Inspiring our students to Live. Grow. Thrive.

**An annual review of programming provided by the UHS Health Promotion Office.**

Academic Year: 2020-2021

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**SECTION 1:**

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

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**MENTAL WELLNESS PROGRAMMING**

**Mindful University Project**

**Background Information:**  
The Mindful University Project is an interdisciplinary collaboration with a mission to empower our campus community to build a culture of mindful presence and compassion in order to allow our students to improve mental well-being, boost academic flourishing, increase resiliency to stress and reduce levels of anxiety and depression.

The goal is to create a safe and inclusive space for all students, staff and faculty to learn and engage in mindfulness through:

* introductory and advanced learn-to-meditate classes;
* drop-in meditation sittings;
* half-day silent retreats;
* contemplative practices including yoga, walking meditation, and compassion programs;
* faculty and staff training; and
* educational workshops.

**Analysis:**

Below is an overview of the different programs offered through the Mindful University Project this year. For a detailed review and analysis, please refer to the Mindful University 2020-2021 Year in Review presentation.

|  |  |
| --- | --- |
| **Program** | **Audience** |
| **Presentations** | |
| Mindfulness 101 | Biology Department |
| A Mindful University | Writing, Speaking & Argument Program |
| Finding Your Calm in the Midst of an Unsettled World | Warner School of Education |
| Mindfulness | RCAG Meeting |
| **Drop-in Programs** | |
| Orientation Mindfulness | First year Students (offered twice during orientation) |
| Orientation Yoga | First year students (offered once during orientation) |
| Mindfulness Meditation | Open to all campus (offered weekly throughout the year) |
| Silent Zen Practice | Open to all campus (offered weekly throughout the year) |
| Virtual Mediation for Students, By Students | All students (offered 2-3 times per week) |
| Yoga Flow | Open to all campus (Tuesdays at 6-7 PM) |
| Tuning the Mind | Eastman Ensemble Students |
| Meditation and Yoga for Musicians | ESM Students (Offered twice in the Fall of 2020) |
| Desk Yoga | All Students |
| Mindful Exploration of Personality | Resident Advisors |
| Mindful Coffee Hour | Simon Business School |
| Instagram Live Day of Mindfulness | Open to all campus |
| Supporting Student Mental Health Workshop Series | All Faculty and Staff |
| Self-Compassion Drop-In Group | All Students |
| Self-Compassion Drop-In with Providers | UHS Providers and Staff |
| Self-Compassion Break | SON Faculty, Staff, and Students |
| Graduate Student Appreciation Meditation | U of R Graduate Students |
| Outdoor Sunrise Yoga | Graduate AS&E Students |
| Mindful Eating Break | ESM Students |
| **Koru Programming** | |
| Koru Basic Classes | Open to all campus (8 four-week sessions / semester) |
| Koru 2.0 Classes | Open to all campus (2 four-week sessions / semester) |
| Koru Retreat | Open to all campus (1 four-hour silent retreat / semester) |
| **Online Programming** | |
| E.A.T. Mindfully | Open to all campus |

**Other Mindful University Project work included:**

* Monthly Koru teacher meetings (there are 10 Koru teachers).
* Koru Teacher Training to have Rebecca be another Koru teacher.
* Social media development (currently ~2,000 followers on Instagram) with strong engagement.
* Creation of a Mindful University Project brochure for Orientation and the Admissions Office.
* Mindful University Student Advisory Committee has gone through a lot of development in terms of structural organization and growth.
  + Met twice a month.
  + Provides a space for student feedback and participation.
  + Allows for a greater range of student perspectives on current campus culture and things to be addressed.
  + Invites members to create Instagram posts and lead sessions during the IG Live Day of Mindfulness.
* Cross-promotion on our Instagram regarding events on campus for safe spaces for BIPOC and AAPI students to come together in community and process recent events.
* Led meditations/yoga sessions that focus on racial trauma and intersectional identities
* Beginning June 2021, began creating a monthly calendar of events including Mindful University offerings as well as those of local organizations in the Rochester community.
* Created priority areas document and 3-year strategic plan.

**Suggested Improvements for 2021-2022:**

* Continued focus on online programming.
* Continued focus on social media management.
* Hire one student to lead yoga and two to lead mindfulness sessions.
* Develop the Mindful Facilitator Training program for students, faculty and staff for them to lead short, guided mindfulness sessions with students.
* Hold focus groups and an interest survey to determine how to best reach undergraduate students, especially first year students.
* Continue to develop the Mindful Triathlon program for launch in the fall of 2022.
* Hold more pop-up events to increase participation, such as collaborations with the River Campus Libraries, Program of Dance and Movement, Creative Arts Club, and more.
* Offer two new 4-week mindfulness courses: Mindful Self-Exploration and Mindful Outdoor Experiences.
* Hiring a part-time mindfulness program coordinator to help with marketing and scheduling sessions.

