



## STUDENT SUPPORT NETWORK

At the onset of the pandemic, we temporarily suspended Student Support Network (SSN) mental health bystander trainings as we did not yet understand how to prepare bystanders for the new virtual environment. As the year unfolded and student struggles began to be more apparent, the need for meaningful mental health trainings became more evident and SSN was brought back online. We provided the training in Spring Term of 2021, and had 10 students participate, over half of whom were members of the AKA sorority with whom we had partnered on the Elevate Yoga series.

In addition to SSN and our ongoing facilitation of many of the MHU Peer Support trainings, our team also provided mental health trainings for Orientation Peer Leaders (OPLs) during Fall term 2020. These Zoom-based trainings were provided for over 150 students, and when a student died by suicide later that term, students who involved in this training reached out to our team for guidance in how to best support the first year students through these tragic circumstances.

## OTHER COLLABORATIONS

Beyond OPL's, our team had the opportunity to provide trainings in collaboration with a number of organizations, including the Graduate Student Council, the Native American Program, FYSEP, DLAB, DCAL, and others. Each of these efforts represent the tangible steps we took during this time to advance an ecosystem of wellbeing at Dartmouth by enlisting campus colleagues in the work of promoting positive student health and wellbeing on campus.



DARTMOUTH'S

ALCOHOL  
AND OTHER  
DRUG  
AWARENESS

PROGRAM



Dartmouth's Alcohol and Other Drug Awareness Program (DAODAP) consists of three highly effective, evidence-based components: 1) AlcoholEdu, 2) ECheck-up and 3) BASICS.

The impact of the variety of necessary measures put into place on campus to reduce the spread of the coronavirus undoubtedly impacted the drinking behaviors of our students and as a result DAODAP. Significantly reduced enrollment all year, minimal opportunity for large group social interactions, swift and severe consequences for violating the COVID Community Expectations Agreement, and personal fear, hesitancy, and uncertainty of students **set the stage for minimal opportunity or interest in high-risk drinking activities.**

When students did complete the various elements of DAODAP, they were significantly less likely to be using alcohol in a high-risk manner. For instance, baseline BASICS survey data indicated that **non-residential students reported low risk use if not complete abstinence.** While the climate on campus helped prevent high-risk drinking, drug use, and spread of COVID, it also lacked many of the elements contributing to the positive wellbeing and development of students.

## 1 AlcoholEdu

**AlcoholEdu** is implemented with First Year students pre-matriculation (before they arrive on campus) to reduce high risk alcohol use within the first term of their college experience. In the Fall of 2020, **1,115** First Year, transfer, and exchange students were invited to participate and **97%** completed within the allotted time frame, which is slightly less than prior years.

## 2 ECheck-up Alcohol

**ECheck-up Alcohol** was made available to all students as an online resource. When several of the varsity team sports were eliminated and then reinstated, ECheck-up was utilized for their first-year team members due to its easy access and online portal. ECheck-up was utilized for **59 students** throughout the '20-'21 academic year, which was significantly lower than years past.



# 3 BASICS

**BASICS** (Brief Alcohol Screening and Intervention for College Students) is widely known as the most evidence-based, effective individual interventions for producing changes in attitudes and behaviors around risky drinking among college students, including Dartmouth students. This year the SWC pivoted to provide BASICS via zoom for students involved in an alcohol-related incident (mandated) or participating on a varsity athletic team (preventative) as well for any referrals by a campus colleague, friend, or a self-referral. **For the first time in BASICS history, the number of Preventative BASICS sessions outnumbered the number of mandated sessions.**

This past academic year **over 400 students were invited** to participate in BASICS with **324 completing an in-person or virtual BASICS** feedback session. While the completion rate is fairly high for those who were invited, overall we saw a 50% reduction in utilization of the program, which is likely resulting from the reduced enrollment on campus and strict COVID restrictions on socialization. In fact, 2020-2021 saw no organizational referrals to BASICS and no referrals for DUI, illicit drugs, or paraphernalia. Because our student leaders, including UGAs, had so much transition to navigate, we also paused their Educational referrals to the BASICS program as well.

