

Student Fee Advisory Committee (SFAC) FY2022 Program Questionnaire



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.

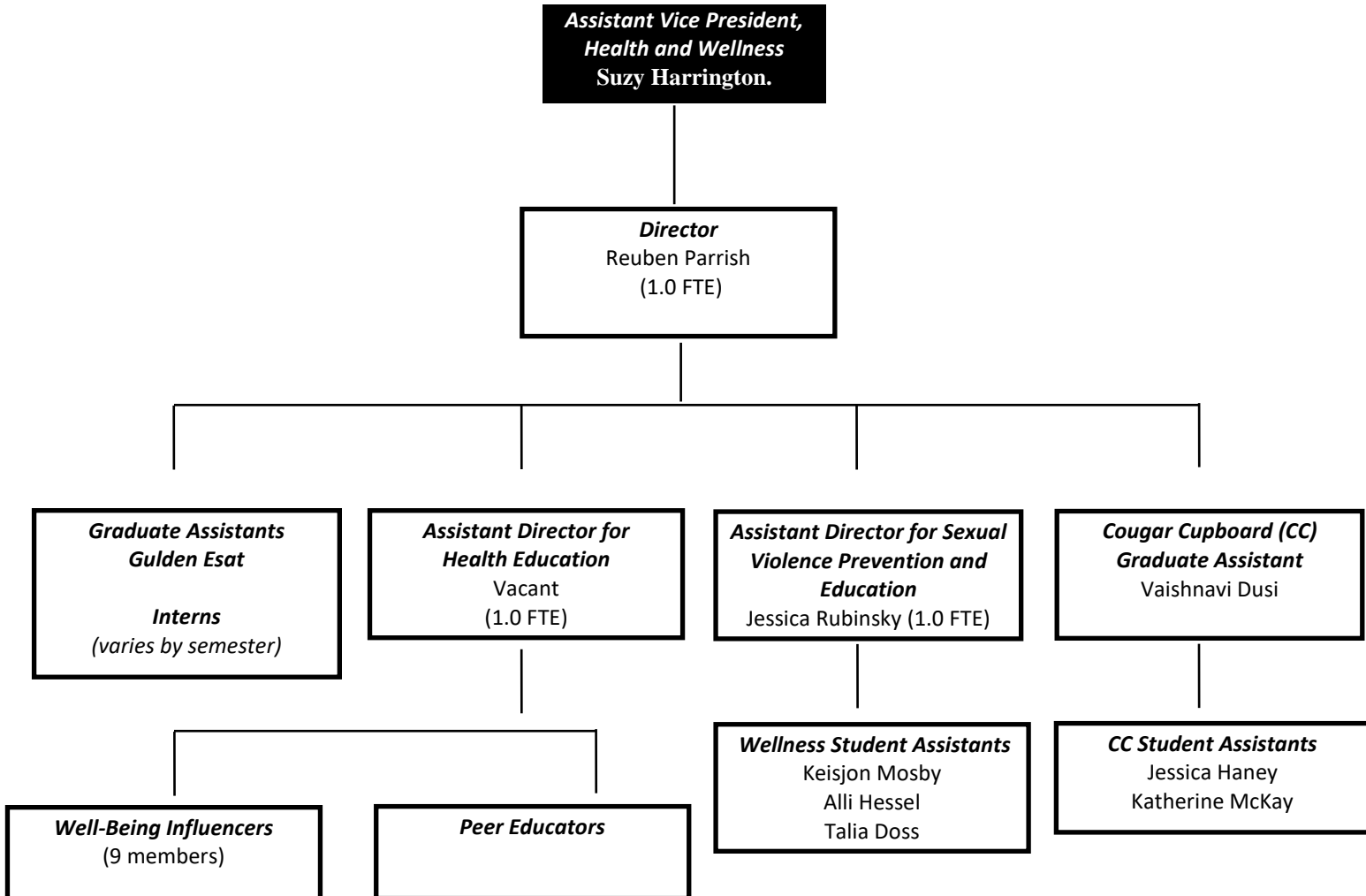
UH Wellness accomplished its mission **contributing to student success by empowering the campus community to make healthy choices across the nine dimensions of wellness (physical, occupational, spiritual, social, intellectual, emotional, environmental, financial, cultural)**. In the midst of operational transition and COVID-19, we were able to launch a food pantry to address food insecurity, pilot a resilience program, provide quality and effective programs bulleted below, and get national attention from a university in the Arab Emirates.

