

# The Whitworthian

THE VOICE OF WHITWORTH UNIVERSITY STUDENTS SINCE 1905

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The Whitworthian has served as the main source of news and sports coverage for the Whitworth community since 1905. The Whitworthian is an organization composed entirely of students which produces The Whitworthian monthly newspaper and thewhitworthian.news.

### OUR MISSION

The Whitworthian staff is dedicated to presenting accurate and relevant information in an innovative manner. Our goal is to be accountable while informing, entertaining and providing a forum for expressing the interests of the Whitworth community.

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## Editors' Note

*It is time for a change.*

*We have done a lot of reflecting in light of our current political climate and the ongoing tragedy of racial violence in this country – particularly directed toward the Black community.*

*We recognize that, in the past, we have chosen the path of comfort and convenience. We assigned, interviewed, wrote, edited and published according to our usual practices and our normal routines. This is unacceptable.*

*The idea that journalists cannot take a stand against injustice without undermining their objectivity is a lie that not only keeps us from doing what is right but from doing what our job requires of us, to elevate the voices of every person in this community, especially those who are so often pushed to the margins.*

*We condemn the idea that good journalism must assume an air of false neutrality in situations in which we have a moral imperative to pick a side. The press is on the side of the oppressed. We exist for them – to give them a voice, to give them a chance of being heard. As such, we have a responsibility to make it clear what this newsroom stands for.*

*We are committed to actively fighting the systems that oppress BIPOC, women, the LGBTQ+ community, indigenous people, people with disabilities and other marginalized groups. We are committed to including all people in our coverage, especially those that have historically been underrepresented by the work we have done.*

*We are committed to using diverse, equitable and inclusive practices in our work.*

*We are committed to honoring the input of those who tell us where we have fallen short and where we can do better. We know that accountability is the only way forward.*

*We are committed to using our work to make Whitworth a place where all people feel heard, seen, and valued.*

*This is the consensus of the editorial board.*

# How We Doing, Whitworth?

Another year, another set of depressing factors that we must power through.

The Whitworthian wants to recognize and give attention to some of the biggest factors – good and bad – that are affecting campus morale this year. It is for this reason that we dedicate this print edition to looking at the state of campus morale. We do this by highlighting four unique aspects of campus: sports, RAs and housing, resources for mental health needs and the academic curriculum.

Sometimes the world feels like it is falling apart. We recognize the campus community has several notable stressors resulting from the tumult of change. Curriculum changes are throwing everyone's four-year plans out the window. Students are scrambling while they figure out what classes they need to register for to graduate relatively on time. Concerns about staffing losses affect course selection decisions. The empty corpse of Warren serves as a reminder of Whitworth's diminishing student body.

There are also regular school stressors at play: assignments that need to be submitted. Tonight. There is the stress of returning to school after a relaxing spring break. There is the stress of group projects. There is the stress of trying to figure out how to afford an existence on a limited budget.

The wars in Ukraine and Israel/Gaza are coloring headlines daily, and the election season is ramping up, an election Time Magazine dubbed "The Dread Election." Balancing our lives as students and responsible citizens is as important as ever, and it is not easy.

Even our efforts to come together as a community to support each other, care for one another and live alongside one another as humans can result in new stresses. "Compassion fatigue," or the stress of wanting to help all those who are suffering, can be a painful and difficult experience for those who feel it. The more headlines that appear around trauma around the world, the more we become numb to the suffering that exists. And there is so much suffering.

Phew. That was a lot. Take a deep breath and keep reading – it gets better.

In the face of these pressures, we also see campus undergo reforms and changes to provide services to support Whitworth's community. The potential for positive impact from the Whitworth Counseling Center, student activism, support groups, food pantries and other groups and individuals is real. A discussion of campus morale needs to discuss the problems we are facing, but it does not need to end there.

Instead of stuffing our faces with the vanilla ice cream in Sodexo, there are other, possibly healthier ways to de-stress. The health center offers pet therapy several times throughout the semester. Petting cute animals leads to lower stress, even more so than watching funny cat videos (which also lowers those cortisol levels) according to research done by Professor Jessica Myrick from Indiana University.

