

STUDENT WELLNESS CENTER at Dartmouth College



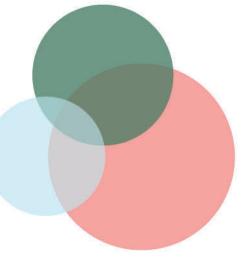




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LETTER FROM THE DIRECTOR



What a year! I continue to be in awe of the SWC staff's ability to innovate, grow, and sustain such engaging and effective programs and services. Reflecting on the goals stated in the last "Year in Review," I couldn't help but smile at the fact that we have made progress in all of them! We continue to expand our reach by growing programs with partnerships stronger than ever. Some of our offerings saw record breaking participation and completion rates this past year! The Sexual Violence Prevention Project (SVPP) continues to lead the way in creating best practices in higher education. We forged two new concrete projects with campus partners to help address mental health across the spectrum with both students and faculty audiences.

While numbers can be exciting, it's feedback from students that often shed the most light on the role we play in creating transformative experiences during their time at Dartmouth. Reading the student quotes, included in this review as well as in our program evaluations, reiterates for me the importance of creating opportunities in which members of our Dartmouth community feel the care that radiates around them. When a staff member reported back hearing a student say that when visiting the SWC, they "feel cared for just being in that space," it solidified my belief that what we do and how we do it matters; just as each and every one of our students, staff, and faculty matter.

Thanks to all for another wonderful year,

Caitlin K. Barthelmes



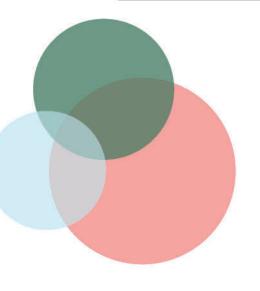




It felt like déjà vu as we got hit with yet another late winter storm as we were preparing to depart for our not-so-spring-like "spring break" trip to Kripalu Center for Yoga and Health in Stockbridge, Massachusetts. Despite difficult travel plans two years in a row, two determined SWC staff members and 19 students enjoyed time to connect, reflect, and re-commit to personal and academic intentions. 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.

Continuing to build on our success in previous trips, we again worked with the Kripalu staff to customize workshops and experiences that were designed to enrich the lives of college students. Included were workshops focused on building resiliency, strengthening stress management strategies, and the cultivation of self-care practices. In addition to private workshops, students also took advantage of multiple daily yoga sessions, outdoor excursions (who would have thought we would be snowshoeing during spring break?!), and Kripalu's delicious, wholesome food. Additionally, the sense of connection and the general respect for one another resounded so strongly with this group. Many came as complete strangers, but left as supportive friends.

We were pleased to offer full scholarships to all students who expressed a need for financial support this year while also making this unique experience accessible for all students who were interested. Upon return to Dartmouth, the students shared their reflections on their Kripalu experiences, and we were once again astounded by how only four days away can profoundly shift a student's thoughts and behaviors towards themselves and the world.



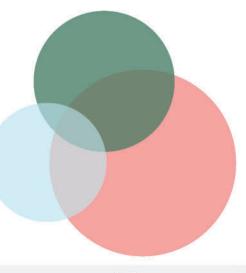
"I cannot explain in words how amazing the whole experience at Kripalu was. I felt restored, positive, and excited to put what I have learned into practice at Dartmouth. It was simply just nice to have time for myself to put my own well-being as my number one priority...By applying the skills that I 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.







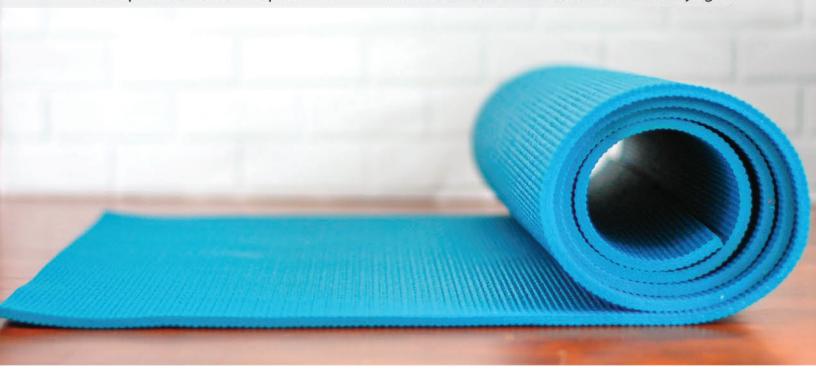
YOGA

This year we continued to grow our yoga program and were thrilled to offer free yoga classes **EVERY** term.