- New Initiatives: 1. Implemented a new program called Student Curriculum on Resilience Education (SCoRE) to assist students in recognizing their own strengths and abilities around resiliency. 2. Established a university food pantry called *Cougar Cupboard*. This is a partnership with the Houston Food Bank to help address food insecurity. In addition, the food pantry the department releases a newsletter educating students on recipes with the food provided and general advice around nutrition. The department wanted to deliver a program to students to help navigate the transition from home life to college life as well as learn essential skills for adulthood.
- Educational outreach: The department continued to conduct workshops, training, orientations on a myriad of topics ranging from substance use and abuse, fitness and nutrition, mental health and disorders, injury and violence prevention and sexual and reproductive health. Each addressing one or more of the nine dimensions of wellness to help student learn and maintain healthy behaviors and positive coping skills.
- Assessment: Every year we conduct our own standardized version of a Campus-Wide Survey as well as disseminate the National College Health Assessment (NCHA) which allows benchmarking health related information on students against national trends.
- Signature programs and on-going events: We coordinated and hosted a variety of national campaigns, activities, and events including weekly meditation sessions, Sexual Assault Awareness Month, Unwind with Wellness, Fresh Check Day, and World AIDS Day. We collaborate with other departments to minimize overlap and maximize cooperation. We are frequently invited to attend orientation, tabling, and general awareness events.
- Educational Sanctions: We provided three staff-facilitated programs for students who are in violation of UH's alcohol and drug policy: BASICS (Brief Alcohol Screening and Intervention for College Students), CASICS (Cannabis Screening and Intervention for College Students, and Minors in Possession (MIP) or Alcohol Education Program for Minors.

Our numerous efforts to provide health promotion initiatives, health education programming and services supporting students lead the six departments in the health and well-being portfolio to live *their best selves individually within our communities by being, doing, connecting, caring and learning (DSAES Well-Being Definition)*. In addition, the department intentionally collaborated with the HWB portfolio, College of Medicine, College of Pharmacy as well as other units in DSAES contributing to *cultivating a community of care to promote and enrich students health and well-being to become successful scholars and engaged global citizens (DSAES Defining Statement)*.

2. Provide an organization chart of your unit. Large units may need to have an overview chart and then more specific charts for each program. Where you have multiple staff in the same position (e.g. counselor, advisor, etc.), note this on your chart. Student employees should be cited on the chart and identified as students.

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



3. List your unit's strategic initiatives and action steps identified for the 2019-2020 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Strategic Initiatives and University of Houston Strategic Goals to which they relate (links below). Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/action steps, the rationale for the addition, and comment on your success in achieving these items. DSAES Plan: (http://www.uh.edu/dsaes/about/strategic_plan.html)
UH Goals: (<http://www.uh.edu/mission/>)

Every year the department provides trainings, workshops and outreach events to educate students on various topics to achieve the DSAES strategic initiatives. This year was no different but with the department in transition and the pandemic we had to modify and prioritize which programs and initiatives to implement and develop.

