



**STUDENT WELLNESS CENTER** at Dartmouth College

2016 - 2017  
**YEAR IN REVIEW**

---

# TABLE OF CONTENTS

02	Director's Letter
03	Wellness in the classroom
05	Kripalu
07	Sexual Violence Prevention Project
09	Dartmouth Bystander Initiatives
13	Healthy Relationships & Sexual Health
15	BASICS
17	Emotional Intelligence
19	Yoga
20	Koru
21	Other Wellness Initiatives
23	Going Forward
25	Meet the Staff



## LETTER FROM THE DIRECTOR

Upon reflecting on the mission statement of Dartmouth College, the concept of preparing our students for “a lifetime of learning and responsible leadership” resonated with me as core to the work of the Student Wellness Center (SWC). While the connection between “wellness,” learning, and leadership may seem indirect, a quick flip through these pages will hopefully illustrate how essential the knowledge and skills taught through our office, and co-created with our students, are for fostering a learning mindset and demonstrating responsible leadership. Through experiences with Koru mindfulness, yoga, BASICS, Kripalu and so many other offerings, Dartmouth students learn to look inward and begin to build self-knowledge, self-compassion, and self-efficacy. We help students recognize that learning about oneself is a lifetime endeavor, and as they grow and experience new things, this self-reflective ability can act as a foundational skillset in navigating the world beyond our campus.

I also see preparation for the next generation of world leaders happening within the metaphorical (and physical) walls of the SWC. Programs like

DBI, the SVPP, all of our student groups, and the academic course we taught this past year encourage students to explore the bi-directional relationship between individuals and their communities. Building healthy relationships, having empathy for others, and thinking critically about the environments in which we live, work, and play are critical components of effective leadership. My staff will hear me say, especially during tough times, what keeps me going is our ability to plant the seeds of self-care and empathy in our students. I am energized by knowing that as they go on to lead Fortune 500 companies, make decisions as diplomats and world leaders, and create start-ups and non-profits, those seeds may grow and have a ripple effect not only on their own personal wellbeing but on all those under their leadership. We work not only to maximize the potential of Dartmouth students, but also to maximize the potential of the positive influence they will have on the world.

As always, it is an honor and privilege to work with the amazing staff of the SWC and our campus partners, all of whom help make real our vision of “empowering our community to thrive.”

With gratitude,

A handwritten signature in black ink, reading "Caitlin K. Barthelmes".

Caitlin K. Barthelmes  
Director

# WELLNESS IN THE CLASSROOM

## Anth 12.22: THE CULTURE, SCIENCE AND PRACTICE OF WELLNESS



Students from Anth 12.22

This year, the Student Wellness Center offered its first ever academic course, “The Culture, Science and Practice of Wellness”. Through a grant from the Experiential Learning Initiative funded by the Dartmouth Center for the Advancement of Learning (DCAL), we partnered with faculty from Geisel and the Anthropology department to develop a course focused on helping students learn and practice skills to enhance personal and community wellness. Using the three pillars of the SWC as a guide – reflection,

connection, and intention – we built a community of learners motivated to critically examine and develop tools to improve their own health and wellness as well as the that of the Dartmouth community. The course structure was rooted in reflection and application of research and theory to the lived experience, prompting students to think “outside the classroom” and to make connections across the academic, extracurricular, and social experiences they have had at Dartmouth.

### COURSE STRUCTURE

#### Unit 1: Personal Wellness



Students examined the wellness and culture through an interdisciplinary lens and began to question their own conception of wellness through reflection and self-assessment.

#### Unit 2: Community Wellness



Students began to broaden the aperture and explore the systematic interconnections between individuals and the structures and norms of their communities and the resulting impact on health and wellness.

#### Continuous Experiential Components



Students learned and applied concrete skills for health improvement, including Motivational Interviewing, Koru mindfulness, Emotional Intelligence using the RULER approach, and Quality Improvement using the Plan-Do-Study-Act framework.





Students engaging in a team building activity during class

## LEARNING OBJECTIVES

- ▶ Discuss the constructs of “health” and “wellness” from historical, cultural, and personal perspectives
- ▶ Identify and discuss topics relevant to personal and community wellness
- ▶ Articulate personal values and goals related to wellness
- ▶ Investigate and apply evidence-based strategies for improving wellness in a variety of contexts
- ▶ Apply qualitative and quantitative research methods
- ▶ Create and implement a plan to improve personal health and wellness
- ▶ Develop a proposal to improve community wellness

## PROJECTS:

### Personal Health Improvement Tool (PHIT)

The beginning of the course exposed students to information and techniques allowing in each student to select a personal health priority and create a plan for improvement. Using an online tool developed for the course – [myphit.org](http://myphit.org) – students tracked their progress over 30 days.

### PHIT Examples

- Singing for 15 minutes a day to decrease stress
- Communicating with an ill family member to foster familial connections and communication
- Practicing daily acts of kindness to foster social connectedness

