

The University of Iowa
Student Wellness
Assessment Report
2020-2021

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STUDENT WELLNESS 2020-2021 ASSESSMENT REPORT

Summary of Individual Consultations

**Total Consults:
1,921**

Virtual Individual Consultations: **1,818**

In-Person Individual Consultations: **79**

Phone Individual Consultations: **24**

**Due to the COVID-19 pandemic, Student Wellness began offering consultations through Zoom, an online video platform, and phone call in March 2020 and continued through this academic year.*

Alcohol & Drugs | 1,081

2019-2020: 2,264

2018-2019: 1,939

Fitness | 90

2019-2020: 280

2018-2019: 359

Mini Consults | 9

2019-2020: 34

Nicotine | 2

2019-2020: 11

2018-2019: 4

Nutrition | 547

2019-2020: 496

2018-2019: 523

Sleep | 4

2019-2020: 29

2018-2019: 40

Stress Management | 80

2019-2020: 102

2018-2019: 21

Wellness Coaching | 108

(new starting spring 2021)



STUDENT WELLNESS 2020-2021 ASSESSMENT REPORT

Participation Summary Continued

Total Outreach:
12,057

2019-2020 : 34,048
2018-2019 : 37,028

Most Common Topics Requested for Outreach

1. Mindfulness
2. Alcohol & Other Drugs
3. Nutrition

Online Screenings

Alcohol | 12

2019-2020 : 107

Anxiety | 283

2019-2020 : 386
2018-2019 : 359

Bipolar Disorder | 123

2019-2020 : 138
2018-2019 : 523

Depression | 230

2019-2020 : 332
2018-2019 : 1,939

Disordered Eating | 85

2019-2020 : 120
2018-2019 : 120

Well-Being | 32

2019-2020 : 21

PTSD | 55

2019-2020 : 68
2018-2019 : 4

Substances | 14

2019-2020 : 22
2018-2019 : 21

Wide Range Mental Health | 403

2019-2020 : 519

Online Interventions

Alcohol | 5,243

2019-2020 : 4,887
2018-2019 : 6,098

Cannabis | 31

2019-2020 : 77
2018-2019 : 114



STUDENT WELLNESS 2020-2021 ASSESSMENT REPORT

One Month Post Individual Consultation Feedback

Of those who took the survey, **80.0%** were nutrition, **8.0%** fitness, **8.0%** stress management, **4.0%** substance use, **1.0%** tobacco consultations.

76 students completed the survey.

- **85.5%** reported the appointment met their expectations.
- **87.0%** learned about strategies for improving their wellness as a result of the appointment.
- **77.3%** made positive changes to a wellness behavior as a result of the appointment.
- **58.1%** felt more connected to someone on campus as a result of the appointment.
- **76.3%** felt a greater sense of overall well-being as a result of the appointment.
- **91.0%** felt like their individual needs and interests were taken into consideration during the appointment.

Highlights

Alcohol Skills Training Program (ASTP) is an evidence-based educational program that is tailored to the University of Iowa. The focus of the program is to educate students on basic alcohol education and discuss how to change the drinking culture by changing the way we discuss alcohol in our social groups. This year due to the COVID-19 pandemic, all trainings were held virtually through Zoom.

- **22** Fraternity & Sorority Life chapters completed ASTP in the 2020-2021 school year
- **1,705** students completed ASTP
- **555** students took the 3 month follow up survey
- **89.0%** of students who completed the evaluation could name one-way ASTP helped them

As a result of the training...	n=555
have learned new ways to think about issues related to alcohol	87.2%
have reflected on how a chapter can influence individual alcohol use	83.3%
have changed my relationship with alcohol	53.9%
Participants who adjusted their messaging to shift the focus away from alcohol to...	
support non-drinkers	91.8%
help normalize lower risk drinking	92.2%
debunk misperceptions of alcohol use on campus	84.0%
encourage low-risk drinking	89.1%

How attendees changed how they talk about alcohol

- *"When my friends and I go out we don't encourage people to drink more than they want to."*
- *"I have told my friends about the risks of blacking out and what it actually does to the body."*
- *"When people are surprised that I don't drink I explain to them that a lot of people just aren't comfortable with alcohol consumption, especially when underage."*

BASICS

Brief Alcohol Screening and Intervention for College Students (BASICS) is an evidence-based program using a harm reduction approach. It is one of the higher levels of alcohol education offered by Student Wellness. It consists of 2 individual sessions which focus on personal feedback and reflection on alcohol and cannabis behaviors, and identification of strategies to reduce negative consequences.