**UR Connected**

**Background Information:**

UR Connected is a peer-to-peer network that connects students to the resources they need, when they need it most. This program takes a prevention approach to support the mental well-being of our student community. The goal is to help students recognize struggles early on and then take the necessary steps towards a solution which will help them become ever better.

There are three tiers to the UR Connected program:

1. *UR Connected Educators* – the Peer Health Advocate interns act as UR Connected educators. They worked together in the fall 2020 semester to create an educational presentation which focuses on the importance of self-care, campus resources to support mental health, how to recognize / talk to a friend in distress, and what the UR Connected Coaches do. Each PHA is assigned a different student group category (Greek organizations, student athletes, international students, minority / first generation students, and first year students) to present this information to. They are required to offer three sessions each semester.
2. *UR Connected Coaches* - UR Connected is a peer-to-peer network that connects students to the resources they need, when they need it most. If you are feeling stressed or overwhelmed, homesick, or not sleeping well, a UR Connected Coach could help. Our team of over 50 coaches has received specialized training in the areas of effective communication, helping students in distress, and suicide prevention. They are educated on all the resources our campus has to offer, from academic support to navigating an off-campus therapy appointment to finding a program to improve sleep habits. To request a meeting with a coach, students simply complete the form on our [website](http://www.rochester.edu/uhs/healthpromotion/urconnected/).
3. *UR Connected Suicide Prevention Training* – This suicide prevention gatekeeper training will be led by UCC’s Mike Siembor. Mike will be facilitating this two-hour program to faculty, staff, and student leaders throughout the year. The UHS HPO will assist in the marketing of this part of the UR Connected program. We will also assist by inviting our PHA interns and Mental Health Task Force members to attend as student co-facilitators.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **Held August 18** | In the month of August, a 7-hour training session will be held for UR Connected Coaches. | N/A | **Held in August** | N/A |
| **55 Students** | In the month of August, 50 students from the D’Lions, PHA Intern, MHTF, URSHAC, and Active Minds teams will participate in the UR Connected Coach training. |  |  |  |
| **80%** | After the training, at least 75% of attendees will rate their training experience as a 4 out of 5 or 5 out of 5 stars. |  |  |  |
| **79%** | After the training, at least 75% of attendees will say that the training was very worthwhile or extremely worthwhile. |  |  |  |
| **37 Fall / 19 Winter / 16 Spring** | During the academic year, at least 50 students will request to meet with a UR Connected Coach. |  |  |  |
| **42% extremely / 42% very** | At the end of the academic year, at least 85% of students who worked with a UR Connected Coach will rate their experience as very valuable or extremely valuable. |  |  |  |
| **Not measured** | ~~At the end of the academic year, at least 85% of UR Connected Coaches will rate their coaching experience as very valuable or extremely valuable.~~ |  |  |  |

**Analysis:**We received 61 requests from students to meet with a UR Connected Coach throughout the academic year, including Winter Break. The breakdown of requests by class year is as follows: 27 first-years, 6 sophomores, 12 juniors, 7 seniors, 2 take five students, and 7 graduate students. We only fell 1% short of our goal of 85% of students who worked with a UR Connected Coach rating their experience as very valuable or extremely valuable.

We received a great deal of positive feedback from participants, including the following:

* “It felt very personal. I gained advice that was realistic and down to Earth. The perspective of another student going through many of the same things as me was invaluable—something I couldn't get from a therapist.”
* “Very friendly, did not feel judged, learned about some great resources I didn't know about”
* “Being able to share my thoughts in a judgement free zone”
* “It felt like I was talking to a friend and it was nice to connect by having the same experiences”
* “Casual peer to peer environment helped me to open up more comfortably”
* “I was hearing direct solutions and I felt validated.”

**Suggested Improvements for 2021-2022:**

* Reduce the number of coaches so that each coach has more opportunities to work with students.
* Help coaches establish clear boundaries with the students they work with so it doesn’t turn into “therapy”.
* Provide regular training to coaches throughout the academic year.
* Create a more streamlined scheduling process.
* Add graduate school coaches.
* Increase marketing efforts.
* Survey coaches at the end of each semester to gather feedback.

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**SEX & RELATIONSHIPS PROGRAMMING**

**Safe Sex Express**

**Background Information:**

Safe Sex Express is a program that delivers safer sex supplies and information to Rochester students’ CMC boxes. The goal is to provide anonymous and cost-free access to safer sex supplies such as internal and external condoms, lube, finger cots and dental dams as well as information on proper condom use.

