

Program Report
2018-2019 academic year
UHS Health Promotion Office
University of Rochester
May 2019





****Table of Contents

**Health Promotion Office Mission:** Promote healthy behaviors among University of Rochester students.

**SECTION 1:** *Plan, implement, and evaluate theory-and evidence-based health promotion programs.*
EAT Mindful online program ………………………………………………………….. 4
Feel Fabulous in February ………………………………………………………….. 6
HPV Vaccine Clinics ………………………………………………………….. 8

Flu Vaccine Clinics ………………………………………………………….. 10
PAWS ………………………………………………………….. 12
Safe Sex Express ………………………………………………………….. 14
SWARM Training ………………………………………………………….. 16
UR Sex Week ………………………………………………………….. 18
Zzzzs to As Sleep Challenge ………………………………………………………….. 22

**SECTION 2:** *Collaborate with the campus community and support health promotion initiatives.*
Orientation Programming ………………………………………………………….. 26
RA Training ………………………………………………………….. 28
General Program Requests ………………………………………………………….. 29

**SECTION 3:** *Direct the Peer Health Advocacy program.*
PH 216 ………………………………………………………….. 31
PHA Internship ………………………………………………………….. 33

**SECTION 4:** *Offer 1:1 consultations with students to improve their well-being.*
BASICS ………………………………………………………….. 34




Section 1:

Plan, implement, and evaluate theory- and evidence-based
health promotion programs.

****EAT Mindful online program

**Background Information:**Most students don’t realize that a healthy diet can impact their studies. Healthy strategies include:

* Eating a variety of whole foods, including plenty of fruits and vegetable
* Choosing whole grains over white refined grains
* Opting for water over soda and caffeinated beverages

But according to the 2017 National College Health Assessment, University of Rochester students are falling short of the national dietary recommendations. For example, only 5% of students are consuming the suggested five servings of fruits and vegetables per day. In fact, most students (about 59%) are eating only one or two servings each day.

While healthy, local food choices are readily available across campus, we realize your demanding schedule might take precedence over making time for a healthy meal. That’s why our nutrition programs are created for the busy Rochester student. We provide practical tips and real-life strategies for eating healthy every day.

Our online EAT Mindfully program teaches students that healthy food can be **Easy, Affordable, and Tasty**.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| To educate students about healthy eating habits and increase their eating competence. |
| Each academic semester, fifty students will complete the EAT Mindfully program.  | Met Objective  |
| Upon program completion, 75% of survey participants will agree or strongly agree that the E.A.T. Healthy program helped them to learn strategies to make healthy food choices.  | Met Objective |
| Upon program completion, 80% of survey participants will agree or strongly agree that because of the EAT Healthy program they now choose more nutrient dense food in the campus dining facilities. | Did not meet Objective |
| Upon program completion, 80% of survey participants will indicate that because of the EAT Healthy program they now eat more mindfully. | Did Not Meet Objective |

**Methods of Data Collection / Evaluation:**For the EAT Mindfully online program, an online post-assessment is sent to all participants on the last day of the program.

*An important note to the above program analysis: only 30 participants completed the post-assessment, which is approximately 15% of students enrolled in the program. Comparatively, 75% of students enrolled in the program completed it (read all emails over the course of the 21 days). Therefore, the data presented above may not be an accurate depiction of actual program results.*

**Analysis:**Between the months of July 2018 and May 2019, 130 students enrolled in Eat Mindfully. Most participants heard about the program via email promotions (73), and registered during our two promotional periods in early November and late January. This program consists of a series of emails sent every 2-3 days over the course of 21 days. There are 12 emails in all, and the average open rate is 76.8% (industry standard open rate in the health & fitness category is 24%). This demonstrates that students are engaged in the material, motivated to learn, and are sticking with the program for the entire 21 days.

Some important information gathered from the Eat Mindfully pre-assessment includes:

* Many students prepare their breakfast in their apartment / suite or from the Douglass dining hall.
* Students primarily purchase lunch at the Pit, Danforth, or Douglass.
* Snacks are usually purchased at the Pit, Starbucks, or Hillside.
* Participants indicated that their primary goals are to decrease mindless eating, improve snacking, and increase vegetable intake.

**Suggested Improvements:**

* Increased focus on the importance of breakfast.
* Increased focus on the consumption of whole grains versus refined grains.
* Decrease distractions while eating.
* Encourage students to tune into their bodies and stop eating when they’re full.
* Add a fruit and vegetable tracker so participants can track their intake.
* Follow up with participants who opened the last email but did not click to complete the survey.

****Feel Fabulous in February

**Background Information:**Feel Fabulous in February is a month of programming, activities, and events focused on the topic of supporting student mental wellness.  Survey data of Rochester undergraduates showcase the importance for more programming on the topics of mental wellness and resilience to be implemented on campus. For example, according to NCHA survey data, 61% of students felt overwhelmed by all they had to do and exhausted in the previous 2 weeks, and almost 58% felt more than the average amount of stress. Qualitative data also describe the struggles our students experience when attempting to balance all of the demands of being a UR student. These include staying up late or pulling an "all-nighter" to complete coursework, ineffective time management, and unhealthy coping mechanisms to deal with stress.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| *Goal:* To offer a variety of programming opportunities which allow students to relieve stress and learn how to better support their mental wellness. |
|  |
| By February 15th, the health promotion team will have 3 main events and 4 tabling events scheduled for the Feel Fabulous program. | Met objective |
| By February 15th, at least 5 student organizations will be involved as co-sponsors for the various Feel Fabulous programs. | Met objective |
| By February 15th, the health promotion team will engage in six marketing activities to advertise the Feel Fabulous program: distribute flyers across campus, Facebook, Instagram, The Report, emails, and electronic displays (WC, Douglass, and Library). | Met objective |
| *Yoga & Mindful Meditation Workshop* |
| At least 25 students will attend this workshop. | Met objective |
| *Destress Fest* |
| At least 25 students will attend the Destress Fest. | Met objective |
| By the event day, the PHA interns will plan and prepare at least five different stress-relieving activities for participants to engage in. | Met objective |
| Upon leaving the event, 75% of participants will report that the program has increased their motivation to engage in similar stress-relieving activities in the future. | Met objective |
| Upon leaving the event, 80% of participants will report that they feel less stressed than they did upon arrival. | Met objective |
| *Fresh Check Day* |
| At the end of the program, 60% of survey respondents will report that the fair helped them feel more prepared to assist a friend who was exhibiting warning signs of suicide or mental health concerns.  | Met objective |
| At the end of the program, 60% of survey respondents will report that the fair increased their knowledge about campus mental health resources.  | Met objective |
| At the end of the program, 60% of survey respondents will report that they are now more likely to ask for help if they are experiencing emotional distress.  | Met objective |