- Highlights**
- **132** sessions of BASICS were attended in the 2020-2021 school year
 - **65** students completed BASICS
 - **38** students took the 3 month follow up survey
 - **97.4%** of students who completed the evaluation could name one-way BASICS helped them

Changes (n=35)	Pre	Post
Alcohol Use		
Typical # of drinks *	3.6	2.7
Average Blood Alcohol Concentration (BAC)	0.05	0.04
High risk drinking (4/5+ drinks/occasion in last two weeks)	97.0%	74.3%
Negative Consequences (Past 30 Days)		
Did something later regretted	17.0%	6.0%
Forgot where I was or what did	14.0%	6.0%
Average number of consequences *	.8	.4
Protective Behaviors (Past 30 Days)		
Set a limit of how much I was going to drink	48.6%	57.1%
Paced my drinks	25.7%	42.9%
Average number of protective behaviors	4.7	5.9

	Pre	Post
Cannabis Use		
Prevalence (Any cannabis use in the last 30 days) *	40.0%	37.1%
Average hours high on days using	3.9	2.6

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

What Students Thought

- *"I liked doing the SMART goals because, although I have used them before, it's a good way to encourage students to make goals that are actually achievable and easy to maintain rather than setting goals that seem too far out of reach."*
- *"I liked talking to the people they are very nice and understanding and you can tell they aren't there to make you feel bad but to help you."*

Campus Wellness Leaders

Highlights

Campus Wellness Leaders, formerly known as Health Ninjas, are students who influence their peers in promoting positive health behaviors. They are role models of wellness and offer health knowledge and advice to others. Campus Wellness Leaders have opportunity to make a positive impact by improving the health of friends, peers, and the greater campus community. As a group, members meet to learn more about a range of wellness topics and how to apply this knowledge in everyday conversations with friends to make healthy choices.

- **20** students were newly nominated by their peers, **11** students newly accepted
- Average of **4** students attended each meeting
- **87.5%** of students reported that they have developed a better understanding of peer influence
- **87.5%** of students reported that being a member of the Campus Wellness Leaders helped them gain practical knowledge and skills related to creating and maintaining a healthy, balanced lifestyle

Rating skills- Scale from 1-5 (with 5 being excellent, 3 being average, and 1 indicating needing a lot more education, skill building and experience)	n= 10 Rated Excellent + Good
Knowledge about general student health issues	100.0%
Your knowledge of campus resources	70.0%
As a leader	100.0%
As a role model	100.0%
Motivational interviewing	50.0%
Interpersonal communication skills with peers about health topics	100.0%
Professionalism applicable to future involvement or career opportunities	100.0%
Supporting peers in their health and safety choices	90.0%
Supporting close friends in their health and safety choices	100.0%
Referring someone to campus health and wellness resources	80.0%

What Students Thought

- *"It can be difficult to talk about health issues with peers, and I enjoy that the Campus Wellness Leaders program gives some tools for doing so."*
- *"Simply the concept of leading by example and promoting healthy behaviors is my favorite aspect; the idea of demonstrating simple, nonchalant ways to improve student life here on campus is something I am proud to be associated with."*

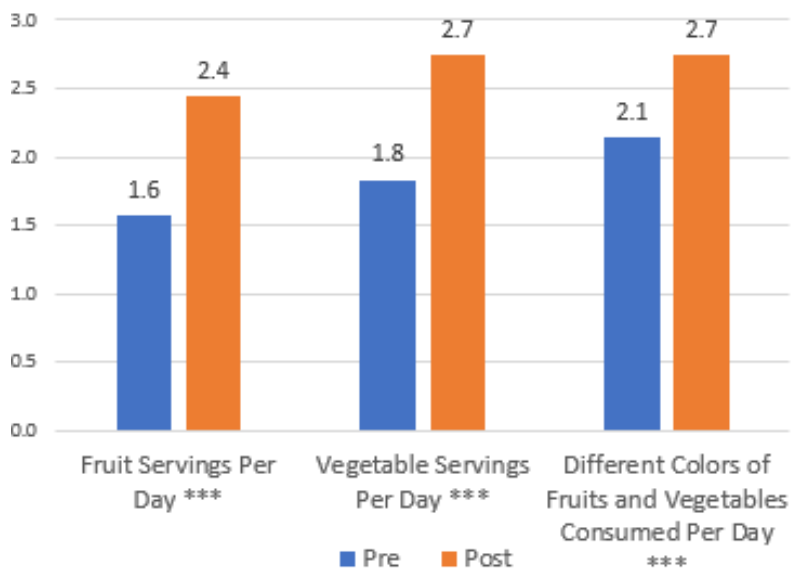
Fit in Four

Highlights

Fit in Four, an online program, encouraged students to “kick off to better health” to improve their well-being over 4 weeks by making some changes in behaviors linked to positive mental and physical health. These include trying some self-care activities, increasing physical activity with a focus on movement that is enjoyable and/or gradually increasing fruit & vegetable intake by exploring some new activities to support their health throughout the semester.

