



STUDENT WELLNESS CENTER

DARTMOUTH COLLEGE

**19F-20W
“Year” in Review**

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Letter from the Director

We never could have imagined what 2019-2020 would bring us. What a year to work in public health, in spreading wellbeing, in preventing harm!

This edition of the year in review hopes to capture the amazing work the SWC was doing in-person in our community for the fall, winter, and majority of spring term prior to when our world got turned upside down with the emergence of the coronavirus and onset of the COVID-19 pandemic.

This work feels like it occurred a lifetime ago and, at the same time, created a strong foundation for wellbeing and prevention offerings that were able to continue through the biggest transition our community has undergone in the past century.

Please enjoy this reflection on “the before times.”

Caitlin K. Barthelmes, MPH



Wellbeing Programs

Pathways to Wellbeing

In addition to developing, expanding, and offering a robust portfolio of programs that support our student and community's wellbeing, the wellbeing arm of the department developed a wellbeing framework that is informed by and specific to the Dartmouth student experience while also integrating a range of evidence-based models for wellbeing. We worked as a team to identify and adapt researched models into a new **"Pathways to Wellbeing"** SWC framework that now guides our work with students in evidence-based, Dartmouth-specific ways.

Cultivating Perspective

Developing reflective capacities for making sense of your experiences in a way that promotes a hopeful mindset and motivates you toward your goals

Engaging Mindfully

Learning to be more present, aware, and accepting of yourself and others, and feeling empowered to choose how you respond to your circumstances

Acting Intentionally

Aligning the decisions you make and the actions you take with your core values, beliefs, and needs



Living Meaningfully

Bringing these pathways together in a purposeful way to construct a life that connects with your identities, who you aspire to become, and the contribution you hope to make

Connecting Authentically

Forming genuine, respectful, and appreciative relationships that are sustaining for you and others and contribute to a sense of belonging and community

Wellbeing

Monthly Wellbeing Themes

An experiential pilot of monthly wellbeing themes allowed for applied focus areas for each month and associated reflection and mindfulness activities that were shared as practices with students and other stakeholders via our monthly and weekly newsletters. In the transition to Spring, these two new frameworks guided our approach to promoting wellbeing during the COVID pandemic and have become important elements that shape our ongoing work and communications.

Wellness Check-ins

37 sessions provided by wellbeing team to promote student mental health and wellbeing during fall and winter terms.

Graduate Student Check-in Pilot Development

Identified opportunities to recruit and train graduate students to provide Wellness Check-Ins in a new “near peer” pilot service. Developed a plan for training graduate student coaches in collaboration with the Graduate Student Council and Guarini administrative staff. Provided training for **23 Resident Fellows** to provide embedded student support in the house communities.

Student Support Network

17 students participated in mental health bystander intervention training provided in collaboration with staff from Counseling Center during the fall term.

VIA Character Strengths

Provided introductory strengths training for DOSA staff and additional team consultations for several DOSA offices. Developed and facilitated advanced MI training module integrating strengths exploration and deployment with the MI approach.

Programs

Mindfulness Programs

Offered weekly in person mindfulness drop ins and yoga classes, including a collaboration with the House communities to offer special sessions in The Cube (House Center B).

Thriving@Dartmouth Wellbeing Class

Redesigned curriculum for T@D to explore mindfulness and positive psychology experientially as individuals, in interpersonal relationships, and in organizations and communities (i.e. across the Socio-Ecological Model). Provided course for **22 students**.

Mental Health Union (MHU) Advising

Supported MHU in developing and expanding peer support training to incorporate resources across Student Affairs and in creating a phone-based service in addition to in-person peer support. Provided training for **10 peer support volunteers** and moderated an MHU student panel for the Dartmouth Center for the Advancement of Learning (DCAL) event to share student perspectives on mental health with faculty and staff.

Collaborative Pilots

Expanded cross-campus collaborations to integrate wellbeing programming into areas including DLAB, the History Department, the Center for Professional Development, the Vibe Check initiative (a Dartmouth Centers Forum grant recipient), the Native American Program, and the House Communities.

