

YEAR IN REVIEW

2014
15

**The Student
Wellness Center**
at Dartmouth College



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From the Director



It has been an exciting year for our department as we have transitioned structurally and philosophically to more fully embrace the spirit and practice of prevention. While we continue efforts to reduce high risk drinking and sexual violence, this strategic shift allows us to compliment response work happening in other areas of campus. We hope to address the underlying causes of unhealthy behaviors by preparing individuals and groups to take meaningful action to increase positive, health-promoting behaviors. Part of our evolution involves adopting a new name, The Student Wellness Center (SWC).

Through the Roots of Wellbeing, based upon the Wellness Wheel utilized in the field of health promotion, we offer framework for students to reflect on the different dimensions of wellness and consider ways to bring balance into their own "Thriving Pine." Thinking and practicing holistic wellness involves becoming aware of and making choices towards balancing the various aspects of the whole person.

At the core of the SWC are evidence-based practices, theoretical underpinnings, and innovative approaches. Incorporating philosophies from a variety of fields, we aim to create a culture that supports health and wellness in ways that are positive, inclusive, and empowering. We commonly utilize the Improvement Model, which strives to bridge the gap between research and practice through Plan, Do, Study, Act (PDSA) methodology. The PDSA method asks the team to take an idea and scale it back to the smallest possible change. We track the results, make improvements, and test it again. Each cycle of the PDSA informs the next cycle, allowing ideas to move from pilots to full implementation.

This document highlights the progress in our flagship programs as well as reports on innovative start-up projects we have been piloting the past year. We are looking forward to fully forming as a Center and serving the campus to become healthier, whole, and intentional forest of thriving pines.

Be Well,

A handwritten signature in black ink, appearing to read 'Caitlin K. Barthelmes', located below the text 'Be Well,'.

Caitlin K. Barthelmes



Holistic Wellness

The Dartmouth lone pine is a representation of holistic wellness. Like us, the tree is a living being. The roots of the tree are the dimensions of wellness that impact one's ability to thrive: intellectual, financial, physical, environmental, social, emotional, and spiritual.

A pine lacking nourishment and support from its roots is stunted and brown with sparse branches of brittle, prickly needles. A thriving pine stands statuesque, vibrant green with thick boughs and soft green aromatic needles, able to remain supple, bending to harsh weather conditions. By reflecting upon and strengthening the different dimensions of wellness in our lives, we can stand taller and be more vibrant, healthy, resilient versions of ourselves. We can learn, grow, and withstand unpredictable, harsher "weather conditions."

Beyond its own sturdy roots, the greatest contribution to a tree's resiliency is the forest around it. Dartmouth's community, full of resources, offers a chance for every tree in the forest to thrive. A forest of nourished trees is supported and made stronger by the network of roots that grow together just as a community of happy, healthy, thriving people creates a network of wellness that supports each individual. The result is a strong foundation, a culture of wellness and support, which contributes to every tree's capacity to THRIVE- tall, strong, vibrant, and resilient.

