1. Unit Overview

University of Houston Wellness (UHW) is a campus wide prevention and education program. It is unique in that prevention and education is all that it does; students are directly involved in their own well-being; and programs and services cross all dimensions of wellness. UH Wellness provides multiple services to promote well being. It provides outreach programs and workshops on a variety of topics related to personal and community health to include issues such as self-esteem, sexual decision making and safer choices, alcohol and other drugs, stress management, nutrition and fitness, communication and relationship skills, emotional well-being, and other health related topics. It also promotes campus wide events, often in conjunction with other university departments. Programming such as Alcohol Awareness Week, World AIDS Day, and other health related, national and local campaigns are promoted by the center. There is a relaxation lab and stress management psycho-educational sessions available as well as nutrition counseling sessions. Finally, peer educators are actively involved in program outreach and service learning projects. They are trained through the Social Health class, HLT 3300, as well as through the peer education lab, HLT 4197.

UH Wellness is also an information clearinghouse, as a way of helping students find resources on a variety of topics. UHW provides some current articles on health topics and assistance in identifying resources on the topics. Consultation and information is provided by trained professional staff and volunteers, on a variety of health related concerns and referrals are offered to those who seek counseling or health care services, or those who are in search of appropriate venues for health related issues not provided at UHW. UH Wellness serves as a network not only for campus, but for the community. The Houston-Galveston is a network of colleges and universities in the area who are committed to promoting healthier lifestyles and campus life.

UH Wellness is an integral part of university and student life, as it promotes healthier choices and a healthier learning environment for students. UHW completes a campus wide wellness survey every year, and shares that data with other departments and the Division, in addition to using it for programmatic decision making. In addition to the services discussed above, UHW serves the following essential functions for the Division of Student Affairs:

A. To ensure that the alcohol and drug prevention and education programming and reporting needs are met for the University of Houston.

   a. Implementation of IMAGE, our campus wide alcohol prevention program, to all incoming freshmen as well as identified high risk cohort groups. Also implement marijuana and other drug prevention and disciplinary program options.

   b. Coordinate the Substance Abuse Prevention and the Substance Abuse Policy Review Committees, including recommendations to the Vice Chancellor of Students Affairs, and completion of the federally mandated biennial review process.
B. To provide comprehensive sexual assault and other violence prevention programming for students on the University of Houston campus.

   a. Coordination of a variety of sexual assault and other violence prevention programs including One in Four: The Men’s Program, Bystander Intervention, Clothesline Project, Take Back the Night, and other targeted programs for students related to sexual assault and other violence issues.

C. To enhance student engagement through the provision and supervision of peer education and service learning at the University of Houston.

   a. Coordination of Cougar Peer Educators (CPE), the student peer education group whose activities include wellness programming, service projects and fund raisers, and provision of educational workshops.

   b. Identify and supervise service learning projects, including those completed by CPE and those required in the Peer Education Lab, HLT 4197.

D. To provide comprehensive wellness and preventive programming in a more deliberate manner by using campus wide wellness assessment.

   a. Implementation of campus wide wellness survey and utilization of the results in program planning. Includes sharing data with appropriate units within DSA as requested and utilizing this data in program development and in educational workshops.

   b. Analysis of data collected through campus assessment.

E. To support student learning through curricular and co-curricular programming at University of Houston.

   a. Teaching (unpaid and without release time) HLT 3300, Social Health and Wellness (two sections each semester). This course serves multiple purposes including recruitment and training of peer educators, providing an educational link between learning about health programming and actual participation in health programming on campus. It also is an option for Health majors and minors as part of their academic training.

   b. Providing internship outlet for students from Health Programs, and also for students enrolled in the Nutrition Internship program (within that academic department)

   c. Providing training for student staff focused on developing transferable professional competencies.

F. To strengthen community engagement by coordinating community outreach, including a consortium of wellness professionals among colleges and universities in the Houston and Galveston area.

   a. Organizing meetings of professionals from the Houston and Galveston area to share ideas and wellness programming (including dissemination of IMAGE).
2. Unit Vision and Mission

**Vision:** To be recognized as a benchmark institution for campus wellness education programs.

**Mission:** The mission of UH Wellness, a campus-wide education and prevention program, is to promote healthy choices and create a healthier, safer learning environment across all dimensions of wellness, including: social, spiritual, intellectual, occupational, physical, and emotional.

