The wellness unit of Student Health & Wellness supports student learning through health promotion services aimed at helping students develop healthy lifestyles now and for their futures.

**Student Wellness**

**Staff**
- Dietitian
- Health educators
- Fitness specialist
- Substance abuse counselor

**Services**
- Nutrition consultations
- Fitness and exercise consultations
- Alcohol and drug prevention, evaluation, and education
- Tobacco cessation consultations
- Sexual health supplies and information
- Stress management consultations
- Sleep program and consultations
- Educational outreach workshops on a variety of health topics

**LOCATIONS**
- Westlawn Building (in Student Health & Wellness)
- Campus Recreation & Wellness Center (in Wellness Services Suite)

**CONTENTS**
- ASTP
- BASICS
- BinGO HAWKS
- Game of a Healthier Life
- Health Ninjas
- Healthy Hawk Challenge
- Intuitive Eating
- LOTT
- Mirage
- Pieces
- Red Watch Band
- Refresh
- RISE
- Summary Page
Alcohol Skills Training Program (ASTP) is an evidence-based prevention program designed to educate students about alcohol, and help them closely examine their own relationship with alcohol to create their own boundaries for acceptable versus non-acceptable use of alcohol and other drugs. Group discussion is centered on perceptions vs reality of use on campus and how environmental factors can influence use. As a group, students develop ways to change the message around alcohol that increases visibility of light or non-drinking peers.

**Individual Components:** sharing personal stories, basic alcohol education, AUDIT survey, perceptions reflection, use worksheet (expectancies, perception reflection, use assessment)

**Norms & the Environment:** perceived vs. actual norms, NCHA data, messaging, shifting the focus off of alcohol

**Assessment:** pre-survey (worksheet) & 6 week post-survey

As a result of the pilot run of ASTP, the recommendation from campus partners is to train all Fraternity and Sorority Life members by spring of 2021.

**WHAT STUDENTS THOUGHT**

- I am more aware of how I could possibly be negatively impacted by using alcohol and try to prevent that.
- I learned how certain behaviors create a culture and how to challenge/change those behaviors.
- The party lifestyle is not as prevalent as society has us believe.
- I am much more careful on how much I drink and observe how much alcohol my peers drink.
Brief Alcohol Screening and Intervention for College Students (BASICS) is an evidence-based program using a harm reduction approach. It is one of the higher levels of alcohol education offered by SHW. It consists of 2 individual sessions which focus on personal feedback and reflection on alcohol and marijuana behaviors, and identification of strategies to reduce negative consequences.

95.2% of participants who completed the evaluation could name one way BASICS helped them.

Three months after BASICS, there were several significant changes.

<table>
<thead>
<tr>
<th>Significant Changes (n=139)</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical # of drinks</td>
<td>4.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Average BAC</td>
<td>.05</td>
<td>.03</td>
</tr>
<tr>
<td>Negative Consequences (Past 30 Days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did something later regretted</td>
<td>19.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Forgot where was or what did</td>
<td>27.3%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Got in trouble with police</td>
<td>10.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Had a hangover</td>
<td>35.2%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Average Number of Consequences</td>
<td>1.1</td>
<td>.5</td>
</tr>
<tr>
<td>Protective Behaviors (Past 30 Days)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paced drinks to 1 per hour</td>
<td>25.9%</td>
<td>52.5%</td>
</tr>
<tr>
<td>Avoided drinking games</td>
<td>42.5%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Acted as a designated driver</td>
<td>25.9%</td>
<td>38.1%</td>
</tr>
</tbody>
</table>

MARIJUANA USE DECREASED SIGNIFICANTLY, WITH 50.0% USING IT IN THE MONTH BEFORE BASICS AND 34.8% USING IT THREE MONTHS FOLLOWING BASICS.** HOWEVER, THERE WERE NO SIGNIFICANT CHANGES IN NEGATIVE CONSEQUENCES FROM MARIJUANA USE AMONG USERS. (N=37)
**BinGO HAWKS** is a 5 week program in which University of Iowa students were challenged to score as many bingos on their BinGO HAWKS card as possible. This was done by completing tasks that were focused around healthier eating. The program took place from September 28 to October 30.

