

# Dartmouth College

## Student Wellness Center

### 2018-2019



## Year In Review

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*Students participate in a mindful winter snowshoe excursion during Thriving@Dartmouth.*

# Letter from the Director



Reviewing the Student Wellness Center (SWC) accomplishments, milestones, and memorable moments from this past year has my head reeling with joy and pride. The SWC staff have been delivering and refining innovative, research-informed programs all while the portfolio of the Center has continued to expand and cross-campus collaborations have grown. How is it possible?

A tiny light was shed on one of the secrets of our success when I conducted SWC-wide “stay interviews,” or intentional conversations to increase employee engagement and retention. A consistent theme in each conversation was the value the staff found in working alongside each other. Phrases like “passionate colleagues,” “committed staff,” “supportive team,” bubbled up again and again. Every member of the SWC not only performs at the highest levels, but does so because of a deep commitment and belief in the importance of prevention work and hope in the reality of culture change.

Hope - a feeling of desire or trust that a certain thing will happen. This phenomenon lives at the core of every public health practitioner, higher ed professional, and every person working in a field of culture change. The members of the SWC don’t just *want* the best, safest, healthiest Dartmouth ever, we *believe*, we *trust*, it will happen. And we do our very best each and every day, in good times and in bad, to continue driving forward to toward that goal.

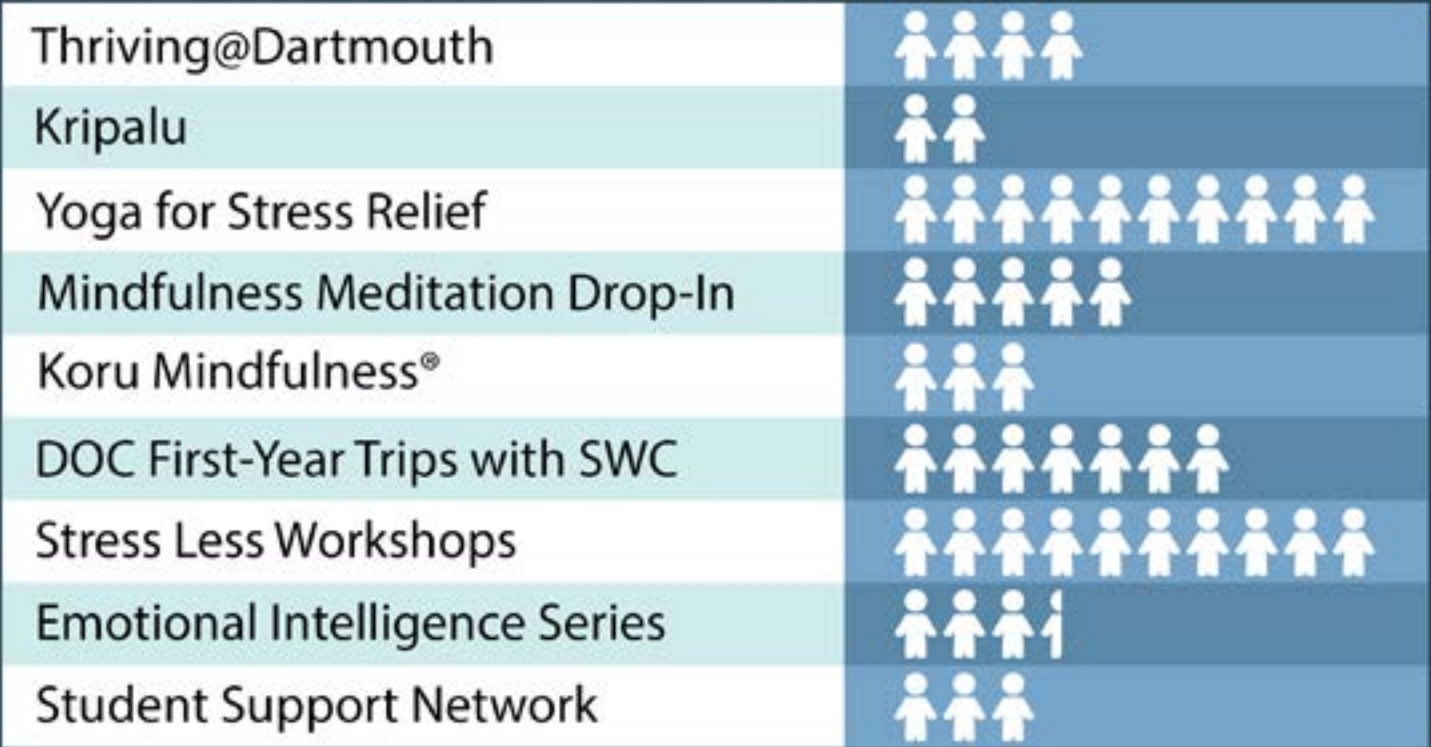
That trust is born out of the experience of working with our students, alongside each other, and with our wonderful campus colleagues. We have seen the change. We have felt it. And we know there will be more in the future. Here’s to having hope!

Caitlin K. Barthelmes

A handwritten signature in black ink, appearing to read "Caitlin K. Barthelmes". The signature is stylized and fluid, with a large initial "C" and "B".

# Well-Being Initiatives

## Student Participation



= 10 students



# Thriving@Dartmouth

*Offered Winter 2019 (21 students) and Spring 2019 (21 students)*

Thriving@Dartmouth (T@D) is a course with a curriculum that provides students the opportunity for deep exploration of their personal well-being over a seven week period. Students who complete the course receive a PE credit. This year we reimaged and revised T@D to integrate the lens of positive psychology as a way to connect well-being with the idea of creating fulfilling lives.

Students explored their character strengths and cultivated mindfulness to become more aware of the foundational components that support well-being, including emotions, relationships, meaning, accomplishment, engagement, and vitality. For each of these topics, we facilitated evidence-based practices to offer students a direct experience, with a focus on practical application rather than theoretical learning.