3. Goals and Objectives (linked to UHS Goals and Strategic Principles)

Goal 1: To facilitate student development and the student learning process (UHS Goals 2, 3; Strategic Principle 1)
   - Objective 1: To strengthen peer education
     - a. To develop and maintain a sound internal structure
     - b. To establish the scope of work
     - c. To initiate a recruitment process
   - Objective 2: To provide students with experiential learning opportunities
   - Objective 3: To strengthen professional competencies of student employees

Goal 2: To strengthen collaboration and networking within the university and surrounding community (UHS Goals 2, 3; Strategic Principles 1, 7)
   - Objective 1: To develop a community network for wellness promotion
   - Objective 2: To serve as a liaison for wellness to the campus community
   - Objective 3: To increase professional networking

Goal 3: To utilize research-based, theory-driven prevention models (UHS Goal 1; Strategic Principles 1, 4)
   - Objective 1: To initiate innovative programming for students
   - Objective 2: To infuse research into prevention modalities
   - Objective 3: To conduct annual needs assessment for use in planning
   - Objective 4: To utilize outcome-based assessments to measure behavioral and cognitive change

Goal 4: To provide comprehensive wellness programming (UHS Goal 2; Strategic Principle 1)
   - Objective 1: To provide multi-dimensional programming
   - Objective 2: To provide multi-tiered programming (including universal, selective, and indicated prevention)

Goal 5: To promote staff progression towards advanced competencies (UHS Goal 1, 2; Strategic Principles 1, 4, 8)
   - Objective 1: To utilize annual PCD process to identify specific competencies upon which to focus
   - Objective 2: To encourage participation in professional development opportunities
4. Unit Learning Outcomes:

**Learning Outcomes**—

As a result of participating in UH Wellness programs, students will accomplish the following learning objectives:

**Wellness Development Learning Outcome:**
As a result of attending a wellness workshop, 70% of SWiBAT identify a new skill they intend to implement within the next month.
At one month following each wellness workshop, 70% of students who attended and respond to the survey will indicate they have implemented the new skill, that they identified on the post workshop evaluation, to the C/VM (Considerably/Very Much) level.
As a result of attending a campus wide event, 70% of students who participate and respond to an on-site survey (QR Code survey via Campus Labs) will identify a skill or knowledge competency they learned as a result of participating.
As a result of attending a campus wide event, 70% of students who participate and respond to an on-site survey (QR survey via Campus Labs) will indicate that attendance and participation in the event encouraged healthy choices at the M/VM level (Much/Very Much).

**Safety Enhancement Learning Outcomes:**
As a result of attending an IMAGE session, 70% of SWiBAT identify correct norms for alcohol quantity and frequency for UH students.
As a result of attending an IMAGE session, 70% of SWiBAT identify a self-protective behavior they intend to implement.
At one month and six month follow up, 70% of IMAGE participant SWiBAT indicate they have implemented their self-protective behavior to the M/VM level (Much/Very Much).
IMAGE participants will drink (statistically) significantly less often (frequency) than they did at baseline.
IMAGE participants will drink (statistically) significantly fewer drinks per week (quantity) than at baseline.
As a result of attending an IMAGE session, students will report statistically fewer negative consequences than those students who did not attend a session.
As a result of attending an IMAGE session, at least 60% of underage students will report typically consuming zero drinks per week.
As a result of attending a court mandated MIP class offered by UHW, participants will demonstrate a 50% increase in content knowledge learned related to alcohol social and legal issues.

**Student Leadership Learning Outcomes:**
As a result of working or interning at UHW, 70% of students will have improved in at least one self-identified, transferable work competency by the end of the academic year.
As a result of working at UHW, 70% of students will indicate their work experience at UHW has complemented their academic course work and/or career/life goals.

**Health Enhancement Behaviors(stress management, nutrition counseling) Learning Outcomes:**
As a result of attending nutritional counseling, 70% of SWiBAT identify a new skill they intend to implement.
At one month, 70% of students who came to nutritional counseling and responded to follow up survey will indicate they have implemented the new skill they identified in nutritional counseling at the C/VM level (Considerably/Very Much).

Co-Curricular Enhancement Learning Outcomes:
As a result of participating in service learning projects with UHW, 70% of students will indicate that the experience enhanced their classroom learning or supported their career aspirations to the M/VM level (Much/Very Much).
As a result of participating in service learning projects with UHW, 70% of students will indicate that the experience expanded their understanding of people or circumstances different from their own to the M/VM level (Much/Very Much).

