

## ASSESSMENT REPORT 2011-2012

### studentHEALTH

Your campus health care experts.




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



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

### Health Iowa

#### > 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 (within Student Health)

Campus Recreation & Wellness Center (within Wellness Services Suite)

## ASSESSMENT REPORT 2011-2012

*Health is a learning and engagement issue and learning effectively is a function of health. Student success is dependent upon support for individuals and the creation of a healthy community.*

### > Contents

- ◇ Alcohol & Your College Experience
- ◇ Colorful Choices
- ◇ Headstrong Campaign
- ◇ Healthy Hawk Challenge
- ◇ Intuitive Eating
- ◇ Passport to Health
- ◇ Red Watch Band
- ◇ Summary

### UI Shared Learning Outcomes

Build a broad **knowledge** base in subjects both inside and outside their chosen majors.

Gain intellectual and practical **skills**.

Develop social, intellectual, and personal **responsibility**.

Learn to **integrate and apply** knowledge and skills in new settings and situations.

> Look for the outcome(s) checked on each report:

- ✓ **Knowledge**
- ✓ **Skills**
- ✓ **Responsibility**
- ✓ **Integration & Application**

> Look for the topic area(s) covered on each report:



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



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management



Tobacco  
use

# ALCOHOL & YOUR COLLEGE EXPERIENCE

Promoting student wellness



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

✓ Knowledge      Skills      ✓ Responsibility      ✓ Integration & Application



> Since 2005, this course has been taken by **1734** students.



> **452** students took the course in the 2011-2012 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 Health Iowa/Student Health Service 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.**

## Behavior Changes

Significant Changes	Beginning of Session	End of Session
<b>Drinking Behaviors</b>		
Average number of days drinking alcohol in past 30 days***	5.9	5.3
Average number of high risk drinking occasions in last 2 weeks**	3.2	2.7
Average number of drinks per occasion**	6.1	5.8
Average BAC***	.093	.077
<b>Negative Consequences &amp; Protective Behaviors (Past 30 Days)</b>		
Blackout/Inability to Remember Things**	39.3%	32.5%
Engaged in Unplanned Sexual Activities**	18.8%	10.7%
Neglected Responsibilities**	21.8%	14.5%
Average # of Firsthand Negative Consequences**	2.76	2.30
Average # of Secondhand Negative Consequences*	1.55	1.32
Tried Any Protective Behaviors*	94.9%	91.0%

n=234; Not all significant changes listed, due to space limitations

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

# health Iowa

## COLORFUL CHOICES

Promoting student wellness



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

Knowledge

Skills



Responsibility



Integration & Application



> **489** students  
registered for  
Colorful Choices

> **252** students  
completed the  
post-survey

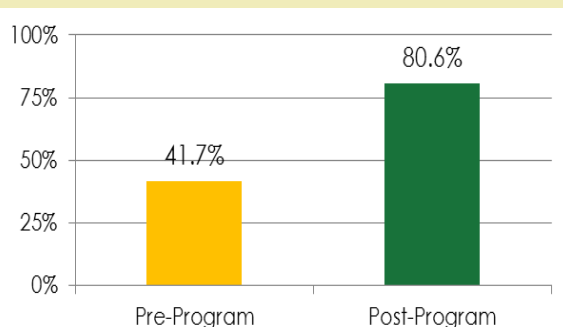
Just over **one-third**  
of students were  
meeting the  
recommendation of  
**having 5+ servings**  
of fruits and  
vegetables per day  
when the program  
began.