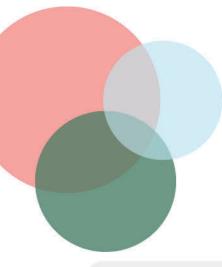
Fall term, we welcomed students to our first ever Morning Gentle Yoga class, while winter and spring term gave way to our Yoga for Stress Relief class series.

During the summer, we took our yoga outside where we gathered for Yoga on the Lawn — nothing better than soaking up the New England sun while it lasted!

In all of our 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. Students love FREE, INCLUSIVE, EMPOWERING yoga!





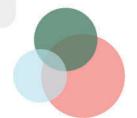


THRIVING (7) DARTMOUTH

This was the fourth 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.



Laura Beth White, the SWC Wellness Program Coordinator, teaches mindfulness skills to a group of student mentors for the First Year Summer Enrichment Program (FYSEP).



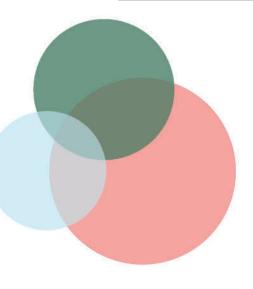


Over the course of eight weeks, students had the opportunity to learn basic mindfulness practices as well as participate in "Mindfulness in Action", including:

- a mindful hiking experience,
- a volunteer opportunity at the Upper Valley Haven, and
- discovering ways to mindfully communicate with one another







KORU MIND

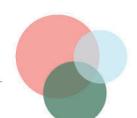
We continue to offer our Koru Mindfulness® curriculum -- an evidence-based program specifically designed for teaching mindfulness, meditation, and stress management to college students and other young adults – and were able to offer Koru experiences to 53 students.

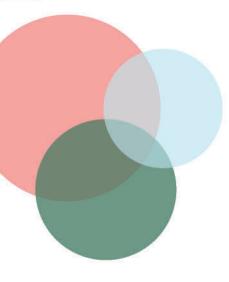


"I feel great and in control of my emotions, and therefore optimistic about my ability to engage with life."

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

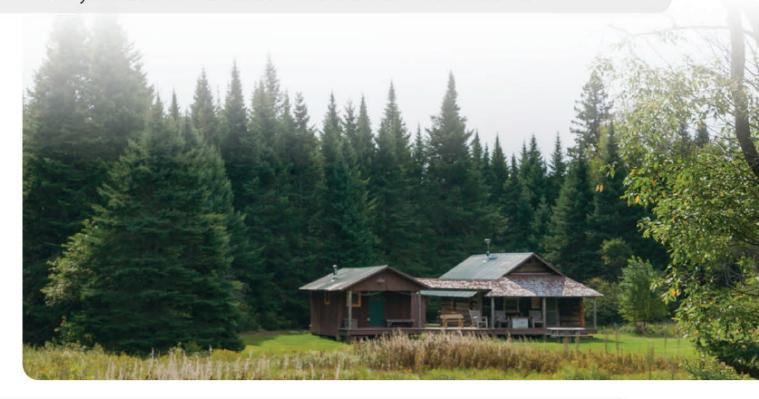
"I will now look at any random stressors in the way we were taught: simply acknowledging them being present."





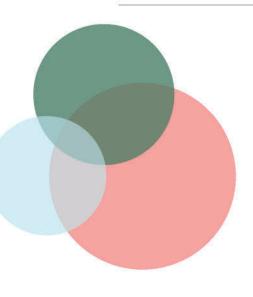
DARTMOUTH OUTING CLUB TRIPS

This was the first summer we were asked by DOC Trips Executives to participate in two of their First-Year Trips experiences; Hike & Yoga Trips and Meditation Trips. Over the course of two weeks, we met with six separate groups of 12-14 first-year students at various remote & rustic DOC cabin locations.



The goal with all of the groups was to introduce a yoga or mindfulness meditation practice that allowed students to experience greater awareness, calm, and focus, while also exploring ways to increase self-acceptance.

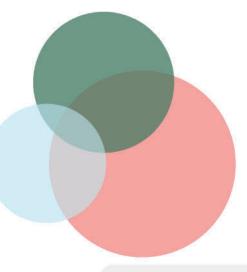




For most, the invitation to meditate and/or do yoga under the trees while also being asked to share thoughts and feelings with one another was a foreign experience; an experience which evoked vulnerability among one another. Although the trippees came as total strangers, what was striking was the empathy and community that was built within the shared experience of self-exploration through yoga and meditation.





