

The wellness branch of the Student Health & Wellness, supports student learning through health promotion services aimed at helping students develop healthy lifestyles now and for their futures.



Parents



Pharmacy



International Students



Immunizations




Self-Care Guide




Contact


General Clinic Information

 319-335-8370


Appointment Scheduling

 319-335-8394


Nurseline (phone nurses)

 319-335-9704


Pharmacy (on-site)

 319-335-9200


Business Office

 319-335-8376

Clinic Administration

 319-335-8392

Fax Number

 319-335-7247



ALCOHOL
& DRUGS



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Student Wellness



Staff

Our certified health educators, dietitian, substance abuse counselor, and fitness expert support student learning through educational & health promotion services.



Services

- Nutrition consultations
- Fitness and exercise consultations
- Alcohol and drug prevention, evaluation, and education
- Tobacco cessation counseling
- Sexual health supplies and information
- Stress management
- Educational outreach workshops



Locations:

Westlawn Building (in Student Health & Wellness)

Campus Recreation & Wellness Center (in Wellness Services)



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> Since 2005, this course has been taken by **2,103** students.



> **369** students took the course in the 2012-2013 academic year.



28S:085 Alcohol and Your College Experience (AYCE) was developed in 2005 in collaboration between faculty in the Department of Health and Sport Studies (currently Health & Human Physiology) and Student Health & Wellness staff.

AYCE addresses individual and environmental determinants of high-risk drinking, particularly as they are contextualized at the University of Iowa. It does so using an evidence-based, personalized feedback model (G. Alan Marlatt's model) that provides students with information on their current drinking behaviors. AYCE also uses health promotion theories to help students:

1. **Decrease negative consequences associated with certain drinking behaviors.**
2. **Create behavior change plans for lower-risk drinking strategies.**
3. **Improve environmental supports for safer use of alcohol and alternative activities. All of the course content is applicable to non-drinkers.**

Knowledge & Behavior Changes

Significant Changes	Beginning of Session	End of Session
Knowledge Gains		
First function to be impaired when drinking ***	40.7%	55.9%
Factors that influence blood alcohol concentration ***	69.2%	86.8%
Drinking Behaviors		
Average number of days drinking alcohol in past 30 days***	5.2	4.4
Average number of high risk drinking occasions in last 2 weeks***	3.5	3.1
Average number of drinks per occasion**	5.4	5.1
Average BAC*	.08	.07
Protective Behaviors (Past 30 Days)		
Did not exceed a set number of drinks**	42.8%	56.1%
Kept track of how many drinks consumed***	53.1%	68.9%
Paced drinks to one per hour***	22.3%	38.4%
Avoided drinking games***	31.6%	46.6%

n=295; Not all significant changes listed, due to space limitations

*p<.05 **p<.01 ***p<.001



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> **564** students
registered for
Colorful Choices

> **364** students
completed the
post-survey (an
increase of over
100 from 2011)

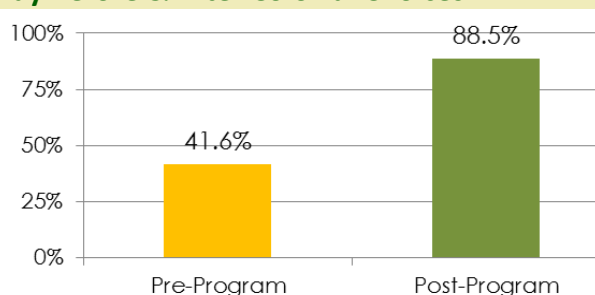
Over **one-third** of
students were
meeting the
recommendation of
having 5+ servings
of fruits and
vegetables per day
when the program
began.

Colorful Choices was offered from October 3– 22 as an online, 20-day program that challenges students to eat an average of at least 5 servings of fruits and vegetables per day (100 servings in all). Participants each received a log form, to track their fruit and vegetable intake by color group (red, orange, yellow/white, green, and blue/violet). Each week, participants received health tips and motivational emails.