The Thriving Pine & Roots of Wellbeing

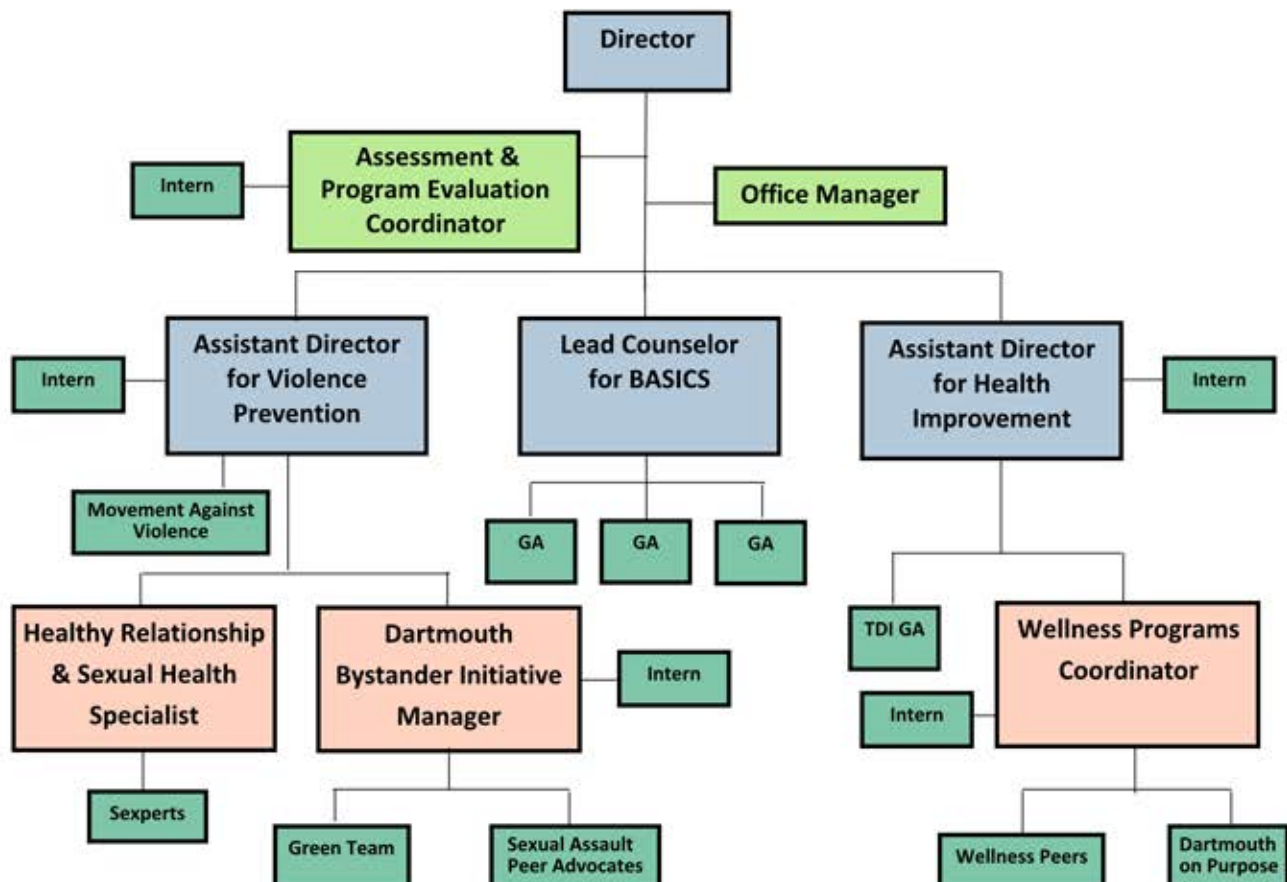


Staff Updates

Increased stabilization and expansion of our staff has allowed for a heightened enthusiasm and more meaningful student engagement. Hiring a permanent director, transitioning the Wellness Fellow position to a Coordinator, creating needed positions around program assessment the Dartmouth Bystander Initiative, and updating job descriptions to reflect the work being done in our department has clarified roles and responsibilities. The goal of integrating more measurement and evaluation across programs has begun to come to fruition with the hiring of the Assessment and Program Evaluation Coordinator.

The benefits of solidifying our staff have extended to students who have more internship opportunities and more stable advisors for student groups. Additionally, as a department we have created a microcosm of the Dartmouth we hope to build through modeling and supporting practices that enhance wellbeing among ourselves and the students with whom we work.

Student Wellness Center Structure





BASICS

Brief Alcohol Screening for College Students

BASICS is an evidence-based secondary prevention for reducing high-risk drinking that uses a personalized feedback packet during a non-judgmental, individual counseling session (1). Dartmouth College has expanded and enhanced its BASICS program over the last academic year (2014-2015) increasing its capacity by adding additional Graduate Assistant (GA) providers and cross-training existing SWC staff. Along with an increase in mandated referrals from UGA documentation, the program increased the number of completed preventative BASICS by inviting several Greek groups to participate throughout the year.

The Office of Institutional Research (OIR) analyzed BASICS for Athletes over the last several years. The analysis concluded that **using BASICS as a preventative intervention with varsity athletes who are high-risk drinkers reduces their high-risk use by an average of 30% up to twelve months after the intervention.** This finding supports the utilization of BASICS for other high-risk groups within the College, such as all Greek members.