In addition to this, faking it till you make it really does help. This is not just a saying; a University of Kansas study published in Psychological Science has shown that smiling can improve your emotional state. This leads to a happier mood and lower stress. And we cannot forget the healing properties of chocolate. Whether you love creamy milk chocolate or rich, dark chocolate, both have been proven to boost those happy hormones. You could even snack on a chocolate bar on your hot girl walks or after your lifting session in the gym.

There is also the potential for the stress to roll off us like water off a duck's back in the coming weeks. With the sun finally peeping out after the depression of winter, people's energy seems to have returned, and you can see the pep in people's steps as they stroll down the Hello Walk.

Although change is a big stressor, it can also be a stress

reliever. Take the curriculum changes, for example. While they may be complicated, they can free up your schedule to take more classes just for fun. One member of the editorial board realized that they had 11 credits freed up with the new curriculum plan, allowing them to add on a minor that they had always wanted to have. Another member had two credits freed up, a welcome relief as they head into their senior year.

Keep these things in mind as you flip through the pages of this print edition. Think about your own life, both the life you live at Whitworth and the life you live that is not tied to this institution. As you acknowledge all the things that cause you stress and the things that help to relieve it, make sure to take some time to breathe. Take some time to prioritize yourself rather than prioritizing others.

So do not be discouraged by the stress of however many things have been turned upside down and backwards this year. There is (sun)light at the end of the tunnel.

*This is the consensus of the Editorial Board.*

# How Teachers Feel About Curriculum Changes

Ruby Brady | Staff Writer

The rumors are true. Core will no longer be offered come the 2024 fall semester. While this decision may appear to be a mere adjustment in academic offerings, the effects of this change extend beyond the classroom, affecting professors in many ways.

Dr. Meredith Shimizu, a Core 250 and art history professor at Whitworth University, revealed that the reallocation of funds has compelled the art department to reassess its course offerings. This led to a reduction in adjunct resources.

“The budget restructuring means that the art department has less access to adjunct funds, so we have to get creative with how we offer the courses that students need for the majors and minors,” said Shimizu. This lack in funds not only impacted the art department but also drove the decision to cut the core program. This increased the challenges faced by professors.

“Some classes, like Professional Practice for Artists and Designers, will now be offered once every two years instead of every year,” said Shimizu. Other shared curriculum classes, such as Community Arts and Practice, will not be offered regularly. Instead, they will only be offered when there is enough faculty to teach them, according to Shimizu.

Professors like Shimizu want to see students receive a

well-rounded education with courses like core. These other courses’ removal will affect both students and professors.

These changes may seem minor, but they can drastically affect the student’s education at Whitworth. “The concern is [this]: how do we offer an education that is consistent with what we say we are? We pride ourselves on and we speak about high touch mentoring, highly relational education,” said Dr. Kamesh Sankaran, professor of physics, engineering and Core 350.

Professors like Shimizu and Sankaran are worried about the effects on the students, but what about the effects on the professors?

“The university is dramatically trimming their use of adjuncts in order to trim that extra cost. Core 250 has used between seven to nine adjuncts each semester. Eliminating the Core program cuts those teaching contracts and their associated costs,” said Shimizu.

Sankaran also highlighted the need to stay true to the mission of Whitworth. “Now the question is [this]: where do we cut our expenses and in a way that delivers on our mission and actually makes an impact?” said Sankaran. “This

is a personal decision that there are plenty of other faculty members whose disciplines are very relevant for [courses like] Core 350 who are not fully staffed in their departments.”

“So, the problem is that we have only left people who already have full time work, who were willing to teach Core 350, and that’s why we were doing it as an overload,” said Sankaran. It’s also deeply

felt by the professors who have dedicated themselves to teaching these fundamental courses, like Sankaran.

There is already a heavy load placed on busy faculty members, as those willing to teach Core courses often find themselves juggling additional responsibilities. The adjunct professors would have been able to lighten this load for the overloaded professors in other departments.

Sankaran noted that these classes, contrary to belief, are breaking even in terms of faculty resources.

“Core D-groups are typically 20 [students]. Core was not actually causing the cost overrun,” said Sankaran. Faculty needs an average of 16 students in classes to break even. Core being a graduation requirement meant that all these students had to take

these classes, which should mean Whitworth can afford to pay professors to teach the class.

