

**University of Houston
Wellness**

**Responses to
SFAC Program
Questionnaire**

Fiscal Year 2009-2010

Question #1

Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms; your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

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 wellness. We do so through:

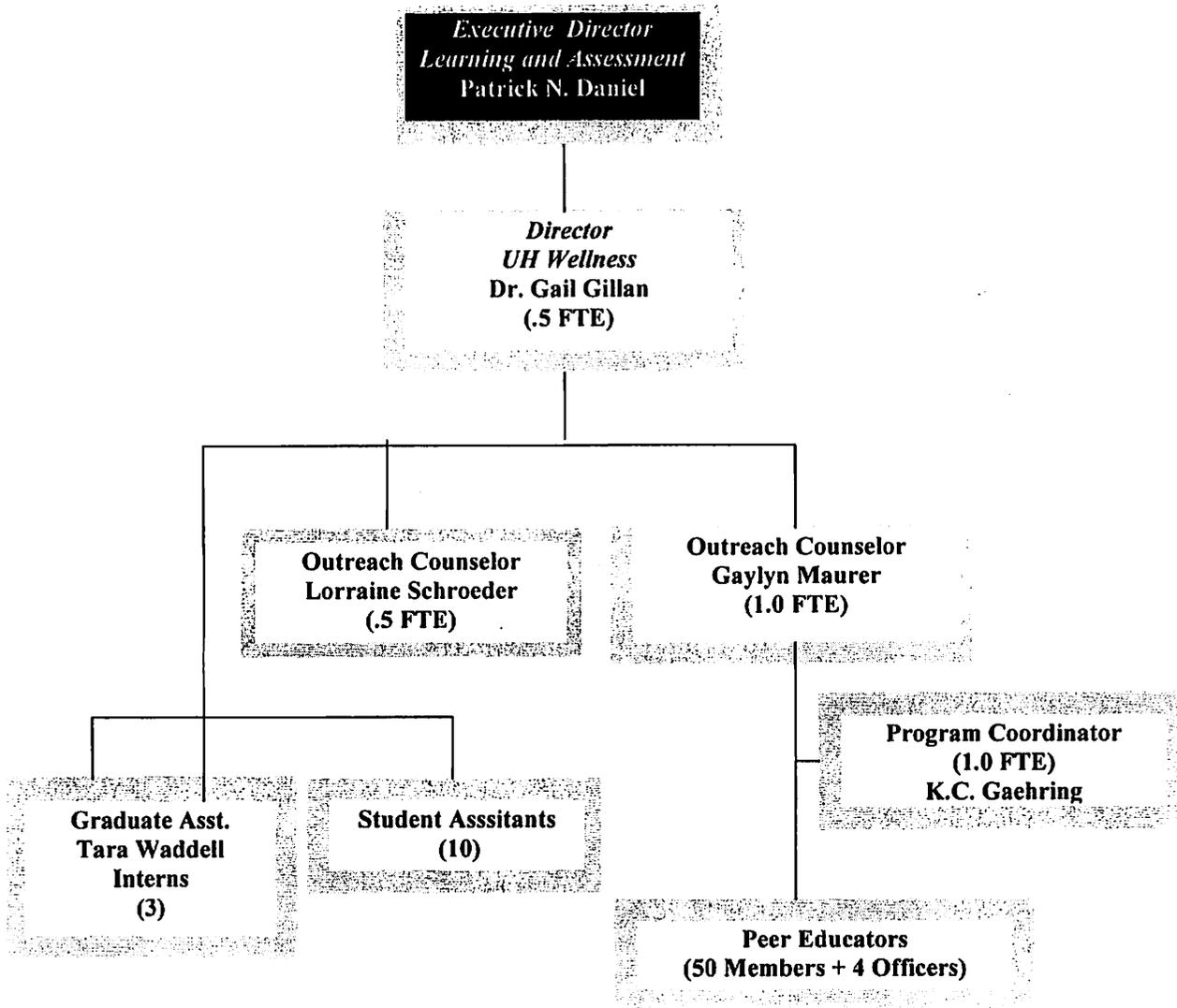
- Educational workshops and training—Wellness offers workshops on topics ranging from alcohol education to sexual health to stress management, all focused on maintaining healthy behaviors.
- Promoting campus wide wellness events—Wellness coordinates or participates in a variety of national wellness campaigns or alternative campus activities including Relaxation programs, Alcohol Awareness Week, Breast Cancer Awareness, Smoke Out, Healthy Halloween, World AIDS Day, Safe Spring Break, and Occupational Wellness. We regularly collaborate with other departments to minimize overlap and maximize cooperative programming
- Peer education—The Director teaches HLT 3300 for students to train as peer educators and to learn more about health and wellness programs. We provide two one-hour labs, one as follow up for peer educators/one for first year students to encourage early involvement; and we offer regular internship opportunities. Service learning projects are completed by our peer education group.
- Consultation—Wellness provides information and materials related to any number of wellness topics, and consultation related to those issues.
- Special Programming—Wellness has a Relaxation Lab, Alcohol 101+, Marijuana 101, nutrition counseling, web based learning, and IMAGE (Intent and Motivation: Alcohol Group Exercise).
- Community Outreach—Wellness coordinates a community consortium for university wellness.

UH Wellness is the only campus program whose sole mission is comprehensive wellness education and prevention. As a result, we are able to provide a great breadth of programming and to reach large numbers of students. Our FY08 contacts totaled 48,668, and Fall 08 contacts totaled 26,389. Our listserv has 2,174 individual members. In addition, we distributed 10,534 brochures/fliers and other items in FY 08 and 14,164 in Fall 08. Unique from other departments, we promote wellness in all six dimensions (physical, social, intellectual, emotional, spiritual, and occupational) and we actively involve students in their own learning and well being through peer education, internships, and our outreach liaison program. Our peer educators have initiated several wellness programs, including service learning projects, and they created and maintain their own website at www.uh.edu/cougarpep.