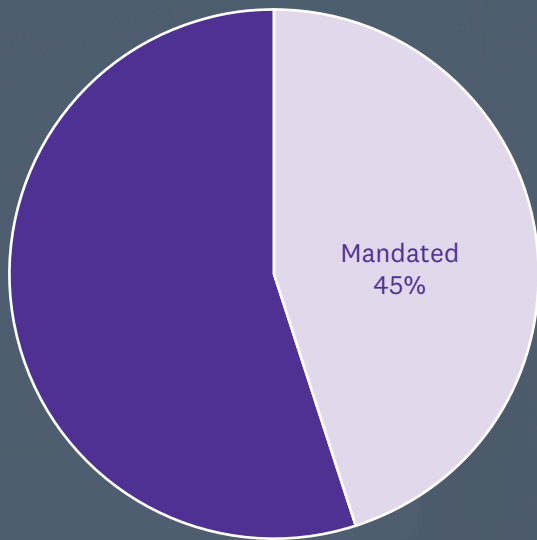
## PANDEMIC SHIFTS:

While evidence of efficacy of providing Personalized Feedback Sessions (PFS) online via telehealth (Zoom) is still in its infancy, the pandemic isolation left us with no other alternative. Due to creative experimentation with technology, we were able to replicate the interactive way providers review BASICS packets with students.

Graduate student BASICS provider positions were paused to ensure appropriate technical and supervisory capacity. One professional staff member provided Zoom PFS for the 2020-2021 academic year.