- **158** students participated in the program
- **83** students completed the post-survey

Nutrition Strategies



Self-Care and Physical Activity Strategies

	Pre	Post
Self-Care Days Per Week ***	2.5	3.8
Physical Activity Minutes Per Week* *	162.2	275.7

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

What Students Thought

- *"I liked there was the self-care activities so I could learn more about sleep, mindfulness, resilience, and social health. I enjoyed that it was more than just fitness and my nutrition."*
- *"I liked that it was easy to track my progress. Each week's goals felt manageable, and I especially liked the variety of self-care topics. The sleep week came at a good time because I probably would have sacrificed several hours of shut-eye had I not been."*
- *"I liked the tips and small incremental increases each week. These made the goals feel manageable and helped me find different ways to reach my goals than I had tried in the past."*

Healthy Hawk Challenge

Highlights

The entire University of Iowa sophomore class was invited to take part in an online health risk assessment dubbed the Healthy Hawk Challenge (HHC), making this the eighth year it has been offered in some capacity. 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. **54.3%** of students were invited for part two.

- **1,984** sophomores completed the HHC online survey
- **744** completed the three month online follow up evaluation
- **97.8%** could list one thing they learned about their health after taking the HHC
- **98.1%** could name one thing they had done to improve their overall health after taking the HHC.

Campus Resources

38.2% of Healthy Hawk Challenge participants reported turning to a campus resource after taking the Healthy Hawk Challenge. The most common resource was Student Health (**20.8%**), followed by University Counseling Service (**19.5%**) and Student Wellness (**15.7%**).

Alcohol Education Results:

284	162	123	256	121
completed the alcohol intervention	completed the three month follow up	completed the six month follow up	completed the twelve month follow up	completed the twenty-four month follow up

Behavior Change

	Change after 3 months	Change after 6 months	Change after 12 months	Change after 24 months
Number of binge drinking occasions in the last 2 weeks	1.3 to 1.0 **	1.6 to 1.1 ***	1.4 to 0.9 ***	1.1 to 0.8*
Average typical number of drinks	4.5 to 3.9 ***	5.0 to 4.3 **	4.9 to 3.5 ***	4.4 to 3.1 ***
Average typical BAC	0.07 to 0.05 ***	0.08 to 0.05 **	0.08 to 0.05 ***	0.07 to 0.05 **
Percent who had any negative consequences from use	91.5% to 61.2% ***	92.5% to 53.8% ***	89.7% to 45.6% ***	92.6% to 41.0%***

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

Intuitive Eating

Highlights

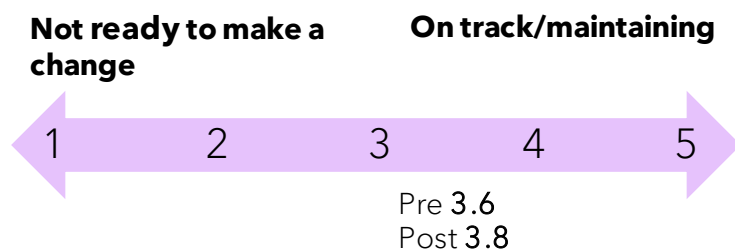
Intuitive Eating (IE) is an evidence-based approach that teaches students how to create a healthy relationship with mind, body, food, and exercise. Intuitive Eating workshops and programming launched in Fall 2011. All Intuitive Eating workshops are free for students and were in a virtual format. One workshop is offered each semester.

- An average of **17** students attended each Intuitive Eating session
- **88.9%** of participants who completed the evaluation agreed that IE helped them create a healthy relationship with food
- **83.3%** of participants agreed that IE helped them value balance, moderation, and variety in their eating.

Behavior Change

Unhealthy Behaviors	Pre	Post
Follow food rules*	48.7%	21.7%
Use food to cope with emotions	87.0%	65.2%
Find it difficult to sense fullness	47.8%	52.2%

Note: Student Wellness will further explore the "find it difficult to sense fullness" question. A hypothesis is that students may overestimate their understanding of fullness before Intuitive Eating and may better gauge their understanding after it.