Since we focus only on education and prevention, we are able to provide innovative, evidence based programming. IMAGE, our evidence based alcohol prevention program, was recognized by the US Department of Education as a "Model Program;" we are one of only five universities nationally to receive that honor. For those who participate in this program, we have been able to measure actual behavior change and its impact on consumption and negative consequences. For example, students who participate in the session were statistically 1.98 times more likely to report drinking "0" drinks in a week; 2.47 times more likely to report consuming fewer drinks in a week; 2.29 times more likely to consume fewer times per month; and 2.95 times more likely to experience fewer negative consequences. Additionally, for our other wellness workshops, we found that 88% of those who participate are able to identify a new skill they intend to implement and 87% of those students indicate they are likely to very likely to do so. We focus our efforts on programs that have the greatest chance of positively impacting students and the university environment, and are committed to holding ourselves accountable for positive change. All students benefit from a healthy campus environment, and to date, we have done so with only 2.0 FTE staff, student employees, and student volunteers, but the demand is increasing each year.

Question #2

**UH WELLNESS
ORGANIZATIONAL CHART
(3.0 FTE)**



Question #3

List the objectives that you provided with your 2008-2009 SFAC requests. Please comment on your success in achieving these objectives. If an objective changed during the year, please note this and explain. Also, list any new objectives, the rationale for the addition, and comment on your success in achieving these objectives.

Objective #1: To provide quality outreach programs on wellness topics.

University of Houston Wellness is unique in that its sole mission is education and prevention. To that end, we offer outreach and education programs on a wide array of topics to groups across campus.

Workshops—Wellness staff, including students (to be discussed in more detail in next objective) present to various student groups in a variety of settings such as classrooms, sororities and fraternities, residential halls, or programs open to all students. Our efforts in this area have been significantly high again in the past year. The total number of attendees at workshops for FY08 was 14,626. Workshop attendance for Fall 08 was 6,533. These contacts are particularly important because they are high quality contacts. They offer us an opportunity to not only provide information, but to have some interaction with students in order to enhance the learning process. Additionally, we are currently trying to measure likelihood of change resulting from behavior identification and skill development resulting from attendance.

Topics covered generally include Stress Management and/or Relaxation; Healthy Sexuality; HIV and STDs; Safer Sex and related topics; Healthy Relationships; Alcohol and Other Drug Abuse Prevention; Sexual Assault Prevention; Conflict Management; Communication and Helping Skills; Gender Issues and Health; Wellness and Health; Marijuana; Date Rape Drugs; Psychological and Physical Wellness; Tobacco and Smoking; Leadership and Programming; Family Relationships; and Exercise/Nutrition.

In addition, we have added (beginning 2006) a series of workshops called “CHOICES” that address the issue of alcohol use. This program is research driven (the group version of the “Basics” program aimed at reducing high risk drinking). Referrals from the program came from Residential Life and Housing, Greek Life, and Dean of Students. UH Wellness also continues its implementation of the “IMAGE” program. This program, research driven with empirical support for its impact on high risk drinking, was recognized this year by the U.S. Department of Education as a Model Program, one of only five recipients nationally of the recognition and the grant intended to support its enhancement. The IMAGE program has also resulted in presentations at the Texas Alcoholic Beverage Commission Symposium and at the U. S. Department of Education National Conference on Alcohol and Other Drug and Violence Prevention.

Objective #2: To promote major events in campus wide programming.

Since Wellness is a campus-wide education and prevention service, focused on all six dimensions of wellness, we frequently are the coordinating unit for campus-wide programming for national or local awareness campaigns. We are also involved in co-sponsorship of programs involving other units on campus. Whenever possible, we are collaborative in our programming since enhancing the programming of other departments is consistent with our mission. This past year, University of Houston Wellness has either sponsored or co-sponsored the following major events:

- Healthy Heart Month-Matters of the Heart
- Sexual Responsibility Month
- Safe Spring Break
- Occupational Awareness Fair

- Alcohol Abuse Prevention Month/Drunk Driving Prevention
- Healthy Halloween Event
- Domestic Violence Awareness Month
- Take Back the Night
- Clothesline Project for Domestic Violence and Sexual Assault
- Breast Cancer Awareness/Paint Your Nails Pink Fundraiser
- Great American Smoke Out
- World Health Day
- World AIDS Day
- Volunteer Blood Drives
- Anxiety Screening
- Depression Screening
- Eating Disorders Screening
- Alcohol Screening

UH Wellness also participated in, and consulted on, other programs including Sex in the Place, Sex in the Commons, the Cat's Back, Cat's Back Resource Fair, and the Welcome Back Event at the University Center. We assisted with many Cougar Peer Educator (CPE), peer-driven programs this past FY 08 and Fall 08, including helping with blood drives, and fund raisers for Breast Cancer, and AIDS research.

Major programming allows us to accomplish several things. First, it allows us to help students focus on the importance of health and wellness issues by focusing attention on national awareness campaigns. Second, it also allows us to provide alternative activities for students that promote healthy choices and decisions. Finally, it gives us an opportunity to work with other campus units to enhance overall programming for students. This way, we are able to maximize rather than duplicate our efforts.

UH Wellness is unique from other units first, because wellness is all we do, and second, because we do programming in all areas of wellness. There are six dimensions of wellness. UH Wellness seeks to increase campus awareness of wellness as a multi-dimensional concept. First, we have developed programming that encompasses various dimensions of wellness and we have begun to support other units whose focus is on a particular aspect of wellness. For example, we have co-sponsored such events as Sex in the Commons as a social wellness issue, created the Relaxation Lab as an emotional wellness issue, and sponsored events for Breast Cancer Awareness with the Women's Resource Center and the UH Health Center as a physical wellness issue. We sponsor the Candlelight Vigil for World AIDS Day as a program for spiritual wellness. World Health Day focuses on physical wellness. We have been recognized nationally for our annual Occupational Wellness Fair and we assist in the Learning to Learn Day sponsored by Learning Support Services to support intellectual wellness.

We also have information tables and creative educational materials (such as our stress management, learning strategies, and sexual health crossword puzzles; and a "coogs-opoly" game) to utilize as we reach out across campus to provide wellness to students.

Objective #3: To create quality peer involvement in promoting health and wellness.

The utilization of peers is a very important part of our reaching our goals and objectives and there is evidence that many of our students do have a commitment to a peer helping model. Sixty seven percent of our students, in prior campus alcohol and other drug (AOD) surveys have indicated they felt they had a responsibility to contribute to the well being of other students. Perhaps that is why the Wellness peer programs have evolved in the past few years. One of the ways in which our department is unique is that we involve students in their own well-being. We do this through a number of programs—including peer education training, outreach coordination, internship opportunities, and the outreach liaison program. We

can take pride, as well, in the fact that the peer program (in large part as a result of our new facility and the last few years of recruitment of excellent officers through the course and peer lab) not only has helped Wellness with our program, but that the group has initiated workshops and programs of their own. The peer programs are outlined below by category.