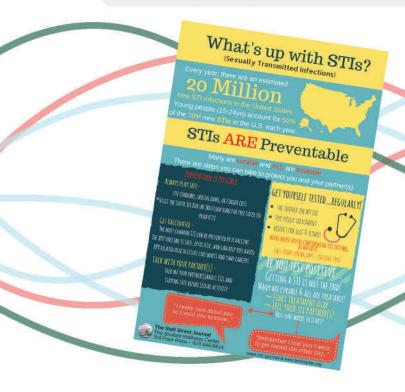


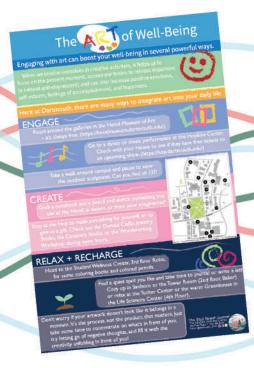
STALL STREET JOURNAL

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 develop and produce student-centric messages and designs.

The SSJ program extended its reach this past year with the addition of 11 x 17" frames installed in new locations across campus, including Baker-Berry Library, House Center A & House Center B.







This past year, the Dartmouth Bystander Initiative (DBI) continued to make positive campus change. Through delivery of skills workshops to student groups and expansion of community norming events, DBI continued the important culture shift toward solidifying bystander intervention as a value and expectation in the Dartmouth Community. There were 2,302 student interactions with DBI workshops and programming this year.

To kick off the school year, DBI was featured in a new first year orientation program called Making Dartmouth Y(OURS), which focused on establishing positive norms about seeking and providing support in our community (roughly 1,061 students attended).

Before each of the three big weekends (Homecoming, Winter Carnival, and Green Key), historically known to have heightened occurrences of sexual violence, Collis Managers partnered with DBI to come up with creative messaging to provide to campus about looking out for each other in and around the Collis Center.

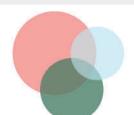
Do it yourself Bring others in Ingenious alternatives

During the Week of Action, part of Sexual Assault Awareness Month, over 250 students pledged to take action to strengthen the norm of checking and stepping-in at Dartmouth. The Week of Action sparked an increase in dialogue and action regarding sexual violence in our community.

On an even broader level, Ben Bradly, the SWC Assistant Director for Violence Prevention, and Dawn Gillis, the SWC Assessment and Program Evaluation Coordinator, presented our process and progress of DBI over the years at the NASPA Sexual Violence Prevention and Response Strategies Conference. This was another important year in the critical movement to prevent sexual violence by increasing bystander intervention at Dartmouth.

Members of the Student Wellness Center team presented at the national 2018 NASPA Sexual Violence and Response Conference in Portland, Oregon. The presentation, Many Hands Make for Light Work: A Systematic Approach to Bystander Intervention, focused on the successes we have had in normalizing bystander intervention as a community value and highlighted concrete steps we have taken to create multiple learning touchpoints throughout the student experience.







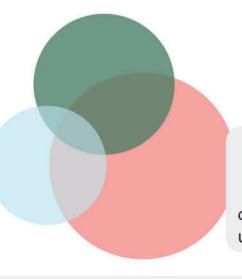
DBI's continued partnership with the Greek Leadership Council and upper-class members of the Greek community resulted in 654 potential new student members attending a Pre-Recruitment workshop in Fall 2017. To help evaluate whether the workshop is making a difference, students were asked to complete online surveys, resulting in 342 matched (pre- and post-) surveys.

Echoing last year's positive results:

- Pre-surveys indicated that 99% of the students agreed that they had a role to play in preventing others from experiencing harm associated with sexual violence.
- Agreement that the Greek community is supportive of bystander intervention showed a tendency to increase after the workshop:
- 41% (pre) 66% (post) strongly agreed

The workshop's focus on learning skills to recognize potential moments of harm and the availability of options for intervening was reflected in positive changes from pre- to post-surveys. Students were given three realistic Greek-life related scenarios and rated their level of concern about someone's behavior, how much they thought a person needed their help, and how likely they were to intervene. All items improved significantly or had a tendency to improve, as shown in an following example.





