



**The University of Iowa
Student Wellness
2019-2020
Assessment Report**

STUDENTWELLNESS.UIOWA.EDU
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STUDENT WELLNESS 2019-2020 ASSESSMENT REPORT

Our mission is to support student success by promoting sustainable health behaviors and fostering a culture of wellness.

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Staff

- Dietitian
- Fitness specialist
- Health educators
- Substance abuse counselors

Services

- Nutrition consultations
- Fitness and exercise consultations
- Alcohol and other drug prevention, evaluation, and education
- Nicotine cessation consultations
- Sexual health supplies and information
- Stress management consultations
- Sleep program and consultations
- Educational outreach workshops on a variety of health topics

Locations

- Westlawn
- Campus Recreation & Wellness Center

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Summary of Individual Consultations

Total: 3,250

*In-Person Individual
Consultations: **2,830***

*Virtual & Phone Individual
Consultations: **386***

*Mini Consultations: **34***

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

Alcohol & Drugs | 2,264

2018-2019: 1,939
2017-2018: 1,766

Fitness | 280

2018-2019: 359
2017-2018: 396

Nicotine | 11

2018-2019: 4
2017-2018: 3

Nutrition | 496

2018-2019: 523
2017-2018: 587

Sleep | 29

2018-2019: 40
2017-2018: 16

Stress Management | 102

2018-2019: 21
2017-2018: 30



STUDENT WELLNESS 2019-2020 ASSESSMENT REPORT

Participation Summary Continued

Outreach Events

Health Expos: **1,400**

2018-2019: 2,830
2017-2018: 1,300

Health Fair: **2,087**

2018-2019: 2,700
2017-2018: 2,700

Orientation Events: **47**

2018-2019: 9,241
2017-2018: 14,442

Total Outreach: **34,048**

2018-2019: 37,028
2017-2018: 46,869

Online Screenings

Depression | 332

2018-2019: 1,939
2017-2018: 1,766

Anxiety | 386

2018-2019: 359
2017-2018: 396

Bipolar Disorder | 138

2018-2019: 523
2017-2018: 587

Substances | 22

2018-2019: 21
2017-2018: 30

PTSD | 68

2018-2019: 4
2017-2018: 3

Disordered Eating | 120

2018-2019: 120
2017-2018: 40

**Mental Health-
Wide Range |
519**

(new)

**Mental Health -
Well-Being | 21**

(new)

Online Interventions

Alcohol | 4887

2018-2019: 6,098
2017-2018: 6,160

Marijuana | 77

2018-2019: 114
2017-2018: 185

Summary of Group Outreach Events

Most Common Topics

1. Nutrition
2. Alcohol
3. Stress Management

- **97.3 %** of all students surveyed agreed these speakers were very effective or effective in presenting.
- **94.4 %** of students strongly agreed or agreed that the material was presented in a well-organized fashion.
- **90.5 %** of students surveyed rated the program presented as very effective or effective.
- **91.6 %** strongly agreed or agreed that they learned a skill useful to them.
- **86.7 %** strongly agreed or agreed they would apply a tool or skill they learned to live a healthier lifestyle.
- **96.1 %** of students surveyed could name at least one thing they learned.

BASICS

Highlights

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.

- **358** sessions of BASICS were attended in the 2019-2020 school year
- **153** students completed BASICS
- **99** students took the 3 month follow up survey
- **97.0%** of students who completed the evaluation could name one-way BASICS helped them

Changes (n=99)	Pre	Post
Alcohol Use		
Typical # of drinks ***	2.8	2.3
Average BAC ***	0.06	0.03
High risk drinking (4/5+ drinks/occasion in last two weeks) ***	51.6%	41.8%
Negative Consequences (Past 30 Days)		
Did something later regretted ***	25.0%	6.5%
Forgot where was or what did ***	26.1%	2.2%
Got in trouble with police **	14.3%	1.1%
Average number of consequences	1.2	0.6
Protective Behaviors (Past 30 Days)		
Average number of protective behaviors	5.5	6.4

