistants working with us as well in different areas.

Giammarino (ER): Perfect. And I know that you said that training is mostly like your background with either Masters or a graduate degree. Is there anything that you have the employees do after training like any.. not necessarily exams, but like I guess critiques to see how they're doing practice rounds or...I'm trying to explain this in a good way.

Jones (EE): Shadowing?

Giammarino (ER): Yeah shadowing!

Jones (EE): For some of our stuff that's more programming and outreach we don't have that because you're just kind of ...you're doing it. We do a fair amount of reflecting on what was successful about programs evaluations and assessment. Now for things that I would call direct service like our early intervention programs like the reflections programs or for advocacy individuals trained for that, but then there's like a shadowing period. So when I was training to be an advocate I shadowed our former lead advocate so I could see it played out and then we would process and I can point out like, “you know, okay, I noticed you said this and you connect it to this resource”. And then sometimes we even do a reverse shadowing so someone who's been trained will then be shadowed later on by someone more senior to them to also make sure they're keeping up with their skills and stuff like that. And I will say within Reflections at times they will either a video record our audio record with a student's permission, of course, so that they can go back and listen to the tapes and make sure that they are and it's not to listen again to what the student says, it's so the facilitator knows that they were responding the way they needed to or that they were hearing like “change talk” and that they took an opportunity to pursue that with a student. So there are different types of fidelity built-in.

Giammarino (ER): That's great. And I know you just said that you guys take a lot of pride in making sure everything is running smoothly when you are doing these programs. How do you find the members of the JMU community to participate in the programs here?

Jones (EE): Some of it is by choice. Some students are choosing to come in and maybe discuss their alcohol or cannabis use for our Reflections program. Sometimes the students are mandated by OSARP because they, you know, we're found, you know doing those things. For things like advocacy, it's when someone's experienced harm. And then either they're already aware of us or hopefully someone that they've interacted with, a friend, might let them know about us or maybe they've gone to one of our partners on campus like maybe the counseling center and the Counseling Center will direct them to here. So that's kind of how students end up in advocacy. Unfortunately, that's because something harmful has occurred. For other things we do like the safer sex centers, I think students just hear about that word-of-mouth and start coming in the door. They're here and they're like, "oh there's a lot of condoms" and then they tell friends about it. And then for some of our other programs, we are a wellness passport partner so students come for the academic credit, that kind of thing.

Giammarino (ER): I was actually wondering if you could tell me more about how you guys work with OSARP and what exactly OSARP is and how that line of communication works as well as how it creates/encourages participants to come into these programming practices.

Jones (EE): Yeah, The Office of Student Accountability and Restorative Practices essentially kind of is more than a conducting office because they do restorative justice up there. Our piece of it is more say, a student is caught with alcohol in their residence hall room. So then okay, they're written off whatever that process is and then maybe they're found responsible and OSARP in the sanction could say "okay, you need to go and do a Reflections program with the Well". From there, it is the student's responsibility to schedule with us. So they are told at that time and I believe they get it in writing and they can either even schedule it up there on the spot if they want or they can call us or do it online. So they are told by OSARP that they need to fulfill the sanction and then they come to us and they fulfill the sanction and then through our electronic system we have a mechanism just at the end of an appointment to say like "okay student completed appointment". Then OSARP finds out "Okay, they completed it". So a lot of it we really don't have to talk a lot about the process. It's on the student to do it. And then if we know it's part of a sanction, we just kind of check it off, and then because our computer systems connected to theirs it says "okay these students are coming through for this" we say "okay they completed it" and they get the notification.

Giammarino (ER): So the communication line between the departments within the University Health Center and JMU overall is pretty stable, close, and intertwined. You handle a lot of different people but I'm curious who your main publics or participants are besides JMU students. Do you help out anyone in the Harrisonburg Community or is it strictly just JMU staff and students?

Jones (EE): No, not even staff just students, undergraduate and graduate. Yes and that is because we are funded by student comp fees. If we are funded by student comp fees it is on us to serve students. The Harrisonburg community is not funding us and that's how our salaries and all of our programmatic money are determined through the comp fee.

Giammarino (ER): Okay perfect. And I know a lot of students communicate a lot through email and with covid going on Zoom. What do you think is the mainline of communication from the Well to the students when it comes to appointments or just with general announcements?