**Behavior Change**

Just over 55% of participants took the post-survey. Student ID matching allowed us to compare pre- and post- data.

**Average Daily Servings Pre- and Post- Program**

**What Students Thought**

The bingo format made it easy to set, keep track of, and complete goals. • I liked how simple the tips were. It made it seem very doable and not as overwhelming as eating a balanced diet can be at times. • I liked getting weekly tips and emails because it gave you one thing to focus on. • You had nice plant-based options. • Easy way to change eating style.

***All changes were shown to be significant at the p<.001 level.***
Game of a Healthier Life was implemented for the first time in the Spring 2017 semester. The online program focused on exercise, nutrition and well-being. Participants were sent weekly goals, expert tips and support. The goal was to accumulate as many points as possible over the five weeks by eating healthy, exercising regularly and improving self-care habits. The program took place from January 29 to March 4.

### Behavior Change

#### Satisfaction with Choices (1-5, with 5 being most satisfied)

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity ***</td>
<td>2.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Nutrition***</td>
<td>2.9</td>
<td>3.8</td>
</tr>
<tr>
<td>Mindful Eating***</td>
<td>2.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Time Management***</td>
<td>3.1</td>
<td>3.8</td>
</tr>
<tr>
<td>Stress Management***</td>
<td>2.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Spiritual Health***</td>
<td>3.1</td>
<td>3.6</td>
</tr>
<tr>
<td>Sleep***</td>
<td>3.1</td>
<td>3.7</td>
</tr>
<tr>
<td>Relationships ***</td>
<td>3.8</td>
<td>4.3</td>
</tr>
</tbody>
</table>

### Days Making Healthy & Balanced Choices (0-7 days/week)***

- Physical Activity
  - Pre: 3.2
  - Post: 3.9
- Nutrition
  - Pre: 3.8
  - Post: 4.5
- Mindful Eating
  - Pre: 4.5
  - Post: 4.2
- Time Management
  - Pre: 4.5
  - Post: 4.8
- Stress Management
  - Pre: 3.4
  - Post: 4.2
- Spiritual Health
  - Pre: 2.9
  - Post: 3.5
- Sleep
  - Pre: 4.1
  - Post: 4.5
- Relationships
  - Pre: 5.1
  - Post: 5.5

* *p<.05  **p<.01  ***p<.001

### What Students Thought

It made me more mindful of the things I was doing in my daily life and motivated me to make better and more conscious decisions. • It gave me goals to strive for each week. • I liked that there was an emphasis on mental health, which is just as important as physical health. • I liked getting reminders every week, it helped me to stay motivated.
Health Ninjas are students nominated by their peers who recognize the influence that students have on one another when it comes to making healthy choices. They are trained and equipped with interesting health knowledge that may be used in everyday conversations. Through these conversations, healthy practices are supported and myths are dispelled. It is an exciting opportunity for students to improve the health of their friends, peers and the greater campus community.

Outreach Events included residence hall outreach, tabling across campus, and assistance with presentations. Social Events included meetings, intramural sports, video projects, and volunteer events.

85% of Health Ninjas agree that the program encouraged them to adopt healthy behaviors.

92% agree that they feel knowledgeable about health topics and have developed a better understanding of peer influence.

85% feel a sense of community in the group and have developed leadership skills.

100% agree that the Health Ninja Program is important to have at the University of Iowa.

I love the people, and the meetings are always the highlight of my week.
• I enjoy learning about healthy options and health. • The meetings and activities we do are fun, and I actually learn some useful information from them. Also, it is nice to have people in similar majors that can give you advice for what paths to take in school. • I enjoy the opportunity to practice health promotion outside of classes.
For the sixth year, the entire University of Iowa sophomore class was invited to take part in an online health risk assessment dubbed the Healthy Hawk Challenge (HHC). This tool provided personalized feedback on many health behaviors. Students who met specific high-risk criteria were asked to participate in the second part of the HHC—an evidence-based alcohol intervention aimed at lowering their risk. Sixty-one percent of students were invited for part two.