	Pre	Post
Cannabis Use		
Prevalence (Any cannabis use in the last 30 days) ***	81.5%	7.4%
Average hours high on days using ***	2.1	0.4

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

What Attendees Learned

- "The counselor I worked with was very informative, genuine, and kind and was understanding and willing to listen to my circumstances. We were effectively able to communicate and it meant a lot to be able to talk with someone about my past circumstances."
- "BASICS helped me to take a minute and think deeply about the consequences of my actions and gave me strategies to improve my behavior."
- "Recognition of my alcohol use has been very beneficial in my attempt to cut down and drink alcohol more responsibly."

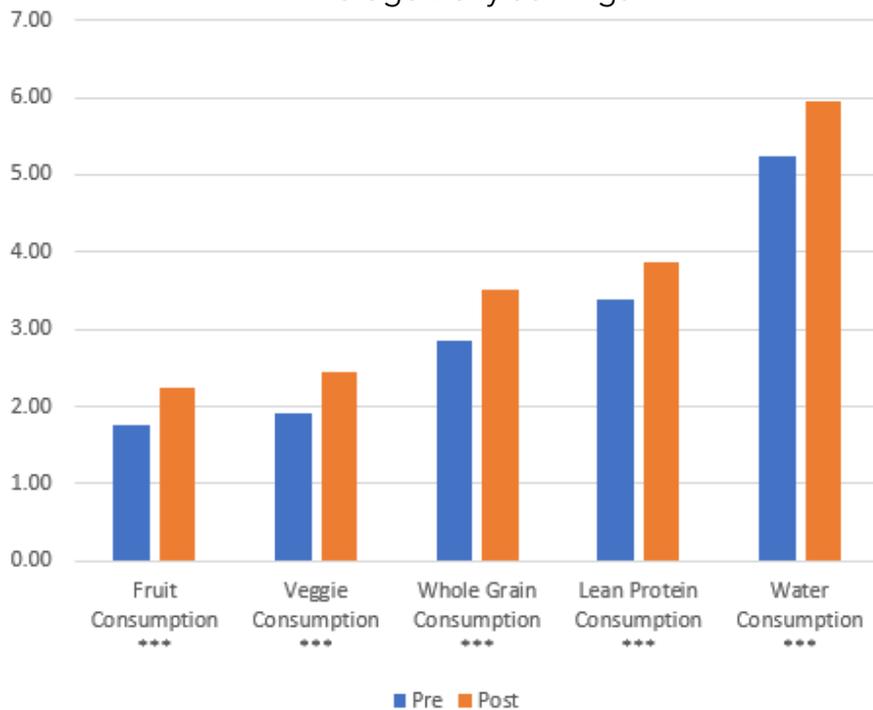
BinGO HAWKS

Highlights

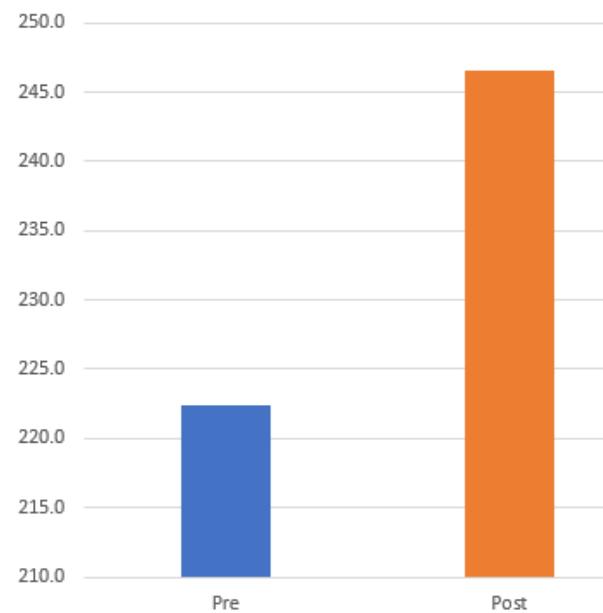
BinGO HAWKS is a 5 week program in which University of Iowa students were challenged to score as many bingos on their BinGO HAWKS card as possible. This was done by completing tasks that were focused around healthier eating and physical activity. The program took place from September 23rd to October 27th. Just over **51%** of participants took the post-survey. Data was compiled by matching student IDs to compare pre- and post-data.