Colorful Choices is a 20-day program that challenges students to aim for an average of at least 5 servings of fruits and vegetables per day (100 servings in all). Participants each received a log form, where they could 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

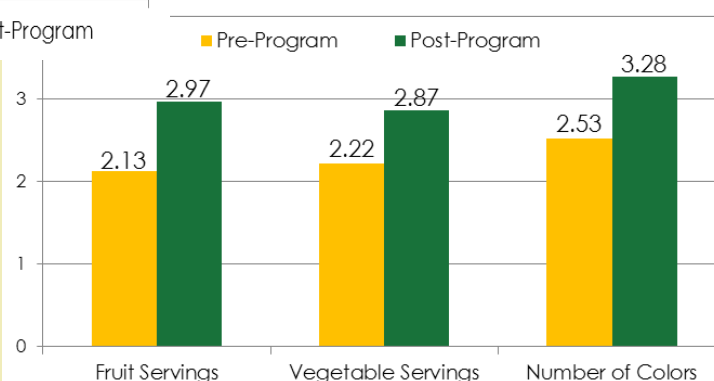
Just over half of participants (n=252) took the post-survey. Student ID matching allowed us to compare pre- and post- data for 242 students.

#### 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 Before and After Colorful Choices\*



### > What Students Thought:

By focusing on different colored fruits and vegetables it forced me to try foods that I wouldn't normally have tried. The log listed several foods of each color which was a helpful reminder of new things to try. • Colorful Choices provided me many suggestions for eating healthy, including what fruits/vegetables are in season. I also liked that resources for recipes were given, as well as where to find fresh, local produce. • Easy enough to do for 20 days and made me realize how easy it actually is to get 5 servings a day if I hold myself accountable. • Email reminders were nice to have, especially with busy schedules. Also, the cooking class was a great idea for the fall.

# HEADSTRONG CAMPAIGN



Alcohol  
& Drugs



Fitness



nutrition



Sexual  
Health



Stress  
management



Tobacco  
use



other

Knowledge

Skills

✓ Responsibility

Integration & Application



> **11 students**  
were recruited to  
be peer agents  
(6 of these were athletes)

> **87 students**  
redeemed  
coupons for  
moped helmets

7 of the redeemed coupons were from a peer agent, although peer agents reported giving out more (it is possible some students didn't have time to redeem the coupon before summer session)

Most coupons were given out at MopedU or Health Iowa/Student Health Service

Health Iowa/Student Health Service, The University of Iowa Student Government, and MopedU launched a moped helmet campaign called *HeadStrong* in Spring 2012. The goal of the campaign was to increase the number of student moped riders wearing helmets.

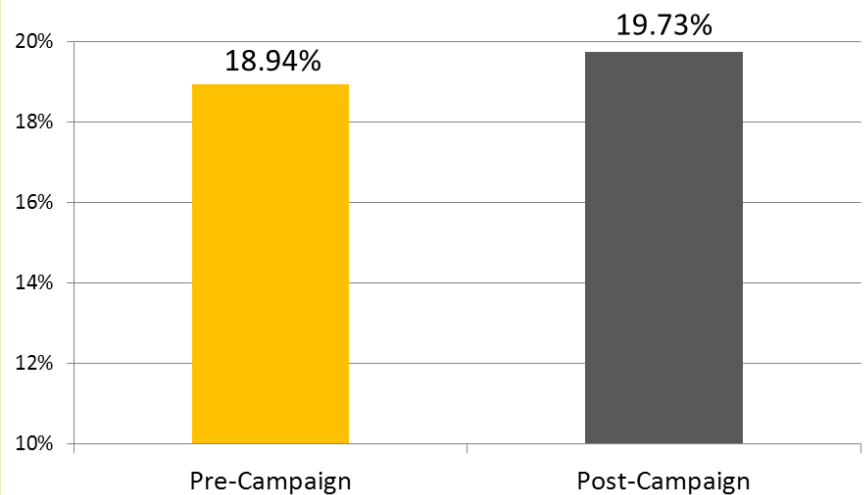
Peer Agents were recruited to be champions of the *HeadStrong* program. They were students who ride a moped/scooter and wear a helmet when doing so. They were asked to talk with friends/peers who ride mopeds but don't wear helmets. If the peer signed a pledge card to wear a helmet, he/she received a voucher for a free moped helmet from MopedU.

## Behavior Change

Health Iowa staff and UISG completed observation both before and after the campaign to assess helmet usage. These observation times were in seven major areas on campus, on different times throughout the week. 1,705 students were observed riding a moped during the pre-campaign assessment, and 1,718 students were observed post-campaign.