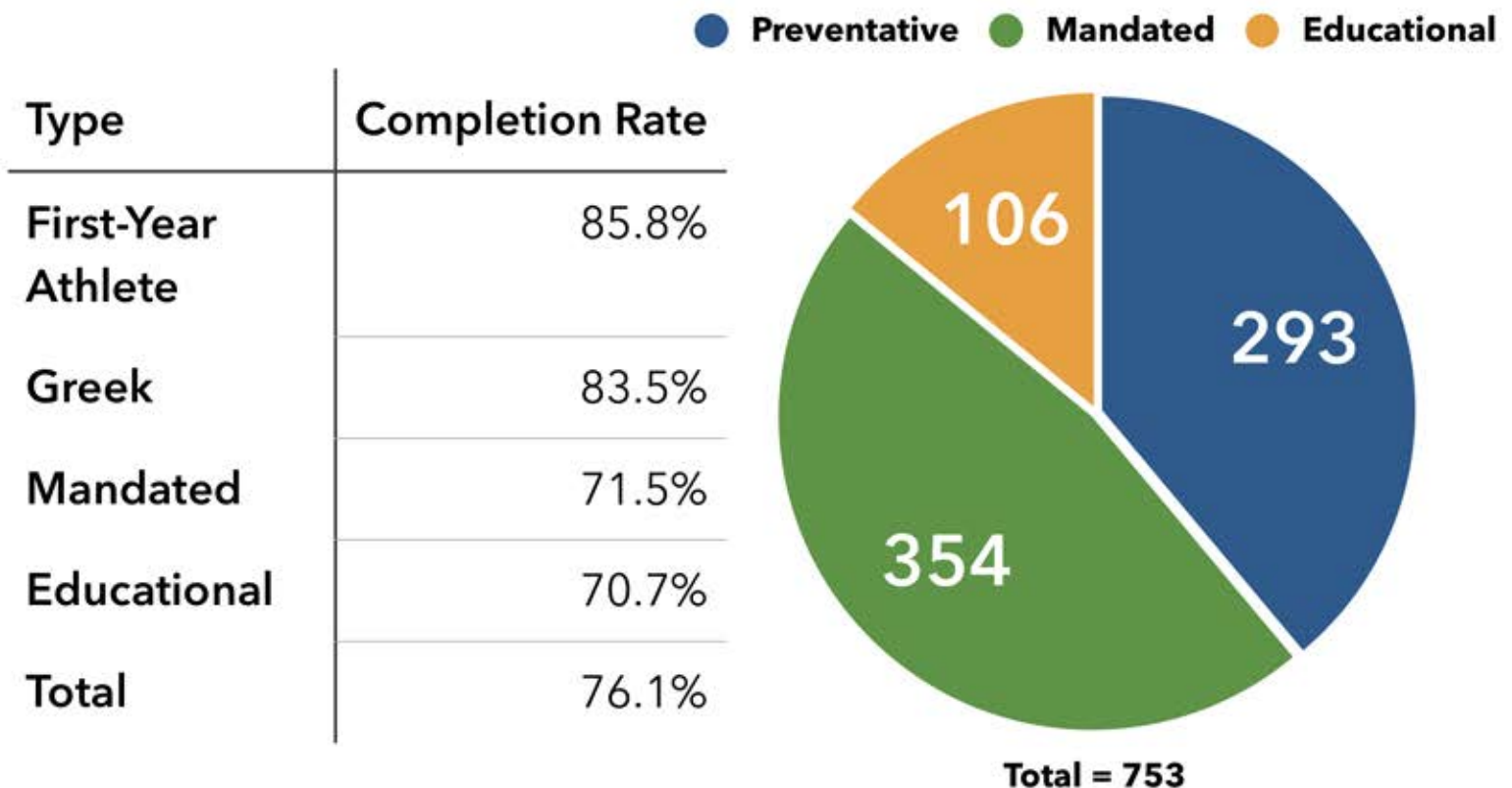
Dartmouth's BASICS program continues to produce **measurable** results in reducing high-risk drinking at Dartmouth College.



Therefore, the BASICS program is collaborating with Judicial Affairs and Greek Letter Organization and Societies to mandate or voluntarily refer high-risk groups to use BASICS. If such groups are regularly referred, OIR could perform additional analysis of preventative BASICS. These findings would allow Dartmouth to contribute to the body of research supporting implementation of evidence-based practices on college campuses to reduce high-risk drinking.