5. Unit Accomplishments: Strategic Initiatives

I. Strategic Initiative One—In fall 2012, UHW will strengthen peer education by reinstating certification, working with new officers, and collaboration with DSA and non-DSA partners to create joint ventures

OUTCOME: CPE is again a part of the Bacchus Network and the first of two peers were certified in fall 2012; in spring 2013, another 11 students were certified following a full day training. Additionally, a collaboration with SHRL was initiated that will create a “wellness” floor. UHW will not only provide programming, but will encourage participation with HLT 4197. Efforts have been made to include HLT Programs in the collaboration. (Partially Complete)

II. Strategic Initiative Two—Beginning in fall 2012, discussions will take place with SHRL to strengthen the collaborations available for UHW to reach residential students (most importantly, first year) with wellness initiatives.

OUTCOME: UHW and SHLR have had discussions regarding the provision of IMAGE during an orientation for freshmen as they move to campus in fall. SHLR has agreed to do so as part of the grant (potentially in collaboration with faculty on NIH grant) to allow UHW to present during first week of move in. Additionally, UHW and SHRL have worked to create the wellness floor outlined above. (Partially Complete)

III. Strategic Initiative Three—During FY 13, UHW will strengthen its assessment plan to include an assessment of campus wide events in terms of their impact on student learning and behavior.

OUTCOME: UHW began using a QR Code and Tablets to complete on site assessments at programming events, targeting the implementation of health enhancing behaviors. Currently, we have preliminary data on adoption of new skill/enhancing behavior and some one month follow up. Additionally, UHW has received a national award, for which this assessment is an integral component. (Complete)

IV. Strategic Initiative Four—UHW will seek to create a more fully developed stress management center by adding wellness coaching and a massage therapist. This is an ongoing initiative.

OUTCOME: Discussions have taken place with AVP of H&W and the Director for Campus Recreation on the utilization of space for implemented massage therapy, and to expand the relaxation lab. Awaiting decision. Psych-educational stress management sessions have been implemented as part of the Biggest Loser program spring 2012. Such sessions remain available. Two staff from UHW were enrolled in a Wellness coaching seminar offered at Rice University. One has completed certification and the other is almost complete. Sessions have been initiated. (Partially Complete)
V. Strategic Initiative Five—UHW will integrate ACPA/NASPA Professional Competencies into the e-performance process for wellness.

OUTCOME: UHW staff have attended training on utilizing competencies within e-performance (as the entire division will be doing so in 2013. Staff assisted in the implementation of this process. In spring 2013, one competency was identified for each performance. (Complete)

6. UTILIZATION REPORT/Fall 2012 (outreach, special program, and WI/Consultation numbers are for total individual participant contacts)

<table>
<thead>
<tr>
<th>Outreach</th>
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</thead>
<tbody>
<tr>
<td>Workshops/Trainings</td>
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<td>Informational &amp; Events</td>
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<table>
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<tr>
<th>Special Programs</th>
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</thead>
<tbody>
<tr>
<td>(alc 101, MIP, nutrition counseling, Stress mgt, computer based, well coaching)</td>
<td>1,910</td>
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</table>

<table>
<thead>
<tr>
<th>Walk-In/Consultation</th>
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</thead>
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<td>Walk Ins</td>
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</tr>
<tr>
<td>Consults</td>
<td>461</td>
</tr>
</tbody>
</table>

Total: 41,197

7. Assessment Projects:

_UH Wellness has initiated the following assessment projects:_

a. Campus Wide Wellness Survey, Feb. 2013 via Campus Labs will be implemented in the spring.
b. IMAGE one and six month follow up surveys to assess implementation of self-protective behaviors and drinking quantity and frequency.
c. Follow up assessments for all fall and spring workshops to assess implementation of newly identified and learned skills; follow up assessments for nutrition counseling
d. Programmatic and student worker/interns and peer educators assessments as outlined above
e. Choose Well campaign to assess skill development as a result of campus wide event attendance

8. Assessment Highlights with Discussion

IMAGE:

IMAGE is the alcohol prevention program for the University of Houston. Having received national recognition as a Model Program, its purpose is to reduce high risk drinking, increase self-protective behaviors, and decrease negative consequences associated with alcohol. Following are the results for each of the learning outcomes set at the beginning of fall semester.