This program strives to:

* Provide anonymous and cost-free access to safer sex supplies such as condoms, lube, dental dams, and finger cots.
* Provide information on proper condom use.
* Increase utilization across all Rochester communities, including first year students, LGBTQ+ students, and Eastman School of Music students.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **45\* Fall / 264 Spring** | Each semester, 150 orders will be placed. | 130 | 150 | 170\*\* |
| **87%** | 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. | 75% | 85% | 95% |
| **9.2\*\*\*** | The overall program satisfaction score will be an 8 / 10 or higher. | 7 | 8 | 9 |

**\*Beginning October 11th, 2020  
\*\*Exceeded the objective in Spring semester. Fall semester data does not reflect what the total would have been due to late start. See below for details.   
\*\*\*More than 50% of participants indicated that this was their first order, so they were not sure yet of the satisfaction score. These responses were not calculated into the evaluation outcome.**

**Analysis:**This program continues to run smoothly. We received a total of 309 orders this academic year. In the fall semester, we fell short of our goal of 150 orders, which can be attributed our late start due to the COVID-19 pandemic and lack of a staff member to fulfill orders. If the fall were to follow the trend seen in the spring semester, we would have seen a large influx of orders at the beginning of the semester, which would have likely allowed us to meet our goal.

We increased marketing efforts for this program in the spring semester, with a spring newsletter containing a QR code to the order form going to all students at a COVID-19 testing clinic. In addition, we created an expression wall display with information about the program and how to order safer sex supplies. Each of these marketing efforts led to an influx of orders.

The program was utilized by sophomores more than any other class year, and among the others was fairly evenly utilized.

* First Year = 21.7%
* Sophomore = 32.4%
* Junior = 18.8%
* Senior = 20.4%

*\*The remaining 6.6% were students that did not disclose their class year and one Take Five student.*

The most requested item continues to be external condoms (283), followed by lube (190), dental dams (38), finger cots (35), and internal condoms (31).

**Suggested Improvements for 2020-2021:**

* Expand and improve marketing efforts.
* Increase marketing efforts to ESM students and LGBTQ+ students.

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**ONLINE  
PROGRAMS**

**EAT Mindfully Online Program**

**Background Information:**This online program provides students with practical tips and strategies to cultivate a healthier relationship with food. The goal is to educate students about healthy eating habits and increase their eating competence. The 21-day program includes:

* Three comprehensive educational email modules:
  + College Nutrition 101 Module – includes tips to fit in more fruits and veggies and how to build balanced snacks.
  + College Nutrition 102 Module – insider strategies to better navigate the dining halls and prepare healthy meals.
  + Mindful Eating Module – making time for meals, paying attention to your hunger cues, and mindful eating practices.
* Six “challenge yourself” emails with quick strategies to try.
* Menu planner and other helpful tracking tools.
* Comprehensive campus resource guide for additional nutrition and diet support.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **37 Fall / 18 Spring** | Each academic semester, fifty students will complete the EAT Mindfully program. | X |  |  |
|  | **Upon program completion:** | | | |
| **77%** | 75% of survey participants will agree or strongly agree that the program **helped them to learn strategies to make healthy food choices**. |  |  | X |
| **60%** | 75% of survey participants will agree or strongly agree that they have **increased their confidence to build healthy snacks and meals**. | X |  |  |
| **43%** | 75% of survey participants will agree or strongly agree that they have an **increased awareness of healthy food options available on campus**. | X |  |  |
| **47%** | 75% of survey participants will agree or strongly agree that they have a **better understanding of nutrition resources on campus**. | X |  |  |
| **53%** | 55% of survey participants will agree or strongly agree that **they choose more nutrient dense foods in the campus dining facilities**. | X |  |  |
| **73%** | 55% of survey participants will indicate that they **eat more mindfully**. |  |  | X |
| **6.4** | The overall program satisfaction score will be an 8 / 10 or higher. | X |  |  |

**Analysis:**

All students who enrolled in the program were engaged:

* Average member engagement rating was 4.53 / 5
* Maintained a 76.5% open rate (industry average in the health / fitness category is 17.8%)
* Maintained a click rate of 16.6% (std is 2.1%)

Referral source evenly distributed, with slightly more referrals coming from email or faculty / staff referral.

Due to increasing demands due to COVID on the Health Promotion Staff and a PHA intern team who only worked remotely, participation was negatively impacted this year. Additionally, an online program was likely not as enticing to students who were already experiencing online fatigue and burnout.