SURVEY RESULTS (online)

511 sophomores completed the evaluation
96.9% could list one thing they learned about their health after taking the HHC
95.1% could name one thing they had done to improve their overall health after taking the HHC

CAMPUS RESOURCES:
49.3% of Healthy Hawk Challenge participants reported turning to a campus resource after taking the Healthy Hawk Challenge. The most common resource was Student Health & Wellness (SHW) clinical services (37.8%), followed by SHW wellness services (22.1%) and University Counseling Service (21.6%)

ALCOHOL EDUCATION RESULTS (in-person)

259 sophomores completed the alcohol intervention
135 completed the 3-month follow up
96 completed the 6-month follow up
129 completed the 12-month follow up

<table>
<thead>
<tr>
<th></th>
<th>Change after 3 months</th>
<th>Change after 6 months</th>
<th>Change after 12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of binge drinking occasions in the last 2 weeks</td>
<td>1.5 to 1.0**</td>
<td>1.5 to 1.1**</td>
<td>1.8 to 1.3**</td>
</tr>
<tr>
<td>Average typical number of drinks</td>
<td>4.9 to 3.7***</td>
<td>5.1 to 3.8***</td>
<td>5.7 to 4.2***</td>
</tr>
<tr>
<td>Average typical BAC</td>
<td>.08 to .05***</td>
<td>.07 to .05***</td>
<td>.09 to .05***</td>
</tr>
<tr>
<td>Percent who had any negative consequences from use</td>
<td>88.1% to 72.6%**</td>
<td>87.5% to 75.0%*</td>
<td>95.3% to 82.9%**</td>
</tr>
</tbody>
</table>

12 month data from 2016-2017 alcohol education participants;
*p<.05  **p<.01  ***p<.001
Intuitive Eating (IE) is an evidence-based approach that teaches students how to create a healthy relationship between mind, body, food, and exercise. Intuitive Eating workshops and programming launched in Fall 2011. All Intuitive Eating workshops and programming are free for students and presented by health educators from Student Health & Wellness who possess the Intuitive Eating Counselor certification.

Four workshops were offered to students in the 2017-18 academic year, but two were canceled due to low enrollment.

BEHAVIOR CHANGE

A pre-post comparison of 13 students shows there were some significant changes.

<table>
<thead>
<tr>
<th>Percent Who Agreed</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find it difficult to sense when feeling hungry or full</td>
<td>45.5%</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

Confidence

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust body to tell self when to eat</td>
<td>2.2</td>
<td>3.0</td>
</tr>
<tr>
<td>Trust body to tell self what to eat</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Trust body to tell self how much to eat</td>
<td>1.6</td>
<td>2.7</td>
</tr>
<tr>
<td>Manage negative emotions without using food</td>
<td>1.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Focus on how it feels to move body instead of the calorie-burning effects of exercise</td>
<td>2.3</td>
<td>2.9</td>
</tr>
<tr>
<td>Make food choices that honor health and make feel good</td>
<td>2.4</td>
<td>3.1</td>
</tr>
<tr>
<td>Distinguish between biological hunger and emotional hunger</td>
<td>1.9</td>
<td>2.9</td>
</tr>
</tbody>
</table>

* *p<.05  ** p<.01  *** p<.001

It has helped my relationship with food & has allowed me to find balance & enjoy foods I love. • It has made me more aware of my body and how I feel about it. • Made me realize that I need to focus more on what my body has done for me instead of criticizing its limitations. • This is an awesome course. Can we make it more available to other students by increasing number of sessions? • It helped me realize that I needed to make adjustments.
Look Once Think Twice (LOTT) is a group class based on bystander awareness principles. LOTT is offered to students who are found responsible for being in the presence of, but not consuming, alcohol or drugs in the residence halls. The aim of LOTT is to help empower students to speak up and/or remove themselves from situations they find to be uncomfortable or against their personal beliefs.