“[In] Costa Rica there’s an off-campus program going on. There are eight students there. One of the incentives to go there is because they can complete Core 250, a graduation requirement there,” said Sankaran. These programs encourage students to go learn in different places and cultures.

Core would be a steppingstone before going on this adventure. Having a backing to rely on, while experiencing a new culture and learning new information about the world and oneself.

“[Core] needed to be taught and taught well. That’s why I was doing [it], and so it’s going to come to an end, which is, you know, I accept the decision. But I just don’t accept the reasons given for the decision,” said Sankaran. Sankaran has accepted that his 14 years of teaching Core 350 are ending, but not why it is being cut. He wants students to have a good education for Core 350 and other classes.

“I believe it is a great loss, [but] I also understand that the current model for the core courses is not sustainable or optimal any longer,” said Shimizu. While acknowledging the necessity of adapting to changes in educational models, she is disappointed to see these invaluable pillars of student learning gone. Shimizu empathizes with

“The concern is [this], how do we offer an education that is consistent with what we say we are?”

students who will miss out on the opportunity, echoing sentiments of alumni who have expressed their sadness over this loss as well.

“These courses help students come to a better understanding of their own worldviews by asking some big questions, drawing on the ideas of past thinkers and applying those ideas to contemporary issues,” said Shimizu.

Despite the impending loss, Shimizu adopted a positive outlook. “Obviously, with the elimination of the core program, I will no longer be teaching that class in fall and spring. This gives me the opportunity to support the art department in different ways, [such as] possibly

“Core was not actually causing the cost overrun.”

teaching an additional course, as well as serving as the chair of the department,” said Shimizu.

The cutting of core classes at Whitworth is more than just a curriculum change: it is a loss felt by all who value this education. As the university moves forward, it must

consider the profound impact of these changes on its educational mission and dedicated faculty who bring it to life.



Engineering professor Dr. Kamesh Sankaran, Tuesday, Feb 27, 2024, at Whitworth University in Spokane, Wash. | Caleb Flegel/The Whitworthian

# Nothing but Net: What Lies Beyond the Court

Kaitlyn McConnell | Staff Writer

Previously at Whitworth University, a basketball game could bring people together to support our team and find community. While this may not be the current case at Whitworth, many coaches and teams want this to change, with the responsibility for this change falling onto three groups: the team, the coaches and student participation as fans.

Campus morale is critical in maintaining a healthy and long-term community among students, faculty and staff. An additional area at Whitworth that influences this community's morale is athletics.

One prominent moment of Whitworth 2024 athletics was Feb. 24, 2024, when Whitworth's men's basketball team won 81-75 against Whitman College for the Northwest Conference Championship.

This was the third straight conference championship win for Whitworth, accompanied by a very memorable crowd presence of students, something not very common.

Head men's basketball coach, Damion Jablonski said, "I've been here 13 years and our home basketball environment when I came here was a huge part of what Whitworth camaraderie was about. Over the years it has decreased a little bit, but this last weekend was one of the best crowds we've had in years. I looked

out there and there was so much community."

Previously, basketball at Whitworth has continuously served as a way for students to come together to support a common cause and enjoy being in one spot.

While winning helps with crowd attendance, there is a group of athletes designated to help raise spirit in times of need with chants or songs of traditions: cheerleaders.

Whitworth's 2023-2024 cheerleaders have been described as resilient, hard-working and funny by head coach Haley Elkin. Cheerleaders are the first ones to set the tone for the game day atmosphere, according to Elkin. Even with

low attendance at games, cheerleaders try their best to bring back the excitement that Whitworth student crowds used to bring to games.

"We talk a lot about how they are going to run on that floor. What tone are they going to set for the rest of the game? How are people going to perceive them? How are they keeping things really positive?" said Elkin.

Both Elkin and the cheerleaders were excited by the crowd audience on Saturday, making the game memorable for them.

A high-energy fan presence is important in a game experience,

but another aspect of maintaining morale in athletics is within the athletes.

Nobody wants to cheer for an unsportsmanlike team or one that has no fight to win, but there is a lot more on these athletes' shoulders than the average student realizes.

"Mental health is very stigmatized in athletics as athletes are supposed to seem tough and unaffected by loss," said president of The Hidden Opponent, Faith Rempfer.