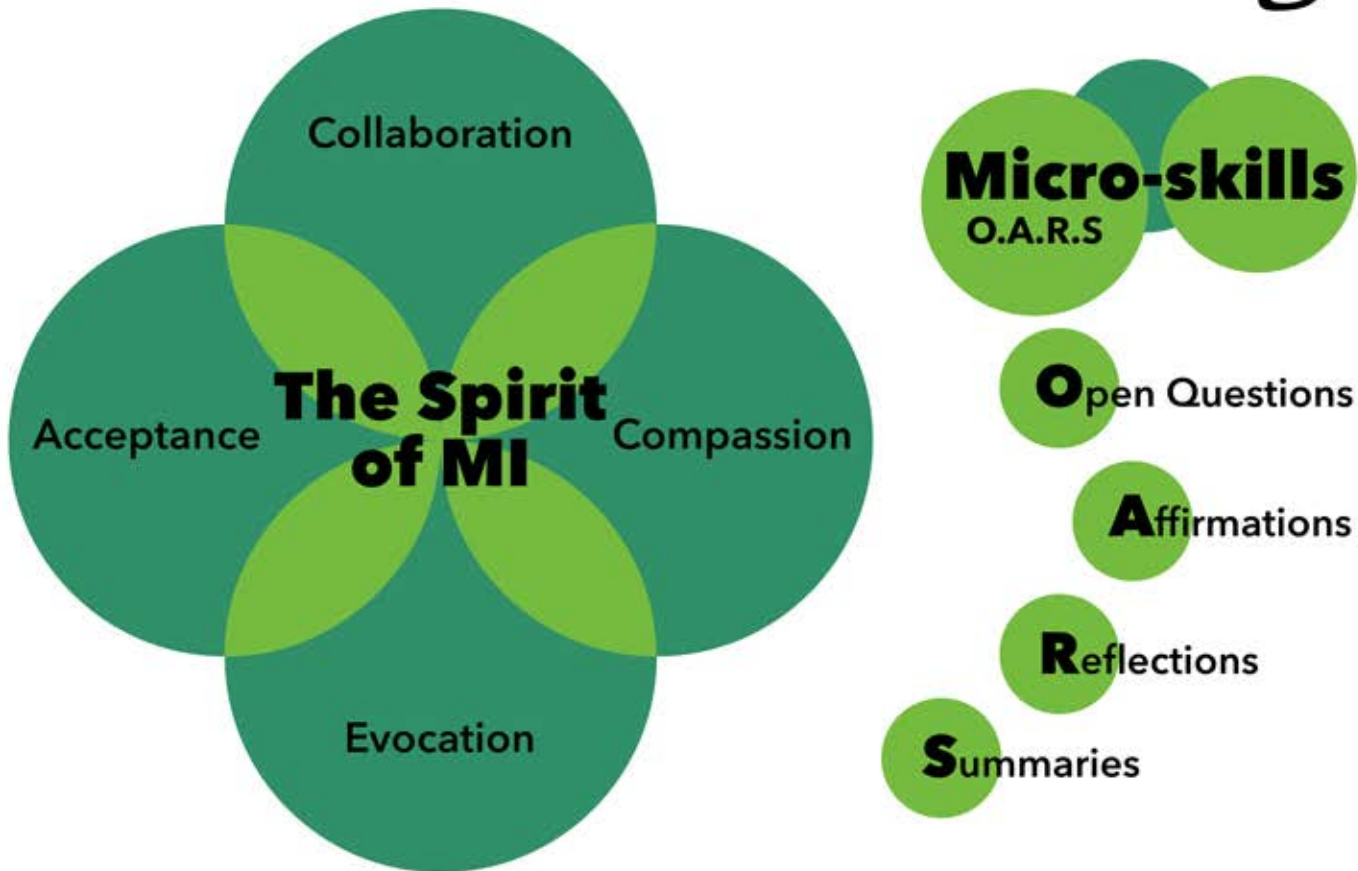
This past year the Director of the SWC successfully advocated for a Lead Counselor within the BASICS program. The former Coordinator of Alcohol and Other Drug Education transitioned to Lead Counselor so that they could fully supervise all of the BASICS providers and direct the operations of the program. Group, individual, and phone supervision have been effectively utilized to maintain skill fidelity of GAs and existing staff. Within this new structure the BASICS program provided ample available appointments, invited close to 1,000 students to the program, and **completed 753 BASICS sessions** with Dartmouth undergraduate students resulting in a greater than 76% completion rate.

