The wellness branch 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**
Our certified health educators, dietitian, substance abuse counselor, and fitness expert support student learning through educational & health promotion services.

**Services**
- Nutrition consultations
- Fitness and exercise consultations
- Alcohol and drug prevention, evaluation, and education
- Tobacco cessation counseling
- Sexual health supplies and information
- Stress management
- Educational outreach workshops

**Locations:**
- Westlawn Building (in Student Health & Wellness)
- Campus Recreation & Wellness Center (in Wellness Services)
The web continues to be a popular choice among students for receiving health information and programs. 5 Weeks to Wellness was implemented for the first time in the spring semester.

End of program evaluations (n=473) indicated that 81% of respondents felt that the 5WW challenge motivated them to increase their exercise and 88% said it motivated them to eat a healthy diet.

>892 students registered for the program

>455 students completed the program (earned 50+ tokens)

The majority of students reported learning more about exercise (63%) and nutrition (75%) from the challenge.

<table>
<thead>
<tr>
<th>Changes (n=468 students who completed pre &amp; post)</th>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of minutes/days in a typical week that students reported participating in...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate-intensity cardiovascular activity (minutes)***</td>
<td>183.3</td>
<td>242.8</td>
</tr>
<tr>
<td>Vigorous-intensity cardiovascular activity (minutes)***</td>
<td>129.2</td>
<td>162.4</td>
</tr>
<tr>
<td>Strength training activities (days)***</td>
<td>2.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Flexibility exercises (days)***</td>
<td>2.5</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of days in a typical week that students reported...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consuming 3+ servings of fruits and vegetables***</td>
<td>4.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Consuming 3+ servings of whole-grains***</td>
<td>4.4</td>
<td>4.8</td>
</tr>
<tr>
<td>Consuming 1+ servings of lean protein***</td>
<td>4.8</td>
<td>5.1</td>
</tr>
<tr>
<td>Choosing water instead of a sugary or alcoholic drink***</td>
<td>5.7</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily servings of fruits and vegetables***</td>
<td>3.0</td>
<td>3.7</td>
</tr>
<tr>
<td>Daily 8 oz. cups of water***</td>
<td>5.2</td>
<td>6.4</td>
</tr>
<tr>
<td>Number of new healthy foods tried in last month***</td>
<td>2.6</td>
<td>4.4</td>
</tr>
</tbody>
</table>

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

What Students Think:
- 79% of participants who completed the evaluation said the prizes motivated them to reach their health goals
- 89% said they will apply the skills learned in 5 Weeks to Wellness to help them live a healthier lifestyle
- 92% would participate if the program was offered again
Behavior Changes

**285:085 Alcohol and Your College Experience (AYCE)** was developed in 2005 in collaboration between faculty in the Department of Health and Sport Studies (currently Health & Human Physiology) and Student Health & Wellness staff. AYCE addresses individual and environmental determinants of high-risk drinking, particularly as they are contextualized at The University of Iowa. It does so using an evidence-based, personalized feedback model (G. Alan Marlatt’s model) that provides students with information on their current drinking behaviors. AYCE also uses health promotion theories to help students:

1. Decrease negative consequences associated with certain drinking behaviors.
2. Create behavior change plans for lower-risk drinking strategies.
3. Improve environmental supports for safer use of alcohol and alternative activities. All of the course content is applicable to non-drinkers.

Since 2005, this course has been taken by **2390** students.

**287** students took the course in the 2013-2014 academic year.

### Knowledge Changes

<table>
<thead>
<tr>
<th>Significant Changes</th>
<th>Beginning of Session</th>
<th>End of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Gains</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First function to be impaired when drinking*</td>
<td>40.7%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Factors that influence blood alcohol concentration***</td>
<td>62.7%</td>
<td>83.8%</td>
</tr>
</tbody>
</table>

### Behavior Changes

<table>
<thead>
<tr>
<th>Significant Changes</th>
<th>Beginning of Session</th>
<th>End of Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drinking Behaviors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-day prevalence of alcohol use*</td>
<td>88.6%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Average # of days used alcohol in past 30 days***</td>
<td>5.0</td>
<td>4.1</td>
</tr>
<tr>
<td>High risk drinking rate**</td>
<td>73.7%</td>
<td>64.9%</td>
</tr>
<tr>
<td>Average # of high risk occasions in last 2 weeks **</td>
<td>2.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Average number of drinks per occasion**</td>
<td>5.6</td>
<td>5.2</td>
</tr>
<tr>
<td>Average BAC***</td>
<td>0.08</td>
<td>0.07</td>
</tr>
</tbody>
</table>

n=204; Not all significant changes listed, due to space limitations

*p<.05  **p<.01  ***p<.001
Go Bananas is a new, 4-week program, that was offered for the first time in the fall semester. The goal was to eat a fruit or vegetable for a snack at least once per day. Participants each received a log form to track their progress. Each week, participants received health tips and motivational emails.