**Sexual
Violence
Prevention
Project
(SVPP)**

Sexual Violence Prevention Project

Why?

Sexual violence (sexual assault, dating violence, stalking, and harassment) has had a direct impact on our community and we are doing something drastically different in order to shift the culture on campus and reduce harm.

In 2015, as part of President Hanlon's Moving Dartmouth Forward (MDF) initiative, he announced that we would "introduce a comprehensive and mandatory four-year sexual violence prevention and education program for all undergraduate students." Since then, a core team in the Student Wellness Center, along with other members of the Dartmouth community, have been researching, designing, developing, and are now beginning to implement this four-year curriculum, currently known as the Sexual Violence Prevention Project (SVPP). We **officially launched the SVPP and the First-Year Experience, this past fall, with the class of 2023!**

What?

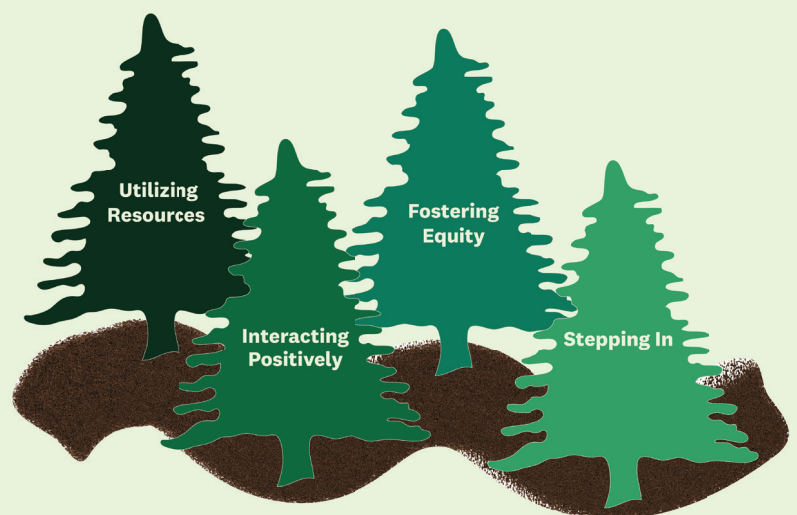
The SVPP is an asset-based, comprehensive, and mandatory four-year sexual violence prevention curriculum designed to change Dartmouth culture by increasing positive behavior and helping students cultivate and strengthen life-long skills to:

Outcome 1: Use resources if needed & support those who have been impacted by sexual violence

Outcome 2: Develop positive relationships & positive sexual behavior

Outcome 3: Use your power in positive ways to foster equity & belonging

Outcome 4: Check-in & step-in across the spectrum of harm to prevent sexual violence