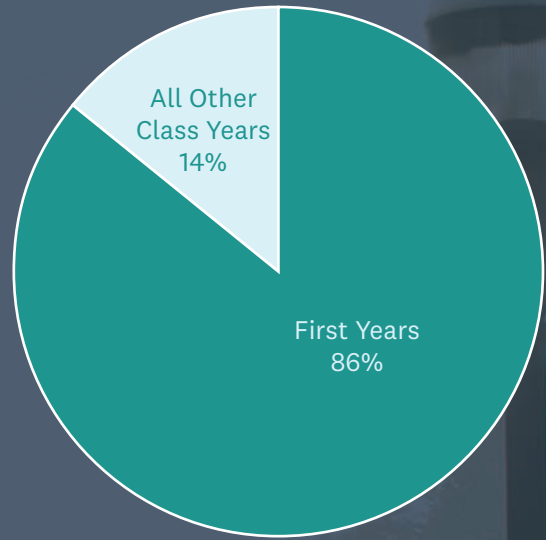
## '20-'21 Invitation Categories

*n* = 428



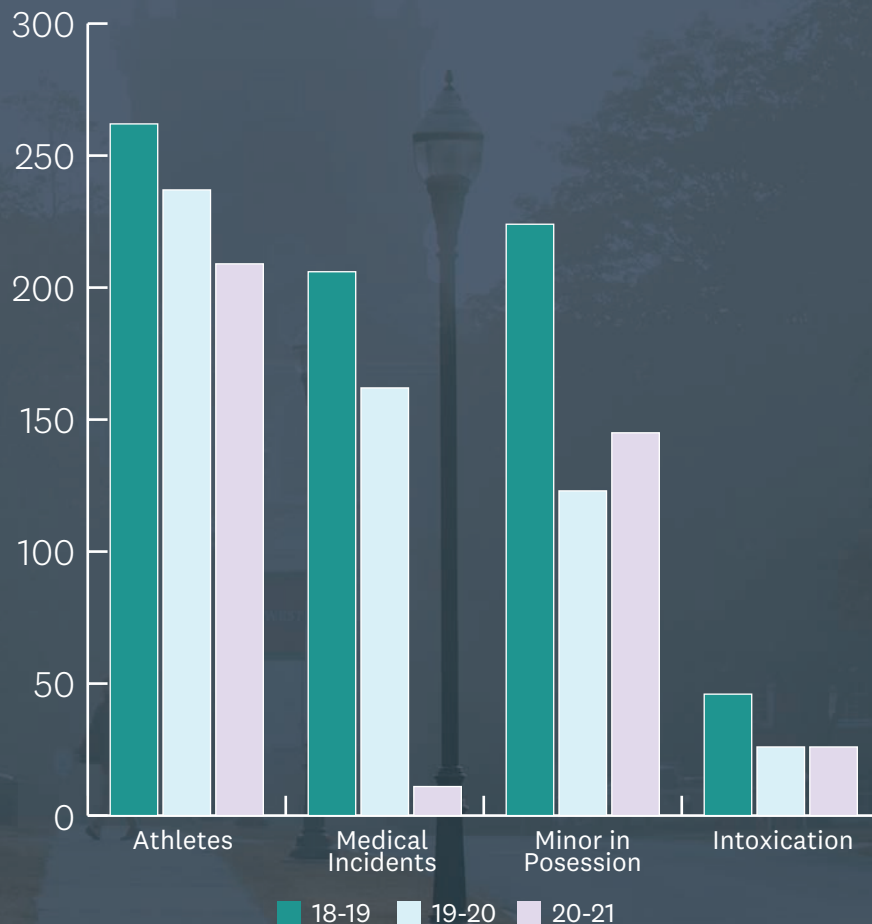
## '20-'21 Invite By Class Year

*n* = 428



*For the first time in BASICS history, the number of Preventative BASICS sessions outnumbered the number of mandated sessions.*

## Referral Source Last 3 Years



*Decreases were seen across all referral sources with the most drastic reduction found in medical incidents related to alcohol use.*



The background features a collage of various sticky notes in shades of green and yellow, scattered across a dark surface. Some notes contain handwritten text related to sexual violence prevention, such as "Divert attention of perpetrator in unsafe sexual situations", "Do it Yourself Bring a Friend Ingenious solutions", "Validating people's experiences of harm", "Resources for myself", "Resources L private vs confidential", "to help friend facing violence", "How to gauge what a friend needs regarding support", "what enthusiastic consent is", and "Positive relationships descriptions". A small Intel Core i7 laptop is visible in the top left corner.

# SEXUAL VIOLENCE PREVENTION PROJECT (SVPP)

The Sexual Violence Prevention Project (SVPP) is a result of the Moving Dartmouth Forward charge by President Phil Hanlon in 2015 to “introduce a comprehensive and mandatory four-year sexual violence prevention and education program for [undergraduate] students.” Since then, the team has been simultaneously developing, piloting, launching, tracking, and evaluating this project. With the majority of two years of curriculum underway, the progress is palpable.

## FIRST-YEAR EXPERIENCE



## SOPHOMORE EXPERIENCE



**87% (917/1055)** of the Class of '24 completed all six components of their SVPP First Year Experience.

**60% (695/1164)** of the Class of '23 completed all three components of their SVPP Sophomore Year Experience.

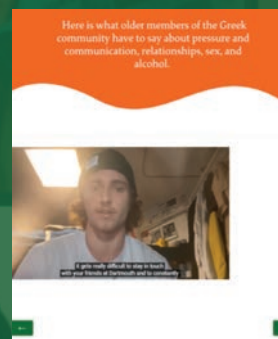
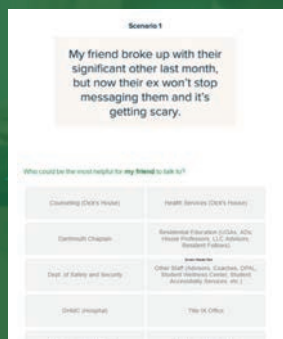
This makes for a total of **1,612 students** gaining foundational knowledge and skills regarding utilizing resources, fostering equity, creating healthy relationships, and bystander intervention through a comprehensive series of programs even under pandemic circumstances.

# SVPP ONLINE

One of the largest accomplishments from the SVPP this year was the creation of asynchronous, interactive, and innovative **virtual variations of SVPP First Year and Sophomore Year Experiences**. The team took great care in ensuring integration of student-facilitator videos, Dartmouth examples, references to pop culture, and representation from diverse identities all to retain a Dartmouth-specific, personal, and engaging experience.