**Suggested Improvements for 2021-2022:**

* Determine if any updates to the program are needed since the content has not changed for the past three years.
* Review data from the pre-survey to see if there are any new trends that we should be aware of.
* Transfer the pre- and post-surveys to Qualtrics.
* Increase the marketing and promotion of this program again.
* Create new marketing materials for print and online.

**Zzzzs to As Sleep Challenge**

**Background Information:**

This online program provides students with practical tips and strategies to calm the mind for a better night’s sleep. The goal is to educate students about basic sleep hygiene tips in order to decrease sleep latency and improve the quantity and quality of 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.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **96 Fall / 19 Spring / 57.5 Average** | During each promotional period throughout the academic year, an average of 50 students will sign up for the 21 Day Sleep Challenge. |  |  | X |
| **75.9%** | By the end of the 2020-2021 academic year the overage open rate of the emails sent will be 75%. |  |  | X |
| **29%** | Thirty percent of participants who open the final email will complete the post- challenge survey. | X |  |  |
| **5.76** | By the end of the 2020-2021 academic year the average program satisfaction score will be 7.5 / 10. | X |  |  |
| **72%** | By May 2021, sixty percent of survey responders will either agree or strongly agree that this challenge increased their knowledge about healthy sleep habits. |  |  | X |
| **70%** | By May 2021, sixty percent of survey responders will indicate that because of this challenge, they have made at least two improvements to their sleep habits. |  |  | X |

**Analysis:**During the 2020-2021 academic year, a total of 115 students enrolled in the Zzzzs to As Sleep Challenge. Unlike previous years, specific promotional periods did not occur this year. 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 (71%). Distribution among class years was relatively even, with some registrations (20) coming from faculty / staff this year.

Engagement in the program was very good, with an average open rate for all emails in the campaign to be 75.9%. This compares to a much lower industry standard for health and wellness emails of approximately 21%.

In previous years we have struggled with participants completing the post-challenge assessment. This survey provides valuable outcome data for the program. In the 2018-2019 academic year less than 5% of participants completed the post-challenge assessment. Last year we significantly decreased the length of the assessment, focusing it only on the three objectives we are measuring in the chart above, along with one open ended question. Currently 29% of participants have completed the post-challenge assessment, which is a measurable increase from last year’s report (17%).

Due to increasing demands due to COVID on the Health Promotion Staff and a PHA intern team who only worked remotely, participation was negatively impacted this year. Additionally, an online program was likely not as enticing to students who were already experiencing online fatigue and burnout.

**Suggested Improvements for 2021-2022:**

* Determine if any updates to the program are needed since the content has not changed for the past three years.
* Review data from the pre-survey to see if there are any new trends that we should be aware of.
* Transfer the pre- and post-surveys to Qualtrics.
* Increase the marketing and promotion of this program again.
* Create new marketing materials for print and online.

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**HEALTHCARE IQ**

**COVID Programming**

**Background Information:**

Due to the COVID-19 pandemic, the UHS Health Promotion Staff was pulled in many new directions to help support the health and well-being of our students. The three main efforts we engaged in were as follows:

* Contact Tracing
* Quarantine and Isolation Newsletter Distribution
* Quarantine and Isolation Wellness Calls

**Program Objectives and Outcomes:**

Due to the immediate need of these programs and the lack of any available time to complete much of our standard pre-programming efforts, program objectives were not established.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Contact Tracing** | **Newsletter Distribution** | **Wellness Calls** |
| **October** | 21 | N/A | N/A |
| **November** | 28 | N/A | N/A |
| **December** | 33 | N/A | N/A |
| **January** | 20 | N/A | N/A |
| **February** | 82 | N/A | 164 |
| **March** | 118 | 35 | 278 |
| **April** | 46 | 156 | 181 |
| **May** | 23 | 31 | 33 |
| **TOTAL** | **371** | **222** | **656** |

**Suggested Improvements for 2021-2022:**

* Hire an outside person (not a UHS employee) to cover all contact tracing.
* Have the contact tracer also make follow up calls to students in Q&I.
* If resources allow, follow up calls can be made multiple times during a student’s Q&I stay, not just once as was done in 2021.
* Make necessary updates to the Q&I newsletter.