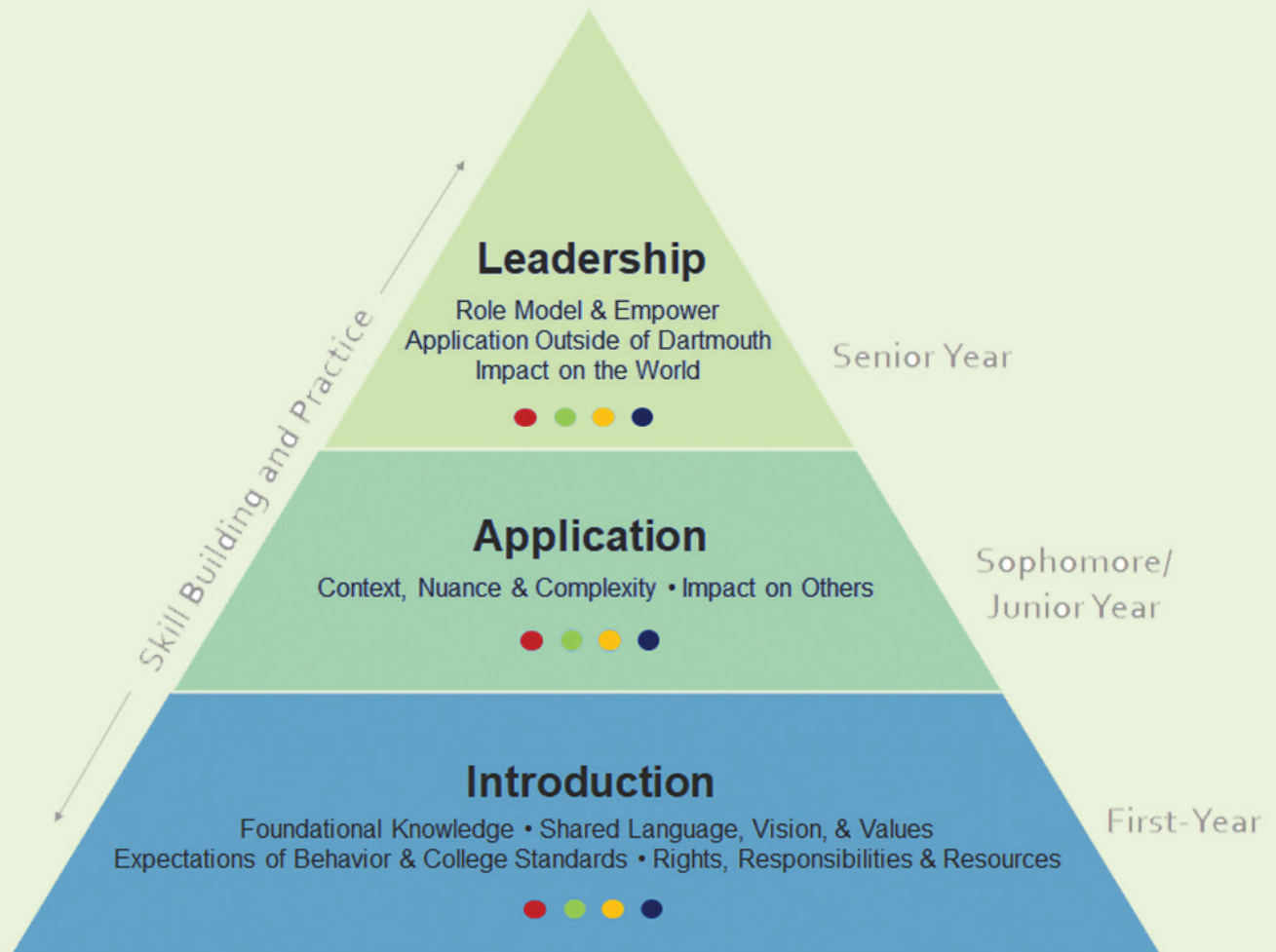


How?

To provide a comprehensive and effective experience, students will engage with multiple SVPP components each year which align with the four outcomes and build upon the knowledge and skills acquired in previous years.

The SVPP curriculum is and will continue to be:

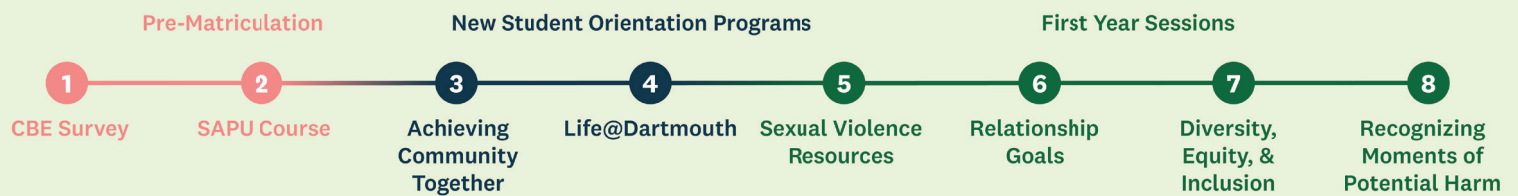
- Focused on active skill-building
- Created in collaboration with students
- Research based, theory-driven, and culturally relevant
- Timed with students' intellectual, cognitive, and social development
- Infused into a variety of existing structures
- Inclusive of varied teaching methods to account for different learning styles (in-person, online, experiential, and will include independent options)
- Opportunities for students to connect, reflect, and put their learning into intentional and meaningful action