The Hidden Opponent chapter at Whitworth is a part of a larger nonprofit organization that spans the United States, working to better aid in the de-stigmatization of mental health in athletics and provide support and resources to athletes.

"We host meetings and events where we basically have an open conversation to provide a safe space for athletes to come in and just share, to make them feel less alone in their experiences," said Rempfer, a two-sport athlete.

Rempfer helps organize awareness matches with teams and coaches where everyone wears green, the color of the organization, to help support and raise awareness of the chapter's mission.

This can help many athletes, even the opponents. They realize they are not alone in their

struggles and can utilize resources to help them find other parts of their identity outside an athlete.

In addition to this, The Hidden Opponent also offers a lot of resources to help graduating seniors navigate their departure from playing their sports, something held as an intimate part of their lives.

"We do monthly trainings on what is life after sports, mental health, and even eating disorder trainings, so they're well equipped in all areas," said Rempfer.

While individual players must advocate for themselves in certain aspects, there is also a responsibility of the team to support each other in times of hardship.

"I think our guys have done a good job responding to that with a next man up mentality and they're there to support their teammates who are going through something tough, but also ready to step up with a lot of confidence in the new positions," said Jablonski.

Off the court, the basketball team supports each other in other intimate portions of their lives, such as ministry. When one member of the team was giving their testimony, Jablonski along with at least half the team showed up to support him. They are not just teammates, they are good friends, according to Jablonski.

The cheer team is just as close, valuing community over all else. "The main thing is just the

"I looked out there and there was so much community."

relationships that they build with each other. They really support each other and they're such a selfless team and they're there for each other when they need it ... we adopted a slogan at the beginning of the year: stronger together," said Elkin. "So, throughout the season, we've really tried to stay true to that and I've tried to instill to them the importance of community and just how important community is in every sector of their lives."

Athletes are not the only ones who advocate for each other. It is also just as important that the coaches know when to step up and give extra one-on-one support.

"As a program we try and live by values of trust, love and commitment. We talk about those all the time and I think when you focus on values, you know, it's an important part of having good relationships," said Jablonski.

A big pressure that some student athletes feel is from the competitive level. Students have their own goals and expectations on the court. This brings its own trials and pressures, especially since playing a sport can be a big part of identity.

"So, in my coaching, I am trying to help them recognize that their identity is not just in basketball, and there are all kinds of other more important components to who they are than what they do on the floor," said Jablonski.

Jablonski tries to help his athletes find other interpersonal parts of their identities. Depending on the student, it can be found in academics, spiritual life or future



Whitworth goalkeeper Faith Rempfer (#22) takes the field prior to the game, Friday, Mar. 23, 2024, at an NCAA Whitworth Lacrosse game against Puget Sound at Whitworth University in Spokane, Wash. | Ben Gallaway/The Whitworthian

career plans.

Elkin does something similar. The cheer season is longer than other sports, going from April to April the next year, making burn-out a real issue. Wanting to help her athletes, Elkin implemented something new.

"So, this year, we implemented Team Treats every Thursday of the month, where for the last 30 minutes of practice, we just hang out and talk about life," said Elkin.

Cheerleaders have helped support many Whitworth athletes in their rides to victory, despite their own personal struggles they may be experiencing. Elkin wants to make sure that her athletes are just as supported as others.

In addition, Elkin said her program's mission is to support each athletes' individual needs. She

said, "It's just making sure that they're connected with support, and we are a community making sure that we're being proactive about all athletes are being well taken care of and feel like they have places that they can go."

School spirit falls on the shoulders of athletics through the players, coaches and fans. While the coaches and players have upheld their end of that responsibility, it lies with the students now to lock in that missing piece of support and spirit.

However, in recent years the attendance at many high popularity sports events has been lackluster, bringing down morale for student athletes. While this may originally be due to events such as COVID-19, there is still a noticeable difference caused by

Whitworth athletics continuing to make a name for itself. New programs are making headway and others are having record breaking seasons.

Despite past Whitworth games having a barren student section, 2024 might be the year in which that gets turned around. With players and coaches basing their teams on a foundation of love and community, students flock to the stands once more to give undeniable support to the athletes that wear the Whitworth name. We share identity in our university, and that gives enough to wear the crimson and black once more and fill that student section to the brims. From the Whitworthian to all spring athletes and hope for the upcoming season: S'go Bucs!