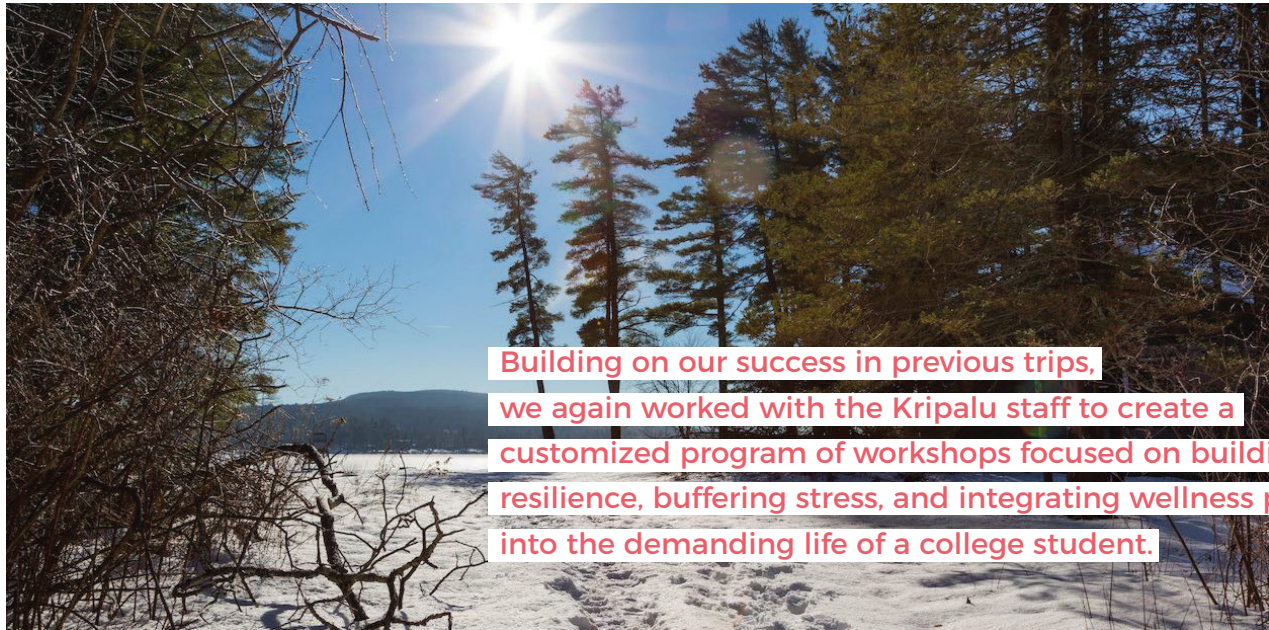
### Dartmouth Wellness Improvement Project (DWIP)

Working in small teams, students partnered with a Dartmouth campus professional to tackle a challenge to health and wellness at Dartmouth. Students completed a needs assessment using evidence-based guidelines and available institutional and national data. Students also used anthropological methods of inquiry to explore how health behaviors are shaped by the culture of Dartmouth and how the student experience and behaviors in turn shape the Dartmouth culture.

### DWIP Partners and Projects Examples

- Knocks and Knowledge: Assessing Baseline Level of Concussion Awareness and Knowledge Among Dartmouth Students (Case Management)
- Stereotype Threat: Implications on the Wellness of the LatinX Community at Dartmouth (Office of Pluralism and Leadership)

# KRIPALU



Building on our success in previous trips, we again worked with the Kripalu staff to create a customized program of workshops focused on building resilience, buffering stress, and integrating wellness practices into the demanding life of a college student.

Despite a late winter storm dumping over a foot of snow and snarling travel plans, two intrepid SWC staff members and 16 students enjoyed a not-so-spring-like “spring break” trip to the Kripalu Center for Yoga and Health in Stockbridge, Massachusetts. This group – our largest to date – represented a wonderfully diverse mix of students all coming together to refresh, restore, and learn self-care practices to enrich their lives as Dartmouth students.

Building on our success in previous trips, we again worked with the Kripalu staff to create a customized program of workshops focused on building resilience, buffering stress, and integrating wellness practices into the demanding life of a college student. In addition to private workshops, students also took advantage

of multiple daily yoga sessions, educational sessions, outdoor excursions, and Kripalu’s delicious, wholesome food. We offered full and partial scholarships to students who expressed a need for financial support and were thrilled to make the experience accessible to all interested students. Upon return to Dartmouth, the students shared their reflections on their Kripalu experiences, and we were once again struck by how students’ patterns of thoughts and behaviors were impacted by their time at Kripalu.



Caravan of staff & students braving the winter storm to attend the SWC Kripalu retreat experience



## WELLNESS RETREAT

*"I cannot explain in words how amazing the whole experience at Kripalu was. I felt restored, positive, and excited to put what I have learned into practice at Dartmouth. It was simply just nice to have time for myself to put my own well-being as my number one priority...By applying the skills that I learned at Kripalu, I hope to be able to bring some of that restorative, mindfulness practices to enhance my daily life."*

*"Overall from the Kripalu trip I've become more self-aware and I've also become more grateful for life and for the people in my life. Going back to Dartmouth I will remember to be cognizant of when I am stressed and remember that I can reduce my stress levels by merely taking an active approach and remembering I can do small things like breathe deeply, do yoga, take a walk outside, eat right, be more active, be more self and people aware, and have more self compassion and compassion for others."*

*"My time at Kripalu was just what I needed after a long, tiring term. It helped me open up my eyes to the way that I was treating myself and made me really think about my old habits. I realize that I only have one body and one mind, so treating them just like I would any other prized possession is important for both my physical and mental health."*



# SEXUAL VIOLENCE PREVENTION PROJECT

## OVERVIEW / FRAMEWORK

In January 2015 as part of Moving Dartmouth Forward (MDF), President Hanlon announced the creation of the Sexual Violence Prevention Project (SVPP), a "comprehensive and mandatory four-year sexual violence prevention and education program for [undergraduate] students." Amanda Childress, the Associate Director of the Student Wellness Center, was selected to lead the project.