**Methods of Data Collection / Evaluation:**Participation was recorded at each program. Program evaluations were distributed.

**Analysis:**The planning and promotion of the Feel Fabulous in February program was a success. Rather than spreading many programs throughout the entire month, we focused on three main events and four tablings throughout the last week of the month. We also incorporated a Paws for Stress Relief within the week as well as the Eating Disorders Screening with the counseling center.

Having two PHA interns as the primary leads in the planning and implementation of the program was very beneficial to the HPO, and also provided a valuable learning experience for our students. One intern was assigned to focus on the Fresh Check Day program and the other student was responsible for the rest of the week. They coordinated all planning including development of programs, logistics, marketing, working with co-sponsors, and scheduling.

This year we launched our first Fresh Check Day as the kick-off event for the week. This event was a fun and engaging mental health fair with a focus on suicide prevention. Students would begin at the 9 out of 10 booth to learn about the risks of suicide and how to help a friend in need. Then they could visit multiple other tables with activities / arts & crafts all with a feel-good focus. Examples include adding leaves to a gratitude tree, writing a love letter to themselves, and making a message in a bottle for survivors of sexual assault.

**Suggested Improvements:**

* Coordinate all marketing for next year’s event to coordinate with our new banner.
* Explore other areas on campus to hold tabling events.
* Reserve the expression wall in Wilco earlier in the semester.

****HPV Vaccine Clinics

**Background Information:**The University Health Service (UHS) participated in the New York State Immunization Collaborative from August 2016 through March 2018. Through the Collaborative, UHS continued to focus its efforts on increasing the number of students receiving HPV vaccine. Holding HPV vaccine clinics was the primary strategy used during the 2018-19 academic year. In the summer of 2018, the UHS Leadership Team set the goal to increase the percentage of the age eligible entering students who have received HPV vaccine by 10% (absolute) by May 2019.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| *Goal 1:* To increase the number of students receiving HPV vaccine.  |
| *Objective 1:* Increase the percentage of age eligible entering students who have received at least one dose of HPV vaccine by May 2019. | Met objective[13% increase as of 12/31/18] |
| *Objective 2:* Have at least 85% of students starting the HPV vaccine series at the September 2019 clinic complete the three dose series by the end of the academic year. | Met objective[90% completed 3 doses] |
| *Objective 3:* Facilitate completion of the vaccine series by offering HPV vaccine clinics spaced throughout the year to keep students on schedule (i.e., Sept., Nov., and March). | Met objective.[Held 4 clinics] |

**Participation:**

|  |
| --- |
| **Objective 1: Increase % of age eligible entering students who have received at least one dose.** |
| **Received at least one dose before coming to the University of Rochester***(based on HHF data, Fall 2018)* | **Male** | **Female** | **TOTAL** |
|  | Before UR | By 12/31/18 | BeforeUR | By 12/31/18 | BeforeUR | By 12/31/18 |
| Domestic Students | 63%  | 63% | 72%  | 73% | 67% | 68% |
| International Students | 5%  | 16% | 16%  | 65% | 10% | 41% |
| TOTAL | 39% | 44% | 48%  | 70% | **44%** | **57%** |

|  |
| --- |
| **Objective 2: At least 85% of students starting HPV in September complete the 3 dose series.** |
|  | **September** | **Completed Series** |
| Simon School students | 244 | 227 | 93% |
| Seniors | 207 | 173 | 84% |
| TOTAL | 451 | 400 | 89% |

|  |
| --- |
| **Objective 3: Offer HPV vaccine clinics to complete the series.** |
| Clinics | Participation |
| September 23 | 195 |
| October 2 | 95 |
| November 11 | 230 |
| March 24 | 151 |
|  TOTAL  | 671 |

**Methods of Data Collection / Evaluation:**The Health History Forms submitted by the first year undergraduate and graduate students entering in the Fall 2018 semester provided the data for this study. A report was generated showing the percentage of the age eligible students who received HPV vaccine prior to coming to the University of Rochester. A report was generated in January 2019 to assess progress meeting the goal to increase the percentage of age eligible entering students receiving at least one dose of HPV vaccine.

Lists of students receiving HPV vaccine during the 2018-19 academic year were generated by UHS IT. These lists were used to calculate the percentage of students who completed the three dose series before the end of the academic year.

**Analysis:**At the beginning of the 2018-19 academic year, 44% of all age eligible entering students reported receiving at least one dose of HPV vaccine before coming to campus. In December 2018, 57% of the same group of students received at least one dose of the vaccine. This was a 13% increase, which exceeded the goal of 10%. Another report will be generated in June 2019 to assess continued progress meeting/exceeding the goal.

The objective to have at least 85% of students starting the HPV vaccine series in the fall was met for the two student groups reviewed (i.e., Simon School students and seniors).

Four HPV vaccine clinics were offered during the 2018-19 academic year. The clinics were scheduled in September, November, and March to facilitate completion of the series on schedule. An additional clinic was offered in early October to respond to the requests from students to receive the HPV vaccine. In May 2019, we received an ACHA Best Practices Award for our work to increase the number of students receiving HPV vaccine.