Analysis showed a 0.79% increase in helmet usage before and after the program.

Helmets continued to be redeemed after the post-observation period.



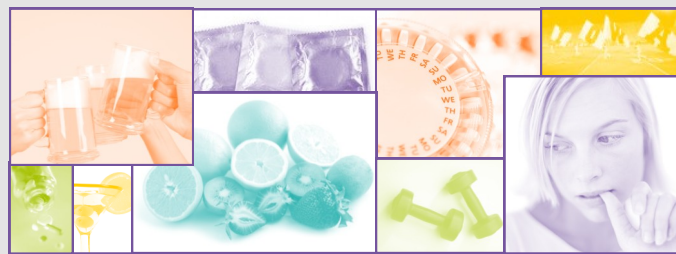
## > Future Directions:

Health Iowa/Student Health Service and MopedU will continue to give out vouchers until the stock of 150 helmets is depleted. Health Iowa/SHS will continue to promote helmet safety on campus.



# HEALTHY HAWK CHALLENGE

Promoting student wellness



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

Knowledge

Skills



Responsibility

Integration & Application



> **1,660**  
**sophomores**  
completed the HRA  
*(almost a 13% increase  
from last year)*



> **237**  
**sophomores**  
completed the  
alcohol intervention  
*(more than 7 times the  
number from last year)*



> **1,305** juniors  
completed the HRA



> **574**  
**sophomores &  
364 juniors**  
completed the 3-  
month evaluation



For the second 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. This year, juniors were also invited to take the HRA.

Survey  
Results



## Knowledge Gains

94% of sophomores and 89% of juniors could list one thing they learned about their overall health by taking the online Healthy Hawk Challenge and receiving their wellness report. Last year, the sophomore rate was 86%.

## Behavior Change

94% of sophomores and 90% of juniors 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. Last year, the sophomore rate was 84%.

Alcohol  
Education  
RESULTS



## Behavior Change

### 3 Month Follow-up Survey:

- Decrease in days of alcohol use in the last 30 days ( $p < .001$ )
- Decrease in typical number of drinks (average of 5.44 to 4.54;  $p < .001$ )
- Decrease in high risk drinking (5+ drinks) in the past 2 weeks ( $p = .001$ )
- Increase in the number of protective behaviors they had practiced in the past 30 days (average of 8.2 to 9.4;  $p < .001$ )
- Decrease in negative consequences ( $p = .002$ )
- Decrease in typical BAC (average of .10 to .07;  $p < .001$ )

## Knowledge Gains

- 67% of students could identify how drinking affects their health
- 99% could identify an action they could take to reduce their risk

## > Campus Resources:

53% of sophomores and 49% of juniors reported turning to a campus resource after taking the Healthy Hawk Challenge. The most common resource was Student Health Service (38% & 35%), followed by Health Iowa (29% & 25%) and University Counseling Service (20% & 17%).

# health iowa

## INTUITIVE EATING

Promoting good and wellness



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

Knowledge



Skills

Responsibility



Integration & Application



> **32 students**

Participated in the  
4- or 5-week  
workshops

Like

> **185 students**

Attended one-hour  
programs about  
Intuitive Eating

Like

**80%** of participants agreed that Intuitive Eating helped them to value balance, moderation, and variety in their eating experience, and also that it helped them to choose primarily nutritious choices to fuel their bodies while still allowing themselves the enjoyment of occasional "play foods".