SVPP: First Year Experience

SVPP: First-Year Experience includes three components:

1. Online Course (Pre-Matriculation)
2. New Student Orientation
3. First-Year Sessions



The three components of the SVPP First-Year Experience will introduce students to the following regarding each of the four outcomes:

- Foundational knowledge
- Our shared language, vision, and values
- Our expectations of behavior and the College's standards, students' rights, responsibilities, and resources
- Skill-building and practice

Students come to Dartmouth with very different backgrounds, experiences, levels of comfort, knowledge, and skills around sexual violence prevention. The SVPP: First-Year Experience was intentionally designed, with the help of upperclass students, to ensure that all first-years are on the same page and can build on this foundation throughout their time at Dartmouth.

<div><div><div>● Use Resources & Support Others</div><div>● Develop Positive Relationships & Positive Sexual Behavior</div></div></div> <div><div>● Use Your Power in Positive Ways to Foster Equity & Belonging</div><div>● Check-in & Step-in</div></div>		2017-18 Class of '21 (Baseline data)	2018-19 Class of '22 (Expected)	2019-20 Class of '23 (Required/Mandatory)
1. Online Course Provides foundational knowledge and a shared language				
Pre - Sexual Assault Prevention for Undergraduates (SAPU)*		96% (1165 students)	98% (1145 students)	99.6% (1191 students)
2. New Student Orientation Provides the College's vision and values, expectations of behavior, standards of conduct, student's rights and responsibilities, and resources				
NSO - Achieving Community Together: Principles that Define Us*		95% (1158 students)	92% (1078 students)	95% (1131 students)
NSO - Life@Dartmouth: Making Dartmouth Y(OURS) and Healthy Relationships & Positive Sexualities*		87% (1059 students)	91% (1063 students)	96.5% (1150 students)
3. First-Year Sessions Provide skill-building and practice in each of the four outcomes				
● FYS1 - Sexual Violence Resources*		57% (698 students)	79% (927 students)	91.5% (1083 students)
● FYS2 - Relationship Goals*		26% (314 students)	62% (730 students)	96% (1135 students)
● FYS3 - Diversity, Equity & Inclusion*		9% (111 students)	40% (474 students)	<i>In progress</i>
● FYS4 - Recognizing Moments of Potential Harm*		40% (487 students)	56% (656 students)	82% (970 students)
<small>*Program revised annually and may have had a different title in previous years. Note: Students who are inactive or have waived certain programs for personal reasons are not included in the count for that program.</small>				
Updated: 3-12-2020				

Even with a spring pandemic disruption, over 99% of the class of '23 completed all seven components of the SVPP First-Year Experience for the academic year 2019-2020. Only 13 students out of the entire class did not fully complete their requirements.

Your SVPP FAQs, Answered

Working closely with the SVPP Student Advisory Board, we created a student-centered Frequently Asked Question section of the SVPP website. The process involved the SAB generating responses to the questions first, in their own voice, which were then honed by staff to most accurately respond to questions students may have regarding the project resulting in a truly collaborative outcome.



Use this QR code
for more FAQs

Student Feedback

Lots of 22s said:

Spread the First-Year Sessions out over the terms instead of having all four crammed into fall



'23s attended two First-Year Sessions during fall, one in winter and the final during spring term

I had practice, work, lab, etc. Would have liked to pick a session that fit my schedule



'23s can now pick from over 40 sessions, over 4 weeks, to find times that fit their schedules

I got busy/forgot; having a make-up opportunity would be really helpful



Multiple make-up opportunities were provided for '23s to fulfill their first-year obligations

I wish I could have attended with my friends instead of having to go with my whole floor



'23s now register online and can choose to attend sessions with their friends or floormates

Common rooms were dark, messy, and cramped; we had to sit on the floor for our sessions



First-Year Sessions are now held in classrooms w/ good lighting, space, tables & chairs

23s: Would you recommend this program to a friend?