Behavior Change

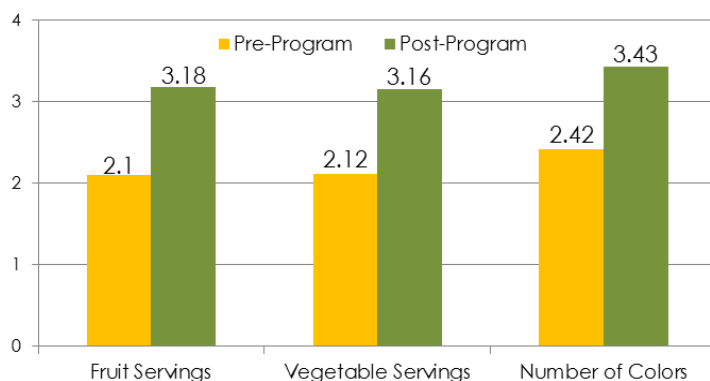
Almost two-thirds of participants (n=364) took the post-survey. Student ID matching allowed us to compare pre- and post- data for 358 students.

Percent Who Ate 5+ Servings of Fruits and Vegetables a Day Before & After Colorful Choices*



* All changes were shown to be significant at the $p < .001$ level.

Daily Averages*



> What Students Thought:

It was simple and easy. There were not a lot of rules and complicated instructions. • I liked that there was an emphasis on balancing nutrition that was divorced from technical discussion of antioxidants and vitamins, etc. • I became more mindful about what I was eating. If I wanted something sweet, I'd think about choosing a fruit rather than a dessert. When I was choosing what to cook for dinner, I'd think about how to add a veggie to my meal. • I liked how the program offered tips and recipes to help aid us in reaching 5 servings a day. I also liked how the program offered a free cooking lesson at the rec center. • I liked that it was a goal I could achieve by getting food at the cafeteria. It wasn't necessary to get expensive organic food.



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> **1,385**
sophomores
completed the HRA



> **220**
sophomores
completed the
alcohol intervention



> **453**
sophomores
completed the 3-
month evaluation



For the third year, the entire University of Iowa sophomore class was invited to take part in an online Health Risk Assessment (HRA) dubbed the Healthy Hawk Challenge (HHC). This tool provided personalized feedback on many health behaviors. Students who met specific high-risk criteria were asked to participate in the second part of the HHC—an evidence-based alcohol intervention aimed at lowering their risk. Sixty-three percent of students were invited for part two.

Survey
Results



Knowledge Gains

96% of sophomores could list one thing they learned about their overall health by taking the online Healthy Hawk Challenge and receiving their wellness report. This is higher than the last 2 years (86 & 89%).

Behavior Change

95% of sophomores could name one thing they had done to improve their overall health as a result of taking the online Healthy Hawk Challenge and receiving their wellness report. This is higher than the last 2 years (84 & 94%).

Alcohol
Education
RESULTS



Behavior Change

3 Month Follow-up Survey:

- Decrease in typical number of drinks (avg. of 5.8 to 4.2; $p < .001$)
- Decrease in high risk drinking (5+ drinks) in the past 2 weeks ($p = .001$)
- Decrease in negative consequences experienced in the last 30 days ($p = .002$)
- Decrease in typical BAC (average of .10 to .06; $p < .001$)

The 6 month follow-up survey & 12 month follow-up survey (using last year's participants) also found several significant changes in drinking behavior.

Knowledge Gains

- Two-thirds of students reported advancing in readiness to change their alcohol behaviors
- 100% of students could identify how drinking affects their health and an action they could take to reduce their risk

> Campus Resources:

55% of Healthy Hawk Challenge participants reported turning to a campus resource after taking the Healthy Hawk Challenge. The most common resource was Student Health (36%), followed by Health Iowa (28%) and University Counseling Service (21%).