a. Out of 322 participants, 85% of respondents correctly identified the campus-wide norm for alcohol frequency on the Post-Test. One month later, the majority of participants continued to retain that
knowledge; specifically, out of 142 respondents, 80% continued to correctly identify the campus-wide norm for frequency. This stands in stark comparison to the only 44% who were able to correctly identify the frequency norms prior to the session (on the Pre-test).

b. Out of 327 respondents on the Post-Test, 94% successfully identified a specific self-protective behavior that they intended to implement.

c. Out of 91 respondents on the One Month Follow-up, 76% indicated that they had implemented their chosen self-protective behavior Considerably to Very Much.

d. Ninety-one (91) students participated in IMAGE and then completed the One Month Follow-up. Of those 91 participants, 74% reported drinking On Target for frequency (3 or fewer times a month) at baseline, on the Pre-Test. However, 86% reported drinking On Target for frequency at the One Month Follow-up. This represented a statistically significant difference, indicating that participants were drinking less often one month following IMAGE than they were before the session.

e. Ninety-one (91) students participated in IMAGE and then completed the One Month Follow-up. Of those 91 participants, 76% reported drinking On Target for quantity (2 or fewer drinks a week) at baseline, on the Pre-Test. However, 80% reported drinking On Target for quantity at the One Month Follow-up. This represented a statistically significant difference, indicating that participants were drinking less alcohol one month following IMAGE than they were before the session.

f. Due to a change in the Campus Wide Survey, which allowed students to "skip" certain questions based on a prior answer, we inadvertently lost some data needed for this item. That process will be corrected for the next administration.

g. As measured using the data from the Campus Wide Survey, 69% of underage students who participated in IMAGE reported drinking zero drinks in a week.

Wellness On Site Workshops (Non-IMAGE): FY13 (274 respondents at point of initial contact; 59 respondents at one month)

- Participants able to identify a new skill: 85%
- At one month follow up, 40% C/VM implemented and another 44% M implemented (59 respondents)
- 86% indicated at one month they will continue to implement
- 71% C/VM thought it was beneficial; an additional 19% thought it was moderately beneficial

Nutritional Counseling Fall 2012 (124 respondents at point of initial contact; 35 respondents at one month). Nutrition counseling was not available in spring or summer.

- 85% were able to identify a skill to implement
- 92% indicated they were very like to implement
- Participants who implemented new skill at one month: 60% C/GD and 40% Mod
- 74% indicated it helped their overall well-being C/GD
- 95% indicated they intended to continue implementing
Campus Wide Wellness Survey

- 86% of UH students reported experiencing significant stress at least occasionally (42.4 often or always)
- 25% indicate healthy coping often or always
- 11% report experiencing significant depression often or always
- 9% report less than ideal support systems
- 17% report intentional exercise of at least 30 minutes on at least 5 days per week
- 60% report fruit and vegetables daily-often or always; 23% and 37% indicate often or always on fast food and high fat foods respectively.
- Illegal substance use (including marijuana with 82% reporting never) is relatively low (95% never for other illegal substances)
- On alcohol use, 78% hit frequency target (0-3 month) and 82% hit quantity target (0-2 week)
- Highest reported influencers of binge drinking (0-4 drinks in a sitting) are to relieve stress (26%) and socializing or celebrating (42%)
- In terms of smoking tobacco, 6% report smoking regularly (more than once a week); 9.7% report casual smoking (once a week or less); 84.4% report never
- 29% report feeing not at all to not very safe on campus
  - Perception Concerns: Theft and loss of property (70%); physical assault (52%)
  - Actual Experience: None (66%); theft and loss of property (9%); nothing else over 5%
- 48% of UH students report their academic experience had prepared them very much to extremely for their careers
- 44.2% report spending at least 19 hours per week on academics outside the classroom
- Work, family, and time management were identified as the most likely to negatively impact academics
- 30% reported involvement in student organizations at least weekly
- 31% reported volunteering at least weekly

Choose Well Campaign Assessment: FY13*

- 494 respondents took on site assessment
- 100% chose a health enhancing behavior
- 81% plan to implement at M/VM
- At follow up, low return rate not allowing for much interpretation; however, 84% incorporated health choice behavior at M/VM level and 85% were encouraged to incorporate the behavior during the event.
  - Additionally, 84% were able to identify something specific they learned during the event.

*It will be important in the future to improve return rates on the follow ups in order to draw any conclusions regarding this data.