Peer Education Training—The Social Health and Wellness class, HLT 3300, meets the needs of students in several ways. It provides training for those interested in becoming peer educators; it can be used for other training purposes on campus; it enhances the education of students majoring in health and social science degree programs; and it offers a national certification for students who complete the course and choose to take the peer educator certification exam. We have received phone calls and contacts from other universities, such as the University of Texas at El Paso, to assist them in developing a peer education program.

Enrollment has grown in HLT 3300, the Social Health and Wellness course used to train peer educators. During fall 2000, there were twelve students enrolled in the class. In spring 2001, enrollment increased to twenty-four, and in fall 2001, we added a second section of the class. Almost fifty students were enrolled. In fall 2002, the class enrollment reached 82 (two sections). The demand reached such a level that we have had to place a maximum on the course to 30 students per section. Nonetheless, enrollment to maximum capacity was reached again quite early in the registration process for spring 2009, with many students wanting to add the course.

The maximum capacity was set primarily due to the need for individual attention in wellness presentation options. Students are sometimes added because the demand is so strong, however seating capacity also limits enrollment. The students also volunteer in wellness programming during the semester. Since the spring of 2001, students who complete the Social Health Course have been able to test for the national peer education certification exam (the Certified Peer Educator, or C.P.E. exam) offered through The Bacchus Network (a national peer education organization) to become Certified Peer Educators. Since we began facilitating this process, many students have taken the certification. Many of these students then choose to participate in our peer program, Cougar Peer Educators (CPE) the following semester. CPE, our peer group on this campus, is an affiliate of The Bacchus Network. There are three developing subgroups to CPE including UHMADD (focused on drunk driving and underage drinking prevention), One in Four: The Men's Program and One in Four: The Women's Program (both focused on sexual assault prevention).

Clearly, the ability to sit for a national student certification exam enhances both the learning experience for the student and the quality of the student's resume. We believe the course offers a unique opportunity for students to supplement their learning. It teaches students not only about social health and wellness issues, but how to give presentations and to develop programming on campus or in the community. The pass rate (percentage of University of Houston students passing the exam) for the exam this past fall 2008 was 100%.

Peer Opportunities—Since the involvement of students in their own health and well being, and in the environmental wellness on campus, is central to the mission of UH Wellness, we have expanded our peer involvement to include peer educators, peer volunteers, and outreach liaisons. Peer educators are those students who have taken the Social Health and Wellness class and/or who have specialized training in a specific area to give presentations on a specific topic. Peer volunteers are those who do not wish to be involved directly in offering presentations, but who want (on a volunteer basis) to help the center meet its mission. They may help staff the office, make ribbons for World AIDS Day, or set up an outreach table. We are also receiving requests from our peer group to expand to a "peer helper" program in which students receive additional training and supervision to do some of the peer helper/peer mentor activities that are already being requested on an informal basis.

Students who have completed the Social Health and Wellness course may elect to take HLT 4197 (a one credit academic course) and continue to participate in Wellness peer programming for one semester. Students may also choose to continue to participate without taking this one-hour lab course. Six students are enrolled for spring 2009. These are new students to the program. Other students assist in our campus programming either without taking the lab or who have already taken the lab. The major difference between taking the lab and other means of participating is the additional training that is provided students who elect HLT 4197. Students are given opportunities that include not only providing workshops and helping organize events, but they are given training on prevention theory. It is also an opportunity for guidance when beginning to work in peer education. Students involved in the peer program have had opportunities that range from planning service learning projects to participating in conferences.

In addition, we have added a new section of HLT 4197 to specifically target first year and transfer students. The intent of the new section is to attract students to the program within their first year of attending UH, to train them in prevention theory, and to focus on service learning and program planning as part of their curricular and co-curricular engagement with the university. For spring 2009, two students are currently enrolled.

Students in CPE have presented workshops as peer educators on topics ranging from stress management to healthy relationships to smoking cessation. We have peer volunteers who helped on programs ranging from World AIDS Day to the Great American Smoke Out and Health Fair. Students helped with office staffing, answering phones, organizing materials and speakers, and pinning ribbons for World AIDS Day. Some students who are involved in CPE are participating in service learning as a means of augmenting their academic careers. The ability to participate in service learning projects which they, themselves, have initiated allows them to augment academic learning with real world experiences. As such, they not only contribute to their own well being and that of their peers, but they are able to have learning experiences that will enhance their educations and the quality of their lives.

The Outreach Liaison Program is a program that allows us to more fully utilize students' expertise on various topics and their access to different audiences. The Wellness staff offer liaisons information and brochures on wellness topics of interest to them, help them develop or research a topic as requested, and/or loan them visual or support aids in making presentations. The liaisons, in turn, give presentations to their peers, either at a meeting or in a classroom. This program allows us to reach students we might ordinarily not be able to reach, and it helps the liaison learn more about topic development and programming. Students who asked for assistance in this program are varied in their needs. We helped some students by finding them materials on topics such as alcohol or eating disorders. We helped others by loaning them visual aid materials and helping them identify web sites for research. We have expanded this program indirectly by creating a link to multiple web sites in each of the dimensions of wellness. This way, students can access topic sites by visiting UH Wellness home page. There is a search engine used to help students find the web sites. We have listed over 100 sites that may be of the greatest usefulness to students wanting to research wellness issues.

CPE Initiatives—In addition to these programs and others that peers assist us with every year, the peer education group, CPE, began to develop other programs. The student leaders of CPE have primary responsibility for organizing blood drives, organizing and implementing both Breast Cancer Awareness Week activities, fund raising for the Houston Area Women's Center, and Drunk Driving Prevention activities on campus. We currently have three peer educator subgroups, including UHMADD, a national organization aimed at reducing high risk and underage drinking as well as drunk driving, One in Four: The Men's Group, and One in Four: The Women's Group.

Students also held their annual fund raiser for the Susan G. Komen Foundation for breast cancer research (the annual “Paint your nails Pink!” for breast cancer event). Clearly, they are a group not only devoted to promoting health and wellness, but also they represent an example of “service learning” as well as community engagement, at its best. We currently award the Erica Dean/CPE Service Learning Award each spring.