After the training:

- 95.5% of students agreed they thought more critically about how their choices align with their values
- 92.1% of students agreed that LOTT taught them new ways to act as active bystanders
- 88.8% of students agreed that they were more comfortable taking action in a situation that could have a negative outcome

Students were asked how to intervene in the following scenarios

You see a student who is drunk and having trouble standing at a party.

95.5% of students could identify two examples of how to intervene

Your roommate has some friends from high school visiting. They are pre-gaming in your room before heading downtown.

95.5% of students could explain how intervening affects a personal value of achievement
The Mirage was held for the sixth year on December 1st. This annual event has three purposes:

1. Build community between and within identity groups with specific focus on LGBTQA identities.
2. Increase the understanding of HIV/AIDS issues, prevention, and treatment in the local and global community.
3. Provide education regarding safer sex practices across sexual orientation.

**Condom Casino Assessment**

83% learned new information about different identities
92% said they would apply the skills/tools they learned to live a healthier lifestyle
83% learned skills/information that was useful to them
96% said they would encourage others to engage in healthy behaviors

**Event Assessment**

159 completed an iPod survey during performances.
64% said they would be likely to be drinking if they were not there
96% said this experience exposed them to how others different and similar to them experience the world.
**Significant Changes** (n=177, completed pre- & post-survey)

<table>
<thead>
<tr>
<th>Alcohol Use</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical number of drinks per occasion**</td>
<td>3.95</td>
<td>3.39</td>
</tr>
<tr>
<td>Average BAC***</td>
<td>.05</td>
<td>.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Consequences (Past 30 Days)</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did something later regretted***</td>
<td>20.3%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Got in trouble with police*</td>
<td>9.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Forgot where they were or what they did*</td>
<td>11.9%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Had a hangover***</td>
<td>42.4%</td>
<td>24.9%</td>
</tr>
<tr>
<td>Average number of consequences***</td>
<td>0.93</td>
<td>0.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Risk Drinking Behaviors (Past 30 Days)</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Gaming***</td>
<td>65.0%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Shots***</td>
<td>60.5%</td>
<td>35.6%</td>
</tr>
<tr>
<td>Drinking Games***</td>
<td>43.5%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Average number of high risk behaviors***</td>
<td>2.0</td>
<td>1.3</td>
</tr>
</tbody>
</table>

*p<.05  **p<.01  ***p<.001
The Red Watch Band Program (RWB) finished its eighth year at The University of Iowa. The training is provided to students for free with the goal of preventing alcohol overdose deaths and toxic drinking. Students are taught the knowledge and skills to "make the call," and using role plays, given opportunities to build confidence to intervene on behalf of another.

Students register for classes online through the Student Health & Wellness website.

**BEHAVIOR CHANGE**

108 students completed a three month follow-up survey. Of these, 74.1% of students changed their own drinking behavior as a result of the training. The most common drinking behavior changes include drinking fewer drinks (33.3%), drinking on fewer days (26.9%), alternating non-alcoholic and alcoholic drinks (24.1%), not exceeding a set number of drinks (20.4%), and avoiding drinking games (13.9%).

About 12% of students reported not drinking prior to the training, so a total of 86.1% of participants either didn’t drink from the start or changed at least one drinking behavior after the training.

**WHAT STUDENTS THOUGHT**

This is great, all students should be required to take this course during freshman orientation. • It was very organized and was easy to learn. • I was interested the entire time, and the instructors were great.

**Students Helping Students**

12.1% of participants who took the evaluation reported that they took action in an emergency situation in the three months following the RWB training. 63.9% of participants reported discussing RWB with their peers.

**Knowledge Gains***

99.6% of students were satisfied with the training
99.1% would recommend the training to a peer
97.9% said they would be more willing to intervene in an emergency, as a result of the training
Refresh aims to provide Hawkeyes with the skills, strategies and support to achieve more restful nights. Since 2013, the Refresh program has included the email version—a weekly email for 8 weeks that has an attached PDF that provides program information on the physiology of sleep, relaxation training, mindfulness training, cognitive strategies and daily sleep logs. The phone app started in fall 2014. The full app program can be completed in 35-45 days. In the first portion, the app helps students assess their sleep habits through questionnaires and sleep monitoring. The second portion of the program guides students through their customized Sleep Improvement Plans, providing them with strategies, skills and support along the way.