Confidence (1=not confident; 2=somewhat confident; 3=confident; 4=very confident)	Pre	Post
Trust my body to tell myself what to eat***	1.8	2.4
Trust my body to tell myself how much to eat***	1.7	2.5
Give myself unconditional permission to eat what it really wants ***	1.9	2.8
Respect and appreciate my body	2.1	2.5
Make food choices that honor health and makes me feel good **	2.3	3.0
Distinguish between biological hunger and emotional hunger ***	1.8	2.8

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

What Students Learned

- "That it is okay to eat the thing that I really want sometimes, even if it is not the "healthiest" option on the table."
- "Honor your feelings with kindness- I am someone who eats comfort foods when they are stressed out or anxious. It has been difficult for me to challenge this behavior because it is a coping mechanism that has become an instinct."
- "It has made me respect my body and all the things it does for me much more! "
- "I have started to accept that my body works in many ways to protect me which I have never thought of before."

Koru Mindfulness

Highlights

Koru Mindfulness® is an evidence-based curriculum specifically designed for teaching mindfulness, meditation, and stress management to college students. Over four weeks, students learn ten different meditation practices to help cope with negative emotions and stress by staying present in the current moment. In Spring of 2021, Student Wellness offered Koru 2.0, an advanced workshop for students who completed the Koru Basic workshop.

- **117** students participated both Koru Basic & Koru 2.0, and **83** completed all four sessions
- **89** Koru Basic & Koru 2.0 students completed the post-survey
- **96.1%** of students would recommend the workshop to a friend
- **13** students attended the Koru Retreats

In the last month, how often have I... Scale: 1= almost never, 2=sometimes, 3= fairly often, 4= very often	Pre	Post
felt confident about my ability to handle my personal problems **	2.3	2.7
been able to notice thoughts without judgment **	1.9	2.3
been able to focus on the present moment ***	2.0	2.6
gotten enough sleep to feel rested ***	2.0	2.5
felt nervous and stressed ***	3.1	2.0
found that I could not cope with all the things that I had to do **	2.3	1.8
been angered because of things that happened that were outside of my control **	2.0	1.7
felt difficulties were piling up so high that I could not overcome them **	2.2	1.8
High risk drinking (4/5+ drinks/occasion in last two weeks) ***	0.4	0.3
# Typical Drinks ***	2.2	2.0

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

What Students Thought

- *"I am so grateful I received the email about this program. During the time of Covid, this is something I really needed to help me stay motivated and to realize when my thoughts become foggy and scrambled. I used to think meditation never really worked and was a task to make it seem like you were being productive, but I have now learned that meditation it's something that needs practice in order to fulfill the goals of being mindful and aware."*
- *"This was the best activity I decided to join so far at Ulowa. I had an absolutely incredible Koru community and learned so many skills which have genuinely changed my life. If you're able, absolutely sign up! It's so worth it and so wonderful, thank you."*
- *"I decided to participate in the Koru Mindfulness program due to a spark of curiosity. I came out of the program with a like-minded community that supports me for the way I am and a skillset that both allows me to be in control of my mental health and helps me truly appreciate every day."*

Light Therapy

Highlights

Light Therapy is one way to help treat Seasonal Affective Disorder (SAD), a form of depression associated with the lack of natural light during the winter months. Student Wellness and University Counseling Service offer students the ability to check out light boxes to try for free. University of Iowa Student Government funded the initiative, which began in November of 2018.

- **224** students checked out light boxes
- **30** students completed both a pre and post survey
- Expanded loan period to **one month** from two weeks
- **72.4%** of students used the light box most days, almost daily, or daily.
- **65.5%** students agreed they found light therapy to be effective.

Over the past two weeks, how often have you been bothered by the following problems? Not at all =1; Several days=2; More than half the days=3; Nearly every day=4	Pre	Post
little interest or pleasure in doing things ***	2.4	1.8
feeling down, depressed, or hopeless***	2.4	1.6
trouble falling or staying asleep, or sleeping too much	2.6	2.0
feeling tired or having little energy***	2.9	2.1
poor appetite or overeating***	2.5	1.7
feeling bad about myself - or that I'm a failure or have let myself or my family down ***	2.1	1.4
trouble concentrating on things, such as reading the newspaper or watching TV ***	2.7	1.6
moving or speaking so slowly that other people could have noticed. or the opposite - being so fidgety or restless that I've been moving around a lot more than usual	1.5	1.3

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

Comments from Students

- "Thank you for making this option available! I would love to see the program expanded so we can check it out for longer. It really helped me."
- "I liked it so much that I ended up buying myself a light box."
- "Thank you for providing this service! It was a really great ritual that I could incorporate into my mornings and start my day on a positive note, particularly during the last dreary part of winter before it warmed up."