**Actions Taken to Achieve Goal:**

1. Scheduled 4 HPV Vaccine Clinics during the year (September, October, November, March).
2. Promoted HPV Vaccine Clinics to all entering students during orientation programs. Included statement that UR Student Health Insurance Plan (Aetna) covers the cost of the vaccine on all publicity materials.
3. Put signs about HPV and the availability of the HPV vaccine in UHS office waiting room and posted information on the UHS website. Posted announcements in The Report and Grads@rochester periodically to remind students that HPV vaccine is available at UHS.
4. Scheduled appointment for Dose #2 at the time Dose #1 was given and used text messaging to remind students about their appointment for Dose #2 and Dose #3.
5. Scheduled appointment for Dose 3 in the March clinic for students who came to the November clinic. Sent two text reminders to the student, one to confirm the appointment date and time and the other a few days before the appointment to remind the student about the appointment.
6. Reviewed lists of students needing Dose 2 or 3 to identify students overdue for their next dose. Followed up with these students by secure messaging or calling.

**Suggested Improvements for 2019-20:**

* Continue to focus on offering HPV vaccine and helping students complete the 3 dose series.
* Identify additional opportunities to educate students about HPV and HPV vaccine.
* Generate list of students receiving HPV vaccine in the fall to assure completion of Dose 2 on schedule.
* In the spring semester, generate list of students to identify students who are due or overdue for Dose 3 with enough time to contact students before the end of the spring semester. Contact the students to schedule an appointment.

flu Vaccine Clini****cs

**Background Information:**The CDC recommends annual influenza vaccine for everyone over six months of age. Only 26% of adults aged 18 and older and only 40% of college students receive vaccinations for seasonal influenza. Healthy Campus 2020 set a 44% target goal for seasonal influenza vaccination.\* The UHS Health Promotion Office collaborated with the UHS primary care services to offer flu vaccine clinics as a way to increase the number of students receiving the seasonal flu vaccine. The campus-wide flu vaccine clinic on the River Campus was held on October 9, 2018. Smaller clinics were held on the River Campus, at the Eastman School of Music, and in the UR Medical Center. Students, staff, and faculty were eligible to receive their flu vaccine at any one of the UHS clinics. UHS participated in Alana’s Challenge, a national college flu vaccine challenge, as a way to increase flu vaccinations. UHS had the highest number of people completing the Alana’s Challenge survey in the small university category.

\* Excerpted from “Influencing College Students’ Influenza Vaccine Rates with Text Messages,” ACHA College Health in Action, Vol. 56, No. 3, January/February/March 2017.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| *Goal 1:* To increase the number of flu vaccinations given.  |
| *Objective 1:* Increase the number of flu vaccinations given at UHS clinics during the 2018-19 flu vaccine season by 10%. | Met objective[27% increase for clinics] |
| *Objective 2:* Schedule at least 5 flu vaccine clinics at various times and at various locations to provide easy access to flu vaccine for students, staff, and faculty. | Met objective[Offered 10 clinics] |

**Participation:**

|  |
| --- |
| **Objective 1:** Increase number of flu vaccinations given during the 2018-19 flu vaccine season. |
| **Location** | **2016-17**# Shots | **2017-18**# Shots  | **2018-19**# Shots  | **Change from Previous Year** |
| Flu Shots given at UHS clinics | **2,118** | **2,449** | **3,110** | **27%** **increase** |
| Flu Shots given during visits to UHS | 1,103 | 1,375 | 1,201 | **12.7%** **decrease** |
| **TOTAL flu shots given for the season** | **3,471**Revised 6/9/17 | **3,824**As of 4/4/18 | **4,311**As of 3/14/19 | **12.7%** **increase** |

|  |
| --- |
| **Objective 2:** Offer at least 5 flu vaccine clinics for students, staff, and faculty. |
| Month  | # of Clinics Offered | Participation |
| September  | 3 | 370 |
| October  | 3 | 2,322 |
| November  | 3 | 417 |
| December | 1 | 65 |
|  **TOTAL** | **10** | **3,174** |

**Methods of Data Collection / Evaluation:**The number of flu clinics and the number of attendees given at each UHS clinic was entered into the UHS Health Promotion Office program log. The total number of flu vaccines given during the 2018-19 year were provided by the UHS IT office.

**Analysis:**In October 2018, we held the campus-wide flu vaccine clinic as a kick-off for our flu vaccine campaign on the River Campus. We saw over 400 more people at this clinic than during the previous year. This increase may be due to the timing (i.e., early in October), the on-going promotion of the flu vaccine clinics beginning with providing every incoming student with a flyer about the campus-wide clinic, the e-mail message sent to students on the UR Student Health Insurance Plan (Aetna) the day before the clinic letting them know their insurance covered the vaccine and reminding them of the clinic date, the expectation and appreciation from people on campus that UHS provides flu vaccine clinics. All of the UHS flu vaccine clinics saw an increase in numbers from the previous years.

After the campus-wide clinic, additional clinics were schedule on the River Campus. We varied the location and the day and time for the clinics. Providing several options for students, staff, and faculty to come to one of the clinics worked well. We also offered clinics at the Eastman School of Music and in the UR Medical Center to help students and others on those campuses have easy access to the vaccine. Having the ability to bill insurance companies for the cost of the vaccine made payment easy. UHS has a well-established reputation for offering efficient clinics.