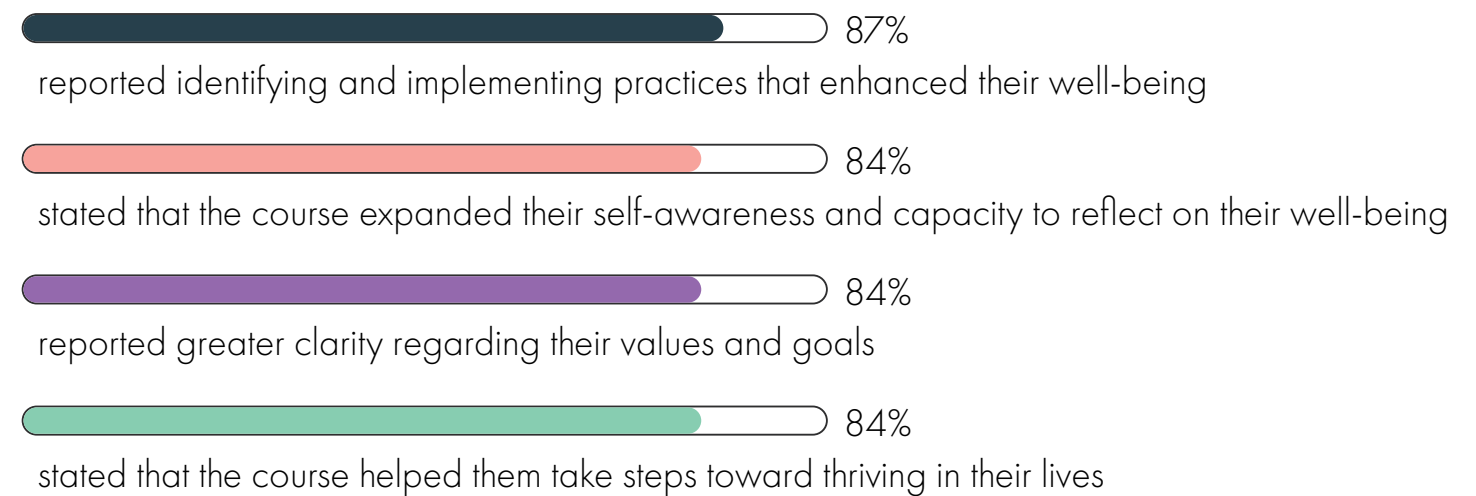
*"I learned to STOP when I feel overwhelmed or under pressure and to devote more time to what makes my life feel like it's worth living."*



A mindful winter snowshoe excursion, lead by Laura Beth White, Wellness Program Coordinator, was one of many T@D classes that incorporated experiential learning.

Most of the students in T@D reported significant gains to their capacity to cultivate well-being in their lives, and a commitment to a more balanced approach to their undergraduate experience at Dartmouth.

On their course evaluations, students (N=38) positively endorsed the learning outcomes that are central to both the T@D class as well as our strategic plan for well-being:



*"I appreciated learning about different techniques to identify my values and meaning in life...I felt as though I was a bit lost before starting this course but now I feel more secure."*

*"In a busy, crazy life, this was a time every week for me to step back and think about how my life was going and how I could change things that I was doing to make myself feel better."*

# Kripalu: Spring Break Retreat

March 12–15, 2019; 22 Students, 2 Staff Members

The Student Wellness Center was thrilled to partner with South House this year in sponsoring our largest spring break trip to date at the Kripalu Center for Yoga and Health in Stockbridge, Massachusetts! Two SWC staff members and 22 students spent four days engaged in reflective activities, group workshops, and free time to explore the beautiful property in the Berkshires. This trip was made up of a wonderfully diverse mix of students who came together to recharge, relax, and learn self-care practices that they can incorporate into their lives as Dartmouth students.

*"Kripalu was an eye-opening and heart-opening experience for me. It helped me reconnect with myself and prioritize my physical and mental health above all else."*



We built on the successful elements from previous Kripalu trips by working with the staff at the retreat center to customize experiences designed for the lives of college students. Workshop topics included building resilience, strengthening stress management strategies, cooking with whole foods (led by Kripalu's head chef!), and cultivating commitments to creating fulfilling lives. In addition to private workshops, students also took advantage of multiple daily yoga sessions, outdoor excursions, and Kripalu's delicious, wholesome food. By the end of this shared experience, the group expressed a strong sense of connection and respect for one another. Many came as complete strangers but left as supportive friends.

Co-sponsoring with South House enabled us to extend full or partial scholarships to all students who expressed a need for financial support, furthering our mission of making wellness experiences accessible to everyone. Upon returning to Dartmouth, the students shared written reflections that expressed the positive impact the experience had in helping shift their thoughts and behaviors towards themselves, others, and the world.

*"There was something about waking up at sunrise, going to sleep early, taking walks in nature, and eating healthy that relieved a sort of pressure that this past winter quarter placed on me. I felt calm... I could finally breathe."*

*"After talking with a couple of others and getting to know [the other students] through different activities, I left feeling really comfortable being vulnerable about myself... the act of trying to better our habits for ourselves brought us together."*





## Yoga for Stress Relief

*Mondays, 4:00–5:00pm*

This year we continued to grow our yoga program and were thrilled to offer free yoga classes on a consistent and accessible basis. Our Yoga for Stress Relief class was offered as an on-going, weekly, drop-in class held throughout the duration of fall, winter and spring terms on the same day at the same time (Mondays, 4–5pm). The consistent, drop-in model was created as a remedy to some of the barriers faced when attempting to carve out time for self-care: *When is it happening? Is it “on” this term? How do I sign up? How much does it cost?* This stable model mixed with the invitation to “come when you can” lead to close to 100 students attending the class throughout the year.

The goal of this class was to offer an inclusive, gentle yoga experience that gave students—regardless of experience, finances, or other barriers—space to cultivate acceptance, calm, and peace. Students love free, inclusive, empowering yoga!

## Mindfulness Meditation Drop-Ins

*Fridays, 12:00–12:30pm*

Similar to our yoga program, we focused on creating consistent and informal opportunities for our students to engage in a mindfulness practice. With that in mind, we were excited to offer our Mindfulness Lunch-Time Drop-In sessions on a weekly basis through fall, winter, and spring terms. This model allowed approximately 50 students to learn and practice skills that promoted awareness, compassion, & intentionality.

## Koru Mindfulness®

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 29 students over three different sessions, including one specifically for student athletes.