Jones (EE): That's hard. I don't think there's a "main one". We have a few different ways which are nice because not everyone uses the same kind of line of communication. So we are active on social media, Duke's weekly, referrals from other offices, but I'll be honest I think word-of-mouth. I think if a student has a good experience with someone here, they are more likely to tell someone like, "oh you have to go and do that over there", you know say their sanction to a program, they may say "It's not so terrible. They're nice people". So and I think especially with advocacy if a student has gotten the help that they need and they know someone else's in need they're more likely to say "Hey, you should go here and talk to these people" or even with the safer sex centers students will say to others "Hey, that's where you go". So I think word-of-mouth, I truly believe this is probably one of the most powerful ways that students know about us.

Giammarino (ER): That sort of leads me into our next topic. Word of mouth is usually caused by good reactions and good experiences with the Well. What difference do you think you make in students' everyday lives or the impact you have on them?

Jones (EE): I think being a part of a big institution not everyone knows about all the resources. So I totally understand that. I think for the students that we do interact with, I think they know that there is a place where they can talk about some of the things that maybe they don't like to talk about or don't know where to go to talk about it. Some people may sometimes consider, you know talking about sex and sexuality, not something a lot of people are comfortable with but they know we can do that very non-judgmentally and in a very appropriate developmental manner. So I'd like to think students know we are the place that you know, no one's going to judge you, we are not going to shame you for behaviors and stuff like that, but we're just a place where we are open-minded and we're really just here so students can make decisions about behaviors they are going to engage in but in a way that keeps them safer if you will. Like how the department is called the "Safer Sex Center" because even if you're safer things happen, you know? I think hopefully knowing that it's non-judgmental and that we care about what's going on and are empathetic they will be more likely to come in and I'm not sure everyone gets that about the behaviors that they engage in. Yeah, that's my hope at least.

Field Interview Project Report

Student: Kelly Giammarino

Section: SCOM 340.0001

Style: Formal Field Interview Report

Audience: the JMU community and Dr. Gochenour

Word Count: 731

Date: 3/7/2021

**“Be Well, Stay Well and Do Well”- The Well in the JMU University Health Center:
Field Interview Report**

Author: Kelly Giammarino

ABSTRACT: Veronica Jones, the Interim Director for Health Promotion and Well-being in the Well at James Madison University sat down for an interview to discuss the details of this organization in the University Health Center. This report details vital information surrounding this organization. The Well is a department within the University Health Center that primarily focuses on health promotion and well-being. Through their smaller departments within the organization, their employees, training, and participants, they created an environment that focuses on the prevention and reduction of harm among JMU students and the community.

FORMAL REPORT:

James Madison University's Health Center provides a variety of resources to help students maintain their well-being while studying at this school. It has a wide variety of resources ranging from doctor's appointments to professional counseling. The Health Center has many different departments that help students in other ways besides areas in the medical field. The Well in the University Health Center at James Madison University is a health center unit that provides health promotion and well-being resources for JMU students.

According to Veronica Jones, the Interim Director for Health Promotion and Well-being in the Well, they use this facility to encourage and make sure students try “to be well, stay well and do well”. The Well provides a variety of resources for students in their departments for Healthy Sexuality, Green Dot, Survivor Advocacy, Reflections, 21st Birthday Preparation, and their "Well Dukes" Podcast. Unlike the main health center, Jones emphasized that they are focused on “approaching everything from a non-judgmental harm reduction mindset” and are focused on “prevention and promotion”. Their only responsive service is their Survivor Advocacy department.

Jones detailed that their departments had a wide variety of resources. Reflections/their Alcohol and Other Drug Abuse Prevention program includes “proactive outreach to students to help them reconsider their old alcohol or cannabis use or other drugs in their lives”. Through this program, they work with other facilities in the JMU community including The Office of Student Accountability and Restorative Practices to make sure students are being safe and making healthy decisions. Along with Reflections, they provide Healthy Sexuality resources that teach students about respectful relationships and sexual health education. This department feeds into their sexual assault prevention (Green Dot) and survivor advocacy services.

As an advocate, Jones stated that she had to partake in a “40-hour training program to be credentialed through the national advocate credentialing program” and continues her training every year for it. This is not the only department that requires training and education. All employees have either undergraduate, graduate, or master level degrees and partake in training for each department before partaking in their jobs. They are assessed and accompanied by “shadows” to make sure their skills are up-to-par for their positions. This department also allows undergraduate and graduate students currently studying at JMU to help out or work with these departments.