- 660** students participated
- 342** students completed the post-survey
- 97.0%** had at least one bingo
- 23.8%** completed a blackout (all bingos completed)

Average Daily Servings



Weekly Minutes of Physical Activity **



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

What Students Thought

"I liked the suggestions it gave to help improve my diet/habits. They suggested ideas that I wouldn't have thought of right away. They really helped lead me into a healthier lifestyle."

"I liked the variety of challenges. It really helped me diversify my diet and everyday routine. It helped me discover some new healthy foods and activities that I enjoy!"

"It made me motivated to pick healthier choices, and I could really tell a difference over the course of the 5 weeks because I felt a lot better."

Game of a Healthier Life

Game of a Healthier Life ran for the second time, after being implemented for the first time in Spring 2017. The online program focused on exercise, nutrition and well-being. Participants were sent weekly goals, expert tips and support. The goal was to accumulate as many points as possible over the five weeks by eating healthy, exercising regularly and improving self-care habits. The program took place from February 3rd to March 8th.

Highlights

- **308** students registered
- **159** students completed the post-survey
- **77.1%** of students reported they will apply the skills learned in GHL to help them live a healthier lifestyle.

Satisfaction with the healthy and balanced choices in the following areas

	Pre	Post
Physical Activity ***	4.6	5.9
Nutrition ***	4.4	5.6
Mindfulness ***	4.5	5.6
Body Image ***	4.0	5.3
Stress Management ***	4.0	5.3
Time Management ***	4.6	5.4
Sleep ***	4.4	5.4
Healthy Relationships ***	5.5	6.0

(extremely dissatisfied=1; moderately dissatisfied=2; slightly dissatisfied=3; neither satisfied or dissatisfied=4; slightly satisfied=5; moderately satisfied=6; extremely satisfied=7)

Typical days per week of making healthy and balanced choices in the following areas

	Pre	Post
Physical Activity ***	3.6	4.5
Nutrition ***	4.0	4.7
Mindfulness ***	3.7	4.5
Body Image ***	3.3	4.2
Stress Management ***	3.5	4.4
Time Management ***	4.2	4.7
Sleep ***	4.1	4.6
Healthy Relationships *	5.2	5.6

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

What Students Thought

"This is a great method to promote healthier habits and even just bring awareness to how simple habits can make a huge difference for health."

"What I liked most about the Game of a Healthier Life was that it gave me specific things to work on each week. I often feel lost and don't know what I should work on or how I should go about doing it."

"I really enjoyed that my whole room decided to participate in the game, so we kind of made it a challenge for all of us to get healthier and make sure to keep each other reliable."

Health Ninjas

Health Ninjas are students nominated by their peers who recognize the influence that students have on one another when it comes to making healthy choices. They are trained and equipped with interesting health knowledge that may be used in everyday conversations. Through these conversations, healthy practices are supported, and myths are dispelled. It is an opportunity for students to improve the health of their friends, peers and the greater campus community.