Relationship Goals: **73% Yes** (807 out of 1106 students)

"The activities were thought provoking and they would be helpful for many different types of relationships."

"It was super relevant to actual experiences that I've had literally within the past few days here..."

Sexual Violence Resources: **83% Yes** (822 out of 993 students)

"It was helpful to hear and talk about how & when to use resources for myself or to support a friend as opposed to just getting a sheet..."

"Because it's nice information to have in order to care for each other."

Recognizing Moments of Potential Harm: **78% Yes** (719 out of 918 students)

"Because it provides realistic situations that we face on a daily basis and make us reflect on how/when we should step in."

"It's very helpful, particularly with the repetition to ensure that you'd be comfortable intervening..."

"No" included responses about being busy, that info could be found online, sessions being helpful but repetitive from previous programs or that students knew the info before coming to Dartmouth, too long or not long enough to go in-depth, etc.

Building the SVPP: Second-Year Experience

Piloting workshops with sophomores in the Greek community

Dartmouth Bystander Initiative (DBI)

The Greek community completed a 5th year of supporting 'Bystander Intervention in the Greek Community,' a DBI workshop co-developed with upperclass students. This is the **first of three sexual violence prevention workshops the Greek Leadership Council (GLC) requires for all new members**. This workshop equips all students interested in joining Greek organizations with critical skills needed to prevent sexual violence.

Each workshop helps potential new members build skills to:

- 1) recognize their role as a member of the Greek community in preventing sexual violence,
- 2) identify potentially harmful behavior in ambiguous situations,
- 3) recognize common barriers to intervening that new members often encounter,
- 4) identify realistic options to intervene, and
- 5) initiate change by taking action to prevent harm.

This workshop **builds on the SVPP First-Year Session: Recognizing Moments of Potential Harm** and are facilitated by Ben Bradley, SWC's Asst. Director for Violence Prevention alongside, a Greek affiliated student leader.

Relationships, Sex, and Alcohol

'Relationships, Sex, and Alcohol' (RSA) is the **second of three sexual violence prevention workshops the GLC requires for all new members** of the Greek community. This workshop, co-developed with students, is designed to help new members strengthen positive behavior around friendships/relationships, hookups/ sex, and alcohol as they join the Greek community. Hosted in Greek houses and tailored to each organization with the insights of their older Greek leaders, this workshop **builds on the SVPP First-Year Session: Relationship Goals** by providing an intentional space for new members to reflect and discuss how to increase positive experiences surrounding these core questions:

- What kinds of experiences would you like to have?
- What gets in the way of having positive experiences?
- What can you do to contribute to strengthening an environment where positive experiences actually occur?

Fall term, 22 workshops over 2 weeks
~700 students participated during Greek
recruitment

Winter term, 476 new members of the Greek
community completed RSA

How to Support a Friend

Through peer interviews, feedback, and participation in numerous program pilots, the SVPP Student Advisory Board played an integral role in helping the SVPP team & Counseling staff shape 'How To Support a Friend.' This sophomore level workshop provides transferable skills and **builds on the SVPP First-Year Session: Sexual Violence Resources**. Using a trauma-informed approach, students will enhance their interpersonal skills around active listening, empathy, communication, boundary setting, and appropriate referrals. '23s will participate in 'How to Support a Friend' during their sophomore year.

Unfortunately, most people are or will be affected in some way by sexual assault, dating violence, stalking, or harassment, and that's not ok. This is a cultural problem not just at Dartmouth, but nationally and globally. If every one of us learned and used the skills to prevent harm before it occurred, we could create a better and safer Dartmouth, and a better and safer world. The skills acquired through the SVPP are not only useful at Dartmouth, but are intended to be transferable to students' personal and professional lives long after Dartmouth. Changing culture starts with us, all of us, changing one behavior at a time.