Look Once, Think Twice (LOTT)

Highlights

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 or cannabis in the residence halls. The aim of LOTT is to help empower students to speak up and/or remove themselves from situations they find to be uncomfortable or against their personal beliefs.

- **93** students attended LOTT training during the 2020-2021 academic year
- **47** students completed the post-survey

- **89.4%** agreed or strongly agreed that they could think more critically about how their choices align with their values
- **91.5%** agreed or strongly agreed that they learned new ways to act as an active bystander
- **93.5%** agreed or strongly agreed that they were more comfortable taking action in a situation that could have a negative outcome

How students responded to scenarios where they chose to intervene

- *"You can tell them that this it's inappropriate and they shouldn't be doing that and try to lean them off of the idea of pre gaming in the room. Try to come up with something else that is fun to do so they don't have to be drinking anymore. Especially in the room. If they continue to do it, you will have to be the bad guy and get help from the RA to stop the drinking and to make sure nothing bad ends up happening."*
- *"By intervening, you could stand up for yourself and your values to make sure that they aren't comprised or in question. This is a great choice of achievement."*

Refresh

Refresh aims to provide Hawkeyes with the skills, strategies and support to achieve more restful nights. Students can participate via email or app. In the first portion, the app helps students assess their sleep habits through questionnaires and sleep monitoring. The second portion of the program guides students through their customized sleep improvement plans, providing them with strategies, skills and support along the way.

Students can have a sleep consultation or can also check out a heart rate monitor to go with the app version. Starting in April 2019, SleepRate provided a sponsorship for the program.

Highlights

- **284** students registered for the program
- **60** students completed the evaluation
- Versions include **phone app (100.0%), email (0.0%)**
- **75.0%** of app users reported doing at least half of the practice activities

Behavior Change

Evaluation of the Refresh program yielded positive results on all sleep measures, and significant changes (in the past 7 days) were found in the following measures:

Reductions in:

- Difficulty falling asleep ***
- Difficulty staying asleep **
- Problems waking too early **
- The extent that their sleep problem interferes with daily functioning ***
- Worry about not being able to fall asleep ***

Increases in:

- Refreshing Sleep ***
- Satisfaction with their current sleep pattern ***
- Sleep quality ***

<i>Refresh Measurements</i>	<i>Pre</i>	<i>Post</i>
Percent with high insomnia scores (10+)	72.0%	40.0%
Total sleep disturbance score (PROMIS)	18.9	18.9

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

What Students Thought

- *"The weekly challenges were a nice motivational tool that encouraged me to work on my sleep habits to meet my goal for the week."*
- *"This was such a helpful program, thank you SO much and please keep it up. It didn't take a lot of time, it was very helpful and I learned tips to actually change my sleep. The app was simple!"*

Pieces

Highlights

Pieces is one of Student Wellness' alcohol education programs. Pieces consists of two individual sessions which focus on personal reflection of alcohol-related behaviors, identification of strategies to reduce negative consequences, and alcohol education. Current research indicates brief, individual sessions based on personal feedback are more effective with college students than group education.

- **328** Pieces sessions were attended in the 2020-2021 school year
- **162** students completed Pieces
- **105** students took the 3 month follow up survey
- **96.2 %** of students could list at least one way PIECES has helped them

Behavior Changes	Pre	Post
Alcohol Use		
Use of alcohol in the last 30 days***	89.9%	56.6%
Any high risk drinking in the last 2 weeks (4/5+ drinks/occasion)*	43.4%	32.3%
Typical number of drinks per occasion***	3.8	3.0
Average BAC***	0.06	0.04
Participation in any risky drinking activities in last 30 days (chugging, drinking games, beer bong, pre-gaming, shots, keg stands)***	60.6%	38.4%
Negative Consequences (past 30 days)		
Had a hangover***	31.3%	15.2%
Did something later regretted*	13.1%	3.0%
Injured self	6.1%	2.0%
Average number of negative consequences***	0.6	0.3
Any negative consequences***	42.4%	17.2%

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

What Students Said

- *"It just gave me insight on how to take care of myself and be responsible."*
- *"PIECES helped me by finding new strategies when going out, instead of over doing it, and I learned a lot of useful facts."*

Sink your Stress

Highlights

Sink your Stress is a collaborative online incentive program to help students manage challenges in their lives in a variety of health promoting ways. The program was created as part of the Health Communication & Coaching course and implemented by Student Wellness. Students in the class created weekly content and goals, created marketing materials, and registered to do the challenge.