**Actions Taken to Achieve Goal:**

1. Scheduled flu vaccine clinics on all three campuses, with the large campus-wide clinic starting the series of clinics on the River Campus.
2. Promoted campus-wide Flu Vaccine Clinics to all entering students and parents during orientation programs.
3. Included statement that UR Student Health Insurance Plan (Aetna) covers the cost of the vaccine on all publicity materials.
4. Put signs about flu shots in UHS office waiting room and posted information on the UHS website. Posted announcements in The Report and Grads@rochester periodically to remind students about the importance of getting a flu shot annually and that flu vaccine is available at UHS.
5. Posted large signs on campus on the day of the campus-wide clinic.
6. Used Alana’s Challenge to motivate people to help us have the most students and others receiving the flu vaccine.

**Suggested Improvements for 2019-20:**

1. Continue to promote flu vaccine throughout the flu vaccine season. Adapt our promotion to fit the time of year (i.e., early in the fall, prior to the campus-wide clinic, it’s not too late, get your vaccine before going home, the flu is here, etc.)
2. Provide information about the campus-wide clinic to all incoming students.
3. Promote flu vaccine through Blackboard, electronic newsletters (i.e., The Report, grads@rochester, Parents Buzz), and the UR calendar of events.
4. Talk about the importance of flu shots when checking students into the HPV vaccine clinics. Provide handouts about the clinic to everyone receiving HPV vaccine.
5. Have handouts available in UHS waiting rooms throughout flu vaccine season (September-March).
6. Increase signage on campus on the day of the campus-wide clinic.
7. Provide Power Point slides to faculty members to share with their classes prior to flu vaccine clinics.

PAWS

**Background Information:**The PAWS program brings therapy dogs to campus for students to spend time with. It occurs on the third Monday of every month in the GAC from 6:00 – 7:15pm. The HPO also provides tabling at the event with educational information or stress-relief giveaways such as lavender sachets or motivational quotations.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
|  To reduce student stress and bring a smile to their day. |
| At least 100 students will participate in each PAWS program during the 2018 – 2019 academic year. | Met objective  |
| At least 5 dogs will be available for students during each PAWS program. | Met objective |
| During the December 2017 and May 2018 PAWS program, at least 95% of survey responders will agree or strongly agree that attending reduced their stress level. | Met objective *(99%)* |
| *Objective 1d:* During the December 2017 May 2018 PAWS program, 90% of survey responders will rate their overall satisfaction as a 9 / 10 or higher. | Met objective *(90%)* |

**Participation:**

|  |  |
| --- | --- |
| **Date** | **Participation** |
| September | 175 |
| October | 150 |
| November | 190 |
| December  | 161 |
| **TOTAL** | **676** |
| January | 140 |
| February (snowstorm) | 0 |
| March | 200 |
| April | 174 |
| May | 127 |
| **TOTAL** | **641** |
| **2018 – 2019 Total** | **1,317** |

**Methods of Data Collection / Evaluation:**Participation numbers are tracked at the event with a clicker and recorded. A short paper-based evaluation survey was offered during the December and May PAWS program. The first 25 students who completed the survey received a paw stress ball.

**Analysis:**The PAWS program continues to be a favorite among students each year, with excellent participation each month. Participation has also increased consistently year-over-year. Ninety-nine percent of survey responders during the December and May PAWS events reported that the program reduced their stress level. Most of the survey respondents were first year students (22), and the remainder was evenly distributed throughout the other three class years.

**Suggested Improvements:**

* Due to the popularity of this program, consideration should be made to offer it more times throughout the academic year, and to have more dogs available.
* Partner with the student P.A.W.S program to strengthen promotional efforts and reach.
* Multiple requests were made to allow students to play with the dogs / have dog toys available.
* Have a P.A.W.S event in the day
* Partner with different departments around campus

**** Safe Sex Express

**Background Information:**The Safe Sex Express (formerly known as the Condom Express) is a program that delivers safer sex supplies and information to Rochester students’ CMC boxes. The program was created by students on the UR Student Health Advisory Committee (URSHAC) in the spring of 2015. Since then the Express has made over 1200 deliveries!

Here are a few things the program strives for:

* To provide anonymous and cost-free access to safer sex supplies such as condoms, lube, and dental dams.
* To provide information on topics such as proper condom use, consent, and STI testing.
* To increase utilization across all Rochester communities, including first year students, LGBTQ+ students, and Eastman School of Music students.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| To provide anonymous and cost-free access to safer sex supplies such as condoms, lube, finger cots and dental dams as well as information on proper condom use. |
| Each semester, 130 orders will be placed. | Met objective |
| As measured at the end of the academic year, 85% of participants will either agree or strongly agree that the Safe Sex Express program made them more likely to practice safe sex. | Met objective |
|  The overall program satisfaction score will be an 8 / 10 or higher. | Met objective |

 **Participation:**

|  |  |
| --- | --- |
| **Month** | **Participation** |
| September | 56 |
| October | 41 |
| November | 53 |
| December | 17 |
| January | 13 |
| February | 36 |
| March | 54 |
| April | 34 |
| **TOTAL** | **304** |

**Methods of Data Collection / Evaluation:**Information from orders placed on the website are available which includes the following information: CPU box, email (optional), sex supply request, and a box for questions or comments. An evaluation survey was sent to students in May who provided their email with their order.

**Analysis:**This program continues to run smoothly. New this year is the addition of finger cots as well as different condoms such as sensitive condoms. Although we sometimes get requests for specific brands that we do not provide, the majority of our students are very pleased with this program. As our student employee who led the program graduated, two new students will begin in September.

**Suggested Improvements:**

* One piece of feedback that we frequently receive from students is that Trojan condoms are better than Lifestyle condoms. This is not something we can easily fix as we receive condoms for free from the state, and are only able to receive what they provide us. Frequently Trojan and One condoms are out of stock. In the future we could include an educational piece describing the difference (if any) between condom brands.
* Additional promotional time periods throughout the semester.