Internships—One way in which Wellness is able to meet both its mission and the academic mission of the university is by providing internship opportunities to current students. During fall 2008, we had two interns from Health and Human Performances (HHP); one was responsible for planning the Great American Smoke Out and the other played a role in our grant funded initiative for alcohol prevention. This spring 2009, we will have two interns from HHP and will continue to work with the Nutrition Department to provide a rotation for nutrition students. The nutrition students are completing a year of required internship prior to licensing and are jointly supervised by the Nutrition Department (clinically) and UH Wellness (administratively).

At UH Wellness, every effort is made to develop internship opportunities that meet the specific needs of the students. As such, their activities complement those needs. We believe that the internship program helps the student through hands on experience, helps UH Wellness by providing staffing and additional expertise, and helps the university in meeting its academic mission. The nutrition internship was established as a result of requests from students who utilize our services. It is another way to provide free, high quality, service to students.

We have been able to hire a graduate student from the Baurer College of Business through a grant awarded by the Tobacco and Alcoholic Beverage Commission (TABC). This student is involved in presentations of our IMAGE alcohol prevention program, our social norms marketing campaign, and our research and evaluation for the TABC grant, aimed at reducing underage drinking.

Objective #4: To provide consultation to students, faculty, and staff and a clearinghouse of information on health and wellness.

UH Wellness is a full-time education and prevention resource center located in Room 35 of the University Center and in Room 1038 of the Campus Recreation and Wellness Center. It is managed by the director, one full time and one part time Outreach Counselor and part-time student employees, and peer educators.

There are multiple ways in which UH Wellness provides consultation to the university on wellness-related topics and offers its services as an information clearinghouse. These are outlined below.

Distribution of materials—The Wellness offices are frequented almost daily by students looking to obtain information on topics ranging from stress management and nutrition to sexual assault to alcohol and drug abuse. Since the distribution of materials often involves discussion on the topics, the quality of these contacts can be enhanced immeasurably. At times, students are seeking information for a presentation, or for themselves (in order to become more informed), or for a class project or paper. We documented the distribution of 10,534 brochures/fliers, and other materials in FY 08 and 14,164 in Fall 08. (This does not include the distribution of condoms offered through the center). Many of the “other” materials are free materials received from the TABC grant, and the regional UMADD chapter.

In addition, Wellness has developed its own materials. We have developed several brochures, to include ones on alcohol, tobacco, exercise, sexual assault, sexual health, and stress management. We also have developed brochures on each of the six dimensions of wellness. Each dimension of wellness (social, emotional, intellectual, spiritual, occupational, and physical wellness) is included in this series. These

brochures are the "On Being Well" series. In this way, we are able to reduce dependence on outside providers of brochure materials.

Consultations and Walk In Contacts—Often, a walk in contact (to ask questions about wellness or to simply find out more about programming) is the first opportunity we have to interact with students. Such consultations can be educational (including help with presentations, research papers, or class assignments) or personal (offering assistance in referrals for service, providing an ombudservice, or simply giving information about health and wellness concerns). On occasion, faculty or staff call or come by to consult on issues related to student well being, or ask for input on campus policies or programming. Staff receives calls regarding referrals from departments such as the Dean of Students Office, Counseling and Psychological Services, and Residential Life and Housing. During , FY08 Wellness totaled 12,982 office contacts/consultations. Fall 08 totaled 3,969. (This number may exclude those individuals who came in for special programs such as Alcohol 101 Plus, classes, workshops, wellness computer use, relaxation, nutrition counseling, and video programs).

Electronic provision of information—A major source of information for many college students is the internet. As a result, Wellness began utilizing the internet to more fully inform students and the rest of the university community about wellness information and events. This is accomplished primarily in two ways. First, we began in October 2000 to send out our newsletter (now titled *Well-U*) electronically. The list-serv currently has grown from 119 subscribers in October 2000 to its current readership of 2,174. *Well-U* is four pages, and includes information on Cougar Peer Educators, wellness happenings, and additional wellness information and tips. Our nutrition interns currently have a column as well. We believe using an electronic newsletter rather than a paper copy distribution accomplishes two important things. First, it is less costly to students in the long term to send out information electronically than to pay for printing and distribution of paper copies. We currently distribute over 2,000 copies each month, which would cost between and 1,000 and 1,500 dollars a month to reproduce each month. This saves close to 10-12,000 dollars each year. Second, we believe sending out *Well-U* electronically by utilizing a list-serv makes the contact a higher quality one. Many individuals are inundated with paper copies of material in their mailboxes and thus, discard them more easily. The list-serv consists only of those individuals who specifically requested that they be included in our electronic mailing. As such, they are much more inclined to read the materials and utilize this service.

The second way in which Wellness utilizes the internet is through its web site. When the director took over in August 2000, UH Wellness had limited web exposure. The web page has undergone major transformations. We have added to the web page by creating audio workshops that can be accessed on line and through adding close to 100 web links that have material related to specific wellness topics. We now have a link to the new Cougar Peer Educator web page. Additionally, there are links to several on-line, non-UH assessments including a wellness assessment. We also have an Ask Healthful Shasta forum on the website. This forum allows individuals to ask questions anonymously on subjects that range from alcohol and drugs to sexual health and from academic support and stress management to relationship issues. When the Shasta forum was first developed in 2001, the total number of questions responded to totaled 87 questions for the year. It quickly grew, totaling more than 100 questions a month. These are high quality contacts as we are not only able to provide specific information on topics, but also to make valuable referrals. Due to the volume, the forum is currently being revised. It is our belief that having web based programs and information serves a valuable purpose since so many of our students are commuters and/or work either full or part time and may otherwise be unable to access our services

On numerous occasions, the director has also received telephone calls and email contacts regarding our use of the website and our electronic services. During February 2007, Rice University staff and peers visited our campus. The director receives at least one or two calls or emails per semester from external sources inquiring about our work. Part of the reason for so many requests may be that the University of

Houston Wellness is unique in that it is a separate unit, dedicated only to education and prevention. We are not encumbered with intervention or direct clinical services that would detract from our central mission. Additionally, we offer a large number of programs and services on a limited budget. This is done primarily because we utilize students and we work collaboratively to avoid duplication of effort. When we receive inquiries it is often to find out how we do as much as we do operating primarily with student support and with a small budget. We are quite proud of what we have been able to accomplish at the University of Houston and with the recognition it is bringing to the campus.