Dartmouth's
Alcohol &
Other
Drug
Awareness
Program
(DOADAP)

Dartmouth's Alcohol and Other Drug Awareness Program (DOADAP) consist of three (3) evidence-based components: 1) AlcoholEdu, 2) ECheck-up and 3) BASICS. All three of these programs are within the highest levels of effectiveness according to the National Institute of Health . The 2019-2020 academic year saw an increase in participation of our online evidence-based program (ECheck-up) with a decrease of our in-personal program (BASICS). Dartmouth First Year students had a completion rate of AlcoholEdu consistent with that of the last several years. Other than AlcoholEdu, over 800 students were invited to participate in DAODAP.

1 AlcoholEdu

AlcoholEdu is implemented with First year students within the month prior to their arriving on campus (pre-matriculation). This program's goal is to mitigate the likelihood of high-risk alcohol use within the first term of an on-campus experience. In the Fall of 2019, **1,224** First Year students were invited to participate and **99% completed** within the allotted time frame.

2 ECheck-up Alcohol

ECheck-up Alcohol was made available to all students as an online resource. With the increase of organizational referrals, officers of the organizations were asked to complete BASICS whereas general membership completed ECheck-up. ECheck-up was utilized for **207** of the 397 [individuals from] organizational referrals.

3 BASICS

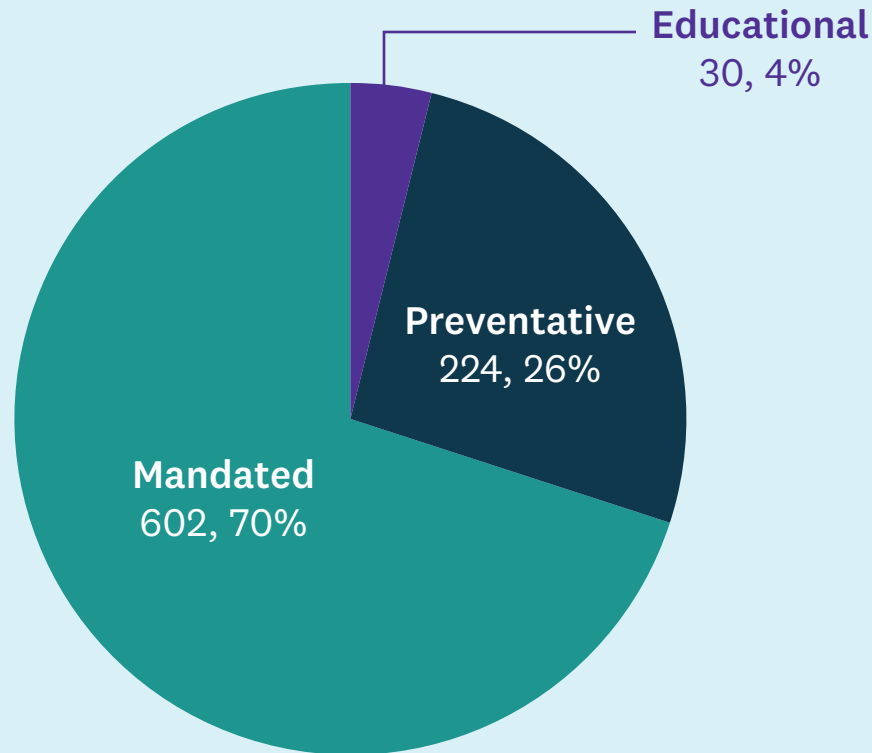
BASICS (Brief Alcohol Screening and Intervention for College Students) is widely known as one of the most evidence-based, effective individual interventions for producing changes in attitudes and behaviors around risky drinking among college students, including Dartmouth students. The Student Wellness Center provides BASICS sessions for students involved in an alcohol-related incident (mandated), participating on a varsity athletic team (preventative), associated with a mentoring group like Undergraduate Advisors (educational), or through a referral by a campus colleague, friend, or a self-referral. This comprehensive model for BASICS accentuates the program's ability to serve as a primary, secondary, and tertiary intervention. From 2019-2020 **over 800 students were invited** to participate in DAODAP with **596 completing** BASICS with an in-person or virtual feedback session. This indicates a wide reach and high completion rate on our campus for one of the most efficacious individual intervention that exists.