The new availability of online trainings that parallel our in-person SVPP workshops offers benefits for our students including:

- Universal design including screen readers, closed captioning, and other elements to make it accessible for all students
- Mirrors in-person content using a variety of methods of learning including integration of Dartmouth content and examples, diverse representation, insights from upperclass students, reflection questions, and videos
- Provides accommodation for students who cannot attend in-person programming (for disabilities, discomfort, are off-campus/abroad, etc.).
- Allows for immediate make-up content as needed



## FIRST YEAR SESSIONS COMPLETION RATES



Everfi SAP Course: **98.2%**

Achieving Community together: **95.6%**

Resources & Support: **96.2%**

Relationship Goals: **95.4%**

Diversity, Equity, and Inclusion: **94.7%**

Recognizing Moments of Harm: **94.9%**

Overall FYE: **90.9%**



# “FRIENDSHIPS, RELATIONSHIPS, AND INTENTIONAL COMMUNICATION” (FRIC) SVPP SOPHOMORE ONLINE TRAINING

**70%** of Greek new members would recommend FRIC to a friend.



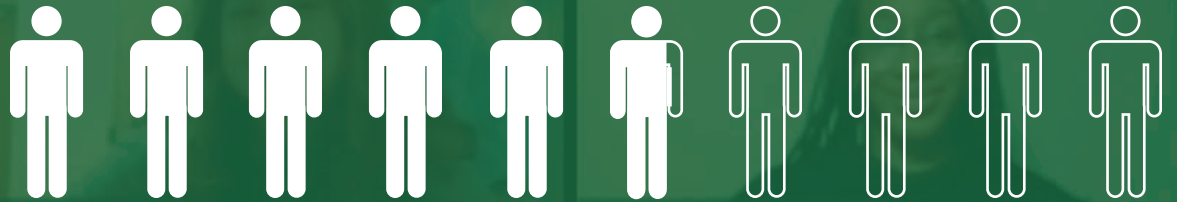
**63%** of Greek sophomores found FRIC somewhat engaging to very engaging.



**62%** of non-affiliated sophomores would recommend FRIC to a friend.



**57%** of non-affiliated sophomores found FRIC somewhat engaging to very engaging.



Against a backdrop of full virtual living and learning, the majority of Dartmouth students rated SVPP virtual sessions as engaging and said they would recommend them to a friend.



*“Thinking about bystander intervention is important if you want to actually intervene when it counts. It becomes instinct the more thought and practice you put in.”*

- Dartmouth '24

*“It wasn't as repetitive as I thought it would be and helped me establish a process to consider others' emotions.”*

- Dartmouth '23

*“This is actually a great educational experience and relevant to college.”*

- Dartmouth '23

*“It provides you with tools that can take you a long way in building a safer Dartmouth community.”*

- Dartmouth '24

*“it's important (since we're going back to normalcy now) to know what to do/ how to intervene in greek social spaces”*

- Dartmouth '24

*“The scenarios were realistic and relatable.”*

- Dartmouth '23

*“I really like how this was framed in the positive, there is more room to talk about what we want to replace negative behaviors with”*

- Dartmouth '22



# SEAL OF PREVENTION

The SVPP team performed an extraordinary volume of innovative work during the 2020-2021 Academic Year. One recognition of their efforts was the awarding of the 2021 Seal of Prevention from the Campus Prevention Network, which is awarded to institutions of higher education that have taken action to create a safer, more inclusive campus through comprehensive, evidence-based digital prevention education on issues such as sexual assault.



## EVALUATION RESEARCH

The SWC continued our partnership with leading experts and researchers in the field of sexual violence prevention from the Prevention Innovations Research Center at the University of New Hampshire. Despite the world turning upside down, the team successfully launched and conducted the first year of our IRB-approved multi-methods research project to study the effectiveness of the SVPP. The first year of data collection included:

- Creation and launch of the Culture, Behavior, and Experiences (CBE) survey for all undergraduates (n=1,571; Response Rate=33%)
- Creation and launch of three pre- and post- program surveys
- Creation and attempts to conduct qualitative evaluation via student focus groups and interviews
- Creation and launch of a modified Senior CBE survey



# MORE HIGHLIGHTS

Created “**Engage Pathways**” for students to **track their progress** through the SVPP experience