Completed BASICS Sessions



6

Motivational Interviewing



Motivational Interviewing (MI) is an evidence-based communication style for strengthening a person's motivation and commitment to make positive changes (2,3). An MI approach combines the spirit of MI, client-centered micro-skills, and attention to the language of change. MI is the foundation of a BASICS conversation; however, this approach also has broad application and coincides with student development theories critical in advising students. Dartmouth's Committee on Student Safety and Accountability found the research so compelling that they recommended allocation of resources to train faculty and staff in MI as a tool for personal and academic advising with students (4).

The Student Wellness Center has been supporting students, faculty, and staff in integrating MI skills into their work and lives. During 2014-2015, twelve total trainings were conducted resulting in approximately 220 individuals across campus being exposed to MI skill development. For the first time, the DOC Trips Croos training infused a "Taste of MI" into their curriculum, demonstrating continued campus interest in the expansion of MI into new areas of the student experience.



Don't forget to
buy your
Sof-Sof for the

DARTMOUTH



Coffee Talk

a collaboration with Residential Education

One of the most successful infusions and implementation of MI within the fabric of Dartmouth's culture has been the revision of the Upperclass (UC) residential experience. UC UGAs attend a 6 hour MI training over the course of two terms. UC UGAs are expected to reach out to 100% of their residents to invite them to an individual conversation.

During these "Coffee Talks" the UGA utilizes MI build rapport with their residents and help them reflect on their experiences, explore ambivalence, make decisions, and create goals. The project began as a pilot in the winter term of 2013 with the goals of increasing student satisfaction with the upperclass residential experience, UGA satisfaction in their role as an UC UGA, and shift the negative perception of UC UGAs to a more present, supportive resource.

This past fall we celebrated the one year full roll-out of the program and found statistically significant results across all our goals at our one year data analysis. Data and evaluation have been integral to the improvement process. The collaborative team was pleased to share our process and one year results with other colleges at EverFi's Annual Research Summit in Washington, D.C. in January 2014.

Analysis of resident surveys found **statistically significant increases in satisfaction with their residential community**, frequency of contact with their UGA, ratings that Coffee Talk conversations were helpful, and likelihood of going to their UGA for conversation, support, advice, and resources.

Analysis of UGA surveys found **statistically significant increases in satisfaction in their role as a UGA** and ratings that Coffee Talks were valuable for their residents. Additionally, over 90% of UGA respondents felt that their relationship with a resident after a Coffee Talk was better than before (and 0% felt it was worse.)

2014-15

1,321 coffee talks
reaching over 20% of upperclass
students on campus.

84% of residents rated the
conversation with their UGA
as a positive experience.

94% of UGAs rated the
conversations with their
residents as mostly positive.

Coffee Talk

Qualitative and Quantitative Evaluation

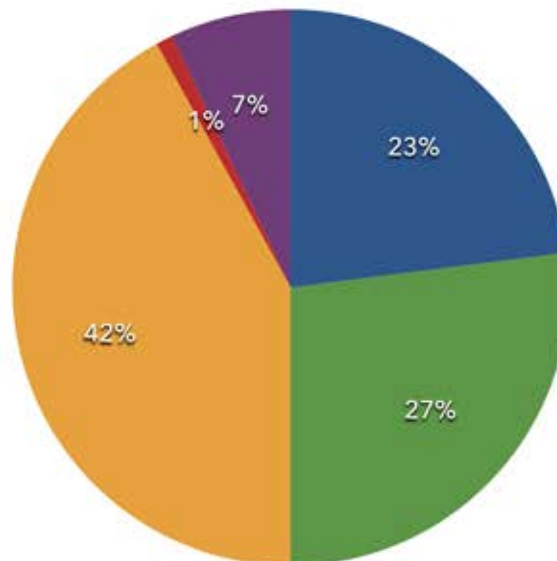


[MI] allows me to very quickly and easily get to know the resident by skipping past the meaningless questions on the surface level. It helps get deep fast. -UGA