Objective #5: To provide special programming to target specific issues.

University of Houston Wellness promotes education and prevention programming in all six dimensions of wellness. We also target some specific issues with special programs. In the past year, we have offered the following.

- IMAGE (Intent and Motivation: Alcohol Group Exercise)
- Alcohol 101 Plus
- Relaxation Lab/Stress Management
- Computer Lab
- Texas Department of State Health Services (TDSHS) approved course for Alcohol Education for Minors in Possession. (MIP)
- Marijuana 101 (on line program now used for referrals, provision of exit interviews)
- Healthful Shasta
- Nutritional Counseling (now full time)

IMAGE is our alcohol prevention program which targets cohorts in high risk groups as well as the campus at large. We have documented evidence of its effectiveness in reducing high risk drinking and increasing self protective behaviors. During academic year 2007 to 2008, 715 students completed the IMAGE session. During Fall 2008 alone, 550 students have already completed the IMAGE program.

Alcohol 101 Plus is an interactive computer program that allows students to learn about situations involving alcohol. It helps them make decisions and see the alternative consequences without the real impact on their lives. It is available for students on a walk in basis and it is used in our educational programs.

Relaxation Lab is offered at the CRWC office, with a room designated for this purpose. Students can come by at any time and listen to relaxation tapes and read through stress management materials. One of the key items identified in our AOD survey during 2008 was the number of students who stated they experienced stress. Over 33% indicated they felt stressed often. Just over 12% indicated they felt stressed either most of the time or all of the time. Since spring 2006, students have been able to reserve the relaxation lab, a separate room for relaxing and/or meditating. They can also make an appointment with the Outreach Counselor to discuss developing a personalized stress management plan.

Several times a semester, we have videos running in the afternoon so students can come in and watch at their leisure. They can also come by the CRWC office and listen to a video using our small VCR and earphones, utilizing the new relaxation room. These programs are intended to accommodate the busy schedules of some of our students who might not be able to participate in events due to time constraints.

The MIP course is a Texas Department of State Health Services approved, two-day seminar on alcohol for those convicted of a Minor In Possession alcohol violation. It is also open to those referred from the Dean of Students Office and Residential Life and Housing for alcohol offences on campus. Marijuana

101 is an interactive web-based program UH Wellness arranged access to at the request of the Dean of Students Office for referrals for marijuana violations. As a result of many requests for marijuana consultations, we were able to negotiate utilization of the online Marijuana 101 (created by Third Millennium Classrooms) for disciplinary referrals. Students pay the \$40 fee directly to Third Millennium Classrooms (UH does not receive any monetary compensation); take the 3-hour course, and are then required to complete an Exit Interview in person with the Wellness Outreach Counselor in order to complete their sanctions.

Healthful Shasta is an on-line forum for questions about health and wellness issues. Students can anonymously submit questions to Healthful Shasta from the privacy of their homes and read the posted responses on our website. They are free to peruse questions posed by others. The forum is being revised.

Nutritional Counseling is an initiative created in fall 2004. Students who have already graduated from an approved nutritional program are completing their internship hours at the University of Houston under the direction of the Nutrition Department. UH Wellness is the only rotation for this activity at UH. As of fall 2006, the nutrition interns are full time (40 hours per week). This significant increase in hours was at the request of the Nutrition Department overseeing the interns, and has been well received by students and some departments who have made special requests. In addition to seeing more students for individual counseling, they contribute to our brochure and flier inventory, respond to questions posted on line (on the new "ask about nutrition" link), and do workshops including several requests from sororities and athletics as well as regular "brown bag" series.

Objective #6: To develop a strong campus and community network in support of wellness on campus.

University of Houston Wellness provides a strong campus and community network supporting wellness. We have accomplished this objective in several ways.

Wellness publishes a monthly campus newsletter, Well-U, that is sent to an electronically generated list serve. Currently, the listserv has 2,174 subscribers. This is considered a valuable resource for building a wellness community on campus. It provides helpful information as well as a calendar of events.

UH Wellness is the coordinating institution for the Houston-Galveston Consortium of universities and colleges in this area dedicated to the promotion of health and wellness. The intent is to provide a community bridge program that will serve to enhance our image and to help us identify new resources and programming planning ideas for students. Additionally, it is an easy way for professionals in wellness to meet and share ideas on programming and educational activities for students. In fall 2007, our Outreach Counselor was funded externally to attend the national conference on alcohol, drugs, and violence prevention, with the provision that she report back to the consortium on new practices.

In an effort to promote UH Wellness and build a strong community bridge, the director also serves on numerous committees as a member or consultant and participates in related professional development. She has served on the Directorate for the Wellness Commission as part of the American College Personnel Association, editing its newsletter each semester. She also was a member of the Alcohol 101 Plus evaluation team to help assess the instrument nationally. She is a member of National Association of Student Personnel Administrators, American College Personnel Association, and The Wellness Institute. The Outreach Counselor holds a certification for Prevention Services, is obtaining her LPC (Licensed Professional Counselor) license and has published a book and created a website related to smoking cessation. The Outreach Counselor presented our new alcohol education program at the U.S. Department of Education's Alcohol, Other Drug, and Violence Prevention Conference, while the Director presented the program at TABC Symposium in Austin, both in October 2006 and 2007. Additionally, UH Wellness

was the coordinating unit for bringing a four member team to the 2006 and the 2007 TABC Symposium to develop plans for improved alcohol education to campus. We are pleased with the overall networking in the community and in the profession as this also benefits our students, as we gain access to others who are involved in improving the well being of students.

Question #4

Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned objectives and their importance as compared to other objectives that you might pursue. Where data exist, discuss the number of persons served by each of your programs. Please provide the method for collecting these data.

Overall Evaluation of UH Wellness Programs

UH Wellness has become a major campus resource as evidenced by its ever growing and highly visible, comprehensive prevention programs.

The success of UH Wellness is evaluated through:

- Campus contacts (the number of students, faculty and staff making use of our services)
- Evaluation of programs and services
- Evaluation of the academic course for peer educators (pass rate for certification)
- Student evaluations and feedback on information, programs, and resources.
- Documentation of evidence based "intent to change" strategies

Campus Contacts:

Accountability — Wellness implemented a new system of collecting contact data several years ago and this was used for the FY08 and Fall 09 data.