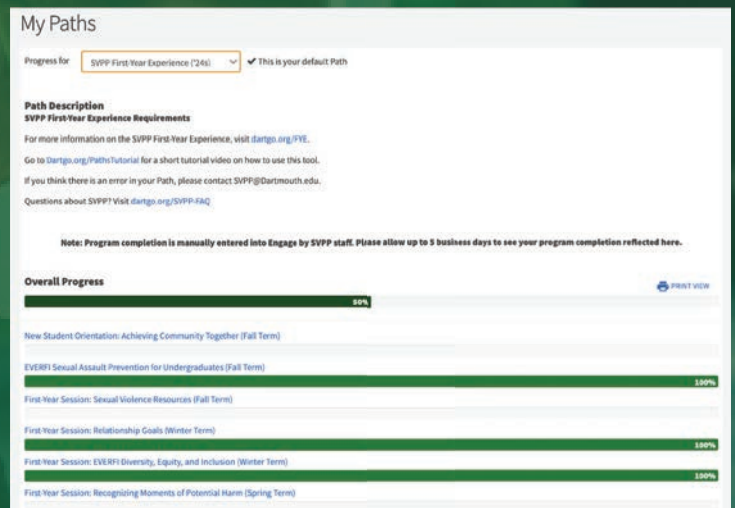
**Tracked and individually communicated with** students from two class years (Class of '23 and Class of '24) to encourage completion of their SVPP experiences

Continued the **SVPP Student Advisory Board** to help inform programming and co-create content, for example creating a more robust website including student-informed FAQs

**Launched “Positive Relationships and Sex” Canvas site to all undergraduates** in response to a student-requested need. The course provides foundational knowledge and resources centered around sexual health, sexuality, and positive relationships and is available to all Dartmouth students anytime.

**Continued to develop new programs** for sophomore and possible upper class experiences, such as an Exec Training for rising student leaders

Created and **began recruitment for a Power and Equity Specialist** position who will spearhead SVPP Outcome: “Using power in positive ways to foster equity and belonging”



The screenshot shows a web page titled "Frequently Asked Questions". On the left is a sidebar menu with links: "Alcohol & Other Drugs", "Dartmouth Bystander Initiative", "Relationships & Sexual Health", "Sexual Violence Prevention Project", "About the Project", "Student Experience", "Get Involved", "Progress and Updates", "Evaluation", "Frequently Asked Questions >", "Stall Street Journal", and "SWC Pre-Arrival Requirements". The main content area has the title "Frequently Asked Questions" and a sub-header "DEVELOPED IN COLLABORATION WITH: the SVPP Student Advisory Board". Below this is a section titled "WHAT IS SVPP?" which explains the Sexual Violence Prevention Project (SVPP) and its goals. It lists four outcomes: 1. Using the resources, if needed, & supporting survivors, 2. Developing positive relationships & sexual behavior, 3. Using your power in positive ways to foster equity & belonging, and 4. Checking-in & stepping-in (bystander intervention). At the bottom, there is a "SHARE" button and social media icons for Facebook, Twitter, Email, and Print.





Thanks to the amazing staff of the Student Wellness Center for making an unprecedented year so successful!

**Christiana  
Fitzpatrick**



*Office Manager*

**Caitlin  
Barthelmes**



*Director*

**Todd Gibbs**



*Assistant Director  
for Health  
Improvement*

**Brian Bowden**



*Lead Counselor for  
BASICS*

**Laura Beth  
White**



*Wellbeing +  
Mindfulness  
Specialist*



As we embark on a second year of pandemic life, the staff at the SWC plans to:

- **Support** our students, our community, and each other through more ambiguity, transition, loss, and celebration
- **Experiment** with a mixture of in-person, hybrid, and online wellbeing and prevention offerings to most effectively meet the needs, interests, and preferences of our student population in this new chapter of Dartmouth College history
- **Reflect** on what we have learned and use those lessons to be intentional about how we can best empower the Dartmouth community to thrive

**Dawn Gillis**



*Assessment &  
Program Evaluation  
Coordinator*

**Benjamin A.  
Bradley**



*Assistant Director  
for Violence  
Prevention*

**Amanda  
Childress**



*Associate Director*

**Brailyn C. Davis**



*Healthy  
Relationships and  
Sexual Health  
Specialist*

**Amber Strock**



*Sexual Violence  
Prevention Project  
Assistant*

\*Carissa Dowd, Office Manager 2020-Fall 2021



# PLEASE VISIT US!

## ONLINE



## IN PERSON

3rd Floor Robinson Hall (Robo)

## PHONE

603-646-9414

## EMAIL

[Student.Wellness.Center@dartmouth.edu](mailto:Student.Wellness.Center@dartmouth.edu)

## INSTAGRAM



## YOUTUBE



## BLOG