Scenario: At a dance party, you notice your friend grinding with someone on the dance floor. At first, they both seem into it, but then you notice your friend starting to touch the other person in a way that appears to make them uncomfortable.

The majority of students (69%) had a high level of concern already in the pre-survey, which increased slightly after the workshop. When asked how much they thought the person dancing with their friend needed help, and how likely they were to intervene, both significantly* shifted in the desired direction of change from pre- to post-survey.

Everybody should be able to go out and be safe, and as a community we should work towards creating that environment.

DBI empowers every Dartmouth student to look out for each other, claim social spaces as safe spaces, and make Dartmouth a better place

"I learned good ways to intervene in situations that I would normally be uncomfortable with."

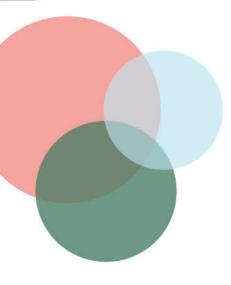
"It was very informative and gave me the confidence to know what to do in situations like the examples."

"I like how by the end of the workshop, we could look around the room and see all these different ways of approaching the problem."

"... I thought the brainstorming of gray-area situations was really helpful and I learned a lot from the ideas of my peers."



^{*} Wilcoxen Signed-Rank Test (p<.0005) and Area Under the Curve



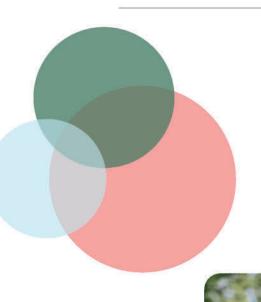
STUDENT SUPPORT S NETWORK

Responding to student energy around supporting the mental health of their peers and the campus need to increase the number of proactive bystanders, in Spring 2018 we piloted the Student Support Network (SSN) at Dartmouth. The overarching goal of the SSN is to create a wide network of Dartmouth students who know how to identify peers who may be struggling with mental health concerns, who believe it is their role to reach out to those peers, and who have the skills to provide effective support in the moment and to make referrals when appropriate. Through a series of four interactive, experiential training sessions, students acquire the knowledge and skills needed to serve as effective "mental health bystanders".

Based on the model developed at the Worcester Polytechnic Institute and listed in the Suicide Prevention Resource Center's Best Practice Registry, the SSN trains students in empathy-based active listening skills and appropriate referral practices, creating a supportive net of peers to catch students in need. The SSN is a collaboration with the Counseling Center in both development and program facilitation and serves as extention of the Dartmouth Cares mental health awareness initiative.

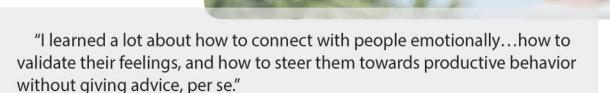
In total, approximately 82 students were invited to apply, and 29 submitted applications. We ultimately had 21 students in our training cohort: 7 '21s, 5 '20s, 6 '19s, and 3 grad students. The experience and evaluations indicated strong reasons for continuing to offer this program and we have plans to do so during the 2018-2019 academic year.





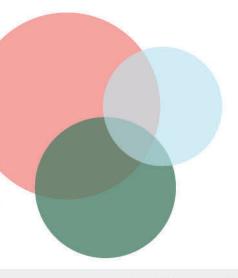
"I feel I'm better equipped to empathize and discuss mental health issues as well as general issues. I also know more about suicide prevention."

"These workshops have definitely improved my skills at intentionally asking open questioning and being conscious of the impact of my responses. I feel more comfortable asking about suicide and about knowing the referral options on campus."



The SWC also supported the evolution of a new student group, the Mental Health Student Union, which official obtained COSO status in spring 2018. A member of the SWC serves as a co-advisor to the organization.



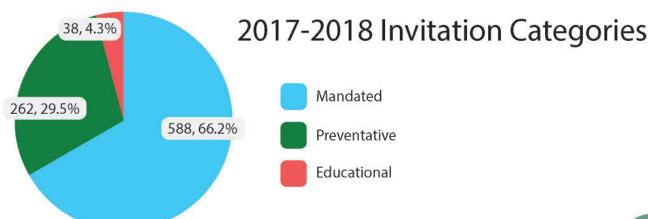


ALCOHOL PREVENTION

High Risk Drinking, defined as 4 or more servings for females and 5 or more servings for males (in one setting), continues to be a significant impairment to academic success¹. Dartmouth students are no exception. We employ evidence-based practices to reduce high risk drinking and minimize its impact on our students' success.