*“As a result of this class, I’m more aware of thoughts/feelings and can choose how to act.”*

*“The focus on using mindfulness for school was amazing—I’ve been using mindfulness for my anxiety for about two years, but I haven’t felt this kind of stress about school ever before. High school to college was an abrupt change, and I think this class helped me.”*

# DOC First-Year Trips

This was the second summer we were asked by Dartmouth Outing Club (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 five separate sections of first-year students (reaching 60–70 students total) at various remote and rustic DOC cabin locations. The goal of 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 sharing thoughts and feelings was a foreign experience; an experience that evoked vulnerability within the group. While the trippees had no prior relationships with each other, the empathy and community built within the shared experience of self-exploration through yoga and meditation was striking.

*Students engage in a self-reflection activity during their First-Year Trip.*



# Stress Less Workshops

*12 groups; 90-100 students total*

Stress Less Workshops made their debut this year at the SWC! Established student communities on campus were given the option to request one of two workshop offerings that would be held at a setting of their choice: Stress Less with Mindfulness or Stress Less with Yoga & Mindfulness. Over the course of the year, we provided 12 workshops to various student groups including fraternities, sororities, athletic teams, living-learning communities (LLCs), Pre-Health Mentors, Collis Managers, and the cast of a theater production.

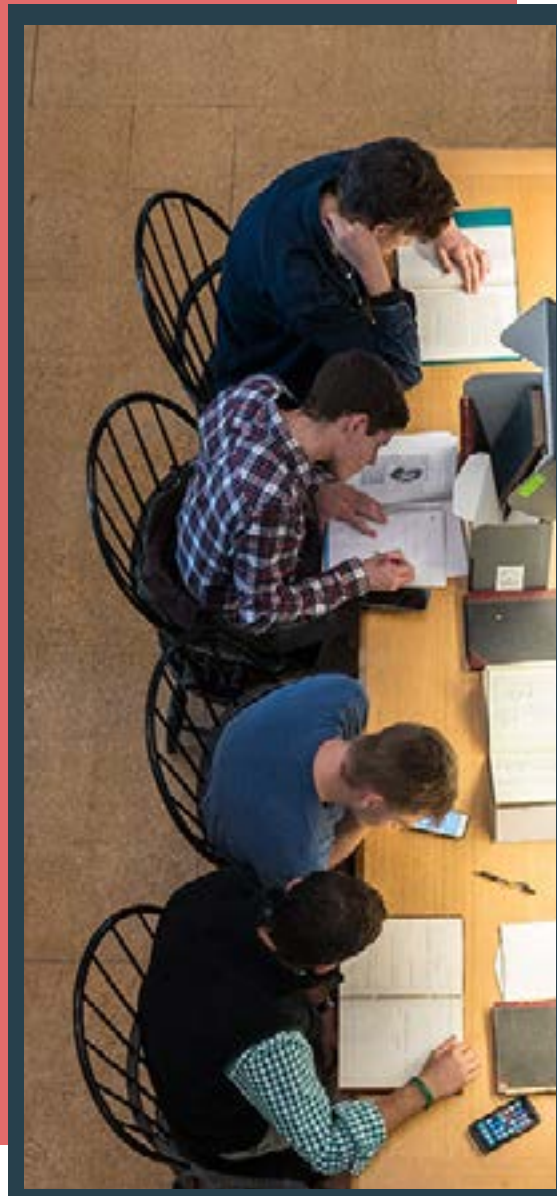
Stress Less Workshops are designed to be an interactive, informative, and fun way to build community within a group, while also cultivating skills for self-care and well-being. Our hope was to have students leave with a greater understanding of how stress arises and learn mindfulness-based tools and techniques to better manage their stress in an on-going way. Working with established groups created a unique opportunity for students to quickly feel comfortable and safe among one another to be vulnerable, authentic, and downright silly at times and set the stage for on-going conversations about health and well-being in the groups. All which helped create enriching workshop experiences for all!

*"[I was] really glad our cast had the opportunity to reflect together heading into the production."*

*"I didn't realize how noisy my mind was until I experienced the silence"*



# Emotional Intelligence Series



Thirty-five students left this academic year having had an experience that encouraged them to think deeply about their own emotions and how emotions influence our interactions with others. Self-reflection paired with practice activities fosters the skills of emotional intelligence in our current EI series. After offering our EI workshops in the fall and winter, we wanted to get intentional student feedback on the program.

We partnered with the Sexual Violence Prevention Project (SVPP) and delivered the complete four-part series, *EI: Understanding Your Emotions and the Emotions of Others*, to the SVPP Student Advisory Board over spring term. After a lengthy focus-group style debrief, we are heading into the next academic year with a fresh lens on how to organize content, market the concept of EI, and best meet the needs of our students.

*"Knowing how to recognize your own emotions, the emotions of others, and how emotions are affected by behavior and vice versa can be extremely helpful in navigating a social environment like college"*

*"I really enjoyed [the workshop], it felt so pleasant and relaxing and made me realize a lot about my emotional health and habits."*

*"Emotional health and intelligence is important for everyone, and particularly at Dartmouth where the fast-paced lifestyle (both in academics and social contexts) leads to poor mental health, constant stress and anxiety, and a culture of hiding our emotions."*

*"I really like the practice of taking just five seconds to check in with yourself emotionally. Especially at a school like Dartmouth, it's easy to get caught up in academics. I've been implementing this throughout my week and already feel a sense of calm and groundedness."*

*"It was very well-facilitated and relaxing, people were comfortable and opened up, and it felt nice to be in the space."*



# Student Support Network

*Offered Fall 2018 (16 students) and Spring 2019 (13 students)*

The Student Support Network (SSN) at Dartmouth was developed to expand the scope and reach of the Dartmouth Cares mental health awareness initiative. The overarching goal of the SSN at Dartmouth is to create a network of students who have the ability to identify, reach out, and provide effective support to peers who may be struggling with mental health concerns, making 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”.

Training sessions were offered during Fall 2018 and Spring 2019 terms. Staff from the Student Wellness Center and the Counseling Center collaborated to co-facilitate training in mental health awareness, active listening skills and appropriate referral practices. Participants engaged in a combination of role play and ‘real play’ activities, sharing stories from their experiences as Dartmouth students to explore significant factors that impact student mental health while also learning and practicing new skills to offer support as a listener.



In total, 53 students applied to participate, and 29 students completed the full sequence of training sessions and were certified as new members of the Student Support Network during this academic year. The students described numerous learning outcomes, with a significant number indicating their belief that they can play a role in supporting both friends and strangers with mental health concerns by utilizing enhanced skills for recognizing warning signs for student mental health concerns, increased comfort at connecting emotionally with others and making effective referrals for additional support.