Strategic Initiative 1: To facilitate student development and the student learning process through education on alcohol and other drugs, mental health, sexual violence and sexual health (UH 1,2; DSAES Student Success 1 & 3)

Educating students is one of the primary functions of our office. We assist in providing students the skills and tools to make well-informed decisions on and off campus. This is especially true when implementing programs regarding emotional wellness (mental health and disorders) and physical wellness (substance use, sexual health and violence prevention). To help with students emotional wellness, we were able to pilot a new program called SCoRE (Student Curriculum on Resilience Education). SCoRE teaches students the definition of resilience, how resiliency impacts a person's life, how to improve their own resiliency, and other skills needed to be successful in life. In addition, we were one of many campuses across the nation hosting an event called Fresh Check Day. Fresh Check Day strives to increase awareness of mental health resources on campus, reduce stigma around suicide and mental health, and increase willingness to reach out for help. This yearly uplifting mental health fair features peer and departmental led interactive booths to encourage students to engage in dialogue about mental health. This event helps to build a bridge between students and the mental health resources on campus, locally, and nationally. To be able to continue programming and provide space for students dealing with the pandemic, we transitioned our in-person tea Tuesdays and meditation Thursdays to be virtual, we offered both weekly focusing on pre-selected topics to help student focus during meditation and connect with other students. We also developed a social media campaign called Live Life and Keep Healthy during the pandemic. This provided students with resources to stay safe through practicing safe habits, stay connected by social distancing not isolation, practice self-care through taking care of themselves, keeping a routine by controlling what can be controlled in unpredicted times, and making sure to utilize digital play through virtual socializing.

Emotional wellness information around mental health awareness and education, was also provided **to all athletic teams**. This education, in addition to information on substance use, sexual health, and violence prevention helped to fulfilling their annual trainings NCAA requirements.

The department also implements programming for students who are sanctioned by the Dean of Students and Student Housing and Residential Life in violation of the UH guidelines involving alcohol or marijuana. We provided three sanctioned programs during the fall. To continue these programs in the Spring, we modified two of the programs to be conducted virtually. For the third, the MIP (Minors in Possession) class there is not an alternative way to conduct that class, as this program is state approved and does not offer an online version. Therefore 3 out of the 4 MIP classes were cancelled because of the pandemic.

Strategic Initiative 2: *Expand collaboration and networking within the university and by expanding the message of who UH Wellness is and what we offer through increased programming and campus involvement that appeal to a wider audience (UH 2, 5; DSAES Partnerships 1 and Division Cohesion 1).*

In previous years, UH Wellness has been mistaken for the Health Center or the administration offices for Campus Recreation. Students at times tend to misunderstand our office and what do in relation to improving student's health and well-being. Therefore, we rely on our collaborative programming and innovative events to increase programming efforts and spread awareness about all the services we provide. Our signature events lead our efforts to increase student involvement at a large scale. As previously mentioned, Fresh Check Day is one of those events that we rely heavily on collaboration with the departments in the health and well-being portfolio, a few departments within DSAES, as well as some academic services.

A new collaboration was formed with the College of Medicine and the School of Pharmacy to implement the SCoRE program. Each college agreed to help pilot the program to their students. The College of Medicine is conducting a research project with their students on the effects and future implementation possibilities. The School of Pharmacy is conducting a longitudinal study with their P1 level students to determine the effectiveness of how students deal with pressures of graduate school from year 1 to year 4. In addition to these graduate programs, a select number of undergraduate were chosen to participate in the program.

Another major collaboration and network formed with Wellness and Engagement Programs Administrator and UH Human Resources is the Health Well-Being Influencers and Activators initiative. Select students serve as influencers on campus to serve as role models and a resource network to help inspire their peers to live their best lives as an individual and the community. These students also act as a two-way conduit of information between their peers needs and the services, resources, initiatives, and education provided by the DSAES and the Health and Well-Being portfolio. With the same goal in mind, select faculty and staff serve as activators. Both groups work to create messaging to bring awareness of programs, events, and opportunities; increase motivation and engagement in programs; and develop a network of wellness allies across campus for student, staff and faculty.

Workshop requests is another way our department expanded our reach to students especially to students that do not utilize our services or know about our department. Student

organizations, professors, and departments are able to request specific workshops around any health and well-being topic.