Highlights

- **47** students were newly nominated by their peers
- **6** students newly accepted
- Average of **11** students attended each meeting
- **3** events were held with the UI REACH program
- **20** students actively participated in 2019-2020
- **9** students completed the year-end evaluation

Being a member of the Health Ninja program has encouraged me to adopt healthy behaviors	100%
I feel confident talking to my friends and peers about healthy choices	100%
I feel knowledgeable about resources and programs on campus related to health and wellness	88.9%
I have developed a better understanding of peer influence	77.8%
The information I receive as a participant in Health Ninjas is beneficial to my academic curriculum	66.7%
I have developed leadership skills applicable to future involvement or career	100%

What Students Thought

- *"I love how we are able to do outreach activities and help the community. I also believe peer influence is very important and in having this club we can make a difference."*
- *"I know more about the resources on campus."*
- *"I loved the volunteer opportunity at the FH to play kickball with the students."*
- *"The facts given to us at the meetings definitely are important. Some of them were shocking and they got me to change personal parts of my life."*

Healthy Hawk Challenge

Highlights

The entire University of Iowa sophomore and junior classes were 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. 61% of students were invited for part two.

- **3,561** sophomores and juniors completed the HHC online survey
- **939** completed the three month online follow up evaluation
- **96.1%** could list one thing they learned about their health after taking the HHC
- **96.4%** could name one thing they had done to improve their overall health after taking the HHC.

Campus Resources

51.4% of Healthy Hawk Challenge participants reported turning to a campus resource after taking the Healthy Hawk Challenge. The most common resource was Student Health (**28.7%**), followed by Student Wellness (**26.8%**) and University Counseling Service (**25.3%**).

Alcohol Education Results:

584	257	141	191	102
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

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

	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	1.2 to 0.7 ***	1.2 to 0.6 ***	1.3 to 1.0 ***	1.4 to 0.9
Average typical number of drinks	4.8 to 3.2 ***	4.8 to 3.7 ***	4.6 to 3.7***	5.0 to 3.3 ***
Average typical BAC	0.08 to 0.04 ***	0.08 to 0.04 ***	0.07 to 0.05 ***	0.08 to 0.04 ***
Percent who had any negative consequences from use	89% to 62% ***	91% to 71%	91% to 71% ***	86% to 79%

Intuitive Eating

Highlights

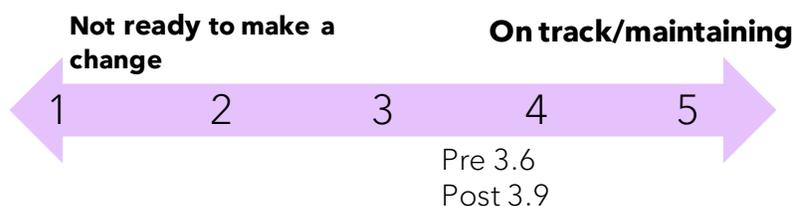
Intuitive Eating (IE) is an evidence-based approach that teaches students how to create a healthy relationship with mind, body, food, and exercise. Intuitive Eating workshops and programming launched in Fall 2011. All Intuitive Eating workshops are free for students. One session is offered each semester.

- An average of **11** 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
- **88.3%** of participants agreed that IE helped them value balance, moderation, and variety in their eating.

Behavior Change

Unhealthy Behaviors	Pre	Post
Follow food rules*	54.5%	9.1%
Use food to cope with emotions	72.7%	100%
Find it difficult to sense fullness	63.6%	63.6%

Note: Student Wellness will further explore the "using food to cope with emotions" question. A hypothesis is that students are not aware they use food to cope with emotions and understand they do after the workshop, not necessarily meaning they intentionally use food to cope with emotions.



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

Confidence (1=not confident; 2=somewhat confident; 3=confident; 4=very confident)	Pre	Post
Trust your body to tell you when to eat**	2.1	3.9
Trust your body to tell you how much to eat***	1.9	2.7
Give yourself unconditional permission to eat what you really want	2.3	2.8
Respect and appreciate your body	2.4	2.8
Make food choices that honor health and make you feel good	2.7	2.8
Distinguish between biological hunger and emotional hunger	2.1	2.8

What Attendees Learned

- "The most important thing I learned in this course was to get rid of the guilt I had associated with eating certain amounts/types of food. And give myself the freedom to enjoy what I really want and need."
- "IE has taken a lot of stress/pressure off my approach to food and exercise, so now I feel like I am better equipped to make better and healthier choices."
- "I am honoring my hunger and taking breaks to nourish my body. I am trying to not feel guilty when I don't go to the gym."
- "I've given myself permission to eat and not feel bad about it, I'm focusing and listening to my body move and enjoying myself with food more."