Note that these numbers do not include use of wellness facilities for peer education projects or meetings, nor does it include other peer training. It also does not include service learning projects such as the blood drives, the clothing drive, or the fundraising for charity. We are looking for ways to fully reflect these activities and achievements.

Accountability: FY08	
<u>Outreach Programming</u>	
-Workshops/Classroom Training (including peers)	15,245
-Informational Services	19,083
<u>Special Programs</u>	
-Alc 101 Plus, MIP, relax, video Computer use, consortium Nutrition counseling	1358
<u>Walk In/Consultations</u>	
-Office contacts	12,692
-Office consults	290
Total Contacts	48,668
Brochures/fliers/other	10,534

Accountability: Fall 2008 (compared Fall 2007)

Outreach Programming	Fall 2007	Fall 2008
-Workshops/Classroom Training (including peers)	4,340	6636
-Informational Services	15,546	14,955
Special Programs		
-Alc 101 Plus, MIP, relax, video Computer use, consortium, Nutrition counseling	185	829
Walk In/Consultations		
-Office contacts	4,345	3854
-Office consults	66	115
Total Contacts	24,482	26,389
Brochures/fliers/other	6,279	14,164

Clearly, the overall consultation and walk in traffic is high. This is due in large part to the traffic we see in the CRWC, which is five to six times as high as traffic to the UC office. This is in part due to the high visibility of the office at CRWC and equally due to the increased space (such that we can have many more activities and resources available on site in the CRWC office). Students are able to utilize special services such as computer programs and on line services as well as video and other multi-media resources more easily. The increased space has impacted our peer education programming. The high level of participation is in large part a result of their having a space to meet and congregate that encourages them to become more of a unit. Also, the student workshop and training contacts are high. More importantly, we are finally seeing programs that are predominantly peer initiated and peer run. Since students in CPE finally have a place to meet and plan, they have begun to initiate a number of programs that would not otherwise have occurred (several blood drives, clothing drives, fund raisers, etc.). The teaching of the peer education course, HLT 3300, in the CRWC facility increases the tendency for students to want to join CPE upon completion of the course. They have a chance to meet and interact with the leadership of that group on a regular basis as a result of the location. Our overall numbers in the higher quality contacts has increased as we are now able to do more workshops and meet evening requests for programs.

Our numbers in outreach are also very high. This is in part due our Outreach Counselors. It is also due to the high number of outreach programs we do at the UC, with four to five times as many outreach contacts as in CRWC. In part, this venue is set up to better support awareness and outreach programs. Utilizing the HIV mobile unit, or hosting a blood drive, at the UC, for example, makes more sense than doing so at the CRWC. We tried both. Both were successful at the UC venue and much less so at the CRWC, so much so that this year's planning only focused on the UC. We also find events such as the Clothesline Project get significantly more attention at the UC (and UC Satellite) than at CRWC (at times reaching over 100 at the UC, while reaching only a third of that at CRWC). Some programs such as World AIDS Day would be difficult to match without access to the UC, and could not be carried off if we did not have space there and students there to make certain the programs go smoothly. Equally, if not more important, however, is that we have access to a greater cross section of the student population at the UC than at CRWC. Although we have many students who come only to Wellness at CRWC and not to the fitness and recreation components of the facility, we do see a higher concentration of those who are more fitness conscious. At the UC we tend to see students who are not necessarily fitness-centered in their lifestyle or who may be part time students or those employed or with families.

Participation in both venues is a contributor to our success. It helps us not only expand in the manner we had hoped when the new facility was planned, but also to reach a wide variety of students. This is important because we are a campus wide education and prevention program and want to reach as many different types of students as possible.

Evaluation of Programs and Services

Alcohol 101 Plus—This is an interactive computer program. The computer program is currently offered online by Century Council. Additionally, our IMAGE session is our more widely used protocol.

Minor In Possession—this alcohol education course is taught once or twice per month, depending in part on staffing. Students are given a pre- and post-test to assess improvement in knowledge regarding alcohol. They are also given evaluations for the course and instructor. For FY08, the average percent of increase in knowledge from pre-test to post-test was 66%. The overall evaluation for 2008 for the instructor and the course were again high, with a 9.7 (on a 10 point scale) instructor rating. Each year we are required to submit a report to the Texas Department of State Health Services as this is a program requiring State certification and renewal.

Course Evaluation—Social Health and Wellness, HLT 3300, is taught each fall and spring semester by the Wellness Director. An evaluation of the class is given each semester to assess what feedback might aid us in improving the course. Evaluations for the course were extremely high this past year. The course has to meet standards devised by Bacchus/Gamma in order to meet certification requirements for peer educators. Each student is provided with the required content and materials to prepare for certification testing at the end of the semester. In fall 2008, there was a 100% pass rate. Additionally, the overall enrollment for the course continues to grow. Each semester, the enrollment exceeds capacity.

Student evaluation and feedback—Students are our primary target audience and their feedback is essential to programming success. In the past, we have requested feedback from random surveys of students in order to determine the overall perception of the Wellness. We discovered that many students are participating in wellness center activities but do not always know that the program is provided or sponsored by the center. The other issue that arose was a need to clarify our identity as an education and prevention program, separate from clinical programs. We are starting to address the need to separate our identity from other units with a similar, although less comprehensive or more clinical, mission. However, we are pleased that students are clearly participating in our programs as their well-being is our ultimate goal. Of note is that this spring, we are beginning to develop methods for providing us with more extensive outcome data for programming. We will implement another campus wide survey in the spring 2009 which should provide us with considerable feedback as to needs and issues for students.