Strategic Initiative 3: Increase the use of programs that use research based, theory driven prevention model from three to four (UH 2, 4; DSAES Student Success 1 & 3).

The department added a program that is a research-based resilience education program that helps students cope with the personal, social, and academic challenges of college life. Developed by LEAD Pittsburg, 3C Institute and several universities, the program has been implemented by numerous of colleges and universities to help students transitioning from high school to college and through critical stages in their life. As mentioned above, important collaborations with College of Medicine and School of Pharmacy helped with piloting this program. The program is a self-paced or instructor led program that teaches students about resilience and provides tools for self-exploration as well as strategies to increase resilience. Students participating in the program will develop resilience in the areas of time management, study habits, self-care, goal-setting and social adjustment. This guides students to successfully handle challenges they encounter in college, improve their health, improve their grades, and increase retention rates.

As stated previously, UH Wellness also provides Mindfulness Meditation offered to students at no cost. This is shown to increase mental health and emotional well-being. A collaboration with a trained facilitator on campus held sessions every other week for anyone wanting to participate. Transitioning to virtual sessions during the height of the pandemic has helped reach students who normally may not come to the office, as more students need resources. We were also able to reach students internationally as there was interest from Ajman University in the United Arab Emirates to attend our meditation sessions.

Strategic Initiative 4: Promote comprehensive campus wellness by offering a variety of programs and services that seek to educate and develop the nine dimensions of wellness (UH 2, 3; DSAES Student Success 1 & 3).

To continue taking steps to build a comprehensive campus health and well-being program that cultivates a community of care, UH Wellness utilizes several planning models and frameworks. The two main frameworks include the Socioecological Model (individual, intrapersonal, organization, community, policy) and the Dimension Framework (physical, occupational, social, spiritual, intellectual, emotional, environmental, financial, cultural). These models provide a blueprint to develop, plan, disseminate, and evaluate our health promotion and education efforts. These frameworks can be identified in our new initiatives started last year including the Cougar Cupboard as this program relates to all dimensions of the frameworks at both an individual level and an environmental level by creating accessible free food for all students. The SCoRE program helps students gain skills in intellectual, social, and emotional wellness at an individual level and helps to improve relationships at an intrapersonal level. Well-Being Influencers help students address occupational, social and intellectual wellness as well as

delivery well-being information at a community and organization level. The initial mobilizing phase of the Healthy Campus campaign covers all of the wellness dimensions and contributes to large-scale change at the community and eventually policy level. Lastly, our department helped design the first COVID-19 poster for providing students, faculty, and staff with information to stop the spread of germs. All of these new programs, initiatives, and campaigns are great additions to our existing programs by continuing to help students understand holistic wellness. Wellness strategically designed programming to help increase the awareness of the nine dimensions of wellness. During the year, each month focuses on one of the dimensions of wellness and every program and event is related back in some way. This helps promote holistic wellness in many areas of our students lives. During “Weeks of Welcome” our department provided yard signs with explanations of the dimensions of wellness to help students relate the events they participated in to the nine dimension. For example, attending a concert, a sign with “Social Wellness” was placed at the event or at Zumbathon, a sign referred to “Physical Wellness and Emotional Wellness”. We also educate students on the nine dimensions through our educational bathroom posters called Potty Talks. These large size posters located in several restrooms across campus and also provide helpful wellness information. We provide local and national data around wellness, strategies to improve health, and then relate the information back to one dimension of wellness. These posters were also featured during Frontier Fiesta and renamed “Fiesta Talks”.

Strategic Initiative 5: Promote professional and student staff progression toward advanced professional competencies by maintaining a culture of assessment before, during and after employment, along with an emphasis of self-care and work/life negotiation (UH 6, DSAES Division Cohesion 3 & 5).