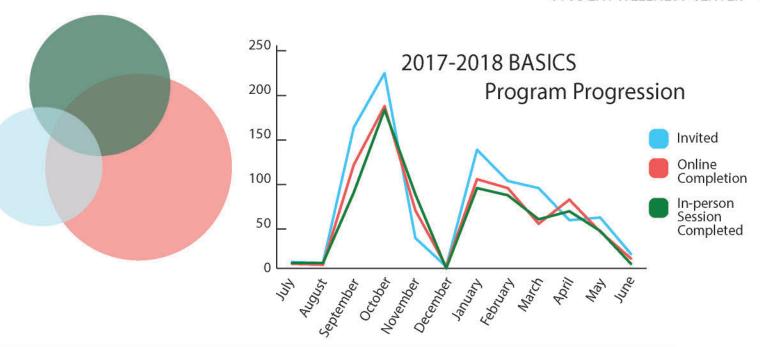
From extensive pro-active prevention measures (activities free from alcohol) to recovery support, Dartmouth intentions and results are measurable. Our Student Wellness Center coordinates the highly effective intervention called BASICS (Brief Alcohol Screening and Intervention for College Students). This past year over 800 students were invited to participate in BASICS and 685 completed the in-person feedback session.

Students can be invited to the program due to involvement in an incident involving alcohol (mandated), participation on a varsity athletic team (preventative), association with a mentoring group like Undergraduate Advisors (educational), or referred by a campus colleague, friend, or self.



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





Two evidence-based pre-matriculation online education programs are coordinated out of the SWC. AlcoholEdu® and Haven® help to reduce harms associated with alcohol misuse and sexual assault, interpersonal violence, stalking, and harassment.

We have continued to see extremely high completion rates among our first-years over the last three years, with at least 96% of the Class of 2021 completing this intervention. Part of the completion rate can be attributed to close monitoring of completions and multiple reminders being sent to non-completers.

The SWC also makes a variety on online self-education tools and resources available on our website, including eCheckUp To Go for alcohol and marijuana, for students interested in continuing their journey toward positive behavior change in a self-guided way.

Haven[©] Completion Rate AlcoholEdu[©] Completion Rate

Class of	
2019	90%
2020	92%
2021	97%

Class of	
2019	96%
2020	92%
2021	96%





HEALTHY RELATIONSHIPS AND SEXUAL HEALTH

HAPPY HOUR
In-House free STI screening and educational program

Breaking the fear, embarrassment and awkwardness one test at a time

"Happy Hour" is a program launched in the 2017-2018 year by Dartmouth College Health Services and Student Wellness Center, in collaboration with Dartmouth Sexual Health and Healthy Relationships Peer Educators (Sexperts). A team of health-care providers and educators visit students' living spaces on campus (Greek Houses, Affinity Houses, Dorms, etc.) to provide on-site service for STI screening and consultation on sexual health questions (such as when and how to get tested for STIs; options for safer sex practices to prevent STI transmission and unplanned pregnancy; Contraceptive methods consultations; how to communicate to partner(s) about STI status/contraceptive choices, etc.) We provide a laid-back environment to meet students where they live and play - to create space for conversations around sexual health and healthy relationships.

During 2017-2018 Academic Year, the Happy Hour Team set up 10 programs within the Greek Community and two other living communities with a total of 180 tests and countless great conversations were on the books!

Meet our provider - fill out a short survey then recieve your testing kit

Go to the collect your sample (first catch urine

Bring your sample

Visit our educational booth with safer sex materials on sexual health topics

Get your results back via secure message within 48



SEXPERTS Sexual health and healthy relationship peer advisors

The new iteration of Sexpert Training included a long weekend retreat (3-day, 20 hour) consisting of team-building activities, informative and educational content learning, group discussions, personal reflections. The gathering took place in the cozy Tom Dent Cabin on Connecticut River. Following the weekend retreat, students participated in the term-long service-learning experience, where each student provided 8 hours of service varying from staffing health-related tabling events to facilitating educational workshops around healthy relationships and sexual health in the community. Between the two cohorts of 2017 Fall term and 2018 Spring term, a total of 34 students of all class years completed their training and service hours.



Twenty-one Sexperts went on to deliver the newly revised First Year Residential Education (FYRE) session "Communication Skills and Sexual Decision Making" at 43 floor meetings! The session focused on differentiating communication styles and starting conversations around making more intentional and thoughtful sexual decisions.