Trend data—Over several years, UH Wellness collected data on alcohol and other drug (AOD) use as well as on other wellness related items. Alcohol and drug use indicators suggest the majority of UH students are not, for the most part, engaging regularly in high risk drinking or drug use. However, such data does let us know areas to target programming. In addition, our survey respondents report on sexual health issues. The data will give us valuable information about students' knowledge related to sexual health as well as knowledge as to their attitudes and behaviors about HIV/STD testing. We also will have access to data regarding academic issues, stress, coping, and many other wellness related items

Outcome Assessment—UH has implemented an outcome based assessment of services. We began this process with our alcohol program (IMAGE), but are expanding it to include most of the areas we cover. The alcohol intervention focuses on small group social norming, self protective behavior, motivational interviewing, and personalized feedback. Our major findings indicate that the interventions are, in fact,

having an impact on student behavior. This is a major accomplishment as most assessments measure only such things as satisfaction with the service or increases in knowledge, neither of which necessarily predicts any actual behavior change. The charts below show only the results from the groups in which there was not only a pre-test and post test, but also a follow up (one month). Charts 1 and 2 show improvement in perceptions of campus alcohol use, demonstrating a sustained improved accuracy (supported by research as a strong predictor of decreased high risk drinking). Chart 3 shows the change behaviors identified by participants. Interestingly, the choice of self protective behavior chosen most often was “abstaining” from alcohol. Chart 4 shows how likely students thought it was they would make the change. At least 54% indicated they were very likely, and 91% said somewhat to very likely. Chart 5 shows the percent of students who not only intended to change, but reported they did, in fact, change to implement a self protective behavior (indicating that not only is the statement of intent a strong predictor of change in general, but was found to do so in this case). Chart 6 shows the level of benefit the students found the change to have had for them. In terms of actual behavior change, 65% incorporated/very much incorporated the change, and 96% indicated they did make the change behavior and incorporated it at least somewhat, and half indicated it was beneficial to very beneficial and 94% indicated it was at least somewhat. Finally, we were able to assess impact on consumption and negative consequences. For underage students, there has been an increase from 57% to 77% in those who report drinking “0” drinks in a typical week, and an increase from 81% to 89% in those who report drinking between “0” and “2” drinks in a week. Additionally, students who did participate in the IMAGE session were statistically 1.98 times more likely to report drinking “0” drinks in a week; 2.47 times more likely to report consuming fewer drinks in a week; 2.29 times more likely to consume fewer times per month; and 2.95 times more likely to experience fewer negative consequences than those who did not attend the session.

Chart 1

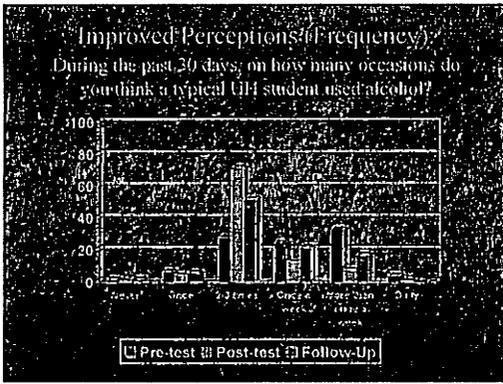


Chart 2

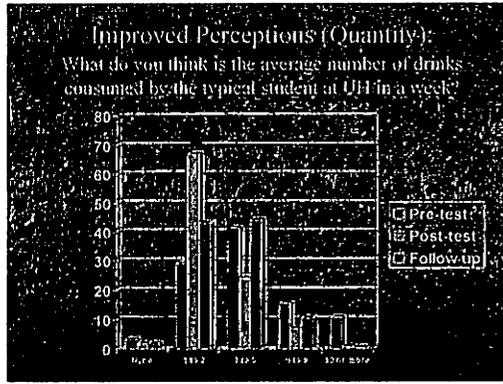


Chart 3

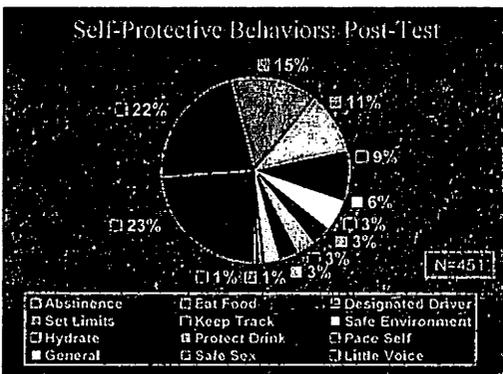


Chart 4

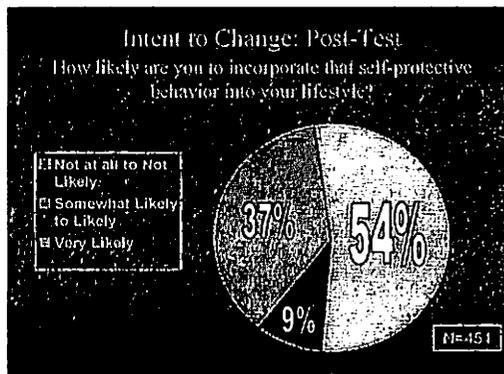


Chart 5

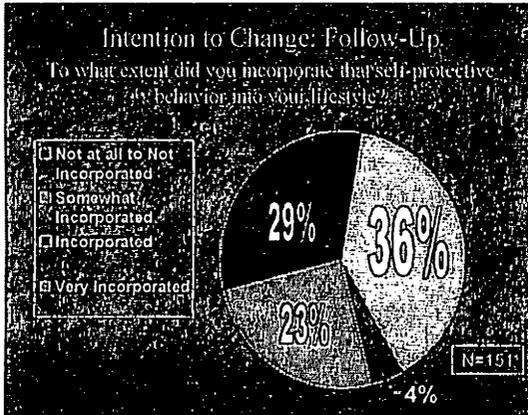
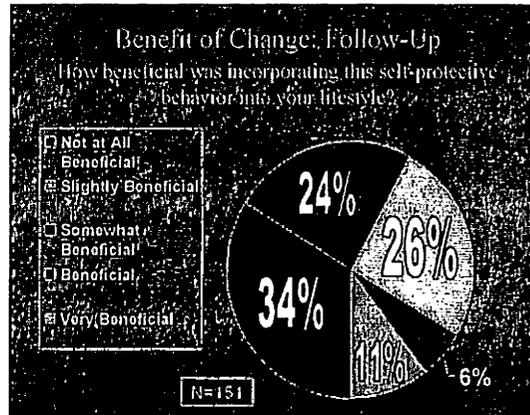


Chart 6



This intervention and documentation of our alcohol education results was continued into the next year and the process of looking at “intent to change” as a predictor of change, was implemented for use in our other wellness workshop. For each workshop, students were asked to identify a specific behavior they had learned, as a result of the workshop, and that they believed they could implement in the future. Among students who attended the other wellness workshops and identified a behavior/skill they intended to change, 78% said they were very likely to incorporate and 99% were somewhat to very likely (Chart 7). Students also indicated a strong motivation to change. Chart 8 shows the percentage of students who did identify a behavior to change and their confidence they could change and that they believed it would be beneficial. They were also asked the likelihood of implementation and the potential benefit.