*“I learned that it’s not about ‘fixing’ the problem; that’s not my job. It’s about being there for others when they need someone and helping them get the resources they need.”*

*“Learning about how many people struggle with mental health here was shocking but also made it so much more rewarding to be able to be a resource for my friends and peers.”*

*“I’ve learned how to reflect people’s emotions, actively listen, provide realistic small-step solutions, and learned about resources on campus that can be utilized for various problems.”*

*“I learned valuable techniques in active listening, including specific language I could use to support someone in crisis.”*

# 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 regularly collaborates with students and staff across campus to deliver timely and relatable content.



# Alcohol & Other Drug Prevention

Alcohol Edu® Completion Rate:

97%

## Student Participation

BASICS Invitations



BASICS In-Person Sessions Completed



High-Risk Drinking Prevention Series



BASICS Completion Rate:

86%

👤 = 100 students  
📖 = 1 edition

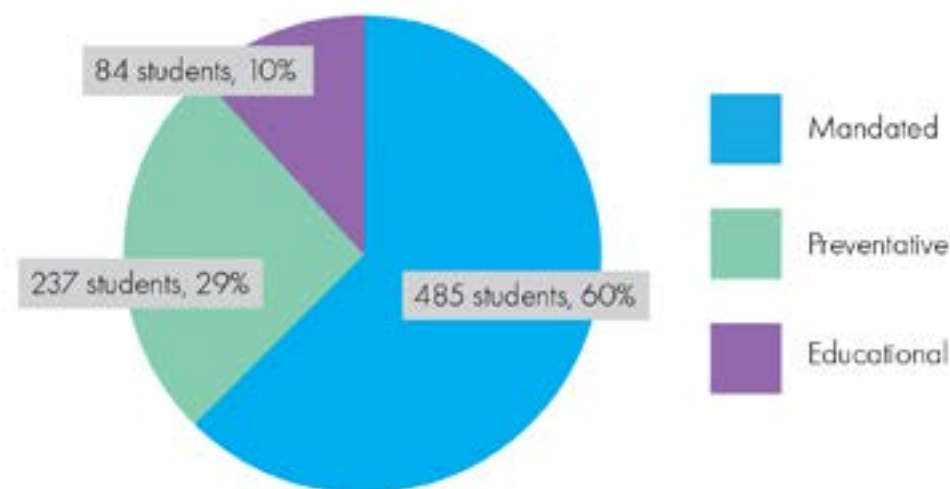


# BASICS

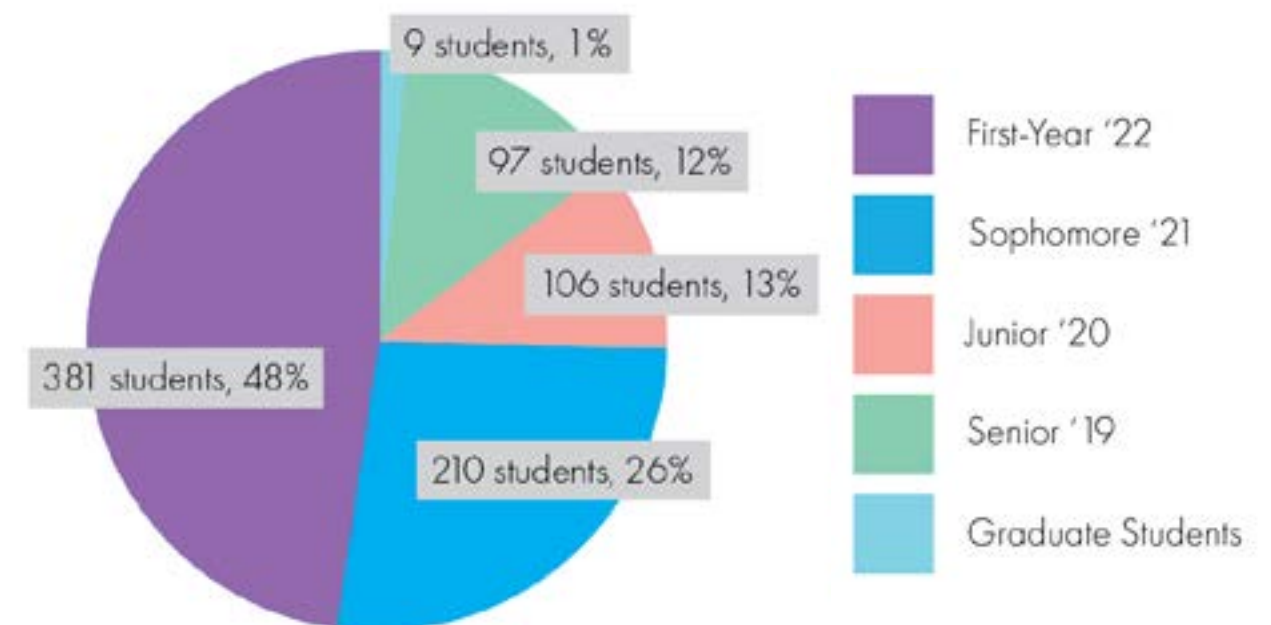
BASICS (Brief Alcohol Screening and Intervention for College Students) is widely known as one of the most evidence-based, effective individual interventions for producing changes in attitudes and behaviors around risky drinking among college students, including Dartmouth students.<sup>1-2</sup> The Student 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 2018-2019 over 800 students were invited to participate in BASICS and 690 completed the in-person feedback session, indicating a wide reach and high completion rate on our campus for one of the most efficacious individual intervention that exists.

2018-2019 BASICS Invitation Categories  
(n = 806)



2018-2019 BASICS Invitation By Class Year  
(n = 806)



## Online Education

Incoming Dartmouth first-years are expected to complete two evidence-based pre-matriculation online education programs as a primary prevention effort coordinated out of our department. EVERFI's AlcoholEdu® and Sexual Assault Prevention for Undergraduates (SAPU) help reduce harms associated with alcohol misuse and sexual violence. Completion rates for both programs have been steadily increasing over time with the most recent Dartmouth Class of 2022 recording a **completion rate of 97%**, an all-time high for each. Part of the completion rate can be attributed to close monitoring of completions and multiple reminders being sent to non-completers.