The culture of the office is represented through our motto; “Choose Well, Do Well and Be Well”. We highly encourage all our UH Wellness staff members to take advantage of various different opportunities to help advance in their professional goals, improve competencies in their respective field, feel supported, and maintain a healthy work-life balance. We recommend that staff attend local and national conferences as both an attendee and a presenter. After attending the conferences we have staff report significant information learned to the other professional staff. This helps to provide information on the latest research as well as improve programming and services provided by the department. In addition to attending conferences, staff are motivated to get involved with national associations by being an abstract reviewer, becoming an officer, serving on a committees, and other opportunities. Not only is professional development encouraged through conferences but also staff are supported in attending trainings, conducting trainings, developing workshops, and participating in DSAES professional development activities. Even with a year of not being able to attend a conference in person, the staff had the opportunity to attend virtual workshops and focus in innovative ways to increase professional development through developing and implementing new initiatives and managing the department in student workers, budget, programming, and more.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data.

Utilization numbers seen in our Outreach (Workshops/Training, Events, Tabling), Educational Sanctions (Alcohol and Marijuana) and In-Office (Walk T ins/Consultations, etc) tracks the success of our programs. In addition to evaluating the previous mentioned, we also measure success informally through student feedback when they come back to the office to thank us or providing positive comments. We can assume that if one student is affected by what we do, there are a lot of others who are as well. Therefore, all our evaluative endeavors drives the department to conduct quality and informative programming that relates to students in all the dimensions of wellness and at different stages in the Stages of Change Model. (Pre-Contemplation (not thinking about changing a behavior), Contemplation (start thinking about it), Preparation (figuring out how to change the behavior and what resources to help them), Action (start their plan), Maintenance (establishing a pattern of behavior to become habitual in their life), Termination (reached their goal and hopefully continue the behavior), Relapse (falling back into the unhealthful habit).

	FY19	FY20	Percent Change
<i>Outreach</i>			
Workshops/Trainings /Orientation	19,280	6,117	-48%
Tabling or Resource Fair	2,853	473	-74%
Signature Event	1,424	142	-90%
Cougar Cupboard	n/a	1,019	-
<i>In-Office</i>			
Informational/ Events, Walk-Ins, Consultations	2,976	2073	-30%
<i>Educational Sanctions & Special Programs</i>			
(BASICS, Minors in Possession, CASICS)	127	69	-46%
SCoRE (Student Curriculum on Resilience Education)	n/a	289	
Total	26,665	10,182*	-62%

*Number reflect the department being in transition and dealing with the pandemic.

Outreach

One major outreach was the creation of the Cougar Cupboard to address food insecurity on campus. The partnership between UH Wellness and the Houston Food Bank established a Food for Change Market Food Scholarship Program at the University of Houston. The scholarship program is open to any enrolled student at the university. Students must attend an enrollment session, complete two surveys and then will receive a unique number registered to them. Once enrolled, students are able to receive up to 30lbs of free food consisting of perishable and nonperishable foods.



The department was able to implement Fresh Check Day an uplifting mental health promotion and suicide prevent event with interactives booths, peer-to-peer messaging, support of multiple campus departments and groups and exciting prizes and giveaways. In helping student's emotional wellness, we also conducted our semester ending event Unwind with Wellness. This event is done during the beginning of finals week to give an opportunity to relax with massages, free food, listen to music, do DIY projects, get information from departments and leave with a sense of being relaxed.

In-Office -Walk-In/Consultations- transition

Our walk-in numbers decreased in FY20 by (-30.0%) compared to FY19. Student interactions with the office are counted when attending our ever-popular Tea Tuesday, joining in Mindfulness Meditation, coming in for a health and well-being consultation on a variety of topics from procrastination to relationship building, using the computers or taking advantage of our lobby area with the mediation water fall to study or hangout. We have seen a significant increase in the number of students attending our Tea Tuesday program and mindfulness meditation but declined during the spring due to the pandemic. However, we modified both activities to be held virtually. Tea Tuesday became Tea Tuesday Conversations. The department wanted to provide a platform for students to discuss freely the predetermined topic for that day. The meditation became guided with a sense of purpose for each session. In addition, UH Wellness is a weekly site location for CAPS's "Let's Talk" program, where a professional counselor is available for drop-in hours as well as ours.