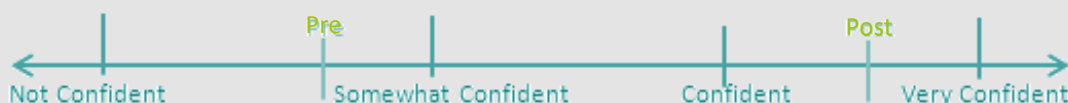
Intuitive Eating is an evidence-based approach that teaches students how to create a healthy relationship between mind, body, food, and exercise. Intuitive Eating workshops and programming launched in fall 2011. All Intuitive Eating workshops and programming were free for students and were coordinated and presented by Health Iowa 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=32)	96%	96%
2 - Honor Your Hunger (n=23)	95%	100%
3 - Make Peace with Food (n=23)	100%	100%
4 - Challenge the Food Police (n=21)	95%	95%
5 - Feel Your Fullness (n=20)	95%	100%
6 - Discover the Satisfaction Factor (n=21)	100%	100%
7 - Cope with Emotions without Using Food (n=19)	100%	100%
8 - Respect Your Body (n=19)	100%	100%
9 - Exercise and Feel the Difference (n=19)	100%	100%
10 - Honor Your Health with Gentle Nutrition (n=19)	100%	100%

Due to an error in fall's workshop registrations, we were only able to conduct a pre-post comparison of four students. Among these, there was one significant change ( $p=.015$ ): students increased confidence in giving themselves unconditional permission to eat what they really want.



> **What Students Think:**

- 100% of students who completed the evaluation (n=14), said that Intuitive Eating helped them create a healthy relationship with food and exercise
- 100% of students reported feeling more positive and accepting of their bodies

# PASSPORT: ROUND TRIP TO HEALTH

Promoting student wellness



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

Knowledge

Skills



Responsibility



Integration & Application



> **602 students**

registered for  
Passport



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 sixth time in the spring semester. The program was longer this year (10 weeks).

End of program evaluations (n= 96) indicated that 86% 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

Over two-thirds (67.8%) of students reported learning more about physical activity & 80.6% of students reported learning more about nutrition from the program.

## Behavior Change

Changes	Before Passport	After Passport
<b>Physical Activity</b>		
Average minutes of activity as part of day-to-day activities	38.6	39.3
<i>Number of days in a typical week that students reported participating in...</i>		
20 minutes of moderate to vigorous intensity activity	3.5	3.9
30-60 minutes of moderate to vigorous intensity activity**	3.0	3.5
resistance training activities***	1.7	2.7
flexibility exercises**	2.0	3.1
<b>Nutrition</b>		
<i>Number of days in a typical week that students reported consuming...</i>		
1-3 cups of produce	4.8	5.1
4-5 cups of produce	3.7	4.2
at least 25 grams of fiber*	4.3	4.9
at least 3 servings of dairy	5.1	5.1

n=80 \*p<.05 \*\*p<.01 \*\*\*p<.001

## Post-Program Stages of Change

89% reported being  
in action or  
maintenance for  
physical activity

85% reported being  
in action or  
maintenance for  
nutrition

## > What Students Think:

77% of participants who completed the evaluation said the prizes motivated them to reach their health goals

70% accessed the Passport website weekly

91% would participate if the program was offered again



# health iowa

## RED WATCH BAND



Alcohol  
& Drugs



Fitness



nutrition



Sexual Health



Stress  
management



Tobacco  
use

Knowledge



Skills



Responsibility

Integration & Application



> **635 students**

completed RWB  
during the 2011-12  
school year



> **1452 students**

completed RWB in  
the past 3 years



### Students Helping Students

Around 4% of  
respondents  
reported that they  
took action in an  
emergency  
situation since  
completing the  
RWB training.

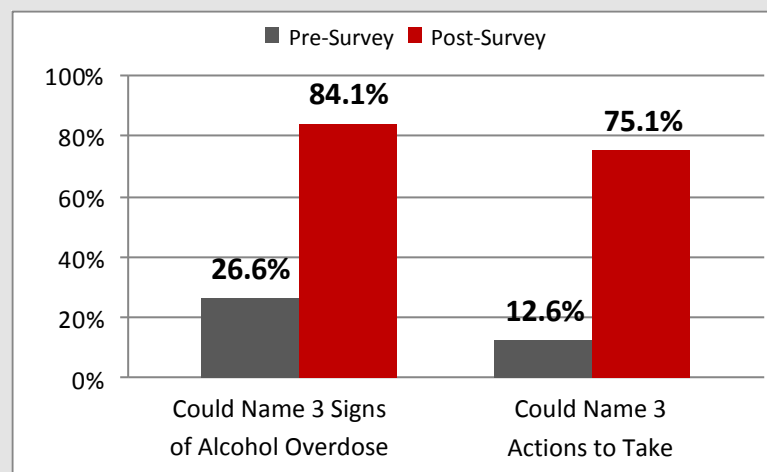
The **Red Watch Band Program** finished its third year at The University of Iowa. The training is provided to University students for free with the goal of preventing alcohol overdose deaths and toxic drinking. Students are taught the knowledge and skills to "make the call," and using role plays, given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