**  
SECTION 2:**

*Collaborate with the campus community   
and support health promotion initiatives.*

**Orientation**

**Background Information:**From July through September, a variety of events and programming occurs throughout the River Campus (RC) and Eastman School of Music (ESM) to prepare incoming first year students, transfer students, graduate students, and parents of incoming first year students for the upcoming academic year. The UHS Health Promotion Office staff members are involved in orientation programs for undergraduate and graduate students on the River Campus and at the Eastman School of Music, as well as the School of Nursing and the UR Medical Center. The Associate Director of Health Promotion is responsible for programming focused on UHS services for students and works with colleagues in the UHS administrative and primary care offices to organize UHS participation in orientation programs that aim to increase compliance with the immunization and health insurance requirements. The UHS Senior Health Educator is responsible for providing programs focused on educating students about the services offered by the UHS Health Promotion Office and addressing topics relevant to students, such as alcohol and other drugs (AOD), nutrition, relationships and sex, mental wellness, and physical activity. Our Senior Peer Health Advocates are involved in our health education orientation programming.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** | **Objectives** | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **17** | To offer at least four health education programs to address health topics relevant to health needs and interests of students during orientation. |  |  | X |
| **5** | To meet requests from other departments to participate in orientation programs for their incoming students. *Objective:* The Health Promotion Office will collaborate with at least five campus/University partners to provide orientation programs for incoming students. |  | X |  |

**Methods of Data Collection / Evaluation:**The number of participants in attendance was counted for all orientation programs. See the 2020-2021 project log for participation details. Program evaluation surveys were not provided at the individual orientation programs.

**Analysis:**Due to the COVID pandemic, the number of orientation programs this year was significantly decreased. Information was primarily shared via recorded presentations and online forums. Specific health education programs were also not provided this year as in years past. The focus was primarily on offering students virtual drop-in meditation sessions. A total of 12 of these sessions were held with only a handful (3-5) students in attendance at each. An “All about UHS” program was provided virtually to the ECO students, Simon School, River Campus RAs and the Freshman Fellows. This presentation was also offered as a recording to all incoming students across all schools, however we are not able to determine how many students actually viewed the presentation.

**Suggested Improvements for 2021-2022:**

Our plans for orientation for August 2021 will be dependent on COVID-19 and its impact on students returning to campus and the guidelines about social distancing. Assuming orientation will be held the week of August 16-21, we would like to do the following:

* Begin discussions about Orientation 2021 with the staff in the orientation office at least two months in advance of the arrival of students.
* Create interactive, engaging, and informative table displays for the Health Promotion Office and the Mindful University Project.
* Create an orientation page on the UHS website where we will upload recorded orientation presentations for all schools.
* Transfer all other orientation duties that aren’t related to HPO (such as HHF, immunization requirements, COVID testing, vaccinations, etc.) to the new Director of Administration and Finance.

**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** |
| All About UHS | River Campus RAs | 100 |
| All About UHS | Freshman Fellows | 40 |
| **TOTAL** | | **140** |

**Analysis:**This year’s RA training was very minimal due to COVID. Only a general “All About UHS” presentation was offered over Zoom to RAs and Freshman Fellows. No training was provided to the Eastman RAs.

**Suggested Improvements for 2021-2022:**

* N/A

**Collaborations with Student Groups and Departments**

**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:

* *Hall Programs* – These hall programs are requested by RAs and provided by our PHA intern team. An online request will come in from the website and then assigned to the PHA team. One to two interns will take the lead on the program, plan with the RA, and then present it to the residents. Our most popular hall program requests are for Sexperts and Relax & Unwind. This academic year we received 13 hall program requests with a total participation of 77 students.
* *Educational Workshops* – Our PHA Intern Team also provides a variety of other health educational workshops to students throughout the year. This year’s topics included RU a Sexpert training, a women’s health panel discussion, the Buzz on Booze and All about AOD for Greek Life presidents. There was a combined participation of 90 students.
* *Tabling –* The pandemic prevented our ability to provide educational tabling events across campus this year. However, at the end of the spring semester one tabling was held and 20 students participated.
* *Study Breaks* – The spring semester wrapped up with a week’s worth of study break sessions to help students unwind after a demanding academic year. Programs such as Pilates and Sip & Paint were offered. There were a total of 5 sessions held with a total of 48 students participating.

For specific details, including dates, name of program, and who the program was for refer to the 2020-2022 program log.

**Analysis:**Because of the COVID pandemic, our ability to provide a wide array of in-person programs across campus was not possible. We adapted to this new environment by providing creative online programs instead. Our most successful of the year was the Sip & Paint held at the end of the spring semester. Although only 20 students actually participated, over 100 registered. If this event was held in person in future semesters we suspect it will be better attended. Students also asked for more physical activity programs and enjoyed the Pilates offering as well.

**Suggested Improvements for 2021-2022:**

* Offer less educational workshops since those require a great deal of preparation with limited participation.
* Continue to develop more “self-care” programs such as arts & craft opportunities and physical activity classes.