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REASONS TO GET TESTED

- I have recently had unprotected sex (13)
- It just seemed like a good idea (9)
- I have some signs or symptoms that make me think I have an STI (7)
- I get tested for STIs as part of regularly checking my health (6)
- My partner suggested or asked me to get tested for STIs (5)

The American College Health Association (ACHA) has collaborated on the GYT: Get Yourself Tested (GYT) campaign. GYT has been developed as part of It's Your (Sex) Life, a longstanding public information partnership of MTV and the Kaiser Family Foundation, together with the US Centers for Disease Control and Prevention (CDC) and Planned Parenthood Federation of America, and other national partners. The campaign is a youthful, empowering social movement to reduce the spread of STIs among young people through information; open communication with partners, health care providers, and parents; and testing and treatment as needed.

As a supporting partner of GYT, Student Health & Wellness offered free Gonorrhea and Chlamydia testing for all students during the month of April. In addition, outreach events and informational tabling were planned around campus.

> GYT SURVEY RESULTS

During the month of April, all students were given an optional GYT survey to complete before their visit at Student Health & Wellness. 715 students completed the survey.

35% of students reported they have heard of GYT

100% of students met the criteria for high risk*

**Only includes students who indicated the reason for their visit is to be tested for STIs (n = 40)*

STI Tests Completed—2013

January

173

February

141

March

160

APRIL

284

May

148

1 IN 2 SEXUALLY ACTIVE YOUNG PEOPLE WILL GET AN **STD** BY THE AGE OF **25**



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> **32 students**

Participated in the
4-week workshops



Like

> **486 students**

Attended one-hour
programs about
Intuitive Eating



Like

100% of participants who completed the evaluation (n=7) agreed that Intuitive Eating helped them create a healthy relationship with food and exercise, feel more positive and accepting of their bodies, and feel more confident in making healthy nutrition and exercise choices.

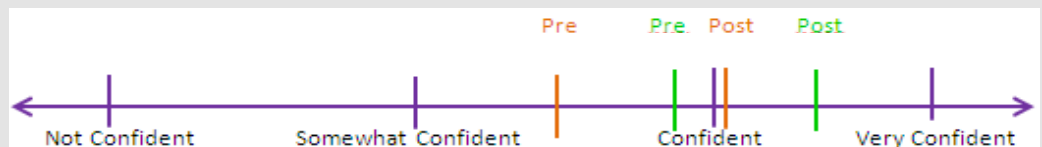
Intuitive Eating is an evidence-based approach that teaches students how to create a healthy relationship between mind, body, food, and exercise. Intuitive Eating workshops and programming launched in fall 2011. All Intuitive Eating workshops and programming were free for students and were coordinated and presented by Student Health & Wellness health educators who possess the Intuitive Eating Counselor certification.

Knowledge Gains & Intention to Change Behavior

Students completed an evaluation after each principle.

Principles	Correct on Learning Question	Could State Action Commitment
1 - Reject the Diet Mentality (n=30)	96.6%	100%
2 - Honor Your Hunger (n=21)	95.2%	100%
3 - Make Peace with Food (n=20)	95%	100%
4 - Challenge the Food Police (n=20)	100%	100%
5 - Feel Your Fullness (n=18)	100%	100%
6 - Discover the Satisfaction Factor (n=16)	100%	100%
7 - Cope with Emotions without Using Food (n=15)	100%	100%
8 - Respect Your Body (n=16)	100%	100%
9 - Exercise and Feel the Difference (n=16)	100%	100%
10 - Honor Your Health with Gentle Nutrition (n=16)	100%	100%

A pre-post comparison of seven students shows there were two significant changes ($p=.03$): students increased confidence in giving **themselves unconditional permission to eat what they really want** and **respecting their bodies**.



> What Students Think:

I'm learning to accept my body the way it is, something that's been hard for me to do in the past. | Looking at positive things instead of negative things is really helpful. | It's helped me be kinder to myself about my body.

I accepted my genes but know that I am going to be as healthy as I can be. | I can now see that food is not the enemy and exercise is great for improving my state of mind and disposition.



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> **70** students
attended a
LOTT training in
the 2012-2013
academic year.



> **55** students
completed the
evaluation.



Look Once Think Twice (LOTT) is a group class based on bystander awareness principles. LOTT is offered to students who are found responsible for being in the presence of, but not consuming, alcohol in residence halls. The aim of LOTT is to help empower students to speak up about and/or remove themselves from situations they find to be uncomfortable or against their personal beliefs.