SAFER SEX SUPPLIES

We received a grant from New Hampshire HIV Planning Group (HPG) for a generous supply of safer sex supplies including various types of condoms, lubrications, HIV testing kits, etc. During the fiscal year, the grant enabled us to distribute a total of 8,300 condoms that were used to sustain our Safer Sex Bar as well as offered to communities during Happy Hour events.

Total number of condoms distributed in residential buildings during the past fiscal year: 21,000

New Orientation Program SEXPLORATION Healthy Relationships and Positive Sexuality at Dartmouth

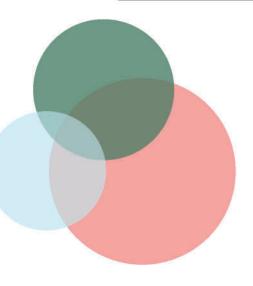
Custom-designed for Dartmouth first-year Orientation, "Sexploration on the Green: Healthy Relationships and Positive Sexuality at Dartmouth" covered sexual health and healthy relationships from A to Z.

With humor and honesty that college students love, the educators from "Sex Discussed Here" addressed a range of topics to ensure students who choose to be sexually active have the information they need to make smart, safe sexual choices.

The friendly, accessible, funny approach entertains students while offering them a smarter, healthier, better-informed approach to sex and relationships as they begin their time in college.

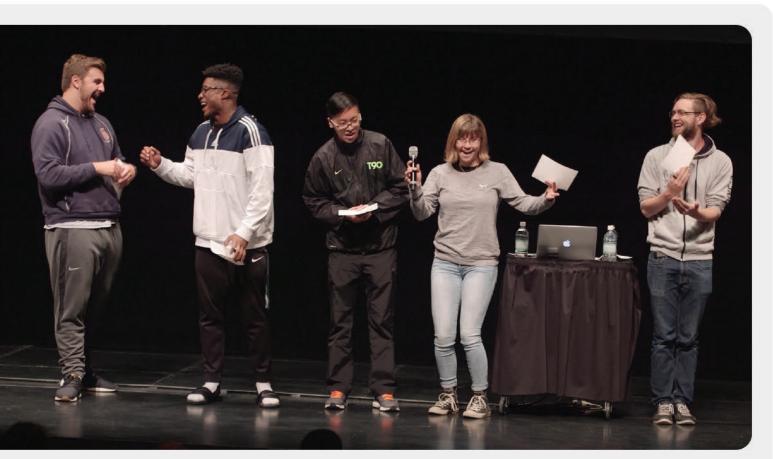








Free HIV screening at Collis Common Ground.



First year students participating in an audience volunteer activity during "Sexploration."



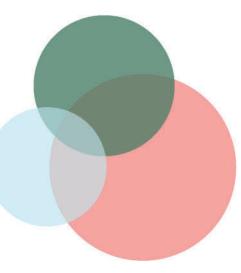




Dartmouth's sexual health and healthy relationship initiatives were featured in a blog written by ONE condom company. One spotlight included "Condom-mania: Fashion Design with Condoms!," which was held in collaboration with "Collis After Dark." Four teams of students competed to create garments out of condoms in three hours with a culminating runway showcase at midnight.







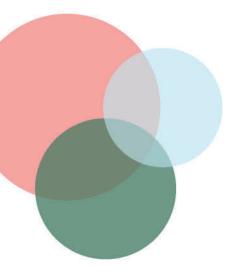
SEXUAL VIOLENCE PREVENTION PROJECT

In Fall 2017, we officially announced Dartmouth's four-year sexual violence prevention and education experience, the Sexual Violence Prevention Project (SVPP), to the class of '21. Since Dartmouth students come to campus from all over the world with varying knowledge and experiences, the First-Year Experience was intentionally designed to ensure all first-years are on the same page and can build on this foundation throughout their time at Dartmouth. The programs and interventions for first-years align with the four focus areas and include:

- 1. Haven: an online course providing foundation knowledge about sexual assault, dating violence, stalking, and sexual harassment in college
- 2. New Student Orientation: large in-person sessions about our vision, values, expectations, campus norms, policies, students' rights and responsibilities, and resources
- 3. First-Year Residential Experience (FYRE) sessions: 4 smaller in-person sessions proving deeper knowledge, skills, a shared language, and opportunity for discussion
 - a. Sexual Violence Resources
 - b. Homecoming & Bystander Intervention
 - c. Communication Skills & Sexual Decision Making
 - d. Diversity & Identity

This year we piloted different delivery mechanisms with the FYRE sessions and tracked student engagement. We conducted a survey evaluating the First-Year Experience with SVPP and saw positive outcomes and feedback across the board.