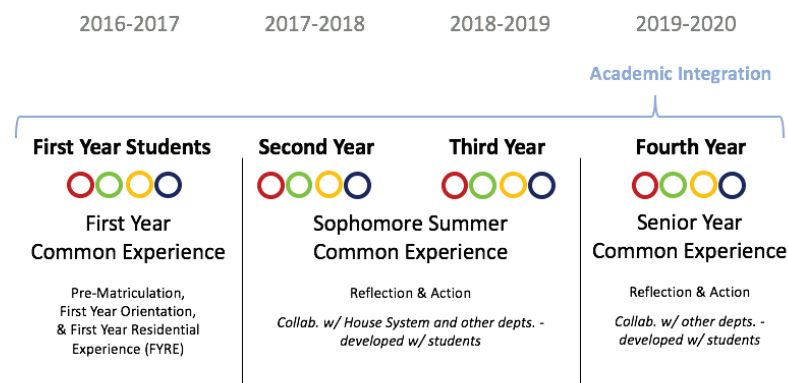
Over the last two years, the SVPP working group researched evidence-based interventions and prevention strategies, developed a mission, identified four behavioral outcomes that students will demonstrate by graduation, developed infrastructure, and began piloting interventions.

These behavioral outcomes, selected as indicators of a culture shift where sexual violence is significantly reduced or eliminated, are:

- Increased utilization of resources and support services by students in need
- Increased proportion of students having positive relationships and positive sexual experiences
- Increased respectful communication and interactions between individuals and across differences
- Increased acts of bystander intervention

As part of SVPP, students will engage with four milestones aligned with the four behavioral outcomes each year. The current first-year programming structure fulfills all first-year milestones and upperclass students will be able to choose from a menu of options. Two common experiences and academic integration are also in development as part of the SVPP.

In June, Dartmouth College received the Campus Prevention Network's 2017 Prevention Excellence Award in recognition of its efforts to prevent campus sexual assault. The award highlights how Dartmouth is one of the schools leading the way in sexual violence prevention and is committed to using best practices to develop a campus-wide prevention strategy.

**Piloting began w/ the class of 2020****Menu of Options***(In development)***Examples:**

- V-Feb: Speak-Out Haven\*\*
- UGA: Behind Closed Doors
- ENGS 12: Class Project\*
- FYRE: Sexual Decision Making
- Sexperts: Healthy Relationships
- Sexual Health Education PE Course
- MAV: Consent & Communication
- Crossing the Line
- Intergroup Dialogue (IGD)
- OPAL Impact
- Emotional Intelligence (EI)
- Selected Academic Courses
- DOC: Trip Leader Training
- DBI: GamePlan 4.0
- SpeakUp!
- Active Bystander Challenge\*\*

**\*Design Your Own****\*\*Digital/Online Options**

(Ted Talks/YouTube Videos, Podcasts)

**Focus Areas:**

- Resources & Support Services
- Positive Relationships/Sex
- Respectful Communication
- Bystander Intervention

**PROGRESS TIMELINE****Fall 2016:  
Begin Phase 3 – Pilot**

- Piloted SVPP Year 1 programs with the Class of 2020
- Piloted parts of the assessment with the Class of 2020
- Launched SVPP website
- Launched eight new projects
- Partnered with the Center for Professional Development (CPD) and Student Life to trial web-based tracking applications

**Winter 2017**

- Piloted a tracking system & multiple tracking methods
- Explored platform options
- Launched six new projects

**Spring 2017**

- Piloted tracking with OPAL Awareness Months
- Explored database options
- Launched eight new projects

**Summer 2017**

- Received Campus Prevention Network's 2017 Prevention Excellence Award
- Presented SVPP at EverFi's Campus Prevention Network Annual Summit
- Hired temporary Sexual Violence Prevention Project Assistant
- Launched four new projects

**Next Steps:  
Begin Phase 4 –  
Soft Launch**

- Announce SVPP in the fall at First-Year Orientation
- Select/build tracking platform
- Continue to build and pilot milestone programs for sophomores, juniors, and seniors in order to expand the menu of options
- Pilot Sophomore Summer Connection with the Class of 2020 in Summer 2018



# Dartmouth Bystander Initiative

*The Dartmouth Bystander Initiative (DBI) had another year of campus-wide impact. This past year had the highest rates of student participation ever with **2,781** student interactions with DBI programming.*



In partnership with the Greek Leadership Council and upper-class members of the Greek community, **816** students participated in the Pre-Recruitment Workshop for potential new members. These students learned skills for recognizing moments of potential sexual violence and realistic options for intervening in Greek community-specific scenarios. **468** student athletes from 30 teams participated in the athlete-focused Gameplan workshop, examining team culture and working towards strengthening bystander intervention as a team norm. **322** Trip Leaders and Croo Members participated in the Trip Leader Training Workshop, learning skills to intervene to prevent harm and establish norms of checking/stepping in with Trippees. Facilitated with colleagues from OPAL, this workshop incorporated content from Speak

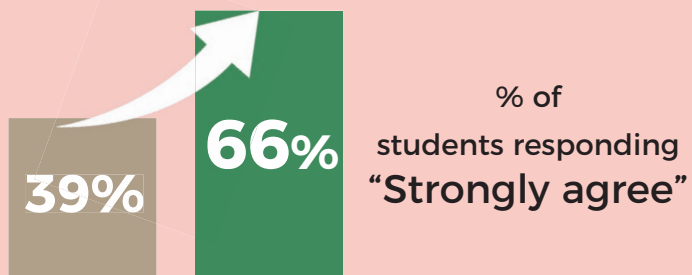
Up, a program that increases bystander intervention skills around harmful language and microaggressions.

As part of a new focus during Sexual Assault Awareness Month this year, Dartmouth held its first ever Week of Action. This week provided daily opportunities and invitations to the entire campus to get involved in preventing sexual violence. DBI staff partnered with multiple offices and student groups to hold the Day of Action on April 10th in Collis, where over **200** students pledged to take proactive action to create a culture where bystander intervention is encouraged and sexual violence is not tolerated. This was a record breaking year for DBI, and laid the groundwork for reaching even more of campus in the future.