**Health Promotion Initiatives at the Eastman School of Music**

**Background**

Following a summer furlough in 2020, Gaelen McCormick resumed working with the HPO team in September 2020. We partnered with Eastman Student Activities and faculty leading wellness programming at ESM to offer virtual and live events throughout the academic year and during the longer winter break. Joe Broadus was temporarily moved into a student-facing position at the Student Living Center, and he became a valuable partner to help communicate wellness offerings.

We used this unusual year to test new ideas in virtual programming and live programming, with mixed results. Gaelen is excited to have a head start on the upcoming FY22 programming and hopes that the extra preparation time will yield more engagement from the ESM community.

**Health and Wellness activities:**

* Fitness and posture – class with Sue Callan-Harris at the SLC, also livestreamed
* Hearing conservation – 2 successful days of tabling to distribute earplugs and information about hearing conservation, how to determine your “noise exposure load” – UHS intern Logan Pintor staffed these and made good connections with the student community
* Mindful walking (“infinity walks”) were scheduled with Sue Callan-Harris leading, but no registration from the ESM community materialized
* Yoga for artists – Jenny Lee created specific content for ESM students, hosted on YouTube
* “Winter Wellness” activity flyer was created with content from prior sessions (yoga, Alexander Technique, short meditations, body scan, stretching for artists, etc) – all virtual and on-demand
* Bell Covers for brass instruments – much time was devoted to planning this event as an early spring 2021 activity but was ultimately dropped with too many details that could not be executed in a timely manner.
* STD testing in partnership with Trillium – held on site at the Student Living Center
* “Movement and Play” series in partnership with Sue Callan-Harris – many good ideas that did not get student engagement and were stopped due to lack of enrollment.
* Updated and tailored the Mental Health Resource card and distributed to faculty at ESM to help care for and appropriately direct distressed students.

**Social Media Support**

* Helping the SLC promote health and wellness offerings that are both on ESM campus and off-campus (in community or at River Campus)
* Jenny Lee helped to facilitate posting and cross posting to Instagram
* This was helpful in communicating last minute changes in vaccine clinics

**Mindfulness in Ensembles at ESM**

* Amy McDonald led a brief mindfulness moment in Wolk Atrium, timed to catch students during the new “airing out” period in each rehearsal.
* Amy met with the violin studio of Renee Jolles to discuss mindfulness and lead a short experience, all remote due to the time of the semester. She was able to meet with students in the US and China in this session.
* Created three “mindful moments” during senior week with the help of Amy McDonald and Rebecca Block and Jenny Lee. This also did not gather any registration or direct buy-in from the ESM community.

**PAWS for Stress Relief – Visit by pet therapy dogs**

* On hiatus in FY21 as they are not able to interact with public during the pandemic. Plans are to reintegrate this in FY22 if this becomes possible again.

**Advertising opportunities**

* Adding the ESM weekly newsletter student edition, the all-ESM weekly newsletter, the Upbeat ESM student-facing newsletter, as well as UR events calendar when appropriate, social media, screens in ESM and the SLC, and occasional paper posters.



**SECTION 3:**

*Direct the Peer Health Advocacy program.*

**PHLT 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 (PHLT 394A).

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **12/30** | By January 15, the Health Educator will make any necessary updates to the curriculum for PH 216. | 1/30 | 1/15 | 12/30 |
| **12/30** | By March 9th, Rebecca took over teaching the rest of the semester and made any necessary updates to the curriculum. | 1/30 | 1/15 | 12/30 |
| **4.6** | At the end of the semester, students will give the course an overall rating of at least 4.5 / 5.0. | 3.0 | 4.5 | 4.8 |
| **4.7** | At the end of the semester, students will give the instructor an overall rating of at least 4.5 / 5.0. | 3.0 | 4.5 | 4.8 |

**Analysis:**  
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. Note that only 10/20 students completed the course evaluation (50% response rate).

**Suggested Improvements for Next Year:**

* Allot for more in-class peer discussion and collaboration.
* Provide students weekly interactive assignments to allow them to develop and strengthen their peer health advocacy skills.

**PHA 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 (PHLT 394) meets every Friday from 11:50 – 1:05. Within the course, students are required to submit four fieldwork journal reflections, four fieldwork assignments, and a final e-portfolio representing their 60 hours of field work conducted throughout the semester.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **One month** | One month before the semester begins, the Health Educator will make any necessary updates to the curriculum for PH 394. | Less than | One month | Greater than |

**Analysis:**  
Due to low participation rate in the course evaluation, no evaluation was available for use this past semester.

**Suggested Improvements for 2020- 2021:**

* Introduce a final project where students will select a topic they are passionate about, conduct a literature review, as well as plan and implement the program by the end of the semester.