SWARM Training

**Background Information:**SWARM is:

* A peer-facilitated event management training for organizations that host events with alcohol
* Designed to educate participates on the University’s alcohol-related policy and guidelines for event management planning
* Focused on providing an opportunity for participants to build skills necessary for effectively hosting safer events
* Interactive and participant-focused, including conversations around checking IDs, crowd control, serving alcohol, fire safety, and active bystander techniques
* Used to provide safer drinking strategies for individuals who choose to drink

SWARM training is appropriate for fraternities, special interest housing, and/or any student group hosting an event with alcohol. Training sessions are held in room 220 in the UHS Building. We also offer a SWARM Risk Reduction Presentation, which is appropriate for sororities, athletic teams, and other student groups who are interested in learning more about safer drinking and active bystander strategies, but are not hosting events with alcohol.

**Program Goals, Objectives and Outcomes:**

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| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| To provide engaging and informative event management training for organization members hosting events where alcohol is served. |
| After each SWARM training session, 95% of SWARM attendees will receive a passing grade on the post training knowledge test.  | Met objective |
| At the end of the semester, the average overall satisfaction score of the SWARM program will be an 8.5 / 10.  | Met objective |
| At the end of the semester, the average overall satisfaction score of the SWARM trainers will be an 8.5 / 10. | Met objective |
| At the end of the semester, 85% of students completing the SWARM evaluation survey will either agree or strongly agree that the program increased their knowledge.  | Met objective |
| At the end of the semester, 85% of students completing the SWARM evaluation survey will either agree or strongly agree that they gained new skills by attending the program.  | Met objective |

**Participation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Training Date** | **Event Management** | **Number of Sessions** | **Risk Reduction** | **Number of Sessions** |
| September | 0 | 0 | 0 | 0 |
| October | 64 | 5 | 0 | 0 |
| November | 16 | 2 | 10 | 2 |
| December | 0 | 0 | 0 | 0 |
| February | 5 | 1 | 17 | 1 |
| March | 35 | 4 | 76 | 3 |
| April  | 66 | 4 | 40 | 2 |
| **TOTAL** | 186 | 16 | 143 | 8 |

**Methods of Data Collection / Evaluation:**Participation is recorded for each training session. A post-test is administered to assess learner knowledge. An evaluation survey is administered to assess program satisfaction and trainer performance.

**Analysis:**Before the start of the academic year, a small team with representatives from ODOS, FSA, Title IX and Residential Life convened to make necessary updates to the SWARM program. Our new team of trainers was educated on the program, and new this year, we held monthly update meetings with them. One of the biggest changes we implemented this year was to shift the SWARM sessions from our classroom to the fraternity houses (or to another location on campus if it was a sorority or an off-campus organization). This process proved to be very successful. The transition of SWARM to the Alcohol and Other Drug Educator in ODOS began this spring.

**Suggested Improvements:**

* Update the risk reduction program.

UR Sex Week

**Background Information:**UR Sex Week strives to empower Rochester students to explore all of the important aspects of sexual health, from sexual identities to consent. After a pilot program in April 2017, the first official UR Sex Week kicked off on September 25, 2017. It featured lectures, panels, and conversations, along with the popular Sex and Chocolate Fair, where you can visit campus experts and community partners to learn about STDs, safe sexual practices, and health relationships. The second annual UR Sex Week occurred during the week of November 5th, 2018.

**Program Goals, Objectives and Outcomes:**

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| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| *Goal 1:* Sex Week empowers UR students to explore the topics of sex, sexuality, and relationships. |
| *Objective 1a:* During the week of November 5th, there will be four main UR Sex Week programming events.  | Met objective |
| *Objective 1b:* During the week of November 5th, there will be six smaller events such as tabling and expression wall activities to promote sexual health and healthy relationships. | Met objective |
| *Goal 2:* Sex & Chocolate Fair - To educate members of the campus community on how to have a positive, safe, and healthy sex life. |
| *Objective 2a:* By September 1st, at least 20 University departments, student groups, and community organizations will commit to attending the event. | Met objective |
| *Objective 2b:* At least 100 students will attend the Sex and Chocolate Fair on September 24th. | Met objective |
| *Objective 2c:* As indicated on the program evaluation survey, at least 85% of program attendees will either agree or strongly agree that attending this event increased their knowledge of sexual health. | Met objective |
| *Objective 2d:* Average overall satisfaction of the Sex and Chocolate Fair will be an 8.5 / 10 as reported by survey responders on the program evaluation survey.  | Met objective |

**Participation:**

|  |  |  |
| --- | --- | --- |
| Event Name | Day / Time | Number of Attendees |
| The Art of Swiping Right | November 5th / 7-8 pm | 67 |
| Contraception 101 Table | November 5th / 11 – 2 pm | 50 |
| Sex is Like Pizza | November 6th / 6-7 pm | 25 |
| Testing Tuesday Tabling | November 6th / 11 - 2 pm | 50 |
| Health is for Everyone | November 7th / 5 – 6 pm | 25 |
| Mindful Intimacy | November 7th / 7:30 – 8:30 pm | 15 |
| Sex in the Dark | November 8th / 7 – 8:30 pm | 75 |
| Masturbation Station Tabling | November 8th / 11 – 2 pm | 50 |
| Let’s Talk About Sex @ ESM | November 9th / 5:30 – 6:30 pm | 3 |

|  |
| --- |
| * Sending a save-the-date email in June.
* Time 4-5:30
* Welcome table, evaluation table
* Music
* Asking vendors to arrive 30 minutes early to set up.
* Arrow sign pointing towards welcome table
* Amy, Charlotte, Annabelle at front preventing people from leaving without evaluating and for questions
* Tablecloths
* Requesting 15 parking spots in August
* Interns at Welcome, Evaluation, Amy’s table
 |
| * Clicker to count total number of attendees and white board markers for wheel
* More M&M flyers day of (100)
* Make isles bigger by pushing inner tables closer towards the center
* Move tables facing the bridge on an angle to increase flow to those tables
* More welcome bags (200) and empty bags for late comers (100)
* Sign for vegan chocolates, magnum condoms, latex free condoms
* Ducks as giveaways (inspired by What Would You Do? Table)
* More chocolate
* Clarify HIV Clinic details with Trillium and Intercultural Center
 |

**Methods of Data Collection / Evaluation:**Participation numbers were recorded at each program. An electronic survey was used at the Sex and Chocolate Fair. Participants needed to complete the survey to get their prize bag.