Chart 7

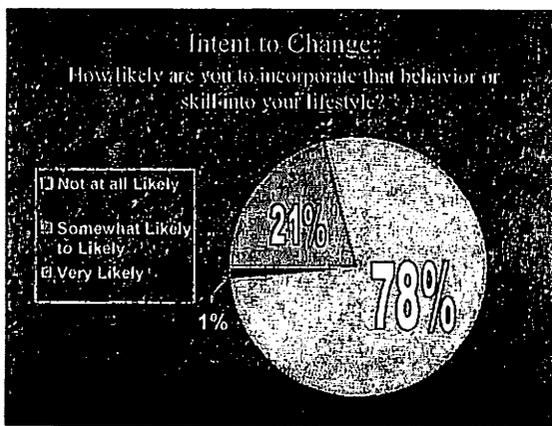
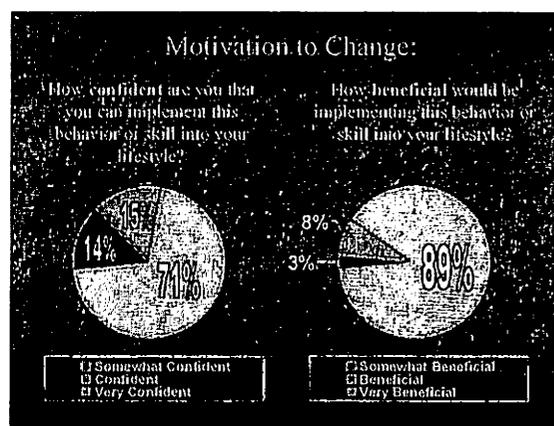


Chart 8



Question #5

Please discuss any budget changes from your last (FY09) SFAC request, their impact on your programs, and your reason for implementing them. We recognize that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the budget cycle, and that some programs may be ahead of/behind their self-generated income.

UHW also received a grant from the Texas Alcoholic Beverage Commission (TABC) for approximately \$37,000. This did allow us to hire a graduate assistant to carry out many of the requirements of the grant, which was consistent with our alcohol education responsibilities. Additionally, UHW received \$124,000 from the U.S. Department of Education for a Model Program grant, which also helped us to fully implement our alcohol prevention program across campus.

An increase in minimum wage is resulting in a need to increase student wages. As such we are asking for an increase in our budget to account for that mandated increase.

Question #6

Please list 2008-2009 objectives in priority order. The objectives should reflect the priorities stated in your unit's strategic plan. Larger units may wish to group your responses by subprogram. Under each objective, state the specific programs, activities, and/or services that you plan to implement to meet your objectives.

UH Wellness is a campus wide education and prevention program aimed at promoting healthier choices, and a healthier, safer learning environment. Its goal is to promote a WELL campus in order to improve student learning. Its mission is unique in three ways. Prevention and education is all that we do; all dimensions of wellness are emphasized; and UH Wellness involves students in their own well-being. Our specific goals and objectives are as follows:

Goal One: To facilitate student development and student learning

Objectives

1. To strengthen peer education
2. To increase peer educator recruitment and retention efforts
3. To provide training opportunities for Cougar Peer Educators
4. To provide students with experiential learning opportunities
5. To provide training to student workers

Goal Two: To strengthen collaboration and networking within the university and surrounding community

Objectives:

1. To develop a community network for wellness promotion
2. To serve as a liaison to the campus community.
3. To increase professional development
- 4.

Goal Three: To utilize research-based universal, selective, and indicated prevention

Objectives:

1. To initiate innovative programming for students
2. To infuse research into prevention modalities

Goal Four: To provide comprehensive wellness programming

Objectives:

1. To provide multi-dimensional programming
2. To provide multi-tiered programming

Goal Five: To demonstrate accountability

Objectives:

1. To utilize evaluations for determination of effective programming
2. To conduct annual needs assessment for use in planning
3. To create outcome-based assessments to measure behavioral and cognitive change related to reducing high risk drinking
4. To create outcome-based assessments to measure behavioral and cognitive change related to wellness skill development

5. To maintain high level of professional development among staff

EVALUATION:

UH Wellness will evaluate its objectives by:

- Student and faculty/staff feedback
- Participant evaluations of workshops and presentations
- The number of prevention campaigns and usage contacts
- The number of contacts at each event
- The number of workshops and programs provided for student groups and organizations as well as the level of participation
- Outcome data for activities (based on increased knowledge or statement of intent to change).
- Documenting accomplishments from Consortium and other meetings
- Documenting the number of collaborations and co-sponsorships by other organizations in UH Wellness initiated events
- Documenting the number of collaborations and co-sponsorships by UH Wellness in campus-wide events
- Document class participation and evaluations
- Document peer programming and level of participation
- Document the membership of Wellness staff on wellness and prevention organizations and committees
- Evaluations from specialized programming such as M.I.P alcohol education program
- Continued peer education certification, with increasing percent pass rates
- Increase in web site development and usage
- Campus surveys of student health related attitudes and behaviors
- Documentation of research based interventions

Question #7

What are the other possible sources of funding available to your unit and what efforts are being made to access them (i.e. grants, donations, etc.)

At times, we receive small reimbursements from our student affiliation with UMADD for related UMADD activities. Our Outreach Counselor and one of our peers were funded to attend a workshop on how to implement UMADD programming ideas. They have also reimbursed us for programming that totals over \$1,000. We also were again awarded the prestigious TABC grant aimed at the prevention of underage drinking, totaling approximately \$37,000. With these funds we were able to hire a part time graduate student and pay for many programs and educational materials for students. We received \$124,000 from the U.S. Department of Education for a Model Program grant. We will continue to seek other appropriate external funding to support the wellness program.

Question #8

Please describe any overlap between your unit and any other unit(s) providing services to students. Please provide rationale.

There is no other unit that provides a comprehensive wellness education and prevention program for the university. Although other units may provide some wellness-related services, other units do not place a primary emphasis on such comprehensive prevention and education and wellness-related outreach services. Additionally, University of Houston Wellness serves as a center of information and coordination for university wellness-related programs. Unlike other units, we offer wellness programs and wellness materials and information in all six dimensions of wellness. UH Wellness is a comprehensive and collaborative force in promoting healthier choices and a safer, healthier environment to promote student learning.