Service Learning: Fifteen students participated in HLT 4197 in spring 2013.

- 100% indicated they learned something about people or circumstances different from themselves
• 100% indicated an impact on their classroom learning or their career aspirations (67% at the M/VM level)

Student Workers: all student employees complete an end of year evaluation. They are asked impact of working at UHW on their career or academic learning. (apprx 7 students)
  • 86% indicated working at UHW complemented academic or career aspirations
  • 71% indicated skill improvement at the M/VM level

9. Areas for Continuous Improvement: SWOT

Internal Strengths

• Provide programming that is evidence based and research driven, with strong research expertise among staff
• Focus on accountability for program outcomes and efficiency of resource utilization
• Have achieved national recognition for programming, including from U.S. Dept. of Education, National Association of Student Personnel Administrators which supports UH’s Tier I goal
• Have secured external funding and research money that counts toward federal research dollars expected of Tier I institutions
• Mission/Goals consistent with UHS and the Division of Student Affairs
• Provision of comprehensive, multi-dimensional wellness programming
• Maintain strong student involvement and input
• Developed strong network across campus and in the community
• Emphasize collaboration to make most efficient use of limited resources
• Use of new technology in programs and research (ie, Audience Response System—“clickers”)
• Expanded opportunities for greater exposure to freshmen
• Maintain efficient use of resources (greater outcome for lesser cost)
• Creation of new assessment items to address campus wide events and health enhancement
• Revision of strategic plan to include more focus on environmental impact and student success
• Increased peer education participation and added certification and certification training

Internal Weaknesses

• Need for providing more clarity regarding unit identity among campus constituents
• Need to expand marketing efforts to our target populations
• Limitations to autonomy over space needs (use of space that is within our designated office area)
• Need for nutrionist to oversee nutrition counseling for students
• Need to expand impact on environmental wellness

External Opportunities

• Changes in leadership/organizational structure within Division of Student Affairs (DSA) including the development of a Health and Wellness area that supports movement of division toward common vision
• Increasing residential campus population creating new opportunities for prevention and education
• Movement of UH toward Tier I resulting in UHW’s increased research and collaboration opportunities with research faculty
• Federal and State focus on social behavioral issues provides strong rationale for UHW programming (ie, sexual assault, violence, drugs—prescription abuse, synthetics, energy drinks—alcohol.)
• Revisions in Center for Leadership and Fraternity/Sorority Life, Residential Life and Housing, and Athletics increases need for institutionalization of an AODV (Alcohol, Other Drugs, and Violence) position
• Environmental changes and increased needs for collaboration among IHEs may result in a stronger Houston Galveston Consortium (coordinated by UHW)
• Available technology on campus for webcasting can enhance outreach
• Completion of an external review based on CAS Standards increases opportunity for greater direction
• Hiring of new staff and leadership opens new opportunities for excellence

External Threats/Challenges

• Decreased external funding, along with already limited internal funding and staffing places larger burden on units to do more with less, making administrative decision process critical
• Impending changes in leadership at UHW leaves room for uncertainty as to impact; departure of two staff by August with no clear plan for position rehire leaves department with uncertainty and challenging demands while short staffed
• Potential loss of staff and need for re-hires without having created position restructuring

10. National, Regional, Local, and Campus Recognition

National
a. IMAGE selected as one of five for U.S. Department of Education Model Programs (completing a no cost extension in fall 2012)—being implemented at two institutions.

b. IMAGE Webinars—online and available for review. IMAGE Toolkit is also available online.

c. National Association of Student Personnel Administrators Silver Award Winner for the Choose Well Campaign.

d. Presentation at NASPA’s Assessment and Persistence Conference; also at Bridging the Gap: Research and Practice

e. Dissemination of IMAGE on national level—at conference and at consortium in Chicago

Local
Leadership for Houston Galveston Consortium for Wellness Professionals

11. Committee Involvement and Oversight

Chair, Substance Abuse Prevention Committee
  Chaired by G. Gillan; attendance by R. Parrish and G. Maurer
Chair, Substance Abuse Policy Committee (responsible for Biennial Report)
  Chaired by G. Gillan; attendance by R. Parrish and G. Maurer
DSA Assessment Committee—G. Maurer
12. Student Governance

Registered Student Organization: Cougar Peer Educators
CPE helps with UHW programs and they do independent wellness programming. They give workshops, for which UHW staff give them guidance and help them improve their presentations. Additionally, CPE engages in service learning. There is a CPE Service Learning Award given each spring.