# Community and Care: Behind-the-Scenes of Whitworth Housing

Jasmine Schmidt | Staff Writer

Whitworth University is well-known for its strong community, and a large part of that is tied to residence life. Before stepping foot on campus, first-year students think about what residence hall they want to live in, who their roommate will be and all the details of moving into college. While a lot of decisions and thinking may go into these actions for students, so much more happens behind the scenes. Area coordinators (ACs), resident assistants (RAs) and other faculty put thought and consideration into every detail within a residence hall.

Whitworth differs from other colleges and universities due to its emphasis on holistic learning, particularly within the resident halls. “I would say our resident life programming is a lot more geared toward making sure that students feel really cared for as a whole person,” said Jade Faletoi, an AC for Duvall Hall and The Neighborhoods. Her RAs are trained to lead programs that help teach students how to fulfill all their needs on the wellness wheel, not just academic needs. The fostering of community is something that both ACs and RAs are responsible for helping facilitate, which is evident when walking into any residence hall on campus.

Behind the scenes, intentional

actions are taken to create this sense of homeliness. For instance, Bailey Sauls, the AC for the residence halls Baldwin-Jenkins and The Village, encourages his RAs to leave the name cards blank on doors. He is aware of the importance of a student being able to be known by their nickname or the name that they prefer to go by, and that the small act of personalizing a name card can mean a lot to a student. Another suggestion he gives the RAs is to frontload making connections with residents in September, making continued relationships in later months a smoother process.

While it is work for an RA to create a welcoming community, it can also be an enjoyable experience. Matheus Silva, a former RA in Baldwin-Jenkins Hall for the 2022-2023 school year, values the many friendships that he made as an RA. “I really liked that job. I liked meeting new people and interacting with the community. I have friends that I’ve had since day one,” said Silva.

However, there is a fine line between maintaining friendship and maintaining a leadership position, especially when rules

must be enforced. “It’s kind of weird to tell them the rules, but also try to be friends with them. [...] You’re someone who can get them in trouble, but you also want to make friends and be friends with them. So, it’s a thin line,” said Silva.

Alisa Bibaj, a current RA in Oliver Hall, found that being responsible for residents, particularly resident health and safety, is the most challenging part of the job. It also takes up a lot of time as a person and as a student, which can be draining. “It is a hard job. But I definitely think that it’s worth it.

[...] I became an RA [because] I wanted to help others in some way or another, and I’m a great listener. It has its ups and downs, but it’s still nice, and the benefits of it overpower the bad stuff of it,” said Bibaj.

That dynamic of a delicate balance between friendship and leadership is part of why the RA hiring process is as thorough as it is, according to Sauls. To become an RA, a student must first send in an application. A group interview then takes place where every AC will meet the applicants. After

the initial group interview, there are individual interviews, which are split between ACs. After that, the ACs collaborate to determine who should be hired and which residence hall would best suit the applicant’s skill set.

“It is a really intentional, collaborative and sometimes exhausting process because it’s a lot [of] people and you want to make sure you’re doing right by everybody and giving everybody the opportunity to show who they are,” said Sauls. He and the other ACs want to ensure that the RA and residence hall pairings are successful. “One thing that I love about smaller, higher ed institutions is that we get to be really intentional with how we place students, the programs that we run in the residence halls, how RAs get to operate as student leaders and actually build really one on one intentional relationships with the residency students on their floor,” said Sauls.

Even though the job requires a lot of individuals, Krista Maroni, director of resident life and housing, said that they do not have a difficult time recruiting RAs. The visibility and high pay of the job make it an appealing offer for many students, and at this point, there is a wide array of students who apply for the job every year.

Being a Whitworth RA means

“You’re someone who can get them in trouble, but you also want to make friends and be friends with them.”



something special in certain circles because of how the housing environment is on campus, according to Maroni. The abilities one learns as a Whitworth RA include community facilitation and community care, as residents' health or safety concerns are brought straight to RAs. These are then sent up the chain to who can best support the student.

Whitworth resident life goes above and beyond in many ways. "The whole concept of [...] primetime or CBS meetings, the faith-based background that doesn't actually over police behavior, like that whole concept is very unique to what we're seeing," said Maroni.