**Analysis:**This year’s UR Sex Week was directed almost entirely by our two Senior Peer Health Advocates. They were responsible for all of the program planning, scheduling, implementing the program, and evaluation. Suggestions for improvements for each program are listed below. However, the most important lesson learned to note is that the intern team decided that spreading the events out throughout the semester under one program name, such as UR Hookups or UR Sexual Health, would be easier to implement and more successful than scheduling everything within one week. The schedule of events this year and last year not only expected too much time from our interns (at least 2-4 hours a day throughout the week), it also spread our potential participants too thin, especially on a campus where students are already overscheduled.

**Suggested Improvements:**

*General areas for improvement:*

* Update evaluation sheets so that the “Strongly agree” option is listed first, on the far left
* Don’t have students that leave early from Sex in the Dark complete evaluations
* Change the banner system (print out a general one for the week with a website to go to)
* Promoting through Connections cup sleeves for SITD

*Sex in the Dark:*

* + Good skits - IBTL, perfect break between questions, MORE skits
	+ Not heteronormative
	+ Shorter answers, less questions...
	+ 4 panelists good => less questions
	+ Communication questions thrown in - people asking their partners for things, we’ve asked how to have permission but talking about things you like
	+ Holly instead of Suzanne OR a physician
	+ Dr. Tran and Estrada (Kate Greenberg, Tif)
	+ 1 question at a time
	+ Have MC give opportunity
	+ MC is more conversational… expand on questions, engage in conversation with the panelists… maybe someone from the Health Promotion Office would be better
	+ Porn
	+ Penis health - a whole handout about this
		- MAGNUM condoms (condom size)
		- Look on the wall of information

*Mindful Intimacy:*

* Promote it more
* Advertisement of it - promoting it as relationships in general

*Health is for Everyone:*

* People from MOCHA were energetic
* Havens was pretty good tbh
* Partnering with Starbucks, coupons?
* Sticker idea

*Sex is like Pizza:*

* In Sig Ep
* Frame it in a way around partying/drinking and consent
* Have Tiff do new programs potentially
* Mindful intimacy & consent…
* It’s on Us
* Make it more fun/creative
* Sara from Tennessee Knoxville, documents in email
* Emphasize heteronormativity

*Art of Swiping Right:*

* Estrada in lecture hall
* A few different concepts, lessen content, but cover more topic - small group discussions = just one hour
* Feminist porn
* Long distance relationships not as covered, not necessary

*Let’s Talk About Sex:*

* + Promote it as sex scavenger hunt

****Zzzzs to A: 21 Day Sleep Challenge

**Background Information:**Many students struggle to get a good night’s sleep, which can lead to decreased focus, memory impairment, and increased stress. In fact, about **25% of Rochester students** report their **academic performance was adversely affected** by sleep in the last 12 months.

Our online program provides students with practical tips and strategies to calm the mind for a better night’s sleep. The 21-day challenge includes:

* An online presentation covering the science and physiology of sleep, as well as sleep challenges common to college students.
* Informational emails about sleep & diet, caffeine & alcohol consumption, technology use, and environmental factors that disrupt sleep.
* Relaxation and mindfulness training.
* Simple & practical tips.
* Sleep logs and other helpful tracking tools.
* Free nap kit & sleep makeover assessment with one of our Peer Health Advocates.

Registration for this online program is open all year and students can begin any time.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| To educate students about basic sleep hygiene tips to decrease sleep latency and improve the quantity and quality of sleep. |
| During each promotional period throughout the academic year, 50 students will sign up for the 21 Day Sleep Challenge.  | Met objective  |
| Fifty percent of program participants will complete the pre- and post- surveys by the end of the evaluation period.  | Did not meet objective  |
| By the end of the program, 75% of participants will demonstrate a decrease in sleep latency. | Not enough data to measure outcome  |
| By the end of the program, 75% of participants will demonstrate an improvement in their sleep quality. | Not enough data to measure outcome |
| By the end of the program, 75% of participants will demonstrate an improvement in their sleep quantity. | Not enough data to measure outcome |

 **Methods of Data Collection / Evaluation:**A comprehensive online pre- and post-assessment is sent to all participants on the first day and last day of the program respectively.

**Analysis:**During the 2018-2019 academic year, an average of 70 students enrolled in the program each semester. Specific promotional periods occurred in October as well as February. Students primarily learned about the program through email communication; however flyers and referrals from UHS / UCC providers were also mentioned. Participants primarily identified as female (66%). Distribution among class years was relatively even, with the most registrants coming from the first year class.

Engagement in the program was very good, with an average open rate for all emails in the campaign to be 77.1%. Although many participants completed the pre-challenge assessment, less than 5% completed the post-challenge assessment, even though 72.5% opened the final email. Because of this, we were unable to obtain accurate data to measure our program objectives.

We were able to collect important data from the pre-challenge assessment. Most participants went to bed on the week night between the hours of 11:00 pm and 1:00 am and on the weekend between 1:00 am and 3:00 am. In terms of wake up time, most woke up during the week between 7:00 am and 9:00 am and between 11:00 am and noon on the weekend. It took most participants about 30 minutes to fall asleep, and then they slept for approximately 6-7 hours each night.

Additional points of interest include:

* Most participants don’t nap, but those who do typically sleep between 20 min and 90 min.
* While the majority drinks coffee during the day, energy drink consumption was not popular.
* About a quarter of participants use an OTC sleep aids occasionally.
* Thirty five percent of participants frequently exercise within 3 hours of bed time.
* 100% of participants use electronics within one hour of falling asleep.