*"The initial extended conversation made me feel that ... I had a new friend, which makes coming into a new community a lot less foreboding."
- Resident*

Resident Coffee Talk Participation by Class Year

● 2015s ● 2016s ● 2017s ● 2018s ● Other



"We talked about meaningful things that I do not talk about often." - Resident

*"I think the residents' and I both learned something new about each other so it makes it easier to follow up and build long term relationships."
- UGA*

"[My UGA] seemed to genuinely care about my wellbeing." - Resident



Sexual Violence Prevention & Response

The Sexual Assault Awareness Program (SAAP) saw a number of developments this year including changes in staff titles from SAAP Coordinators to an Assistant Director for Violence Prevention and a Survivor Advocate; movement away from the SAAP name to more adequately reflect prevention and response work; and transition from confidential to private services in accordance with Title IX guidance. During the transition from confidential to private services, the prevention and response team continued to provide direct service to a number of survivors of sexual assault, relationship violence, stalking and harassment. The team also provided support to friends, partners and family members struggling with loved one who experienced harm. To ensure survivors maintained confidential resources, the SWC team collaborated with Counseling & Human Development to hire a Counselor who specializes in sexual violence work and partnered with WISE, our local crisis center, to create a Campus Advocate position who will be located at Dartmouth.

The prevention and response team provided a number of educational programs for the campus community this year. Fall term, first year students participated in Haven, an online pre-matriculation intervention and Sex Signals, an Orientation program followed by small group discussions with faculty, staff and upperclass student facilitators. Winter term, we hosted Speak Out, a homegrown program where survivors share their stories and Sex Fest an event to promote sexual health education during V-February. Sexual Assault Awareness Month occurs spring term and the team coordinated a variety of programs including The Clothesline Project, Denim Day, and Take Back the Night.





We expanded programming to faculty and staff, offering monthly Responder Workshops providing over 150 participants with trauma informed skills to support students who disclose experiences of sexual violence. The prevention and response team also shared their work with colleagues across the country presenting at a number of regional and national conferences.

Our department continues to support student involvement with these issues, and advises a number of student organizations, including Sexual Health Peer Advisors (Sexperts), Movement Against Violence (MAV), Sexual Assault Peer Advocates (SAPAs) and co-advises the Student and Presidential Committee on Sexual Assault (SPCSA). This year we tripled our sexual violence peer support, training 27 new SAPAs. MAV facilitated 67 programs in Greek houses and expanded programming to first year floor sections and the SPCSA released their annual recommendations to improve the College's response to sexual violence.

Going Forward

As the new Counselor and Campus Advocate join the Dartmouth community, the SWC will transition sexual assault response work out of our department to focus solely on violence prevention. This shift will allow the SWC to expand the Dartmouth Bystander Initiative (DBI), our flagship violence prevention program and develop new initiatives around healthy relationships and sexual health. Additionally, the SWC will continue to lead a cross-campus collaborative team in the development of the President's mandatory 4-year comprehensive sexual violence prevention and education program for all undergraduate students, a recommendation from Moving Dartmouth Forward.





Dartmouth Bystander Initiative (DBI)

This year was a year of many exciting accomplishments for the Dartmouth Bystander Initiative. Six new members from multiple offices across campus were trained as facilitators and joined the implementation team. For the first time, facilitators received stipends as being part of the DBI team. Additionally, a student intern position dedicated to DBI was established. There was a strong positive shift in momentum for the initiative, as weekly team meetings went into effect, and a solid team remained invested throughout the year. Efforts were hugely aided by the hiring of an Assessment & Program Evaluation Coordinator position, who developed quantitative and qualitative assessments for workshop evaluation and student focus groups.

Programming was significantly expanded, with over **50 DBI workshops** offered throughout the year including a number of new and enhanced programs. The DBI team provided **17 Overview Talks** for Greek Recruitment, which engaged students who were interested in joining a Greek organization. Also, DBI continued to partner with Dartmouth Peak Performance in athletics to provide **19 workshops**. This workshop, called **Gameplan 2.0**, was designed specifically for student athletes and focused on recognizing and intervening during moments of harm in relationship violence. This year the DBI Leaders Network was created as a way for students who have completed the Leadership Training to build connections with other students trained in Bystander Intervention and strengthen their connection to the initiative.