<sup>1</sup> Fachini, A., Aliane, P. P., Martinez, E. Z., & Furtado, E. F. (2012). Efficacy of brief alcohol screening intervention for college students (BASICS): a meta-analysis of randomized controlled trials. *Substance abuse treatment, prevention, and policy*, 7, 40.

<sup>2</sup> Bracken, A.C., Bowden, B.S., & Zhang, Y. (2018). White paper: Effectiveness of Abbreviated BASICS on Mandated Alcohol Referrals: A Feasibility Study. [https://students.dartmouth.edu/wellness-center/sites/students\\_wellness\\_center.prod/files/students\\_wellness\\_center/wysiwyg/white\\_paper\\_1\\_0.pdf](https://students.dartmouth.edu/wellness-center/sites/students_wellness_center.prod/files/students_wellness_center/wysiwyg/white_paper_1_0.pdf)

# High-Risk Drinking Prevention Series

The SWC is responsible for the institutional effort to systematically collect and publicly post five primary alcohol measures quarterly and annually. This year we dove deeper into available data to gain a better understanding of the full landscape of this topic. We relied heavily on our close connections with campus partners to help us combine and analyze a wide variety of programmatic, self-report, and institutional data.

The year-long process culminated in a five-part series of brief reports posted on our website highlighting different elements of high-risk drinking and related prevention efforts at Dartmouth. Each edition was posted separately over the course of the spring and summer terms.

## Editions:

1: The Need for High-Risk Drinking Prevention

2: Expanding the Healthy Majority

3: Changing High-Risk Behaviors: Individual Strategies

4: Changing High-Risk Behaviors: Environmental Strategies

5: Strengthening the Community

## DARTMOUTH

### THE NEED FOR HIGH-RISK DRINKING PREVENTION (1/5)

College student populations have consistently received high levels of alcohol consumption and heavy episodic drinking for nearly 40 years of national measurement. Moreover, research links high-risk drinking with negative consequences for individual, campus communities, and institutions of higher education. While some progress has been made, colleges and universities across the country continue to struggle to reduce high-risk drinking and related harm.

#### What is High-Risk Drinking?

High-risk drinking (HRD) is defined as four or more drinks for a female\* and five or more drinks for a male\* in two hours ("biological sex at birth"). Drinking at this rate leads to an estimated blood alcohol concentration (BAC) of 0.08 for an average person. At this level of intoxication, balance, speech, reaction time, judgment, and vision begin to be impaired.

**Nationally:** More than 60 percent of college students report drinking alcohol in the past month. HRD occasions are reported by 35 percent of all college students. While the prevalence of HRD among college students has remained relatively stable, after a small downward trend from 2006-2008, we know that college students drink at higher rates than their non-college peers putting them at a higher risk for negative consequences related to alcohol use.



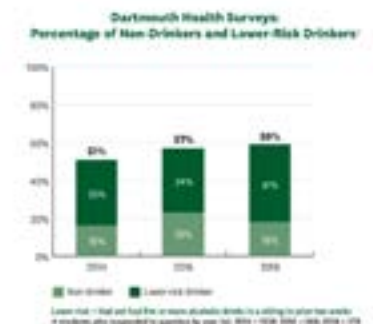
Dartmouth Student Wellbeing: High-Risk Drinking Prevention - May 2019

The goal of this project was to engage the community in a robust, informed discussion about alcohol use on our campus. The process of creating the series jumpstarted more coordination and collaboration among staff tasked with high-risk drinking prevention efforts.

## DARTMOUTH

### EXPANDING THE HEALTHY MAJORITY (2/5)

As a population, we tend to overestimate the unhealthy behaviors and underestimate the positive, protective behaviors of those around us. For instance, contrary to common assumptions about college student drinking behaviors, **the majority of Dartmouth students (59 percent) do not report high-risk drinking** (five or more drinks in one sitting) in the past two weeks. That majority has been growing on our campus since 2006. Additionally, **most Dartmouth students who drink engage in protective and harm-reduction strategies.** Research shows that perceptions for misperceptions are one of the strongest predictors of behavior; therefore, knowing the true landscape of the attitudes and behaviors of Dartmouth students is critical in supporting the healthy majority.



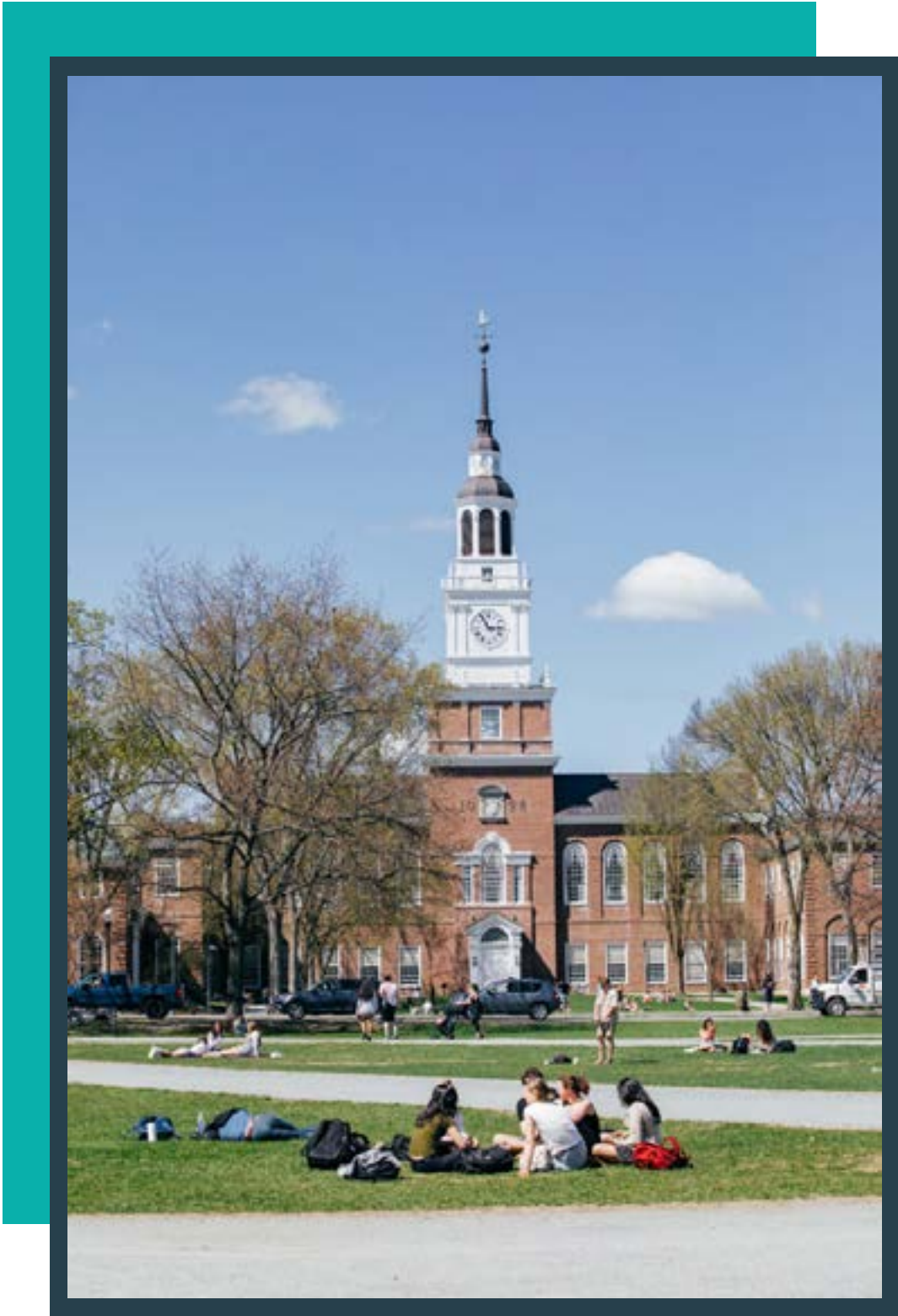
#### The most common protective behaviors of Dartmouth students who drink:

- 75 percent eat before and/or during drinking most of the time or always
- 65 percent keep track of how many drinks they are having most of the time or always
- 65 percent choose not to drink sometimes or more often when partying or socializing
- 94 percent did not drive after drinking any alcohol, and 100 percent did not drive after drinking five or more drinks.

Dartmouth Student Wellbeing: High-Risk Drinking Prevention - May 2019












Coverage by Dartmouth News and The Dartmouth has begun the conversation on the public level. Fall term brings new opportunities to invite even more stakeholders directly into the conversation of creating positive culture change.








# Sexual Violence Prevention

## Student Participation

SAPU Online Course	
SVPP Orientation Programs	
Principles that Define Our Community	
Life@Dartmouth: Making Dartmouth Y(OURS), Healthy Relationships & Positive Sexualities	
SVPP First-Year Sessions	
Sexual Violence Resources	
Relationship Goals	
Introduction to Social Identity	
Homecoming/Bystander Intervention	
Dartmouth Bystander Initiative Workshops	
Build Your Own (Wellness) Bags	
SVPP Student Advisory Board	
Happy Hour STI Testing	

 = 100 students  
 = 10 students  
 = 1 session



# Sexual Violence Prevention Project

This year saw several revisions to each component of the Sexual Violence Prevention Project (SVPP) First-Year Experience as we continued our soft launch for the class of 2022!

**First-Year Experience**  
consists of 3 components:

1. Online course
2. New Student Orientation
3. First-Year Sessions

We kicked off the year with Sexual Assault Prevention for Undergraduates (SAPU), an **online course** that provides students with foundational knowledge before arriving on campus. This course, which is the first component of the SVPP First-Year Experience, underwent a major overhaul from previous years and was revamped to be more inclusive and engaging based on student feedback. We also added a new student designed 'Welcome' video at the beginning of the course, to make it more Dartmouth specific and announce SVPP to the '22s.

Once the first-years arrived on campus, they participated in their second SVPP component during **New Student Orientation**, the Principles that Define our Community and Life@Dartmouth. Both Orientation programs were revised to better engage and introduce students to our shared language, vision, and values; Dartmouth's expectations of what it means to be a student; and information about the College's standards, students' rights and responsibilities, and the resources available to them.



Student interns helped develop a new welcome video for SAPU, adding a personal touch and introducing the '22s to SVPP, the online course, and the role they can play in preventing sexual violence.

Then throughout fall term, '22s participated in four **First-Year Sessions**, the third and final component of the First-Year Experience. These sessions, designed to focus on skill-building and practice were also revised based on student feedback and led, this year, by our new, upper-level **student facilitators**. Over the summer we piloted a new student facilitator model to prepare upper-level students to deliver the First-Year Sessions. Eight upper-level students participated in the term-long training to develop and strengthen their public speaking and facilitation skills and learn the content and curriculum to lead each session. Over the summer, we also worked with the Trip Leaders, O-Team, and UGAs to share our revisions and ask them to help encourage first-year participation in SVPP.



Tong Meltzer (Healthy Relationships and Sexual Health Specialist) dispels myths, challenges norms, and lays the foundation for first-year students to develop positive and fulfilling relationships during New Student Orientation.

*"It really helped me to define my own values and helped me to discover what I do and don't know in terms of relationships and boundaries."*

*"It's our job to keep Dartmouth a safe and supportive space. Help people when they need it, be a good person."*

*"It helped me understand what a good relationship looked like and how our culture can influence our behavior."*

*"Yes, I'd recommend this program. My girlfriend and I actually use the 'is this okay?' line, half-jokingly, but it helps us establish consent without completely killing the mood."*





The pilot class of SVPP First-Year facilitators catch-up, debrief, offer support and prep for their upcoming First-Year Sessions, with their supervisor Amber Strock, Sexual Violence Prevention Project Assistant, during their weekly meeting.

This year, the SVPP Student Advisory Board (SAB), consisting of 22 upper-level students, participated in and provided feedback on five potential programs and initiatives, helped disseminate information about SVPP to their peers, and helped recruit additional peers for program pilots. With the help of SAB, we also created and began to implement a sophomore-level program on Relationships, Sex, and Alcohol.



After a full year of reviewing and revising potential programs for the SVPP Sophomore Experience, some members of the SVPP Student Advisory Board take a minute to pose for a picture on their last day of work.