Initial Recruitment and Training—R. Parrish and G. Maurer from Outreach at Orientation (recruit) and HLT 4197 (train); G. Gillan from teaching HLT 3300, Social Health and Wellness. Currently, CPE members can be certified by The Bacchus Network. Seventeen new CPE members were certified in fy 13.

13. Personnel and Budget Updates

Personnel:
- Received approval for funding a new for a AODV position; filled in fall 2012 by R. Parrish
- Grant No Cost Extension ended fall 2012
- Decrease in student staff due to move out of UC Office
- Two staff currently resigned, both departed by beginning of fall 2013 semester.
- Needs:
  - Change in title for Outreach Counselor and AODV Project Coordinator -> to Assistant Director (with appropriate salary adjustment); Currently proposal has been reviewed by HR who approved level adjustment to Level 9, Program Manager. Department has requested either a resubmission of JAQ to better justify title of Assistant Director, level 9, or acceptance of title PM at level 9. This is essential prior to hiring process. Awaiting response from VC/VP Office.

14. Budget/Fund Raising/Grants

Under the current budget, with the addition of the AODV position, UHW is able to meet basic needs. The AODV responsibilities can be taken over by this staff member, while peer education and programming is left to other staff. This also assumes continuation of a graduate assistant position.
The greatest challenge is in keeping current personnel, given salary levels. The Outreach Counselor position is essentially a poorly titled Assistant Director position and should be titled and funded accordingly. This would move the salary level to a $50,000 position, essentially making it possible to keep exceptional staff. The AODV position salary is not currently set; however, the amount needs to be competitive in order to recruit exceptional applicants. Memo and proposal as submitted were provided in report last year.

Current funding is as follows:
- US DOE grant no cost extension ends fall 2012
- Grant has been submitted to the Department of Justice, OVW for a three year grant; Awaiting notification
- SFAC is primary funding source
- $3129.92 currently in UH gift account
- MIP self-generated income results in approximately $2,500 per year

Future needs include the development of a plan to increase giving and additional grant funding.
- Giving from former students—focus on small levels of giving, perhaps annually
- Giving from corporate and other sponsors—probably focus on those entities likely to give to alcohol and other drug prevention programs, sexual assault prevention, and other specialized areas of prevention.
- Grant funding—via current staff submissions. Grant has been submitted to DOJ/OVW.
- Grant funding—via collaborations with faculty, or with other H&W units. Discussions have taken place with faculty from Psychology regarding an NIH grant.
- Quit and Win grant—opportunity for students was implemented. Although it provided no dollars for the department, it did provide both an opportunity for support in not smoking, and financial incentives for participating.

15. Collaborations (excluding trainings and requested workshops)

Internal Collaborations within DSA—
- Depression Screening Day, with CAPS
- Eating Disorders Screening Day, with CAPS (February)
- World AIDS Day, with HC, CAPS, UC, other university groups
- Clothesline Project (fall and spring), with CAPS and Women’s Resource Center
- Cat’s Back and Cat’s Back Resource Fair, with DSA
- National Women’s Health and Fitness, with Campus Recreation
- Paint Your Nails Pink, with HC doing breast screenings, with RLH with tables in all locations
- Halloween Event, with UC
- Anxiety Screening Day and Alcohol Screening Day, with CAPS (later in spring)

External Collaborations outside DSA—
- Nutrition Counseling, with Department of Nutrition
- Teach HLT 3300 and HLT 4197, to train peer educators, with Department of Health Programs
- Interns (2 fall, 5 spring), with Department of Health Programs
- Blood Drives (with student organization)
- Great American Smoke Out (with student organization)
- HLT 3300, with Athletics. Many of the student athletes are placed into the course purposefully and this data is used for their annual report for the Academic Center for Excellence
- Drug Take Back Initiative, UHDPS and Drug Enforcement Agency
Wellness Mini-Sessions. Program of small lectures on wellness provided to Engineering Department at the request of faculty. Seeking to expand these opportunities.

Purpose and Outline of Collaborations: The purpose of collaborations varies. Some are designed to limit duplication of efforts and to create stronger programming. Some are created to bring services to students that might not otherwise be available, or to bring the services to a greater number of students. Finally, all collaborations create a strong alliance between UHW/UH and the campus and surrounding community.