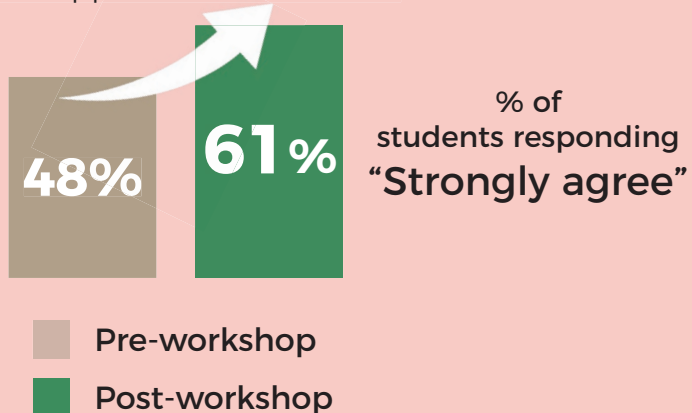
## DBI PRE-RECRUITMENT WORKSHOP for the Greek Community

We were pleased to find a baseline of positive bystander attitudes and behaviors with **99%** of students agreeing before the workshop that they have a role to play in preventing others from experiencing harm associated with sexual violence. Using the difference in pre-to post-workshop ratings for 428 matched surveys, all other survey items indicated **statistically significant\*** changes in the desired direction.

The Greek community is supportive of bystander intervention.



Other members of the Greek community will support me if I intervene.



\* Related-Samples Wilcoxon Sign-Rank Tests,  $P < 0.0005$ ; and Area Under the Curve



Students signing a pledge to be proactive in creating a safer campus during the "Day of Action"

Students were also given three scenarios representing different situations with potential sexual violence risk (see example below). In all three scenarios, students became significantly\* **more concerned, were more likely to think the student needed help, and were likely to intervene after attending the workshop.**

- You see a student at a party who appears to be heavily intoxicated. The student is leaning against a member of the house who is leading them out of the basement towards the stairs. You don't know either of them well, but you know the two of them have hooked up in the past.
- How concerned are you about the member's behavior?
- How much do you think the drunk student needs your help?
- How likely would you be to intervene in this situation?

## DBI GAMEPLAN 4.0 FOR ATHLETES

“It was awesome to know my teammates are on the same page as me and will support me. I felt like it brought us closer.”

The pre-workshop surveys of the fourth iteration of the Gameplan series indicated real, demonstrated results of this program. 27% of student respondents reported that they had actively intervened in the past year to prevent harm associated with sexual violence.

Of those, 47% said that participating in a DBI workshop had helped prepare them to intervene. Additionally student responses on the following items, each showed a trend toward improvement after the workshop (using 143 matched surveys).

**Scenario:** *You see what you interpret as two people going to go hook up. You know both of them, and one of them is your teammate. They have both been drinking. Something about the situation causes you to feel worried that one of them might get hurt (experience sexual violence) but you are unsure.*

*“How likely are you to check-in or step-in to intervene?”*

“Extremely Likely” increased from **35%** pre-workshop to **60%** post-workshop.

*“Let’s say that you had decided to take some type of action to check-in or step-in. If a teammate, who is not a close friend, is there and is also unsure, how confident are you that the teammate will support you?”*

“Extremely confident” increased from **48%** pre-workshop to **80%** post-workshop.

*“How much a part of your team culture is checking-in/stepping-in when encountering situations where sexual violence could occur (involving a teammate or supporting a teammate’s action)?”*

“Extremely” increased; from **42%** pre-workshop to **66%** post-workshop.

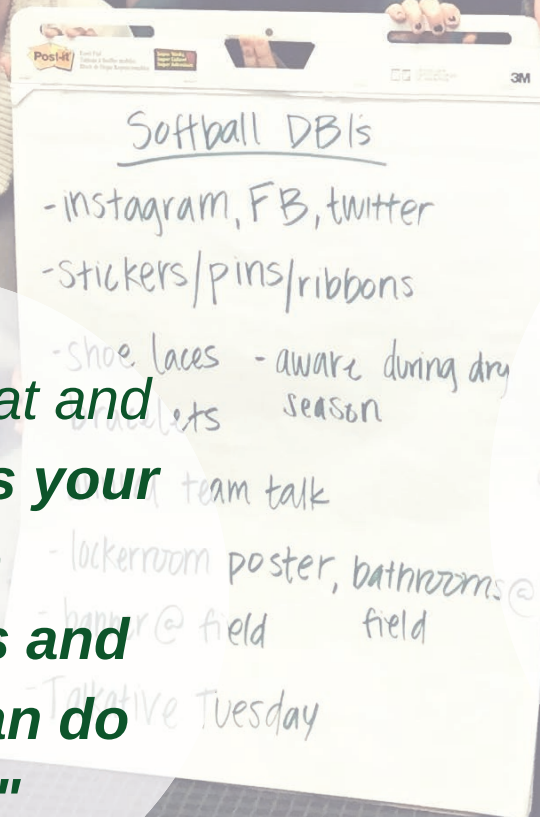


"It was awesome to know my teammates are on the same page as me and will support me. **I felt like it brought us closer.**"

"I thought the session was really informative and a great way to get talking about all these issues. **I feel a lot more comfortable in my abilities in dealing with these situations** and also in talking about these issues with my teammates"

# STUDENT FEEDBACK: GAME PLAN 4.0

"DBI was great and it really **opens your eyes to possibilities and what you can do to help!**"



"This is a great way to feel the social support, and to learn about the resources that Dartmouth has. It is so important that people feel social support all year long, and not just once for one program. **That is why DBI is so effective, it allows people to know that they have social support all year long**"



# HEALTHY RELATIONSHIPS & SEXUAL HEALTH

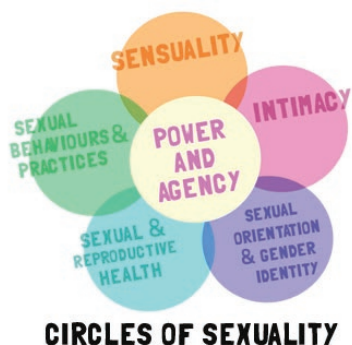
This year has brought focused efforts on understanding our student needs and developing our pedagogical approach for building programs related to healthy relationships and positive sexual behaviors.