Members of the SVPP Student Advisory Board develop an SVPP experience to pilot during sophomore summer.

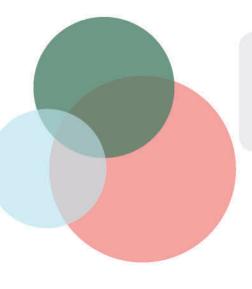
This year we launched the inaugural Student Advisory Board (SAB) for SVPP. The board comprised of 17 students of varying class years,

backgrounds, identities, and experiences. Using design thinking methodologies, these students assisted in improving the First-Year Experience, aided in the College's data release and communication about our second climate survey on sexual misconduct, and provided insight for as we developed a sophomore summer common experience pilot.

In partnership with the Leadership Project, the SVPP team co-developed and implemented a 6-session leadership program with a sexual violence prevention component for Summer 2018.

We also created a SVPP Overview video that provides a quick snapshot of the project and posted it on the website and are in the final stages of releasing an informational video on how to report an incident of sexual misconduct to the College.





Student Feedback on SVPP Experiences

"It made students conscious of what constitutes a healthy and consensual relationship."

"it outlined good sexual partner behavior and included basic rules of and ways to give and detect consent."

"Learning about DBI made me feel comfortable/reassured to know that the College actively was addressing sexual harassment etc. The building community discussion was also helpful."

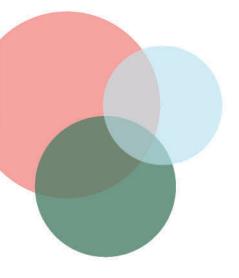
"I saw a couple of my friends struggle with it [experiences of sexual violence] and was glad that I knew the resources."

"I needed help knowing how to contact sexual violence resources and this meeting gave me the confidence to actually get help."

"the activity proved that there are people here with similar experiences and similar fears and increased my confidence that I could find a community here."

"The floor meeting gave me the courage to tell someone [about a stalker]."





EMOTIONAL INTELLEGENCE INITIATIVES

This year brought several rounds of exciting experimentation with our delivery of content around building emotional intelligence (EI) skills. In winter term, we launched "El: Understanding the Emotions of Others", a workshop aimed to build the interpersonal aspects of emotional intelligence by interweaving skill building around positive communication skills. Trialing out the length of workshops, the order of workshops, location, and advertising methods yielded important lessons that we can draw upon to expand these programs in the coming year.

Our approach of helping students learn about their own emotions and those of others is based on our previous partnership with the Yale Center for Emotional Intelligence and involve teaching the RULER building blocks to help students INTITUTE increase their Fl.

RULER

Recognizing emotions in self and others

Understanding the causes and consequences of emotions

Labeling emotions accurately

Expressing emotions appropriately

Regulating emotions effectively



Emotional Intelligence: Understanding Your Emotions

The three-part series introduces participants to the tools and approach developed by the Yale Center for Emotional Intelligence, the premier El research and training institute. Why build El? Higher El supports intellectual function and growth, emotional growth, stress management, and empathetic navigation of the social environment. Knowing and understanding yourself and your own emotional patterns can allow for deeper, more meaningful engagement with others.

Emotional Intelligence: Understanding Emotions of Others

A workshop designed to improve interactions, relationships, and conversations with others. The session introduces participants to tools that facilitate our interactions with others, improve our ability to empathetically navigate the social environment, and better handle interpersonal conflicts.

Trips Partnership

We partnered with Trips to distribute Mood Meter Journals to incoming freshman via their Trips Leaders.

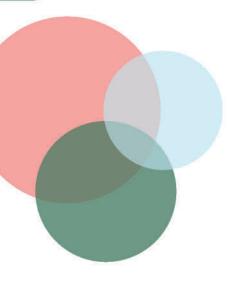
House Sponsorship

Spring term, two Houses (North Park and East Wheelock) co-sponsored our El workshop series. Their members were given priority registration and we look forward to building off this pilot next year.