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**SECTION 4:**

Offer students information about health and wellness topics relevant to the college population.

**UHS Website Management**

**Background Information:**The UHS Health Promotion Office is responsible for managing the UHS website by keeping the UHS home page, the UHS Primary Care, and the UHS Health Promotion sections of the website up-to-date with current information. New this year, we are also managing the UCC webpage.

Our goal is to provide useful, easy to access information for students and other viewers of the UHS website. We work with UHS staff members to provide information in support of their functions and their need to communicate with students. We update the Health Requirements for Entering Students section in the beginning of the year to be ready before Health History Forms open. In Spring 2021, we made updates to the UHS Primary Care website to reflect the new online process for the Health History Form. We also update the Health Insurance pages with the fees for the coming year and with any other changes that we need to share with students and parents. In Spring 2021, we created pages to guide students in using UHSConnect, our electronic health record system. The UHS Home Page and the Primary Care pages are maintained and updated by the Program Coordinator, Health Promotion. Being aware of changes affecting our patients and using the website to communicate information about these changes is key to keeping the website current, relevant, accurate, and useful.

We updated our “Contact Us” page on the UHS webpage in Spring 2021 in order to streamline the process for students asking questions to UHS staff members. This allowed students to get a quicker answer by directly contacting the appropriate person whenever possible. In addition, we created a “Concerns & Praise” page as a way for the University community to provide both positive and negative feedback to UHS.

On the UHS home page, announcements are posted in the Latest News section on a regular basis. The links in Quick Links usually remain fairly stable throughout the year; however, this year a change was made to add a link to “Get Your Aetna ID Card.” Additionally, we created a Diversity, Equity, and Inclusion webpage that is linked from the UHS home page. This page changes monthly, featuring different topics related to Diversity, Equity, and Inclusion, as well as a place for the University community to leave feedback for UHS related to Diversity, Equity, and Inclusion. This webpage is managed by the Program Coordinator, Health Promotion.

On the UCC webpages, many changes were made to make the site more user-friendly and easier to digest. The Program Coordinator, Health Promotion, worked with many members of the UCC staff to make these changes and ensure complete and accurate information.

The UHS Health Promotion pages provide detailed information about our programs and services in our primary topic areas, a calendar of upcoming programs, a presentation request form, a UR Connected request form, the Safe Sex Express Order Form, and how to schedule a presentation, as well as links to Health Topic Resources and ways to get involved. These pages provide an additional way to promote existing and new programs, such as Masturbation 101 and Destress Fest. In Spring 2021, in response to the mental health concerns of students in quarantine and isolation for COVID-19, we added a “Quarantine and Isolation Resources” section to the Health Promotion webpage. The Health Promotion section pages are maintained and updated by the Program Coordinator, Health Promotion.

Beginning in Spring 2021, we began working with the Wed Development team to start an overhaul of the entire UHS website in an effort to make it more modern, visually appealing, and accessible. This project will continue throughout the 2021-2022 year.

**Analysis:**

Each month we record the number of hits to the website. Included are the number of hits to the UHS landing page, the UHS Primary Care page, and the UCC home page. In addition, we keep track of the pages that were in the top ten for number of viewers. Some pages (e.g. services for full-time students, UHS appointments, health insurance for full-time students, and UCC UHSConnect) are consistently in the top ten. In the October 2020, there was a spike in the number of hits to the Flu Vaccine Clinic pages. A spike in visits to the Safe Sex Express order form and UR Connected page in March showed the reach of these two Health Promotion Office pages. In the months leading up to Winter Break, we saw an increase in hits to our pre-travel COVID-19 testing pages.

**Website pages receiving over 5,000 hits – July 1, 2020-December 31, 2020**

|  |  |  |
| --- | --- | --- |
| **Website Page – Fall 2019** | **Total Number of Hits** | **Average Number of Hits / Month** |
| UHS landing page | 30,946 | 5,158 |
| Health Insurance for Full-time Students | 10,800 | 1,800 |
| UCC home page | 9,635 | 1,606 |
| Flu Vaccine Clinics | 8,108 | 1,351 |
| Pre-Travel Testing Scheduling | 7,997 | 1,333 |
| Flu Shots – Scheduling Appointments | 7,802 | 1,300 |
| UHS Primary Care page | 7,370 | 1,228 |
| Employee Services | 7,366 | 1,228 |
| UCC – UHSConnect | 7,143 | 1,191 |
| UHS – Services for FT Students | 5,650 | 942 |