Knowledge Changes

- 90.9% of students agreed that they were more confident in their ability to address a situation that did not align with their beliefs as a result of the training.
- 96.4% of students agreed that they were more aware of bystander interventions as a result of the class.
- 100% of students could list one example of a bystander intervention that they learned in the LOTT training. Only 58.5% could name a bystander intervention before the class began.
- 98.2% of students could list one UI resource for finding alcohol-free events.
- 89.1% of students could list one UI website for finding alcohol-free events.

Next year, the assessment will change. It will ask similar questions, but they will be exactly the same for pre- and post- assessments, to enable the identification of significant changes.



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> **509 students**

registered for
Passport



> **256 students**

completed the
program (earned
60+ points)



Post-Program Stages of Change

85% reported being
in action or
maintenance for
physical activity

87% reported being
in action or
maintenance for
nutrition

The web continues to be a popular choice among students for receiving health information and programs. Passport: Round Trip to Health was implemented for the seventh time in the spring semester. The program was 6 weeks long.

End of program evaluations (n= 88) indicated that 85.8% of respondents felt that the Passport program motivated them to increase their physical activity and 88% said it motivated them to eat a healthy diet.

Knowledge Gains

Almost three-quarters of students reported learning more about physical activity (72.3%) and nutrition (76%) from the program.

Behavior Change

Changes	Before	After
Physical Activity		
<i>Number of minutes/days in a typical week that students reported participating in...</i>		
Moderate-intensity cardiovascular activity (<i>minutes</i>)	172.0	193.3
Vigorous-intensity cardiovascular activity (<i>minutes</i>)	94.1	108.8
Resistance training activities (<i>days</i>)**	1.8	2.8
Flexibility exercises (<i>days</i>)**	2.1	3.1
Nutrition		
<i>Number of days in a typical week that students reported...</i>		
Consuming 6-8 ounce cups of water**	4.2	5.9
Consuming 5 or more fruits and vegetables**	3.1	4.9
Consuming at least 3 servings of whole-grains**	3.6	5.0
Consuming at least 3 servings of low-fat/fat-free dairy or equivalent**	1.7	2.0
Limiting alcohol intake to 3 or less per day for women and 4 or less per day for men	6.0	6.4

n=88 *p<.05 **p<.01

> What Students Think:

- 83% of participants who completed the evaluation said the prizes motivated them to reach their health goals
- 82% said they will apply the skills learned in Passport to help them live a healthier lifestyle
- 89.2% would participate if the program was offered again



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> This course was taken by **388** students in the 2012-2013 academic year.



> **120** students took the 3-month follow up survey.



Pieces is one of Student Wellness' alcohol education programs; it consists of 2 individual sessions which focus on personal reflection of alcohol-related behaviors, identification of strategies to reduce negative consequences, and alcohol education.

Pieces was implemented during the summer of 2012, replacing the group alcohol education class Seminar on Substances. Current research indicates brief, individual sessions based on personal feedback is more effective with college students than group education.

Behavior Changes

Significant Changes (n=120)	Pre	Post
Alcohol Use		
Average # of high risk drinking occasions in last 2 weeks***	1.3	1.0
Average number of drinks per occasion*	4.3	3.6
Drinking Behaviors (Past 30 Days)		
Beer bonging*	10.0%	2.5%
Pre-gaming***	64.2%	43.3%
Shots*	60.0%	45.0%
Drinking games*	51.7%	36.7%
Protective Behaviors		
Ate before/during drinking**	88.3%	72.5%
Had a friend let them know when they had enough***	29.2%	54.0%
Paced drinks to one or less per hour**	15.8%	30.0%
Negative Consequences (Past 30 Days)		
Did something later regretted***	45.0%	16.7%
Forgot where they were or what they did**	26.7%	13.3%
Got in trouble with police***	44.2%	0.8%
Had unprotected sex**	0.8%	8.3%
Had a hangover*	48.2%	33.3%

*p<.05 **p<.01 ***p<.001



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> **647 students**

completed RWB
during the 2012-13
school year



Like

> **2,099 students**

completed RWB in
the past 4 years



Like

Students Helping Students

Nearly 8% of
respondents
reported that they
took action in an
emergency
situation since
completing the
RWB training.