Our Sexual Health Peer Educator (Sexpert) student group restarted in the Fall term of 2016. Since then we have held two terms of training ('16 Fall & '17 Spring). A total of 21 students completed the term-long PE credit course to receive around 30 hours of training on topics like "Healthy Relationships vs. Improvable

Relationships;" "So much more than either/or – identity, orientation, expression and more!;" "Consent and Communication – Sexual Preferences/Desires/Limits/Boundaries." Four students travelled to Worcester Mass to receive a weekend long training for the National CPE (Certified Peer Educator) Certification with NASPA. Additionally the Sexpert group has been experimenting with developing student led programs that align with the mission of the Sexual Violence Prevention Project.



"Sex On Purpose" panel with Cindy Pierce and Dartmouth On Purpose



Total number of condoms distributed in residential buildings during the past fiscal year:

15,100



2: Sexperts team building events prior to their term-long training.

1,5: Students enjoying "Sexpo" sex positive event.



This year the Healthy Relationship and Sexual Health (HRSH) coordinator also focused on building partnerships throughout campus.

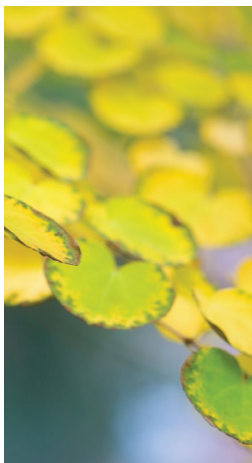
Some examples include a Free HIV Screening Day with Dick's House and the Office of Pluralism and Leadership (OPAL), a "Sex On Purpose" panel with Dartmouth On Purpose, "Sexpo," a sex positive sexual health fair in conjunction with OPAL's V-Feb awareness month and Consent Day, which had over 20 student groups spreading the message around proactive consent and healthy relationships. We continued to increase access to safer sex supplies through the creation of an interactive map and continued collaboration with Residential Life.



The Safer Sex Bar can be found in the Student Wellness Center, 3rd floor of Robinson Hall

# BASICS

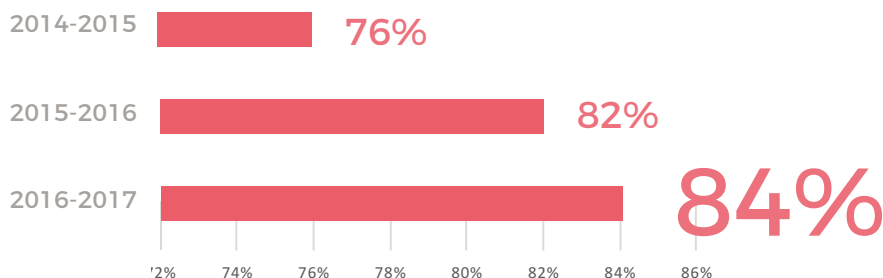
**High-risk drinking**, defined as 4 or more servings for females and 5 or more servings for males (in one sitting), continues to be a significant impairment to academic success<sup>1</sup> as well as a risk to the health of college students nationwide.



While Dartmouth College is no exception to this reality, our alcohol abuse prevention efforts utilize the most significant evidence-based practices to reduce high risk drinking in order to minimize associated harms to student success and community wellness. From extensive pro-active prevention measures to recovery support, Dartmouth's

intentions and results are measurable. The SWC coordinates the most researched and highly effective intervention for reducing high-risk drinking in college populations, **BASICS (Brief Alcohol Screening and Intervention for College Students)**.

Figure 1. BASICS Completion Rates from 2014-2017



This year nearly 800 students were invited to participate in BASICS and 654 completed the in-person feedback session. We also achieved the highest completion rate (84%) of the intervention of the past three years.

As in previous years, the largest number of BASICS invitations were for students mandated to attend due to an alcohol or drug incident (64%) and the greatest number of invitations were for first year students (62%) in part due to the preventative arm which offers BASICS to all first year athletes (See Figure 2 and 3).

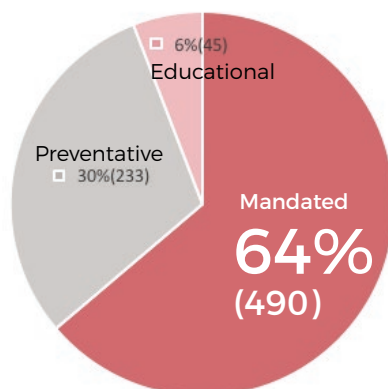


Figure 2. BASICS Invitation Categories

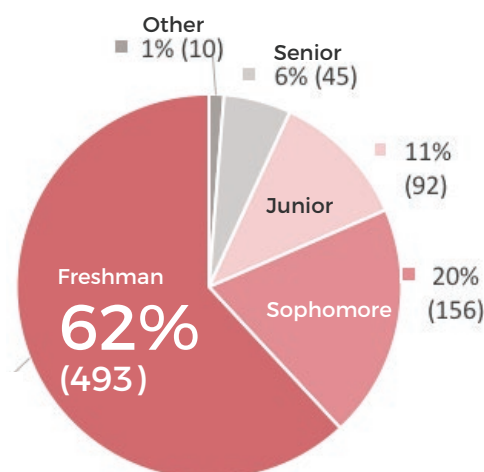


Figure 3. Invitations by year in school

<sup>1</sup>NIH (2016). College AIM. Alcohol Intervention Matrix. National Institute on Health, National Institute on Alcohol Abuse and Alcoholism. <https://www.collegedrinkingprevention.gov/CollegeAIM/Introduction/Default.aspx>