Student Referral to DAODAP/BASICS

Participation numbers compared to previous years were similar, the way students were referred shifted dramatically. 2019-2020 saw a 141% increase in organizational referrals to BASICS. However, for the same period there was a decrease (-40%) in individual referrals. Overall, there was a decrease in interventions by the Office of Residential Life and the Department of Safety and Security but at the same time an increase in organization sanctions/referrals by the Office of Student Accountability.

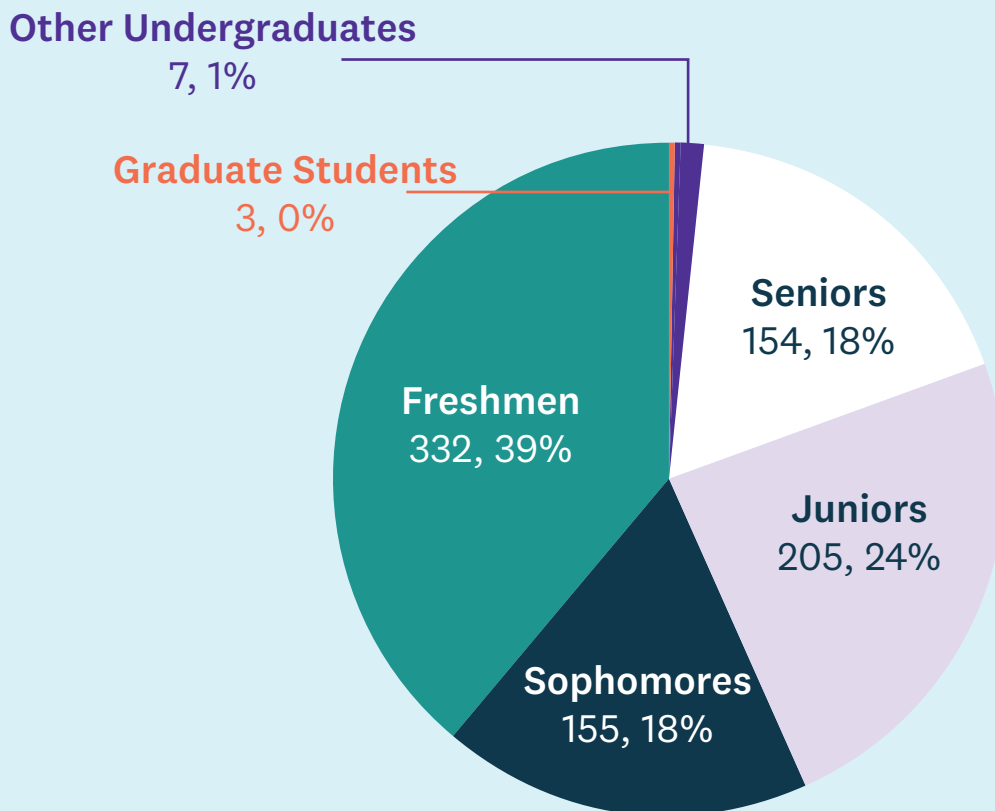
2019-2020 Invitation Categories

(n = 856)



2019-2020 Invite By Year

(n = 856)



*And then the COVID-19
pandemic hit...*

To learn about how the Student
Wellness Center pivoted,
transitioned, and **flourished**
despite all odds, read more in
our 2020-2021 Year In Review!

The Student Wellness Center Staff

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