Over 55% of participants (n=311) took the post-survey. Student ID matching allowed us to compare pre- and post- data.

Average Number of Daily Servings Before & After the Program

Average Number of Days Per Week Participants Ate a Fruit or Veggie as a Snack

*All changes were shown to be significant at the p<.001 level.*

What Students Thought:

- Loved the email reminders.
- I liked the length of the program so you could actually see behavior change as time went on. That way, you had time to see behaviors you wanted to change, begin changing, and start to see regular improvement.
- It was fun and interesting; made it not seem like a hassle because all I had to do was replace a snack with a fruit.
- I liked the print out I could take with me and mark.
- My favorite part of the Go Bananas challenge was being able to keep track of my fruit and vegetable intake on a regular basis and not just trying to remember to eat a healthy snack.
- It provided hints and ideas to correctly snack healthy.
- It helped me eat better.
For the fourth year, the entire University of Iowa sophomore class was invited to take part in an online Health Risk Assessment (HRA) 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 percent of students were invited for part two.

1,631 sophomores completed the HRA

302 sophomores completed the alcohol intervention

463 sophomores completed the 3-month evaluation

98% of sophomores could list one thing they learned about their overall health by taking the online Healthy Hawk Challenge and receiving their wellness report. This is higher than the last 3 years (86%, 89%, & 96%).

98% of sophomores could name one thing they had done to improve their overall health as a result of taking the online Healthy Hawk Challenge and receiving their wellness report. This is higher than the last 3 years (84%, 94%, & 95%).

Knowledge Gains

- 65% of students reported advancing in readiness to change their alcohol behaviors
- 100% of students could identify how drinking affects their health and an action they could take to reduce their risk

Behavior Change

3 Month Follow-up Survey:
- Decrease in number of days using alcohol in last 30 days (avg. of 4.7 to 4.3, p<.01)
- Decrease in typical number of drinks (avg. of 5.5 to 4.7, p<.01)
- Decrease in typical BAC (average of .09 to .07; p<.05)

The 12 month follow-up survey (using 2012-2013 participants) & 24 month follow up survey (using 2011-2012 participants) also found several significant changes in drinking behavior.

Survey Results

Knowledge Gains

- 65% of students reported advancing in readiness to change their alcohol behaviors
- 100% of students could identify how drinking affects their health and an action they could take to reduce their risk

Behavior Change

3 Month Follow-up Survey:
- Decrease in number of days using alcohol in last 30 days (avg. of 4.7 to 4.3, p<.01)
- Decrease in typical number of drinks (avg. of 5.5 to 4.7, p<.01)
- Decrease in typical BAC (average of .09 to .07; p<.05)

The 12 month follow-up survey (using 2012-2013 participants) & 24 month follow up survey (using 2011-2012 participants) also found several significant changes in drinking behavior.

Campus Resources:

46% 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 clinical services (33%), followed by SHW wellness services (22%) and University Counseling Service (17%).
Intuitive Eating 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 were free for students and presented by Student Health & Wellness health educators who possess the Intuitive Eating Counselor certification.

31 students
Participated in the 4-week workshops

100% of participants who completed the evaluation (n=18) agreed that Intuitive Eating helped them create a healthy relationship with food, reject the diet mentality, and feel more confident in making healthy nutrition and exercise choices.

88% agreed that IE helped them to create a healthy relationship with exercise.

83% agreed it helped them to feel more positive and accepting of their body.

A pre-post comparison of 18 students shows there were many significant changes.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Correct on Learning Question</th>
<th>Could State Action Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Reject the Diet Mentality (n=25)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2 - Honor Your Hunger (n=21)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3 - Make Peace with Food (n=21)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4 - Challenge the Food Police (n=21)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5 - Feel Your Fullness (n=19)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>6 - Discover the Satisfaction Factor (n=19)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>7 - Cope with Emotions without Using Food (n=18)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>8 - Respect Your Body (n=17)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>9 - Exercise and Feel the Difference (n=17)</td>
<td>94.1%</td>
<td>100%</td>
</tr>
<tr>
<td>10 - Honor Your Health with Gentle Nutrition (n=17)</td>
<td>100%</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

A pre-post comparison of 18 students shows there were many significant changes.