# EMOTIONAL INTELLIGENCE (EI)

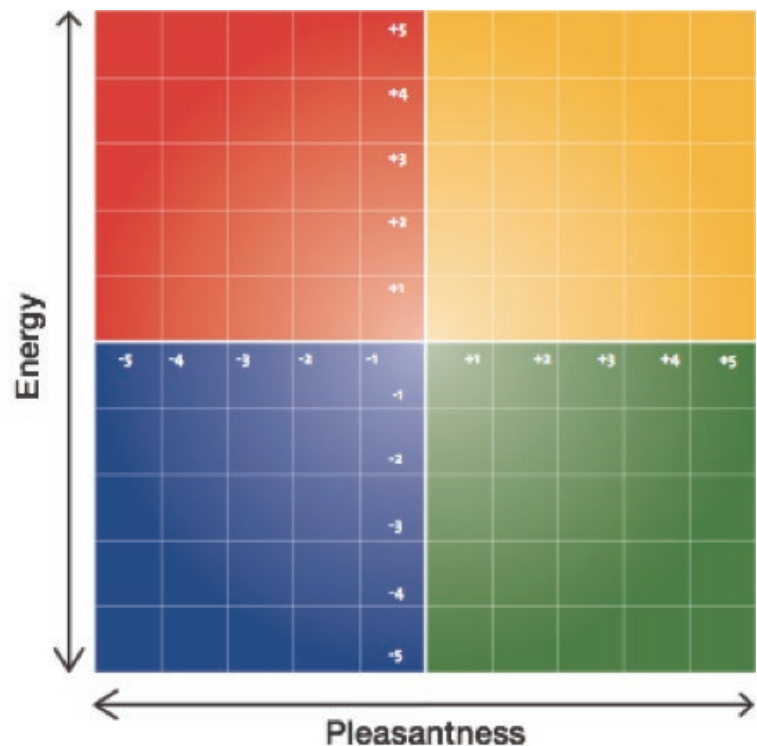
## PILOT IN THE RESIDENCE HALLS

This year the SWC partnered with Residential Education and the Yale Center for Emotional Intelligence, to train 10 UGAs and 5 Resident Fellows to facilitate 3 EI skill-building sessions embedded into the FYRE (First Year Residential Experience) curriculum over winter term. We were interested in learning if this model was a feasible way to disseminate EI content to first-year students. Residents were randomized to

either EI floors or control floors and given pre- and post-intervention surveys. We also conducted focus groups with UGA and RF facilitators and intervention group residents at the end of winter term. Additionally, we analyzed available high-risk drinking data in the control and intervention communities to monitor any detectable changes in that behavior.



The Mood Meter



*A core component of the EI pilot was the introduction of the Mood Meter, a tool for learning how to identify and be aware of our emotions, understand their causes and consequences better, and learn strategies for how to manage and regulate them.*



## KEY FINDINGS

First-year students found the Emotional Intelligence (EI) curriculum helpful and felt the discussion- and activity-based learning methods were more effective than “lectures”.

“[I learned that] every emotion is valid. So like, anger, depression...those are all valid emotions. And then I realize, like, I can control these things.”

Residents also noted positive experiences with UGAs who were able to integrate the material in a way that was consistent with their natural style.

“[Our UGA] kind of just made the program very casual, just like an open-ended conversation... And so I think that helped our experience, just the way that she shaped it, so that it didn't seem like a waste of time or anything.”

Another notable theme was that UGAs felt that the training and new knowledge was useful in their roles as UGAs and important for their own growth.

“There's a lot of things that I'll think about in the back of my mind now that I didn't before...I think it enhanced my role as a UGA because I was able to approach this...from an emotional intelligent kind of perspective.”





# YOGA

This year, we were thrilled to offer two free yoga class series to students: Yoga On and Off the Mat (16F) and Yoga for Every Body (17W). In both classes, the goal was to offer an inclusive, gentle yoga experience that gave students – regardless of experience, finances, etc. – space to cultivate

acceptance, calm, and peace. We had an overwhelming response from students, with registrations for both classes far exceeding capacity. Ultimately, we had a total of 50 participants over the two sessions. Students love (free), (inclusive), (empowering) yoga!

## WHAT STUDENTS SAY



“I’d never really taken the time to relax my mind and body before. This class really helps”

“Often times when I am struggling, I try to call to mind the skills we are learning or I try to notice my breathing.”

“I really appreciate that the class is free! In general, what holds me back from signing up for cool classes like this is the price, so I love that it was free for all Dartmouth students”

“A lot of the themes that are discussed help bring new perspectives and help me take a step back and take a deep breath. Which all help with the stress of school.”

# KORU

## Koru Mindfulness® curriculum

-- an evidence-based program specifically designed for teaching mindfulness, meditation, and stress management to college students and other young adults

“

I feel great and in control of my mind and emotions; therefore optimistic about my ability to engage with life

”

“

“(I know) how to address chains of thoughts as just thoughts...that don't have a tangible bearing on reality. I think there's a sense of agency in this once you realized it.