In tracking attendance and reviewing student feedback, we learned that several '22s didn't attend their First-Year Sessions due to conflicts like studying, athletics, student org meetings, and tryouts. So, winter and spring terms we piloted make-up sessions with an online registration process, to allow for flexibility, and invited those students to select times and dates that best fit their schedules.

The SVPP team also started developing a series of short videos to share information with students about accessing resources and reporting experiences of sexual violence. The first video in this series, "How to Report Sexual Misconduct to the College," was created in collaboration with Title IX staff, filmed and edited by a student intern, and released and posted on the Title IX website.

We have begun creating a video in collaboration with the Hanover Police Department on reporting to the police and are also in early stages of developing additional videos on the Judicial Affair process, Sexual Assault Nurse Examiners and forensic evidence collection, and processing an experience of harm.



The first video in the sexual violence resource suite, "How to Report Sexual Misconduct to the College" was filmed and edited by a student intern and features students explaining the process.

Overall, the SVPP Team expanded our capacity to deliver First-Year Session, tracked the '22s through their entire First-Year Experience, collected valuable feedback to make revisions, compared our data to previous years, increased student engagement, enhanced the first-years' experience with SVPP, began developing and piloting programs for the Sophomore Experience, and secured a partnership with the University of New Hampshire's Prevention Innovations Research Center to help us design and implement a longitudinal assessment and evaluation plan for SVPP. We had a tremendous year and are looking forward to the next phase of SVPP.

"How many students have completed the SVPP FYE?"	2017-18 Class of 2021 (N = 1215)	2018-19 Class of 2022 (N = 1173)
<b>1. Online Course</b>		
• Sexual Assault Prevention for Undergraduates (SAPU) (Heaven in 2017-18) ●●●●●	96% (1165 students)	98% (1145 students)
<b>2. New Student Orientation (SVPP programs)</b>		
• The Principles that Define our Community ●	95% (1158 students)	92% (1078 students)
• Life@Dartmouth: Making Dartmouth Y(OURS) and Healthy Relationships & Positive Sexualities ●●●●●	87% (1059 students)	91% (1063 students)
<b>3. First-Year Sessions</b>		
• Sexual Violence Resources ●	57% (699 students)	79% (927 students)
• RelationshipGoals ●● (Communication Skills & Sexual Decision Making in 2017-18)	26% (314 students)	62% (730 students)
• Introduction to Social Identity ●● (Diversity & Identity Part 1: Body of Intersecting Identities in 2017-18)	9% (111 students)	40% (474 students)
• Homecoming/Bystander Intervention ●●●●●	40% (487 students)	56% (656 students)



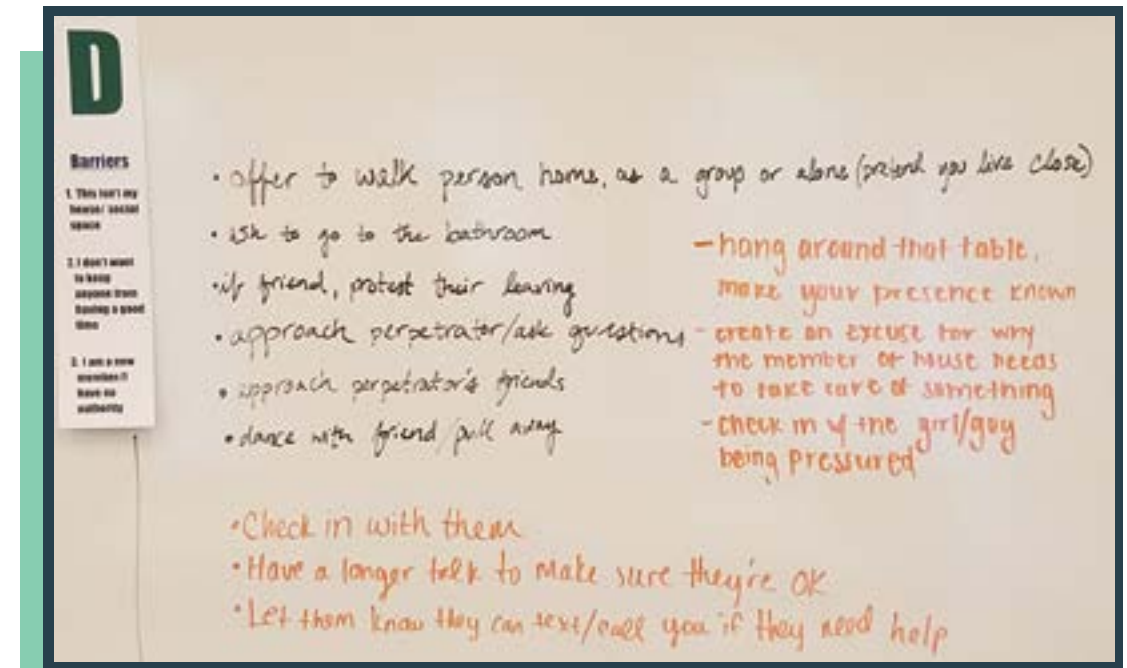
# Dartmouth Bystander Initiative

This year marked one of significant impact and positive growth for the Dartmouth Bystander Initiative. DBI programming experienced the largest overall participation in its history, 3,095 interactions with approximately 2,444 students! Collaborations were also strengthened and enhanced with key partners. A continued strong partnership with the Greek community enabled the most potential new members participating in the Bystander Intervention in the Greek Community workshop ever (835 students).



Ben Bradley of the SWC facilitates a DBI workshop for Trips Leaders.

## The MOST participation in DBI than ever before!



Student generated ideas during a DBI workshop for "Doing Something Yourself" to prevent potential harm.

Total interactions	3,095*
Total students reached	~2,443
The most students attending the pre-recruitment Greek Community Workshop:	835
Every athletic team participated in an athlete-specific DBI workshop	100%
Sophomore Class participation	70%

\*not discreet students

Additionally, this was the first year that every athletic team participated in an athlete-specific DBI workshop. Over 70% of the entire Sophomore Class ('21s) participated in a DBI workshop this year. Each workshop provided intervention skills and strengthened positive norms about looking out for others in student community-specific settings. This high impact year continued to pave the way for positive growth in the future.