**Website pages receiving over 5,000 hits – January 1, 2021-June 30, 2021**

|  |  |  |
| --- | --- | --- |
| **Website Page – Fall 2019** | **Total Number of Hits** | **Average Number of Hits / Month** |
| UHS landing page | 21,571 | 3,595 |
| UCC – UHSConnect | 8,808 | 1,468 |
| Health Insurance for Full-time Students | 8,016 | 1,336 |
| UCC home page | 7,782 | 1,297 |
| Employee Services | 7,316 | 1,219 |
| UHS Primary Care page | 6,449 | 1,075 |
| UHS – Services for FT Students | 5,246 | 874 |

**Suggested Improvements for 2020-2021:**

* Continue to keep the website current with updates and corrections, as needed.
* Encourage UHS staff members to consider using the website as a way to provide information in support of their functions and a way to direct people to key information about their services.
* Continue to be looking to update the website using information learned at UHS meetings and other sources.
* Keep track of hits to the website to better understand where viewers look for information on the website.
* Complete the overhaul of the UHS website in partnership with the Web Development Team.
* Make accessibility and inclusivity a priority on our webpage.

**Social Media Management**

**Background Information:**This academic year we focused on developing content that our followers would be interested in seeing on their feed. Our Peer Health Advocate interns were each required to post one day a week on our Instagram, which led to a variety of helpful content based on their interests and areas of focus. During one of their internship class sessions, we had the University’s Graphic Designer present to our interns about how to create effective social media postings, specifically on Instagram. In this, we learned techniques to engage our followers, gain likes and comments, and how to make posts more accessible.

Another focus for this academic year was to begin consistently tracking our social media posts using metrics such as likes, comments, shares, engagement, and more. We met with the Director of Social Media for the University to learn about how the main University of Rochester Instagram page tracks their engagement. Using what we learned from this, we developed a social media log at the end of the Spring 2021 semester that will begin to be regularly updated in the Fall 2021 semester.

**Analysis:**  
Total followers as of August 12, 2021 = 1,744

* 59% of followers are between the ages of 18 and 24
* 22% of followers are between the ages of 25 – 34
* 67% are women
* Our audience is most active every day of the week between the hours of 12pm and 9pm
* Post “likes” average 64, ranging from 11 to 222
* Our post with the highest engagement was a meme posted on September 8th comparing masks and condoms as forms of protection. It had a 22% engagement rate\*, 112 likes, 125 shares, and 8 saves.

\*Engagement rate = (likes + comments + shares) / reach

**Suggested Improvements for 2020-2021:**

* Continue to grow our audience, especially by following our incoming first year students.
* Promote our page in a variety of ways – on our handouts, during tabling events, in The Report, on our website.
* Consistently track our IG insights each month to see what type of posts receive the most interaction and create similar posts.
* Continue to post engaging and relevant posts on a regular basis.
* Utilize a social media scheduler to plan out our posts ahead of time.
* Feature more students and photos on our Instagram, with less written content in the post itself.
* Utilize alt text to ensure our content is accessible.

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**SECTION 5:**

Collect and analyze data to drive programming efforts.

**Program Evaluation**

**Background Information:**Continuous program evaluation is an important aspect of the UHS Health Promotion Office. We evaluate our programming efforts in a variety of ways, as outlined below:

* For each program listed in the first section of this annual report, we create measurable objectives that we strive to meet upon program completion. As you can see, we then use these outcomes to make improvements for the future implementation of the program.
* During our large fairs, such as the Sex & Chocolate Fair and the Fresh Check Day Fair, we create an online evaluation survey using Survey Monkey. At the event we provide tablets and laptops for students to complete the survey upon exiting the event. As an incentive, we provide a small giveaway such as a stress ball, that they receive after submitting their feedback.
* Paper-based evaluation surveys are also provided at the end of our presentations and hall programs. The questions on these surveys tie directly to the objectives for the program, allowing us to track the success of our interventions.
* Evaluation questions are incorporated into the Safe Sex Express form as well, with questions that tie directly to the objectives for the program.
* During the last Paws for Stress Relief program for each semester, a short paper-based evaluation survey is given to each student attending on that day.
* Our online programs are evaluated with a survey link provided within the last email of the challenge. This links to a Survey Monkey survey.
* The two undergraduate public health courses (PH 216 and PH 394) use a course evaluation survey provided by the University. Students can receive early access to their grades if they complete the course evaluation, which is a good incentive for them to provide their feedback.
* Our social media accounts are evaluated by viewing the insights provided by Instagram and Facebook.

**Analysis:**N/A

**Suggested Improvements for 2020-2021:**

* Review all program evaluation outcomes from the 2020-2021 academic year and determine if objectives or evaluation questions need to be updated.