”

“

I will now look at any random stressors in the way we were taught, simply acknowledging them being present.

”

This year brought exciting growth in our teaching of mindfulness practices to Dartmouth students. With two SWC staff members newly trained in the Koru Mindfulness® curriculum -- an evidence-based program specifically designed for teaching mindfulness, meditation, and stress management to college students and other young adults -- we were able to offer Koru experiences to 97 students. In addition to our standard co-curricular offerings, we also partnered with the Athletics department to offer a mindfulness class specifically target-

ed to student athletes. Another development this year was offering mindfulness classes in the context of an academic course -- The Culture, Science, and Practice of Wellness (ANTH 12.22). We also offered our first ever 4-hour silent mindfulness retreat with 26 students in attendance! Students who participate in our mindfulness classes come away with new skills and mindsets to manage stress, understand their emotions, and enhance their well-being.

# OTHER WELLNESS INITIATIVES



Therapy dog Winston, a growing campus celebrity

## Therapy Dogs

This year, we partnered with Therapy Dogs of Vermont to bring in certified therapy dogs to visit with students. Every week, we sent an email to our "Doggie List", which includes over 180 students, letting them know when dogs were visiting. Our most frequent furry visitor was Winston, a Blockhead Labrador Retriever who loves nothing more than spending quality time being pet by students!



## Thriving@Dartmouth

This was the third year of offering Thriving@Dartmouth (T@D) -- our course offered for PE credit that explores evidence-based practices to support holistic well-being. This year's T@D course focused on helping students develop a simple, effective mindfulness practice and skills that promote resilience, stress management, healthy relationships with self and others, and overall wellbeing. Over the course of eight weeks, students had the opportunity to learn basic mindfulness practices as well as participate in "Mindfulness in Action", including classes such as "The Power of Play and the Great Outdoors", "The Interconnectedness of Giving and Receiving", "Responding vs. Reacting to Stress", and more!



## Stall Street Journal

The Stall Street Journal (SSJ) is our monthly health promotion publication. Displayed in restrooms throughout campus, the SSJ serves as our primary mechanism for delivering health information and social marketing messaging to large numbers of students. In developing content for the SSJs, we aim to educate, motivate, and inspire students through positive, inclusive, empowering language and visuals. The Wellness Program Coordinator works closely with the SWC Student Design Intern to de-

velop and produce student-centric messages and designs. The SSJ program underwent an upgrade this past year and moved to a larger 11x17" format to allow for even more useful content and visually-appealing designs. New frames were installed in locations across campus including 53 Commons, Robinson Hall, the Collis Center, various athletic buildings, and Dick's House.

**BOOST THOSE 'FEEL GOOD' FEELINGS WITH 5 SCIENCE-BASED PRACTICES**

**Gratitude Letter**  
Write a thank you letter to an important person in your life, describing how they impacted you and why you're grateful. Then it's time to share! You can read the letter in person or try FaceTime or Skype.

**WHY IT WORKS:**  
The letter affirms positive things in your life and reminds you how others have cared for you. Research shows that to strengthen your connection with the recipient and to remember how others value you as an individual.

**Active Listening**  
Strengthen your relationships by becoming a better listener. Be curious, ask questions, express empathy, and try not to give advice or judge. Minimize distractions and really focus on the other person.

**WHY IT WORKS:**  
Active listening helps the listener better understand others' perspectives and helps the speaker feel more understood and heard. By improving communication and preventing arguments from escalating, active listening can strengthen and deepen relationships.

**Three Good Things**  
At the end of the day, write down three things that went well and provide an explanation for why they went well. They don't have to be huge things - just things you notice and appreciate.

**WHY IT WORKS:**  
This practice prompts us to focus on the positive and trains our brain to notice, remember, and savor the good parts of life.

**Mindful Breathing**  
Try to focus your attention on the flow of your breath - the inhale and exhale. When your mind wanders, it's OK. Just notice that this is happening and gently bring your attention back to your breath. When you're in a stressful moment, try taking an exaggerated breath: a 3-second inhale through your nostrils, hold your breath for 2 seconds, and a 4-second exhale through your mouth.

**WHY IT WORKS:**  
Mindful breathing gives us an anchor - the breath - to focus on. It also helps us stay "present" in the moment, rather than being distracted by regrets or the past or worries about the future.

**Random Acts of Kindness**  
Do 5 nice things for someone else, all on the same day! They can be big or small, and they do not need to be all for one person. The recipient doesn't even have to be aware of them! Try feeding a stranger's parking meter on Friday, a good rearrange the chairs after class. Afterwards, write down what you did and how it made you feel.

**WHY IT WORKS:**  
It makes you think more highly of yourself and makes more aware of the positive impact you can have on others.

Source: The Greater Good Science Center at Berkeley (<https://ggia.berkeley.edu>)

**RIDE & SHINE!**

**BIKE FOR YOUR HEALTH!**  
Biking is good for your mental and physical wellbeing.  
Get that heart pumping! Sharpen your mind, brighten your mood, reduce stress. Strengthen your core, develop leg strength.

**BIKE FOR THE EARTH!**  
Instead of purchasing a new bike, try one of these more eco friendly alternatives.  
Purchase a bike and other goods at the Sustainable Move-In Sale. (Sept 5th 8am-1pm)  
Rent (or buy) refurbished bikes from Dartmouth Bikes (Shop at DartmouthBikes.com or email DartmouthBikes@dartmouth.edu)  
Get a used bike from your friends or graduating students.  
Recycle your bike or consider donating it if you no longer use it.