SCoRE- Student Curriculum on Resilience Education Pilot

In a collaboration with the school of Pharmacy, College of Medicine and a select group of undergraduate students, the department was able to pilot the self-paced option of this program. A few comments students who completed the program said

- Enjoyed the SMART framework to help set and establish goals
- The various degrees of insight can be helpful in understanding one's self better
- Instructor led maybe better to keep me interested
- It seemed like concepts that individuals should have face by the time they enter college; this serves as a good reminder if someone were to undergo an issue

This is just preliminary results of what we expect students will feel and learn from completing the 5 hours of five modules with three sections at twenty minutes long each. The department plans to ask for another one time fund to expand this to more graduate programs as well as specific student groups on campus.

Signature Events & Training/Workshop Assessment

UH Wellness tracks its effectiveness of our events/trainings/workshops by focusing mostly on student learning about and able to identify specific behaviors or skills when attending one of the above mention choose to incorporate into their lives. How does that happen. Take a student attending a workshop. After the workshop, the student is presented a unique link to identify one behavior they learned from the (ex: safe alcohol practice, referral tips, exhibiting respect in a relationship, etc.) and their confidence and belief about the ability to incorporate that into their daily life.

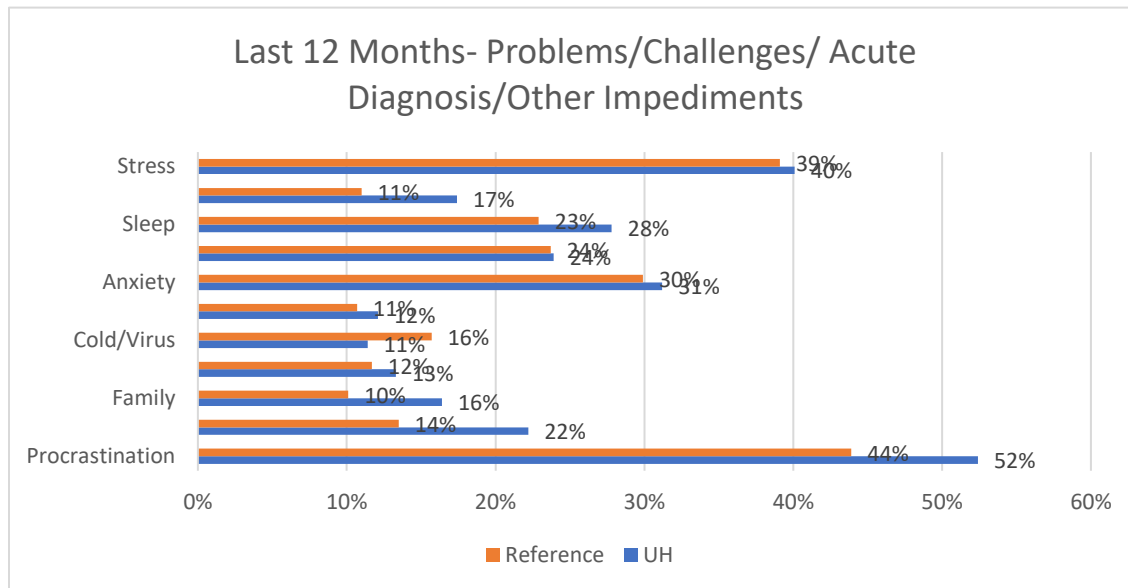
- On average 74% of students feel it will be easy to very easy to incorporate the new behavior or skill.
- A little over 90% of students agree to strongly agree that they are comfortable talking to a peer about the topic. This is not too surprising as we have seen in our national survey that students want to learn how to help others.