# Healthy Relationships and Sexual Health

This was a really positive year for our offerings aimed at improving healthy relationships and positive sexual experiences at Dartmouth. Multiple collaborative efforts to increase knowledge and skills for positive sexual experiences and sexual health were taken with partners across campus, such as the HIV Screening Day, part of LGBTQIA+ History Month, which is facilitated by OPAL (Office of Pluralism and Leadership). 1,080 first year students participated in the orientation event **Healthy Relationships and Positive Sexualities**, a collaboration with the national group Sex Discussed Here, which provided the '22s with knowledge and positive norming.

The **Relationships, Sex, and Alcohol Workshop (RSA)** was created, piloted, and facilitated with Greek organizations, the Interfaith Community (IFC), Movement Against Violence (MAV) and Native Americans at Dartmouth (NAD). This workshop, which was created with significant student input and feedback, is designed to create opportunities for learning, reflection, and discussion regarding some of the most asked questions by students regarding alcohol, sex, relationships, and consent.

Additionally, twelve **Happy Hour STI Screening and Information sessions** were held throughout the year with different student groups. Happy Hours is a collaborative effort with providers at Dick's House to decrease barriers to STI screening and conversations about sex by bringing the intervention to students in their spaces. Happy Hours are quite popular on campus, and results from this year's efforts were presented at the *NASPA Region 1 Peer Education Spring Conference*.



Students filling bags with a variety of health-enhancing items during a "BYOB: Build Your Own Bag" event.

Participation in the inaugural "Build Your Own (Wellness) Bag" or "BYOB" events exceeded expectations.



Mary Lee Verdi (Family Nurse Practitioner), Tong Meltzer (Healthy Relationships and Sexual Health Specialist), and Gena Heng (Physician Assistant) offer on-site STI testing and sexual health education at a Happy Hour event.

As an extension to Happy Hours, an award from the Dartmouth Centers Forum mini-grant program supported the on-going collaboration between the SWC and Dartmouth College Health Services allowing for the pilot of three BYOB: Build Your Own (Health & Wellness) Bag events reaching almost 160 students! The events, with a focus on meeting students where they live, occurred in April and May, and provided in-time/in-house education and concrete wellness items related to the following self-care subjects:

1. Sleep health and emotional self-care
2. Proper use of Ibuprofen vs. Acetaminophen
3. Healthy relationship / intimacy education
4. First-aid
5. Allergies vs. the Flu vs. a Cold – taking your temperature!
6. Skin care and protection
7. Sexual health education and STI prevention education

The student feedback indicated that having student-centered venues (residential halls, house centers, Greek houses, etc.) contributed to a positive shift of power and the ability to feel more in charge of their own health and wellness. The convenience and accessibility of the service removed the barriers for students to access health and wellness services.



# Meet the Staff



Director  
**Caitlin Barthelmes, MPH**



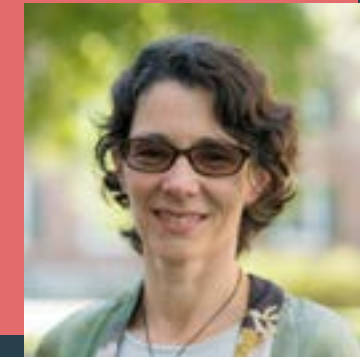
Office Manager  
**Carissa Dowd, BA**



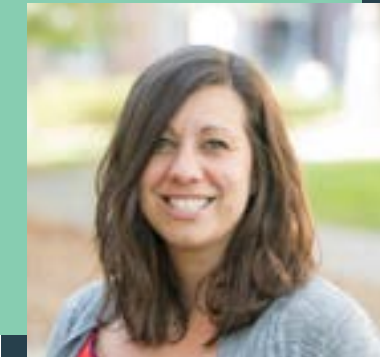
Assistant Director for Health  
Improvement  
**Todd Gibbs, Ph.D**



Lead Counselor for BASICS  
**Brian Bowden**  
MEd, LPC, LCMHC, MAC



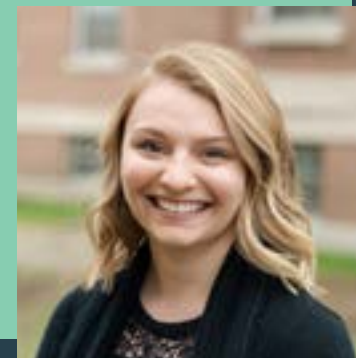
Assessment and Program  
Evaluation Coordinator  
**Dawn Gillis, MS, LMT**



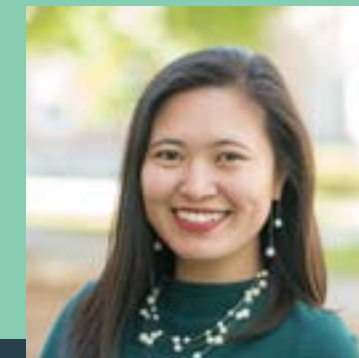
Associate Director  
**Amanda Childress, MEd**



Wellness Program Coordinator  
**Laura Beth White, BA, CWC,**  
RYT-200



Sexual Violence Prevention  
Project Assistant  
**Amber Strock, BA**



Healthy Relationships &  
Sexual Health Specialist  
**Tong Meltzer, MSW**



Assistant Director for  
Violence Prevention  
**Ben Bradley, MSW**

# Going Forward

## Consider the Intersectionality of Our Work

Sexual violence, high-risk drinking, hazing, bias and other “isms” are intersecting behaviors that have the potential to compound each other; simultaneously, these detrimental behaviors can be mitigated and prevented by bolstering practices and cultural norms that support well-being. As the dialogue around well-being and high-risk behaviors continues to evolve both nationally and at our institution, the overlap of the different branches of our work has become more important than ever to consider.

## Drive Change on an Institutional Level

As the SVPP grows and several of the *Moving Dartmouth Forward* initiatives begin to formally be coordinated out of our office, the SWC has an opportunity to shift the culture of our institution toward safety and wellness more than ever before. We look forward to working with the different stakeholders within our community to further change on a systematic level at Dartmouth.

## Wellness for Everyone!

We continue our efforts to apply “universal design” to our offerings, meaning we want to revise and create programs with an eye toward improving and optimizing wellness for all people. To do so, we will be putting specific energies toward better understanding how marginalized and underrepresented students react and respond to our marketing, programming, and language around well-being.



*Love, the SWC Team*





The Student Wellness Center  
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Designed by Daphnie Martin '19