Most students agree that the on-campus environment is welcoming and intentional. "I'd say the dorm environment here in general is great. I lived in Missoula last year and the dorms were a lot less homey, and you didn't really see anyone else. And here it's like people all know you and are super friendly there. There's actually community going on in the dorms," said Anna Cocking, a transfer student from the University of Montana. She is applying to become an RA next year after her first year living on campus. "I really wanted to be able to connect with my peers and it just sounds like a fun job. And it pays well," said Cocking.

Alan Jacob, the associate director of Whitworth housing, noted that the different options for residence halls are another unique feature of Whitworth housing.



McMillan Hall, Sunday, Apr. 7, 2024, at Whitworth University in Spokane, Wash. | Caleb Flegel/The Whitworthian

Each residence hall on campus has its specific environment, and while it may vary yearly, it tends to be consistent. In addition to the residence halls, there are the Whitworth Neighborhoods, which provide an opportunity to have more independence and create a closer-knit community while still being considered "on-campus."

Whitworth still hand-picks incoming students' room assignments and has a housing lottery instead of having a computer randomly assign rooms. "Housing can be complicated. If anyone's in doubt about anything, they should ask me. But give me a

couple days to respond — I'm routinely slammed with dozens upon dozens of requests daily. In fact, it's not unheard for me to

**"Because people are humans. Humans first and then they're students."**

send over a hundred individual replies in any given day," said Jacob.

Living on campus provides opportunities that simply are not available off campus. That is part of why Jacob Robblee, a Whitworth senior, has lived on campus for all four years, two of which serving as a campus ministry coordinator (CMC) in both Baldwin-Jenkins Hall and McMillan Hall. "I love living on campus. It is best to just be around people all the time where there's always events going

on — always people to hang out with. And community is so good when you're close to everything," said Robblee.

Though there are many factors that go into Whitworth housing, the people behind the scenes make it possible to thrive while living on-campus. "We are really trying to be as intentional as possible with housing and stuff like that. We know that we're not going to be able to make everybody happy because we have 1,000 people who live on campus and it's a really hard thing to do, but we try to do things that are equitable and beneficial to everybody feeling like they have a space where they can belong and feel welcome. Because people are humans. Humans first and then they're students," said Sauls.

# Student Seasonal Depression Lifts with Spring

Hannah Rainford | Staff Writer



Molly DeWalt stands outside of Schumacher Hall at Whitworth University, Monday, Mar. 11, 2024, in Spokane, Wash. | The Whitworthian/Madison Stoeckler

With the onset of longer days and warmer temperatures, campus morale begins to see a boost due to a drench of long-awaited vitamin D.

“I advise that if they sleep in, then be sure to get up, get around, shower, get outside, maybe do something with family or friends. Laughing, connecting, conversing ... all of these things can help charge our batteries when the sun is not up for the job,” said Dr. Mark Baird, clinical psychologist and Whitworth University professor.

Seasonal depression, or seasonal affective disorder (SAD) is assumed to affect around 30% of the population, according to Johns Hopkins research. SAD is characterized by symptoms of anxiety, depression, daytime drowsiness, trouble concentrating, trouble sleeping, increased irritability, low energy levels, increased fatigue and increased sensitivity.

These shifts arise primarily due to the shortening of days lengthening the dark hours throughout the fall and winter months. This

phenomenon causes the body to release more melatonin while awake caused by a decrease in sunlight.

“We notice an increase in utilization of counseling services beginning in mid-October. We attribute this mostly to mounting academic pressures. However, the weather changes, including shorter days and less daylight, are known to bring on symptoms of depression,” said Molly DeWalt, director of Whitworth’s counseling services.

“It is thought that shorter days, and therefore less exposure to daylight, is behind the onset of seasonal depression,” said DeWalt. “Symptoms return, and improve, at the same time every year, generally between late October and mid-April.”

Many factors characterizing college life, such as distance from family and a new living situation, may contribute to a wave of seasonal depression for students, according to John Hopkins research.

“Increased academic stress is consistent with the timing of the onset of seasonal depression and the relief of the end of the academic year is consistent with the end of the cycle,” said DeWalt. There could be something to the rhythm of living closely with others on campus that increases stress along the same pattern of increased academic stress and weather [changes], such as being forced inside more with so many people.”