These results help determine if our programs are having an impact on behavior change and/or what adjustments we need to make in terms of helping students retain the information and able to identify skills or behaviors and improving self-efficacy for better health and well-being.

Annual Campus Trend Data- cougar cupboard data, survey

To better understand the campus health climate, UH Wellness disseminates a student survey every year-one national survey National College Health Assessment (NCHA) and a UH developed Campus-Wide Health and Wellness survey. Both surveys explore student's habits, behaviors and perceptions of a wide variety of health and wellness issues including: alcohol, tobacco and other drugs, sexual health, mental health, nutrition and exercise. The NCHA is in the third iteration for the survey is a national bench-marking survey that addresses health and well-being in college communities. It will assist in collecting precise data about University of Houston students' health habits, behaviors, and perceptions regarding issues that could affect the students' overall health and academics, including: - Alcohol, tobacco, and other drug use -Sexual health -Weight, nutrition, and exercise – Physical and Mental health diagnosis and treatments - Safety and interpersonal violence – Sleep- Well-being & Mental Health. The data will be used to further enhance program design and service delivery in UH Wellness, but also partner office such as Campus Recreation, Student Health Center, and Counseling & Psychological Services (CAPS) as well as to guide the UH community in addressing student health and well-being concerns. However, to get a representative sample of UH we needed 20% return rate. Unfortunately, the response rate was 5.52% (414/7498).

Some interesting data can help shape future planning for the department even though not representative but could be assumed among the greater population. One such data in the below chart shows procrastination being the number one challenge that impedes their academics with stress coming in closely at second. This is one of the reasons why SCoRE could be beneficial for students to learn how to overcome stressors and other barriers to decrease the chance of procrastination in their life.



Educational Sanctions and Special Programs

UH Wellness leads the university in providing education to students who are sanctioned for underage drinking, high risk drinking (drinking in a way that leads to unwanted results) and smoking marijuana by the Dean of Students, Student Housing and Residential life, referred from a department or self-exploration by students. The department conducts three different programs Minors in Possession (MIP) and two nationally recognized and evidence-based programs for individuals: BASICS (free at this time) (Brief Alcohol Screening and Intervention for College Students) and CASICS (minimal fee) (Cannabis Screening and Intervention for College Students). MIP is done in a group format and students are charged a minimal fee to take the course. For FY19, the average percent of increase in knowledge from pre-test to post-test was 60%. The overall evaluation for FY20 for the instructor and the course were again high, with a 9.90 (on a 10 point scale) instructor rating and a 9.1 course rating.

5. Please discuss any budget or organizational changes experienced since your last (FY2021) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.

UH Wellness was affected in both areas.

Budget- When presenting the budget last year, consideration was given to be fully staffed by the end of the semester. Unfortunately, due to a hiring pause certain initiatives became more of a priority. The projected actuals were reduced in areas like programs/events, professional development, printing and postal and few other areas. As a result there was a fund equity balance that will be used to continue to implement SCoRE and hire a Health Communication graduate assistant.

Organizationally- Most of FY20, we had two vacant positions until recently a New Director and a Assistant Director, Sexual Violence Prevention and Education was hired. Priority was given to the creation of the Cougar Cupboard, piloting a program and creating virtual programming. Now with 2/3 of the staff, plans are to re-establish campus wide committees, create new topic based collectives (i.e. nutrition), and mobilize university stakeholders with similar interest to build a Healthy Campus collaborative. The goal is to synergize all resources related to health and well-being to develop a systematic comprehensive approach to addressing the health and well-being needs of the University of Houston community. The first step for this upcoming year is the group becoming the *cornerstone* of the campus. Conduct a campus evaluation regarding implementation of health and well-being programming and services to determine alignment with the Framework for a Comprehensive College Health program that provides a coordinated approach to identifying funding, support, and data sources, as well as establishing relevant campus and community partnerships. This process is designed to help build community capacity and determining what student basic health needs need to be met in order to support student success.