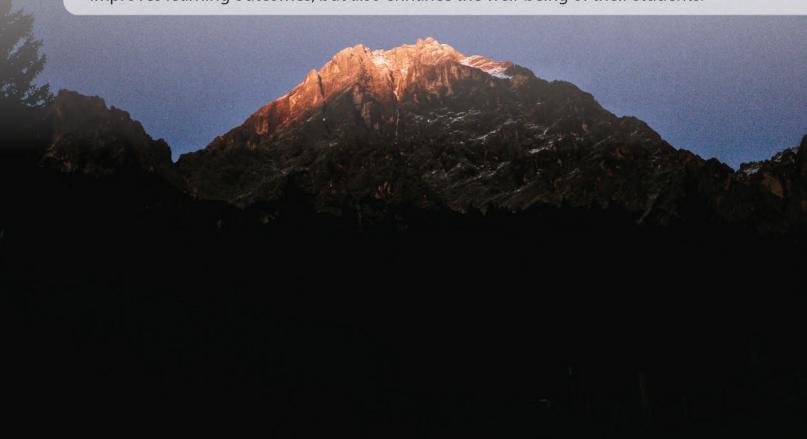


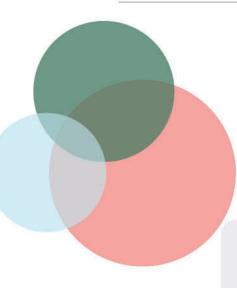


FACULTY DCAL MENTAL HEALTH SERIES

With a team of cross-campus partners we created and implemented a workshop series through the Dartmouth Center for the Advancement of Learning (DCAL) to help raise faculty awareness of mental health and illness among our students.

Co-developers and facilitators included members of the Undergraduate Deans Office, the Counseling Center, Student Accessibility Services, Instructional Design, and DCAL. The culminating session allowed space for faculty to consider what changes they could make to their courses and/or teaching style that not only improves learning outcomes, but also enhance the well-being of their students.





1. Promoting the Mental Health of Dartmouth Students

Dartmouth, like many other colleges and universities, is experiencing high rates of referrals for mental health services. Because faculty are central to the student experience, this session helps participants understand the scope of the problem as well as increase awareness of preventative and therapeutic services available on campus.

2. Stress and Academic Performance: Research Findings and Recommended Teaching Practices

This session provides an overview of some of the research regarding how stress affects academic performance and factors that have been useful in mitigating these negative effects. Participants walk away with a list of resources and examples of strategies that benefit students struggling with anxiety, and various stressors negatively impacting academic performance.

3. Teaching for Learning, Teaching for Wellness

In this action-oriented session, participants learn about various teaching and course design strategies that enhance learning and improve student mental health. Faculty are given the opportunity to incorporate something new into courses from the wide-range of effective techniques. Several faculty speakers share about strategies they use and learning designers and student wellness staff are on hand to consult, answer questions, and provide resources and suggestions.







Mindful Scheduling

This year we will take a step back and consider how our different programs and services intersect, compliment, and overlap. We want to strategically plan and schedule SWC experiences in order to maximize opportunities for student engagement and learning.

Data Driven

Members of our office regularly access national datasets, Dartmouth survey data, and SWC program-specific evaluations to inform our work. Fresh off of a new round of the 2018 Dartmouth Health Survey, we are looking forward to integrating updated data messages throughout our programs and communications. Transparency and sharing accurate information with the community are essential in order to move the needle on culture change.

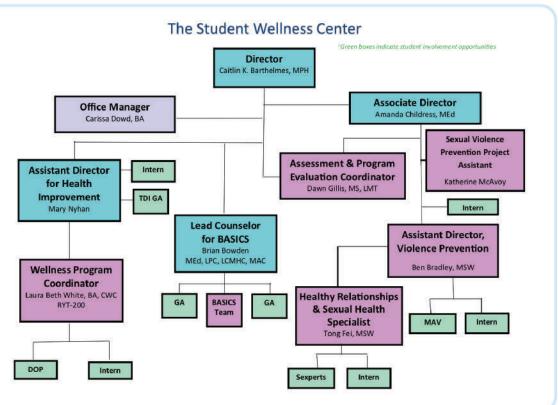
Mind the Gaps

Recognizing that wellness can be perceived as "not for me" by many, particularly marginalized communities, we want to assess our current reach on campus. By taking a closer look at who is participating in SWC offerings, we can be better informed as to who we may be missing. This is one of the first steps in striving to be fully inclusive in our programs and services.



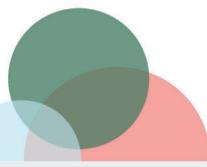












MEET THE STAFF

Empowering Our Community to Thrive



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