"I can make a difference as long as I try to be an active participant who's willing to confront my own fears."

"It's a way to change the conversation about sexual assault and empower students to step into situations when they think there's potential for harm."

"Dartmouth needs a change in culture. This is how we change culture. Not by policies, not by protocol, but by the individual actions of Dartmouth students."

"If I see something that I feel is wrong, I will act to do something about it."

"I will be empowered to step in and help change Dartmouth. I know the serious implications of being a passive bystander."

"(DBI) embodies practical steps that are easy to do and can make a huge difference."

"It really made me believe that I could make a difference."

"I'm going to remember that there is almost always a bystander that could have intervened in a risky situation. I want to be that person."

DBI Evaluation

Game Plan 2.0

In the spring term, we launched an evaluation of the GamePlan 2.0 program for varsity athletes. **146 student athletes received bystander intervention training** focused on preventing harm associated with relationship violence. We evaluated changes in participants' knowledge and attitudes related to relationship violence and bystander intervention using a pre- and post-workshop survey. The student athletes will also receive a follow-up survey via email two to three months following their team's workshop.

We asked students to identify one thing they were willing to do this term to keep Dartmouth safe. Their responses reflect the spirit of DBI.

nobody has to do everything, but everybody has to do something.

"[Do] not be afraid to ask people who may need help. Be vocal about DBI."

"Stand up to teammates when they think I'm overreacting."

"Be as supportive as I can be when other people intervene"

"Actively stop an abusive relationship I am aware of"



We also found statistically significant changes in student athletes' knowledge and attitudes.

- Students agreed more strongly with the statement: "I have a role in preventing others from experiencing harm associated with relationship violence."
- Students were able to identify more early warning signs of relationship violence.
- Barriers to intervening decreased.
- Confidence in ability to intervene increased.
- Students identified more interventions they felt they could realistically do.



Thriving @ Dartmouth

This past fall, the SWC developed Thriving@Dartmouth (T@D), a class for PE credit that explores evidence-based, wellness-improving practices that support the seven dimensions of holistic wellbeing. The course offers a series of experiential sessions that equip students with the skills and knowledge to cultivate behaviors promoting stress management, balanced nutrition, sleep hygiene, movement, mindfulness, and other core components of health and wellbeing.

"This class kept me emotionally healthy and was definitely responsible for the fact that I had my best emotional/social term here at Dartmouth."

"This course made me pay more attention to my well-being. I now pay closer attention to how my everyday actions contribute to specific roots of wellbeing in my life."

"This is the healthiest I've been at Dartmouth during a term."

Over the first three pilot terms, 28 students have gone through the course. 100% of these students said they would recommend the class to other students. Each group of students has consistently rated "mindfulness" oriented segments as amongst the most beneficial to their wellbeing. Students "learned something new" in 100% of classes, and reported "incorporating something into my life" or "sharing something learned with someone outside of class" in 71% of classes. 100% of students said that they were more aware of their wellbeing throughout the term, because they were taking the class.

Thriving Together

In order to bring our peer groups in line with our new direction of prevention, Eating Disorder Peer Advisors (EDPAs) and Drug and Alcohol Peer Advisors (DAPAs) transformed into Wellness Peer Supporters through a new pilot training, *Thriving Together*. This 8-week course trains students in MI to engage peers in one-on-one discussions. These conversations encourage self-exploration in which students can identify underlying causes and early warning signs of unhealthy behaviors while increasing motivation and commitment to carrying out health promoting behaviors.

Through collaboration with students, we piloted two terms of *Thriving Together* training and continue to make improvements. The next cycle will pilot various ways to connect Wellness Peer Supporters with students via office hours within the SWC and other initiatives.





Refresh

Refresh is an evidence-based electronic sleep intervention for college students. It is now offered via Canvas as a course students can elect into for free. The course was made more visually appealing and content easier to read thanks to a graduate internship collaboration with TDI.