<table>
<thead>
<tr>
<th>Confidence (1=not confident; 2=somewhat confident; 3=confident; 4=very confident)</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust your body to tell you when to eat</td>
<td>2.4</td>
<td>3.1</td>
</tr>
<tr>
<td>Trust your body to tell you what to eat</td>
<td>1.9</td>
<td>2.6</td>
</tr>
<tr>
<td>Trust your body to tell you how much to eat</td>
<td>1.9</td>
<td>3.1</td>
</tr>
<tr>
<td>Give yourself unconditional permission to eat what you really want</td>
<td>2.3</td>
<td>2.9</td>
</tr>
<tr>
<td>Focus on how it feels to move instead of the calorie-burning effects of exercise</td>
<td>2.7</td>
<td>3.3</td>
</tr>
<tr>
<td>Distinguish between biological hunger and emotional hunger</td>
<td>2.0</td>
<td>2.9</td>
</tr>
</tbody>
</table>

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

170 students attended a LOTT training in the 2013-2014 academic year.

70 students completed the evaluation.

Knowledge Changes

- 94.3% of students agreed that they were more confident in their ability to address a situation that did not align with their beliefs as a result of the training.
- 97.1% of students agreed that they were more aware of bystander interventions as a result of the class.
- 95.7% of students could list one example of a bystander intervention that they learned in the LOTT training. Only 92.8% could name a bystander intervention before the class began.
- 94.3% of students could list one UI resource for finding alcohol-free events.
- 92.9% of students could list one UI website for finding alcohol-free events.

Next year, the assessment will change. It will ask similar questions, but they will be exactly the same for pre– and post– assessments, to enable the identification of significant changes.
**Pieces** is one of Student Wellness’ alcohol education programs; it consists of 2 individual sessions which focus on personal reflection of alcohol-related behaviors, identification of strategies to reduce negative consequences, and alcohol education.

**Pieces** was implemented during the summer of 2012, replacing the group alcohol education class Seminar on Substances. Current research indicates brief, individual sessions based on personal feedback is more effective with college students than group education.

### Behavior Changes

Almost half (48.4%) of students advanced in stage of change between the first and second Pieces session.

Three months later, there were several significant changes in drinking behavior.

<table>
<thead>
<tr>
<th>Significant Changes (n=127)</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alcohol Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical number of drinks per occasion***</td>
<td>4.50</td>
<td>3.64</td>
</tr>
<tr>
<td><strong>Drinking Behaviors (Past 30 Days)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-gaming**</td>
<td>64%</td>
<td>51%</td>
</tr>
<tr>
<td>Shots**</td>
<td>67%</td>
<td>52%</td>
</tr>
<tr>
<td>Average number of high risk drinking behaviors (of 6 listed)*</td>
<td>2.2</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Protective Behaviors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ate before/during drinking**</td>
<td>90%</td>
<td>77%</td>
</tr>
<tr>
<td>Using the buddy system***</td>
<td>33%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Negative Consequences (Past 30 Days)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did something later regretted**</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>Forgot where they were or what they did**</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>Got in trouble with police***</td>
<td>28%</td>
<td>0%</td>
</tr>
<tr>
<td>Average number of consequences***</td>
<td>1.36</td>
<td>0.76</td>
</tr>
</tbody>
</table>
The Red Watch Band Program finished its fifth year at The University of Iowa. The training is provided to University 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

One hundred nine students completed a three month follow-up survey. Of these, 56% of students changed their own drinking behavior as a result of the training. The most common drinking behavior changes include drinking on fewer days (28%), drinking fewer drinks (26%), alternating non-alcoholic and alcoholic drinks (25%), not exceeding a set number of drinks (22%), avoiding drinking games (12%), and not drinking alcohol (5%).

Nearly one in three students who took the training were already non-drinkers. So, nearly 85% of participants either didn’t drink from the start or changed at least one drinking behavior after the training.

### Knowledge Gains

- **Pre**
  - Could name 3 signs of alcohol poisoning: 21.4%
- **Post**
  - Could name 3 signs of alcohol poisoning: 84.2%
  - Could name 3 actions to help someone suspected of alcohol poisoning: 14.7%

- **Pre**
  - Could name 3 signs of alcohol poisoning: 21.4%
- **Post**
  - Could name 3 actions to help someone suspected of alcohol poisoning: 70.3%

### What Students Think:

- 98.5% of students said they would be more willing to intervene in an emergency, as a result of the training.
- 99.7% of students were satisfied with the training.
- 99.0% of students would recommend the training to a peer.
The Refresh program was offered to UI students for the first time during the Spring 2013 semester. This free 8-week program was developed with college students in mind. It is a cognitive behavioral self-help program that was researched and found effective in improving sleep quality for college students. It can be started at any time, and once registered, students receive 8 weekly emails that include PDFs of each week’s information and activities. These include great information and many beneficial strategies to help students sleep better:

- Daily sleep logs
- Learning about circadian rhythms
- Relaxation training
- Constructing a sleep environment
- Sleep and exams
- Worry-busting strategies
- Mindfulness training

70 students enrolled in the program during the 2013-14 academic year. 86% scored high on the insomnia severity index when registering.