Koru Mindfulness

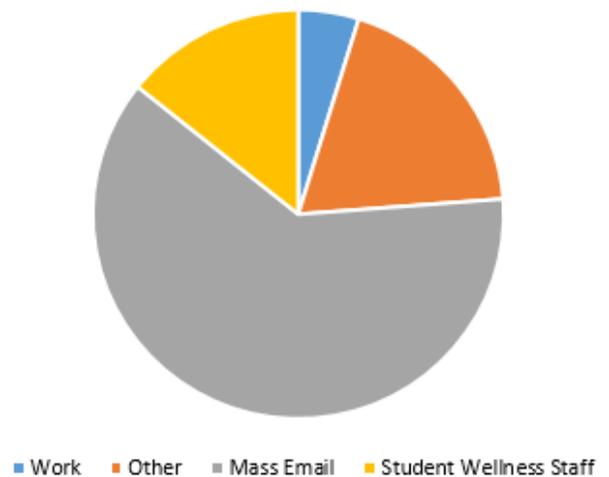
Koru Mindfulness® is an evidence-based curriculum specifically designed for teaching mindfulness, meditation, and stress management to college students. Four Student Wellness staff members completed the Mindfulness Based Stress Reduction Course (MBSR) & Koru Teacher Certification over the course of the academic year. In April, Student Wellness launched three sessions of Koru Mindfulness virtually through Zoom due to COVID-19. Additionally, 3 sessions were offered in June.

Highlights

- **41** students participated, and **25** completed all four sessions
- **30** students completed the post-survey
- **96.7%** of students would recommend the workshop to a friend

Skill learned	% of students who liked or loved skill
Belly Breathing	93.3%
Body Scan	88.3%
Gatha	80.0%
Guided Imagery	70.0%
Labeling Meditation	66.7%
Eating Meditation	51.7%
Walking Meditation	43.3%
Dynamic Breathing	13.3%

How students heard about Mindfulness programming



What Students Thought

"I have decided to meditate on a daily basis (10-15 minutes) and join a retreat this Summer, hopefully. This wouldn't have been possible without this workshop."

"I really loved this workshop. Learning the meditations as a group meant we were all going through the same process and it made me feel supported in my experience. And, taking this workshop at the end of the semester was an excellent way to learn how to practice mindfulness during such a stressful time. I plan to continue practicing mindfulness throughout my daily life."

"I really loved that I was able to do this and I feel that it will help me manage a lot of my anxiety. I felt included in the group and in discussions. I think this is an invaluable skill to have and I am grateful to have been a part of this group!"