In 2015, a new sleep consultation option was added for students who were interested. Students can also check out a heart rate monitor to go with the app version.

**BEHAVIOR CHANGE**

Evaluations of both versions yielded positive results on all sleep measures. Significant changes were found in both versions. When looking at both versions together, significant changes were found in the following measures:

**Reductions in:**
- difficulty falling asleep
- difficulty staying asleep
- problems waking too early
- the extent that their sleep problem interferes with daily functioning
- worry about not being able to fall asleep
- average score on the Insomnia Severity Index
- average score on the PROMIS Sleep Disturbance scale

**Increases in:**
- satisfaction with their current sleep pattern & with sleep in past 7 days
- sleep quality
- refreshment from sleep

**WHAT STUDENTS THOUGHT**

- 76.9% reported learning more about sleep as a result of the program
- 71.8% reported that they will apply the skills they learned to help them live a healthier lifestyle
- 79.5% said they would recommend the program to a friend
In the fall of 2014, Student Health & Wellness began offering a new alcohol education program called RISE.

RISE is a 30-minute one-on-one consultation targeted at students with minor alcohol violations. It is composed of various reflection and goal-setting activities to help students critically think about how their behaviors and actions might conflict or interfere with their overall goals and success throughout college. The RISE consultations implement a harm-reduction approach and include components of motivational interviewing to help empower students to make a change and become more involved with other activities on campus.

Students also discuss how the surrounding environment could potentially affect their overall perceptions about drinking. Facilitators of the program discuss possible strategies the student could implement if they choose to drink, but also discuss some reasons why it is best to delay drinking. The RISE program can also help connect students to other SHW and campus resources to help address any other issues they are experiencing that could potentially be affecting their overall health and wellness.

**Knowledge Change**

Student worksheets completed during the session indicated...

- 100.0% of participants could name two ways alcohol could affect their semester goal(s).
- 96.4% could name one way campus culture/environment could influence an individual’s choice with alcohol.
- 92.7% could name one reason that it is best to wait until age 21 to drink.
- 94.5% could name one strategy to reduce negative consequences while drinking.
- 98.2% could name one alternative to drinking.
- 94.2% could name one thing that they learned during the 30 minute session.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol &amp; Drugs</td>
<td>1,766</td>
<td>1,721</td>
<td>1,114</td>
</tr>
<tr>
<td>Fitness</td>
<td>396</td>
<td>358</td>
<td>403</td>
</tr>
<tr>
<td>Nutrition</td>
<td>587</td>
<td>556</td>
<td>547</td>
</tr>
<tr>
<td>Sleep</td>
<td>16</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Stress Management</td>
<td>30</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>Tobacco</td>
<td>3</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL**: 2,798

OUTREACH events

Health Expos  1,300
  2016-2017: 1,200
  2015-2016: 1,350

Health Fair  2,700
  2016-2017: 2,100
  2015-2016: 2,600

Orientation Events  13,747
  2016-2017: 14,442
  2015-2016: 11,902

Total Outreach  46,869
  2016-2017: 50,930
  2015-2016: 47,897

ONLINE interventions & screenings

Prevention Interventions:

Alcohol  6,160
  2016-2017: 7,544
  2015-2016: 9,421

Marijuana  185
  2016-2017: 104
  2015-2016: 557

Screenings:

Depression  606
  2016-2017: 430
  2015-2016: 490

Anxiety  484
  2016-2017: 392
  2015-2016: 495

Bipolar Disorder  156
  2016-2017: 121
  2015-2016: 125

Substances  421
  2016-2017: 186
  2015-2016: 74

Disordered Eating  104
  (new this year)

PTSD  61
  2016-2017: 43
  2015-2016: 55

WEBSITE hits

2016-2017: 333,883
2015-2016: 292,190
2017-2018: 319,752