**BIKE FOR FUN!**  
Become part of the Dartmouth Bikes Team  
Join Dartmouth Mountain Biking Club

**KEEP IT GOING!**  
If it's broken, fix it!  
Need help with bike maintenance? Come to the Pop-Up Bike Shop (PUBS) by Foley and have one of the friendly Dartmouth Bikes Mechanics fix it for you! We will also be happy to teach you about basic bike repair and maintenance skills. (Bikes are donated to CampusEvents Initiative Weekly)  
Use the green DEKO self-serve bike stand between Robo and Collis.

**KEEP IT SAFE!**  
Put reflectors on your bike so that cars can see you at night.  
Register your bike with the college in case it gets lost.  
Dartmouth Bikes can register bikes at each F&S, and in Apartments; SWS will also register bikes.  
Always lock up your bike.  
During cold Haverest winters, store it away!  
Imagine being out for weeks or winter time. Don't leave it outside to avoid rusty chains and maintain a healthy bike, store your bike away before the first snow (Contact O&L to store away your bike in Controlled Storage).  
Ride safely and with care, being sure to yield to pedestrians and don't text and ride!

**GO OUTSIDE. UNPLUG. RECONNECT.**

**SPENDING TIME OUTSIDE**  
unplugging & connecting with the environment can shift your mood from depressed, stressed, & anxious to more calm & balanced!

**NATURE SOOTHS**  
Being in nature, or even viewing scenes of nature, not only makes you feel better emotionally, it contributes to your physical wellbeing by reducing blood pressure, heart rate, muscle tension, and the production of stress hormones.

**NATURE CONNECTS**  
Connecting with our environment reminds us that we are all part of a greater whole. Nature may evoke feelings of awe, wonder & gratitude - all emotions linked to increased trust, cooperation, and closeness with others.

**NATURE REFRESHES**  
Spending as little as 1 hour in nature can boost your memory and attention span by giving it a regular break from its overactive mind.

**How YOU can help protect our environment by creating a SUSTAINABLE DARTMOUTH.**

- Turn it off.** Whether it's a faucet when you're brushing your teeth or the TV when you leave the room, if you aren't using something turn it off.
- Go foilless.** Bring your own fork, spoon & glass and don't take a plastic one from Collis.
- Go bagless.** Bring a bag and avoid getting a plastic bag at Target.
- Drink tap water.** & drink the disposable water bottles.
- Travel the environmentally friendly way.** When possible walk, ride your bike, or take public transportation.
- And of course... RECYCLE!**

**Pine Park** - Beautiful walking trails right behind the golf course!  
**Occom Pond** - Also near the golf course - a lovely pond to sit, reflect, and relax.  
**Dartmouth Outdoor Programs** provides opportunities for the Dartmouth community to explore the outdoors.

**DARTMOUTH CONNECTS WITH NATURE**

The Stall Street Journal  
The Student Wellness Center  
3rd Floor Bldg. 403.644.9414  
Follow Dartmouth\_SWC @ Dartmouth

## Wellness Coaching Sessions

This winter we launched a pilot of a new offering - Wellness Coaching Sessions. These 1:1 sessions use Motivational Interviewing techniques and the Roots of Wellness framework to help students explore their current wellbeing from a holistic perspective, identify areas for improvement, and form a plan for change. We launched the program with UGAs,

who received one CEC for participating. Initial feedback was very positive. All students who responded to a post-session survey agreed (somewhat or strongly) that the sessions were enjoyable, a valuable use of time, helpful in terms of forming a goal, and helpful in terms of thinking through how to make a change.

# GOING FORWARD

## *The year ahead*

### **Expand** our reach

As we move into the 2017-2018 Academic Year, we are excited to bring our services and programs to even more students. Holistic wellness pilots like Koru, Kripalu, and T@D are feeling more established in their third year and are primed to flourish. We are striving for near 100% participation in the many components of the SVPP experiences for first years and have already begun building the next steps in expanding our EI offerings. Throughout our department, the staff is seeking the most effective ways to involve and invite students from a variety of backgrounds and identities to experiences that can improve their wellbeing and create a healthier campus. We look forward to bringing wellness into new spaces, for new students, in new ways.

### **Partner** to improve mental health across the spectrum

The SWC prioritizes collaborating with our campus partners including students, staff, and faculty to improve the wellbeing of Dartmouth students. That spirit of collaboration continues to drive our work as we seek to address mental health across the spectrum of harm. Students who want to thrive, not just survive; students who are beginning to show signs of struggle that can easily go unnoticed; and students who are in crisis and in need of more intensive services - all are cohorts of concern and deserve attention. With other professionals across campus, we look forward to assessing the needs of our students and testing creative strategies to improve the mental health of both individuals and our community.

### **Connect** the dots

We hope to connect students to each other and to themselves, but also to help them make connections across the transformative experiences they have during their time at Dartmouth. Our department strives to create opportunities for transformative action along with the chance to reflect and link moments of learning and growth across a person's lifespan. In this way, we play a small role in Dartmouth's mission of graduating lifelong learners and leaders.





SWC staff at the Dartmouth Ropes Course for a summer retreat



# MEET THE STAFF

*Empowering our community to thrive*



**Caitlin Barthelmes**  
Director



**Amanda Childress**  
Associate Director



**Mary Nyhan**  
Assistant Director for Health Improvement



**Ben Bradley**  
Manager of the Dartmouth Bystander Initiative (DBI)



**Brian Bowden**  
Lead BASICS Counselor



**Dawn Gillis**  
Assessment & Program Evaluation Coordinator



**Laura Beth White**  
Wellness Program Coordinator



**Katherine McAvoy**  
Sexual Violence Prevention Project Assistant



**Carissa Dowd**  
Office Manager



**Tong Fei**  
Healthy Relationships and Sexual Health Specialist



**Mochi**  
Office dog



**Dacri**  
Office dog