The Well provides services to all undergraduate and graduate students attending JMU. The Well primarily receives people looking to participate in programs through word-of-mouth. Other students tend to express their enjoyment and good experiences with the Well and share it

with their friends which drives others to come and use the programs as well. Besides their large flow of students through word-of-mouth, they communicate with students through Dukes Weekly, emails, and other advertisements on campus. They have no set communication line for students because they know everyone reaches out to them in different ways and they are available on many technological platforms.

Although the Well only serves JMU students, the impact they have on the students impacts the Harrisonburg community as well. Jones acknowledged that student behaviors and their engagement with them affect their space of living and many students live among other Harrisonburg residents. Although JMU has its own community it is within a much larger one and Jones emphasized that JMU does not have its own “invisible bubble”. Although the Well does not directly impact Harrisonburg residents, it has an impact on the Harrisonburg community as a whole.

When it comes to human nature and issues that may come up, Jones discussed how people may think “What resources are we going to need if things go sideways?”. The Well serves as the place where people can prevent or reduce harm or issues that may come up. The Well at James Madison University has many departments that encourage and promote health and wellbeing among students. They have many employees that train and get qualified to help students in any way that they can. They take a lot of pride in their work and do everything they can to make a comfortable environment for students. Their participants not only attend JMU but are a part of a bigger community and their wellbeing is just as important especially since they are impacting others in their everyday lives. All of the pieces of this organization further exemplify their mission statement of “be well, stay well and do well”.

Student: Kelly Giammarino

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Date: 3/7/2021

Word Count: 750

Field Interview Project: Field Interview Reflective Review | Spring 2021

This interview was very eye-opening for me and I learned a lot of information about *the Well*. As a JMU student, I learned so much about the resources provided to me through this facility. I was able to hear about how they function as an organization as well. Veronica had a nice and comfortable presence and excelled as an interviewee. I established a safe and friendly relationship with her because as an organization director, she wants everyone to know all of the information about *the Well* so they can take advantage of the resources. She was eager to share and she was excited to get more information about *the Well* out to the public.

She was extremely helpful when I was phrasing questions so I could learn more about the organization. Even if I phrased it in an unorganized way because of nerves, she always managed to repeat my question or explain her answer in a way that I could get all of the information I needed. She tried to be as transparent as possible. She never had one-worded answers and always included important details that would be beneficial for my report. The only difficulty I had with getting information from the interviewee would be the change of topics when she went off on tangents. The information was beneficial but sometimes strayed away from the question asked.

The strengths of the interviewee included very detailed answers, outgoing and eager personality, and willingness to share. She wanted to do her best to tell me everything important for my organizational interview and made herself fully present in the time that I had with her. Her outgoing personality set the tone for the interview. She was welcoming and excited to be there, making the information flow smoothly. She shared details that I did not expect to even hear so she benefited the interview in many ways. Sometimes her weaknesses included her going off on tangents or phrasing her answers in ways that could be unorganized but she managed to wrap up her sentences and topics well. The tangents strayed away from topics but she wrapped up her answers at the end to completely translate what she was trying to explain to me.

After conducting this interview I learned how important it is to create a bond with the interviewee and how important it is to be prepared and transition well from topics. Because we both created a comfortable environment, it made the interview flow a lot better and made her more eager to share information, and made me more willing to ask other questions to learn more. Confidence is key when you're an interviewer, and getting comfortable after the first couple of questions made it easier for me to interview her. Preparation and confidence are important in interviews and are something I want to focus on in the future. Transitions can make or break

conversation so going off of what she said to previous questions helped my interview flow better and made me realize how important it is when interviewing someone.

As an interviewer, I learned that I need to prepare more and be confident. When I felt nervous, that was when I would trip up or phrase things oddly. Analyzing myself in my recording, I realized I am a comfortable and confident speaker but just need to be sure of my questions and be better with my transitioning. I think if I had been more clear with my questions there would have been fewer tangents and less broad answers but it is a skill I want to focus on more in the future.

Before my interview I was nervous, but once I hopped into it, stress decreased. During it, I was too worried about my next question instead of listening, but I think I did a good job continuing the conversation and providing feedback. After the interview, I wish I had asked more probing questions but I think I got a decent amount of information out of my interviewee and did a good job for my first field interview.

Overall, I think my interview experience went very well. There are things I want to improve on in the future, but I learned so much about *the Well* at JMU and enjoyed talking with Veronica. Field interviews are a little scary, especially talking with someone in a high position, but it was better than I expected. I hope to conduct another interview like this in the future and learn more about other organizations.