9 participants completed the evaluation.

89% of those completing the evaluation reported doing the practice activities for at least 4 (of 8) weeks. The average participant practiced activities 5.8 of the 8 weeks.

### Significant Changes

**Reductions in...**
- difficulty falling asleep*
- difficulty staying asleep*
- how noticeable to others their sleep problem is in impairing their quality of life**
- worry/distress about their current sleep pattern**
- the extent that their sleep problem interferes with daily functioning**
- scores on the Insomnia Severity Index**
- effort to get to sleep**
- worry about not being able to fall asleep**
- scores on the PROMIS Sleep Disturbance scale**

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

n=9 *p<.05   **p<.01   ***p<.001

### Student Feedback

100% reported learning more about sleep as a result of the program
100% reported that they will apply the skills they learned to help them live a healthier lifestyle
89% said they would recommend the program to a friend
INDIVIDUAL ENCOUNTERS summary

FITNESS
- Fitness Consults: 109
- Fitness Assessments: 86
- Equipment Orientations: 12
- Body Composition: 114
- Blood Pressure Checks: 4

TOTAL: 325

TOBACCO
- Initial Visits: 9
- Follow up Visits: 2

TOTAL: 11

ALCOHOL & OTHER DRUGS
- Evaluations: 88
- BASICS: 425
- Pieces: 320
- Other Individual Consults: 10

TOTAL: 843

STRESS
- Initial Visits: 10
- Follow up Visits: 0

TOTAL: 10

NUTRITION
- Initial Visits:...
  - Weight Loss: 88
  - Healthy Eating: 55
  - Disordered Eating: 45
  - Other: 83
- Follow Up Visits: 252

TOTAL: 523

CRWC VISITS
- Student Visits: 449

TOTAL: 449
### Outreach Events

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Expos</td>
<td>1200</td>
</tr>
<tr>
<td>Health Fair</td>
<td>2200</td>
</tr>
<tr>
<td>Orientation Events</td>
<td>3242</td>
</tr>
<tr>
<td>Tabling Events</td>
<td>11358</td>
</tr>
</tbody>
</table>

### Outreach Workshops/Interventions

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>2062</td>
</tr>
<tr>
<td>Tobacco</td>
<td>333</td>
</tr>
<tr>
<td>Nutrition</td>
<td>1308</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>3861</td>
</tr>
<tr>
<td>Stress Management</td>
<td>366</td>
</tr>
<tr>
<td>Alcohol &amp; Other Drugs</td>
<td>3768</td>
</tr>
</tbody>
</table>

### Website Hits

- Online Prevention Interventions:
  - eCHECKUP TO GO (alcohol)......7455
  - eCHECKUP TO GO (marijuana)..76

- Online Screenings
  - Depression ............................ 28
  - Generalized Anxiety Disorder ..... 23
  - Bipolar Disorder ..................... 18
  - Alcohol ................................. 9
  - Posttraumatic Stress Disorder ..... 23

- SHW Website 407,140
INTUITIVE EATING

What We Learned

- Most workshop students were able to correctly answer a learning question and state an action of commitment for each principle
- IE helped students create a healthy relationship with food and exercise
- There was students interest on the west side of campus

What We Will Change

- Offer less workshop sessions in order to fill the ones we do offer (2 in fall; 1-2 in spring)
- Update power point design and packet content
- Change room set up so laptop is underneath projector screen during workshop
- Trial one workshop at MERF
- Add 1-min. recess breaks between principles to add in movement

5 WEEKS TO WELLNESS

What We Learned

- Offering a bigger chance at a large prize instead of a small prize was a popular selection (n=around 150) and can help us reduce cost.
- Adding an “invite a friend” feature on the registration increased registration. Will continue to do this in the future

What We Will Change

- Scorecard was confusing to some students
- Requests for more interactive events. May try holding nutrition and fitness events on same day to get increased numbers
- Offer less workshop sessions in order to fill the ones we do offer (2 in fall; 1-2 in spring)
- Update power point design and packet content
- Change room set up so laptop is underneath projector screen during workshop
- Trial one workshop at MERF
- Add 1-min. recess breaks between principles to add in movement

RED WATCH BAND

What We Learned

- Sending additional reminders during registration were helpful
- Creating learning outcomes for student facilitators helped to outline clear expectations
- Music playing prior to training created a welcoming environment

What We Will Change

- Possibly create a points system to keep student instructors motivated
- Take new photos for marketing the program
- Write numbers on the post-assessment to remind students to write 3 things
- Add interactive activities to the alcohol section (ex: pour a standard drink game?)