Dartmouth on Purpose

Dartmouth On Purpose (DOP) is a student group that aims to help the Dartmouth community thrive through supporting self-reflection and intentional action. DOP hosts an annual 21-Day Challenge, which had 727 participants this year. This year DOP also offered a "Community on Purpose" series with events such as "Sex On Purpose" with comic storyteller Cindy Pierce (200 attendees), Unplug On Purpose (214 participants), Block Party On Purpose, and Meditate On Purpose (15 students at each weekly session).

Green Team

Green Team is a student-lead organization that trains and pays members to be sober at social events, assess risk, and intervene in high risk situations. This year the student administrative board initiated a new pay structure with merit raises based on number of shifts worked to encourage retention and commitment to the program.

Kripalu Wellness Immersion

The R&R retreat to the Kripalu Center for Yoga and Health is the first wellness immersion experience the SWC has offered to students. The Kripalu center is just a few hours away in Stockbridge, Massachusetts, and is a retreat center that provides space and workshops to experience different practices for improving wellness. From modern research on integrative health, nutrition, and holistic wellbeing to yoga and Ayurvedic practices for an abundant, healthy life, Kripalu offers learning experiences for everyone. The experience not only teaches methods for thriving when students return to campus, but provides the friendly, restorative environment that heals bodies and minds so students can feel rested, resilient, and well when they leave.

This year, there were two R&R Retreats, one during the winterim and one over Spring break, during which two staff from the SWC took 12 Dartmouth students to Kripalu for a three day retreat. To make the experience accessible to a variety of students, the SWC offered full and partial scholarships to off-set costs through an application and interview process.

Anecdotal evidence suggested increased student bonding during the immersion, which resulted in follow up dinners and emailing upon returning to campus. Additionally, on a scale from "not at all helpful" to "very helpful," all students reported on the post-survey that the retreat was "very helpful," and most students reported an increase in feeling relaxed and feeling optimistic about the future from pre- to post- survey. Due to the positive feedback and potential behavior change impact of the experience, continuation of this pilot is planned for the upcoming year with an eye towards additional outcome measurement and expanded collaboration with the Kripalu staff to design a Dartmouth-specific retreat option.





The Stall Street Journal



The Stall Street Journal (SSJ) is The SWC's monthly health promotion publication. Two different designs with complimentary content are posted in designated, restroom stall frames each month. SSJ content provides readers with information on how various health promoting or health harming behaviors can affect mental, physical, and community wellbeing and performance as well as providing action-oriented methods of improving wellness. In order to both educate and inspire students to take care of themselves, content is framed in a positive, inclusive, empowering way, in line with best practices for health education, social marketing, and behavior change.

Over the past academic year, emphasis has been placed on systematizing the editing process, being intentional about content development, and hiring students to design of the SSJ. The Wellness Program Coordinator conducts content research and oversees the SWC Design Intern through creation and distribution of the journal. The multi-phasic review process allows for content and design to be edited by multiple student and staff prior to distribution, which has enhanced its integrity as an educational, wellness promotion tool. This process has allowed the journal to move away from being a mechanism for event advertisement, and transform through collaboration with offices and student groups across campus, into a wellness supporting, behavior change social marketing campaign.

Going Forward

the year ahead



Launching the Student Wellness Center

Branding and publicizing the SWC is a main goal for this upcoming year. Development of our new website is underway and a full launch including an open-house is planned for the fall.



Solidifying the staff

Searches for the Assistant Director for Health Improvement and the Healthy Relationships & Sexual Health Specialist have begun. We look forward to welcoming, orienting, and supporting these two new staff members as they join our team.



Creating collaborative, integrative health practices

The SWC will serve as a clearinghouse to connect students with health-improving, wellness-supporting practices and services. Connecting students to campus colleagues within the Division of Student Affairs and beyond is key to creating an integrative, holistic experience. Expanding collaborations across campus, with particular attention to faculty, is integral to breaking down silos, creating a cohesive campus environment, and infusing wellness throughout the student experience.



Conducting implementation science

As we translate research into practice and move best practices forward, we must measure, document, report, and publish successes and failures. We have the unique opportunity to help improve the fields of higher education and health promotion through sharing what we learn within and outside our community. Partnering with faculty and research experts within our region will be vital to our success in this area.



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