Although these factors inevitably begin to take effect for many college students, combative measures abound, many of these university-facilitated or easily accessible.

“When we behave depressed, we can begin to feel depressed,” said Baird. “I warn my students before long breaks that, while they may benefit from much needed, and much earned, rest, not to overdo

it or it can have the opposite effect. They can start to feel more tired the longer they stay in bed or inactive.”

Linked with this is the necessity of routine, as too much rest can compound symptoms of seasonal depression. On the other hand, not getting enough can have an equally negative effect on mental health.

“Go to bed at the same time every night and get up at the same time every day. Try to get six to eight hours of sleep each night. Sleep is the first line of defense for depression and anxiety. Don’t ‘save your sleep’ for the weekend!” said DeWalt.

So much of what eases seasonal depression comes in the form of personal work, effort and choice directed at not succumbing to this natural onset, according to John Hopkins. Pre-planning and actively finding ways to soothe oneself can regulate a circadian rhythm within darker months.

“Get outside. Try to be outdoors at least an hour a day even on cloudy, foggy days. Of course, sunny days are best, so take advantage of those days to get the most exposure to natural light,” said

DeWalt. “Sitting by a window in the sun can also help. Resist the urge to stay in bed all day, even if it feels cozy.”

Exercise provides a means to be outside with a purpose and may add incentive to leave the cocooned warmth of one’s home. Engaging in cardiovascular activity, such as running or walking, 20 to 30 minutes per day sig-

nificantly increases mood while simultaneously decreasing the risk of major depression.

“Get above the clouds. Take a road trip that gets you to a sunny place. It’s a good reminder that the gloominess is but one season of a cycle that will soon bring bright sun,” said Baird.

However, with the scarcity of northwestern sunny days, a manufactured light source is the most powerful defense against seasonal depression. A manufactured light source can suffice for moments where the prospect of embarking into the rain may feel insurmountable.

“The easiest first step is getting a ‘happy light.’ Research is pretty clear that for a seasonal onset of depressed mood, the light therapy can help with depressed mood, irritability and lower energy levels.

Just don’t use it for too long or you may start to feel increased agitation,” said Baird.

“Students need only come to the counseling center with their student ID and fill out some forms. They must return the light therapy lamp by a certain date in April, or a charge will go on their student account. Instructions on how to use the lamp are given to the student. It’s important to use the lamp as directed and daily for best results,” said DeWalt.

Coupled with these measures, the primal need for community might mitigate seasonally depressive states. The necessity for rest must be balanced with fulfilling social engagement. “We have an innate

need to relate, so finding the balance of downtime with interactive time can really make a difference in mood,” said Baird.

“It’s a good idea to prepare for the ‘season’

beforehand by developing a list of activities you enjoy doing. Begin with ones you can do without much effort, like listening to an up-beat playlist or going for a

walk, to more involved ones like skiing with friends or planning a dinner party,” said Baird.

Having a list created ahead of time allows for a much easier process of picking an activity that matches the energy level of any given moment.

“Go help. Finding ways to contribute to someone else’s wellbeing is another well-researched mood enhancer. If you’re short of ideas on how to do this, I’m certain the Dornsife Center for Community Engagement or campus ministries have ample opportunities that fit your style of engagement,” said Baird.

Reaching outside of oneself and taking focus away from one’s own thoughts and emotions can be an antidote against seasonal depression while also creating a much-needed link to community.