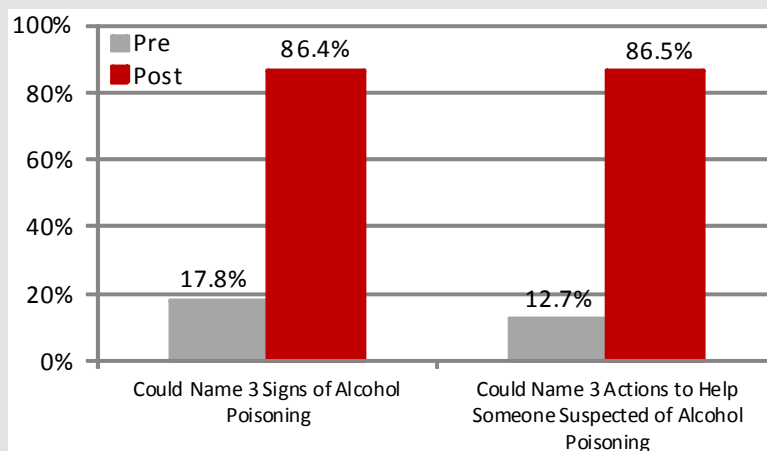
The **Red Watch Band Program** finished its fourth year at The University of Iowa. The training is provided to University students for free with the goal of preventing alcohol overdose deaths and toxic drinking. Students are taught the knowledge and skills to "make the call," and using role plays, given opportunities to build confidence to intervene on behalf of another. Students register for classes online through the Student Health website.

Behavior Change

According to the 3-month follow-up survey, 70% of students changed their own drinking behavior as a result of the training. One hundred thirty-two students took the follow-up survey. The most common drinking behavior changes include drinking fewer drinks, drinking on fewer days, not exceeding a set number of drinks, alternating non-alcoholic and alcoholic drinks, avoiding drinking games, and not drinking alcohol.

Nearly one if five students who took the training were already non-drinkers. Only 6% of students did not report changing any behaviors after the training.

Knowledge Gains



> What Students Think:

98% of students said they would be more willing to intervene in an emergency, as a result of the training
99% of students were satisfied with the training
98% of students would recommend the training to a peer



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> **107**
students

Enrolled in the
program during the
Spring 2013 semester



> **76%**

scored high on the
insomnia severity
index when
registering

> **20**

participants
completed the
evaluation

The Refresh program was offered to UI students for the first time during the Spring 2013 semester. This free 8-week program was developed with college students in mind. It is a cognitive behavioral self-help program that was researched and found effective in improving sleep quality for college students. It can be started at any time, and once registered, students receive 8 weekly emails that include PDFs of each week's information and activities. These include great information and many beneficial strategies to help students sleep better:

- Daily sleep logs
- Learning about circadian rhythms
- Relaxation training
- Constructing a sleep environment
- Sleep and exams
- Worry-busting strategies
- Mindfulness training

Participation

70% reported doing the
practice activities for at
least 4 (of 8) weeks. The
average participant
practiced activities
4.9 of the 8 weeks

Significant Changes

Reductions in...

- difficulty falling asleep**
- how noticeable to others their sleep problem is in impairing their quality of life**
- worry/distress about their current sleep pattern*
- the extent that their sleep problem interferes with daily functioning**
- scores on the Insomnia Severity Index***
- restlessness of sleep*
- effort to get to sleep*
- worry about not being able to fall asleep**
- scores on the PROMIS Sleep Disturbance scale**

Increases in...

- satisfaction with their current sleep pattern** & with sleep in past 7 days*
- sleep quality*
- refreshment from sleep*

n=20 *p<.05 **p<.01 ***p<.001

> Student Feedback

90% reported learning more about sleep as a result of the program

85% reported that they will apply the skills they learned to help them live a healthier lifestyle

90% said they would recommend the program to a friend