Participants indicated that they sometimes / often / always:

* Have trouble falling asleep (63%)
* Have trouble staying asleep (45%)
* Wake up during the night (88%)
* Are tired during the day (95%)
* Feel that their sleep habits have a negative impact on their academics (93%)
* Attribute sleep problems to their inability to focus (81%)
* Are irritable during the day (60%)

Participants indicated that they rarely / never:

* Wake up refreshed (60%)
* Have enough energy for their day (47%)

**Suggested Improvements:**

* Increase the number of students who complete the program evaluation with a small incentive and a follow-up email for students who open the email but don’t complete the survey.
* Change the post-assessment from a lengthy survey to only a few important program evaluation questions.
* Break up the video in the first email into smaller sections since it is currently too lengthy.
* Create a greater emphasis on an electronic curfew before bed and use of blue light blocker apps.
* Change time of tips to send at 9pm.
* Update objectives so that they better measure program outcomes.
* Integrate nap map.



Section 2:

Collaborate with the campus community and support
health promotion initiatives.



Orientation Programming

**Background Information:**Beginning in mid-August, a variety of events and programming occurs throughout the River Campus (RC) and Eastman School of Music (ESM) to prepare incoming first year students and transfer students for the upcoming academic year. The Health Educator within the UHS Health Promotion Office (HPO) is responsible for providing a variety of programs to this population focused on topics such as alcohol and other drugs (AOD), nutrition, relationships and sex, mental wellness, and physical activity. The Associate Director of Health Promotion is also responsible for programming focused on topics such as UHS resources, information for Simon School students, international students, graduate students, and parents.

**Program Goals, Objectives and Outcomes:**

Not applicable

**Participation:**

|  |  |  |
| --- | --- | --- |
| **PROGRAM TITLE/TOPIC** | **PRESENTED TO** | **ATTENDEES** |
| 1. Staying Healthy on Campus
 | Summer Bridge Students | 22 |
| 1. Staying Healthy on Campus
 | ECO students | 65 |
| 1. About UHS and UCC
 | Summer Start Program | 20 |
| 1. Orientation/EXPOs for Simon School
 | Simon School students | 77 |
| 1. EXPO for international students
 | RC international first year  | 300 |
| 1. Intro to UHS, UCC, and health insurance
 | Parents of International Students | 60 |
| 1. EXPO for first year students and parents
 | Incoming RC freshmen | 800 |
| 1. Parenting Your College Student (2 sessions)
 | RC first year student parents | 210 |
| 1. River Walk with parents
 | RC first year student parents | 20 |
| 1. ESM Orientation Resource Fair
 | Eastman first year students | 150 |
| 1. AOD Myth Busters
 | Eastman first year students | 150 |
| 1. Staying Healthy at ESM (UG)
 | ESM first year students | 150 |
| 1. Staying Healthy at ESM (G)
 | ESM first year graduate students | 50 |
| 1. Wilson Day Reflections
 | RC first year students | 40 |
| 1. UR Fresh Start
 | RC First year students | 50 |
| 1. AS&E Graduate Student Orientation
 | RC Grad Students | 70 |
| 1. About UHS and UCC
 | Parents of students starting in Jan. | 20 |
| **GRAND TOTAL** | **2,254** |

**Methods of Data Collection / Evaluation:**Participation was recorded for each program. The number of participants in attendance was counted for all orientation programs. For larger events such as the River Campus Expos, ESM Parent and Freshman Orientation Resource Fair, and UR Fresh Start, an estimate was calculated to determine participation based on the number of handouts / giveaways remaining at the end of the event. Program evaluation surveys were not provided at the individual training programs.

**Analysis:**Because attendance is mandatory for many of the orientation trainings and events, participation was as anticipated.

*Resource Fairs:* A variety of expos / events were provided during orientation. For these larger events it is difficult to conduct a formal evaluation of our programming. However, anecdotally participants interacted with the provided displays, took handouts, and asked questions. Positive feedback was provided at each event from many attendees.

*Health Education Trainings:* Health education trainings were provided during orientation for a variety of students, including the Summer Bridge students, ECO students, and incoming first year students. Casual feedback obtained from participants, especially after the ESM freshman training sessions, was very positive.

**Suggested Improvements:**

* Continue to develop interactive, engaging, and informative table displays for orientation fairs and expos.
* Update the sexual health program for ECO students to replicate what we provide for the Sexperts program.
* Meet with the co-presenters for the Parenting Your College Student to decide if changes should be made for the 2019 sessions. Upon the recommendation of the Orientation Office staff, the name of the program will change to be Supporting Your College Student.
* For the EXPO for first year students, ask if we could have a table in the Feldman Ballroom. By having a table in this part of the EXPO, we can take care of our business (i.e., HHF and insurance review) in our library location and then have an opportunity to talk more with students about UHS, UCC, and the Health Promotion Office in the other part of the EXPO. Our available Peer Health Advocate interns and URSHAC members would staff this table along with a UHS staff member and UCC staff members.

****RA Training

**Background Information:**Beginning in mid-August, a variety of events and programming occurs throughout the River Campus (RC) and Eastman School of Music (ESM) to prepare the Residential Life staff for the upcoming academic year. The Health Educator within the UHS Health Promotion Office (HPO) is responsible for providing a variety of programs focused on topics such as alcohol and other drugs (AOD), nutrition, relationships and sex, mental wellness, and physical activity.

**Program Goals, Objectives and Outcomes:**

Not applicable

**Participation:**

|  |  |  |
| --- | --- | --- |
| **PROGRAM TITLE/TOPIC** | **PRESENTED TO** | **ATTENDEES** |
| ESM RA Training  | Eastman RAs | 20 |
| SWARM Training | GHAs | 16 |
| **TOTAL** | **36** |

**Methods of Data Collection / Evaluation:**Participation was recorded for each training program.

**Analysis:**Because of the limited time allotted to training the River Campus RAs this year, our RA programming efforts were significantly decreased.