### Behavior Change

According to the 3-month follow-up survey, many students changed their own drinking behavior as a result of the training. One hundred twelve students took the follow-up survey. The most common drinking behavior changes include drinking fewer drinks (36), not exceeding a set number of drinks (25), alternating non-alcoholic and alcoholic drinks (15), drinking on fewer days (14), avoiding drinking games (7), and not drinking alcohol (6). Due to a survey error, students were only allowed to check one behavior change.

Sixty-eight students responded that their drinking behavior hasn't changed due to the training because they were non-drinkers before the training.

### Knowledge Gains



### > What Students Think:

- 97% of students said they would be more willing to intervene in an emergency, as a result of the training
- 98% of students were satisfied with the training
- 98% of students would recommend the training to a peer

## ASSESSMENT REPORT SUMMARY

### AYCE

#### > What We Learned

- Students enrolled in the class made positive changes to their drinking habits
- Students were less likely to report negative consequences from alcohol after taking the class

#### > What We Will Change

- Continue to collaborate with Health & Human Physiology to instruct the course
- Offer several sections per semester
- Continue updating the curriculum to account for new alcohol research and trends

### COLORFUL CHOICES

#### > What We Learned

- Students increased their fruit and vegetable intake during the program
- Students also increased the variety of colors of fruits and vegetables that they eat

#### > What We Will Change

- Increase promotional activities to get more students signed up for the program
- Change some of the handouts to account for more fruits and vegetables that are in season in Iowa

### HEADSTRONG CAMPAIGN

#### > What We Learned

- Student helmet use increased slightly after the month-long campaign
- Contacts with representatives from athletics helped us recruit peer agents
- It was great collaborating with UISG and MopedU

#### > What We Will Change

- Continue giving out free helmets until the stock is depleted
- Continue to look for collaborative relationships in future programming

### HEALTHY HAWK CHALLENGE

#### > What We Learned

- Students were likely to learn something about their health and make behavior changes as a result of taking the survey
- The alcohol education program is very effective at changing drinking behaviors

#### > What We Will Change

- Have Information Technology recreate the Health Risk Assessment online survey to be more visually appealing to students
- Add an automatic email option after students complete the survey to reduce staff time sending out individual emails to thousands of students

## ASSESSMENT REPORT SUMMARY

### INTUITIVE EATING

#### > What We Learned

- Most workshop students were able to correctly answer a learning question and state an action of commitment for each principle
- IE helped students create a healthy relationship with food and exercise

#### > What We Will Change

- Make sure student ID is asked on both pre- and post-surveys to allow analysis of behavior change
- Purchase Intuitive Eating books to have for students to borrow (optional) for more in-depth information about each principle

### PASSPORT TO HEALTH

#### > What We Learned

- Student participants showed positive changes in physical activity and nutrition behaviors
- Less than half of students who registered completed the program, indicating that the new 10-week version might be too long to maintain their interest

#### > What We Will Change

- Shorten the length of the program, or have a longer version as an optional component
- Update the point system to be easier to use for students
- Expand on group activities for participants

### RED WATCH BAND

#### > What We Learned

- Students reported being more likely to intervene in an emergency
- Students were very satisfied with the program
- Many students reported changing their own drinking behavior as a result of the training

#### > What We Will Change

- Use a marketing committee to think of new ways to promote the program to students
- Change the post-survey so that students can check multiple alcohol behaviors they have changed, to allow for more accurate analysis of behavior change