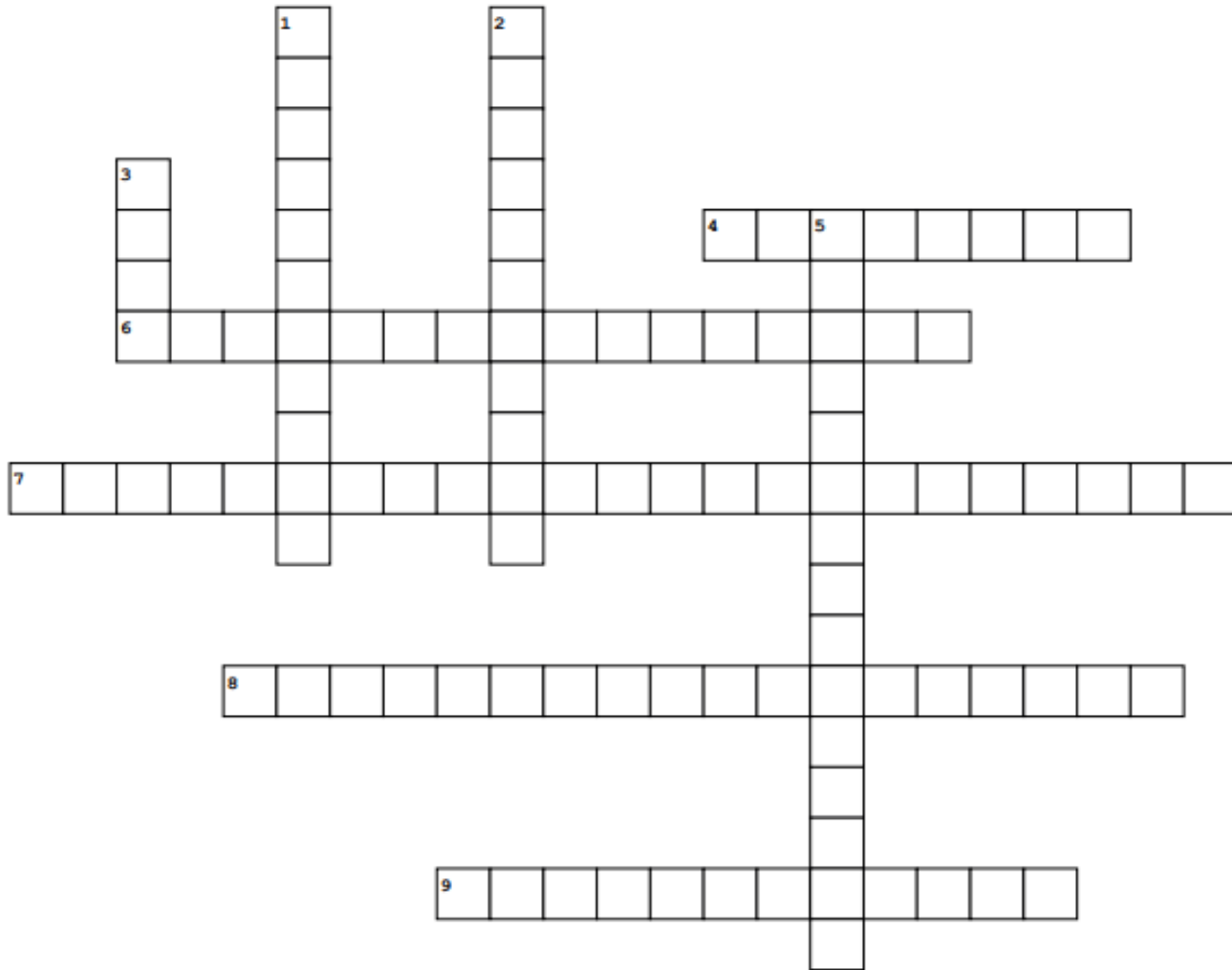
“Therapy has been proven time and time again to reduce depression,” said Baird. Whitworth’s student counseling services are available twenty-four-seven, and engaging in meaningful conversation about one’s mood

can provide both peace and a way forward as the sun comes with spring.

**“I warn my students before long breaks that, while they may benefit from much needed, and much earned, rest, not to overdo it or it can have the opposite effect. They can start to feel more tired the longer they stay in bed or inactive.”**

**“Research is pretty clear that for a seasonal onset of depressed mood, the light therapy can help with depressed mood, irritability and lower energy levels. Just don’t use it for too long or you may start to feel increased agitation.”**

# Crossword Puzzle



## Across

- 4. the building containing the Sociology Department's food bank
- 6. 10 free counseling sessions are available for all students here
- 7. Extra courses, often offered in STEM classes to provide additional help
- 8. a writing center located in the library
- 9. free health checkups and resources are available here

## Down

- 1. the building with a second food bank, run by Humanities
- 2. All purpose help program, located in the HUB
- 3. a place to go to workout or leave for an off-campus hike
- 5. a food bank located in the HUB stocked with ingredients



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