6. If your unit concluded FY2020 with a Fund 3 addition to Fund Equity in excess of \$5,000, please describe the conditions which caused the addition and provide a line item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

UH Wellness concluded FY2020 with a Fund 3 equity in excess of \$5,000 in the amount of \$21,000. This is due to part of lapsed salary of two vacant positions for the entire fiscal year. The funds will be used to hire a health communication graduate assistant for one year. Demonstrated success for SCoRE

7. Please list your 2021-2022 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Services Values and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

Strategic Initiative 1: Create collaboration/networking within the university community to develop a comprehensive college health and well-being system to increase holistic programming that appeal to a wider audience. (UH 2,6 DSAES SS 3,5; DC 4; R1-3; P1)

- Action step – Establish the Healthy Campus network
- Action step – Create topic based collectives (nutrition, mental health, etc.)
- Action step – Implement the first phase of JED

Strategic Initiative 2: Streamline messaging among the six departments of health and well-being portfolio regarding one health and well-being topic affecting the university population. (UH 2; DSAES DC1)

- Action step- Expand influencers to target student groups on campus
- Action step- Implement a social marketing campaign

Strategic Initiative 3: To facilitate student development and the student learning process through developing an essential skills curriculum. (UH 2, DSAES SS ;R1)

- Action Step- Increase participation in the SCoRE program
- Action Step- Develop a workshop series

8. Recognizing that the potential to generate additional Student Service Fee income for FY2022 base funding is extremely limited and recognizing that it is likely that some units will not be allocated the new base budget and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total FY2022 base Student Service Fee budget request and provide a line-item explanation of where budgetary cuts would be made.

Our total FY22 SFAC request is \$332,180, with 5% of that total being \$16,609. If such a reduction was to occur, we would most likely shift the majority of our expenses from our Maintenance and Operations area and some from our Student Worker Wages as outline below.

<i>Expense</i>	
Advertising	\$1,109.00
Business Meals	\$500.00
Computer/HW/SW Supplies/Repairs	\$1,000.00
Facilities Work Orders	\$1,000.00
Office/General Supplies	\$2,000.00
Printing/Postal/Freight	\$2,000.00
Professional Development	\$2,000.00
Program/Events	\$1,800.00
Rental/Lease	\$2,000.00
Services	\$1,000.00
Travel	\$2,000.00
Uniforms	\$1,000.00
Total	\$16,609

9. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet.

The Cougar Cupboard was gifted \$100,000 to secure food for dissemination to students experiencing food insecurity, provide nutrition education and necessary resources to help students eat healthy and operation of the Cougar Cupboard. This gift is one-time but will try to secure additional funding in the future. We also have a text to give number for alumni and those interested in supporting UH Wellness. Wellness also receive funds from charging a minimal fee

to students to take the educational sanction programs MIP and CASICS. A request will be submitted to start charging a similar fee for BASICS. This upcoming year, the staff will research and submit a proposal for a grant to expand virtual programming.

10. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

UH Wellness programmatic efforts are based in the nine dimensions of wellness. This makes what we do overlap with other departments/units especially as part of the Health and Well-Being Portfolio with Counseling and Psychological Services, Cougars in Recovery, Center for Students with DisABILITIES and Student Health Center. However, our approach is a bit different. If you look at the continuum of care model below from the Institute of Medicine (IOM), some of the units I named are more in the treatment or recovery area and our efforts are focused within the promotion and primary prevention area. The programming we conduct are at the different levels of prevention, Universal (the UH Community as a whole), Selective (certain population within UH, i.e athletics) and Indicated (individuals or specific topic to focus on). We also conduct similar programs (healthy relationships, bystander intervention, consent workshops, nutrition services just to name a few that the Woman Gender Resource Center, Equal Opportunity Services and Peeps Pantry cover.