**Suggested Improvements:**

* Create a survey for each training program to obtain an accurate assessment of knowledge increase.
* Continue to develop new educational and resource materials for RAs.

General Program Requests

**Background Information:**Throughout the academic year, a variety of projects and programs are requested of the Health Promotion Office. These requests can come from RAs, athletic teams, fraternities and sororities, student groups, or other UR departments. An overview of the different types of programs is provided below. For specific details, including dates, name of program, and who the program was for, refer to the 2018-2019 program log.

**Participation:**

|  |  |
| --- | --- |
| **Type**  | **Participation** |
| Programs | 2021 |
| Kits | 1287 |
| Tabling / Fairs | 1075 |
| **TOTAL:** | **4,383** |

**Methods of Data Collection / Evaluation:**Participation numbers are recorded for all programs and events.

**Analysis:**With the addition of the PHA Internship team, which included 8 members in the fall semester and 6 in the spring semester, as well as the support of our two senior peer health advocates, our programming numbers have increased significantly compared to previous years. We are receiving more consistent requests from RAs and our interns are also providing more outreach to different areas of campus.





Section 3:

Direct the Peer Health Advocacy program.

****PH 216

**Background Information:**This course will focus on contemporary health and wellness issues for college students: alcohol and other drugs, relationships and sex, mental wellness, nutrition, and physical activity. An introduction to the concepts, theory, and practice of health promotion and peer-based health advocacy will also be provided.

In addition, students will be challenged to grow as leaders by developing the necessary skills to become effective peer health advocates. Throughout the semester students will strategically develop a comprehensive health promotion program on a health and wellness topic relevant to college-aged students. Upon completion of this course, students are eligible to apply to the Peer Health Advocate Internship Program (PH 394).

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| To create an engaging, informative, and beneficial course for UR Public Health students. |
| By January 15, the Health Educator will make any necessary updates to the curriculum for PH 216. | Met objective |
| At the end of the semester, students will give the course an overall rating of at least 4.5 / 5.0.  | Met objective  |
| At the end of the semester, students will give the instructor an overall rating of at least 4.5 / 5.0. | Met objective |

**Methods of Data Collection / Evaluation:**Students enrolled in the course complete a course evaluation at the end of the semester. Using the course map, the instructor will be able to compare course learning outcomes to student performance metrics and determine changes for the following semester.

**Analysis:**See course map.

**Suggested Improvements:**See course map.

****Peer Health Advocate internship

**Background Information:**Peer Health Advocates are student leaders who empower fellow students to make healthy lifestyle choices. They are trained to develop, promote, and provide health and wellness related outreach such as educational workshops, tabling events, and other health promotion programs. In addition, our team members serve as positive role models by committing to live healthy lifestyles themselves.

The Peer Health Advocate Internship course (PH 394) meets every Friday from 11:50 – 1:05. Within the course, students are required to submit four fieldwork journal reflections, four research reviews, and a final e-portfolio representing their 60 hours of field work conducted throughout the semester.

**Program Goals, Objectives and Outcomes:**

|  |  |
| --- | --- |
| **Goals & Objectives** | **Outcomes** |
| To provide program development experience and leadership opportunities to the members of the PHA internship team. |
| One month before the semester begins, the Health Educator will make any necessary updates to the curriculum for PH 394. | Met objective |
| At the end of the semester, students will give the course an overall rating of at least 4.5 / 5.0.  | Met objective  |
| At the end of the semester, students will give the instructor an overall rating of at least 4.5 / 5.0. | Met objective |

**Methods of Data Collection / Evaluation:**Students enrolled in the course complete a course evaluation at the end of the semester. Using the course map, the instructor will be able to compare course learning outcomes to student performance metrics and determine changes for the following semester.

**Analysis:**See course map.

**Suggested Improvements:**See course map.



Section 4:

Offer 1:1 consultations with students to improve
their well-being.



****BASICS

**Background Information:**The Brief Alcohol and Other Drug Screening and Intervention for College Students (BASICS) program is a service used by students to explore alcohol use. The BASICS program uses a *harm reduction approach* and is designed to:

* Promote a non-judgmental environment to help you explore your alcohol use
* Reduce risky behavior and harmful consequences of alcohol abuse
* Identify changes that could help you reduce your risk
* Provide important information and skills for risk reduction as it relates to alcohol use

BASICS involves two sessions with a trained BASICS facilitator.

**Session I:** An appointment where you will receive information about the program including information on how to access a web-based questionnaire.

**Session II:** Based on the data collected in the questionnaire, you will receive a feedback profile that provides personalized information about your use of alcohol and other drugs and how it compares to other students. You will review this feedback profile in a confidential, one-on-one session.

\*BASICS may be required when a student violates the University of Rochester Alcohol and Other Drug Policy.

**Program Goals, Objectives and Outcomes:**

Not Applicable

**Participation:**

|  |  |
| --- | --- |
| **Month** | **# of Sessions** |
| September | 0 |
| October | 2 |
| November | 2 |
| February | 0 |
| March | 1 |
| April | 0 |
| **TOTAL** | **5** |

**Methods of Data Collection / Evaluation:**Hours for BASICS intervention meetings are tracked on the HPO project log each month. Documentation is also entered into the BASICS Feedback website. Students are sent an evaluation survey at the end of their second BASICS session, however this is not individualized for each BASICS provider.

**Analysis:**This year there was an increase in BASICS providers on campus. In addition to the Assistant Director of AOD education and the UHS Health Educator, one member from residential life as well as two Graduate Assistants from the Warner School also provided the BASICS program. Therefore, the number of sessions provided by the UHS Health Educator this year was significantly less than previous years.

**Suggested Improvements:**

* Continued education on Marijuana BASICS.