The program began on April 5th and ended April 25th that included challenges of many health topics including movement, sleep, nutrition, time management, and healthy connections.

- **187** students registered for the program
- **126** students completed both a pre and post survey
- **86.5%** of students agreed they are more knowledgeable on the impacts of stress and their behaviors.
- **93.3%** of students agreed they feel confident that they can make lifestyle choice that can reduce stress.

In the last 3 weeks, how often have I...	Pre	Post
Scale: 0- never, 1- almost never, 2- sometimes, 3- fairly-often, 4- very often		
Felt nervous and stressed? ***	3.0	2.4
Felt confident about your ability to handle your personal problems? **	2.5	2.8
Felt like you managed your stress well? ***	2.0	2.7

In a typical week, how many days did I make healthy and balanced choices in the following areas?	Pre	Post
Scale: 0 days, 1-2 days, 3-4 days, 5-6 days, and 7 days		
Movement/Physical Activity *	2.0	2.3
Nutrition	2.2	2.3
Sleep	2.3	2.3
Time Management	2.4	2.6
Connection to Self & Others *	2.2	2.7

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

What Students Said

- *"I like that each week there was a different category that the goals were centered around. Sometimes when we think about ways we can improve our lifestyle we get overwhelmed by all the different options there are. Since this was separated into three weeks, the tips weren't overwhelming and were very beneficial."*
- *"That it allowed me to keep myself accountable over the last three weeks. As a person who always writes down what needs to get done each week in my planner, it was satisfying to check off each thing that I completed."*

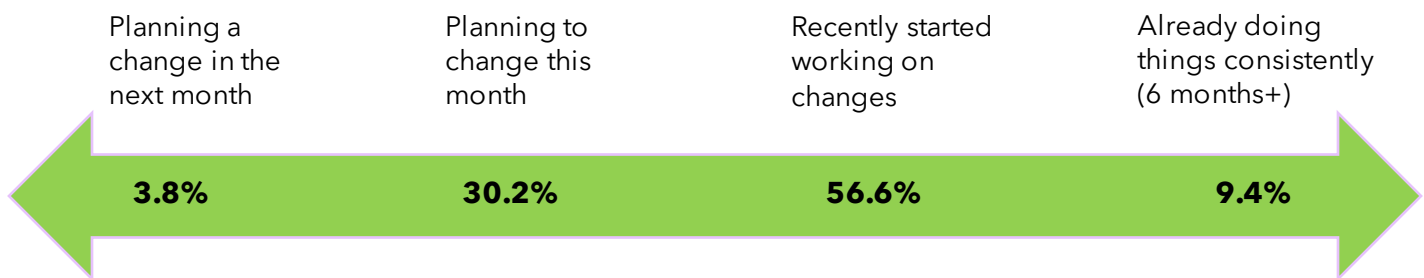
Wellness Coaching

Highlights

Wellness coaching is a free service that allows students to work one-on-one with a Student Wellness staff member to overcome barriers and achieve health and wellness related goals. Wellness coaches take a positive approach to personal development, focusing on your strengths and encouraging you along the way. The initial wellness coaching session is a 60 minutes and follow-up sessions are scheduled every 2 weeks for 45 minutes. The program began in January of 2021 therefore complete pre post data is unavailable for this academic year.

- **58** students registered for Wellness coaching
- **48** students completed an initial Wellness coaching session
- **6** students completed the entire 3 month wellness coaching program (6 total sessions)
- **77** follow up wellness coaching sessions occurred

Registration data showed that students were motivated and ready to change in the following stages:



The **top 3** areas of well-being students wanted to focus on were **emotional (79.3%), physical (79.3%), and social (58.6%)**

The **top 3 priorities** for working with a wellness coach were improve wellbeing including **health & happiness (79.3%), improve energy (55.2%), and improve eating habits (55.2%)**

What Students Said

- *"Being able to talk to someone about things and to have them help me get started with a plan."*
- *"It was good to be able to bounce ideas off a person and have someone to talk to."*
- *"Being about to talk to someone and feel validated, as well as have help breaking down my wants."*