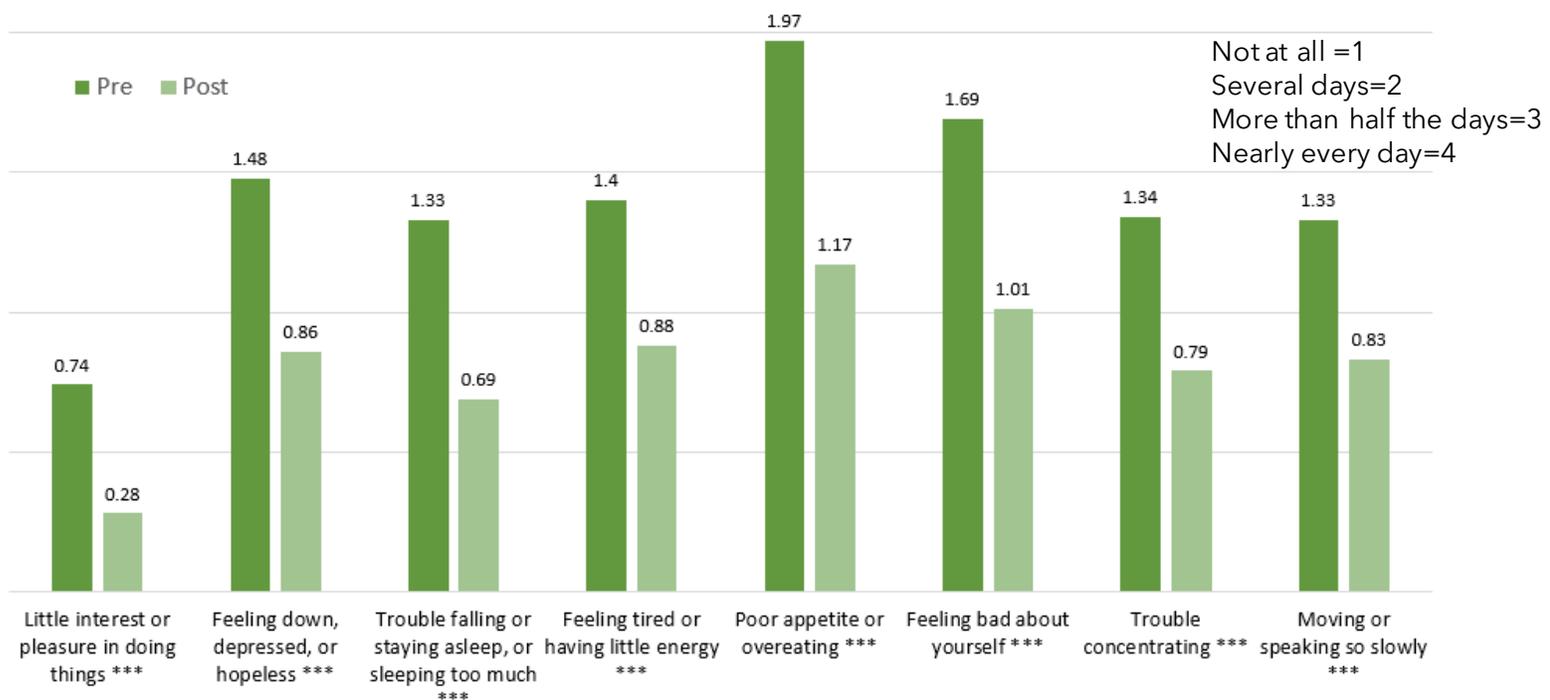
Light Therapy

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.

- **172** students checked out light boxes
- **120** students completed both a pre and post survey
- Expanded loan period to **one month** from two weeks
- Purchased **60** more light therapy boxes
- The top three ways students heard about light therapy were through staff (**33%**), flyers and signage (**19%**) and word of mouth (**18%**).

Over the past two weeks, how often have you been bothered by the following problems?



Comments from Students

- "I really enjoyed the light box and now want to get one of my own. "
- "It helps more than you think it would at first."
- "It was so nice to be able to try this type of therapy. I really appreciate the opportunity."
- "Thank you for providing light boxes to check out. Because I was able to try one, I deduced that it worked for me and purchased one."
- "Thank you for providing!"

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 drugs 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.

- **87** students attended LOTT training during the 2019-2020 academic year
- **48** students completed the post-survey

- **91.5%** agreed or strongly agreed that they could think more critically about how their choices align with their values
- **93.6%** agreed or strongly agreed that they learned new ways to act as an active bystander
- **89.4%** 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

"Choosing to intervene will prevent you from getting caught in your room with alcohol which is against school policy. If you were to get in trouble this would go on your record and could be look down upon when applying to a program in school or when attempting to get a campus job."

"I can achieve a clear a conscience by intervening and telling them to stop as it may get out of hand."

"If I chose to intervene in a situation like this that I wouldn't be comfortable with, I would overcome those feelings of discomfort and ultimately create a situation I feel much better in. This would make me feel a sense of accomplishment and achievement."

The Mirage

The Mirage was held for the eighth year on December 6th. This annual event has three purposes:

- Build community between and within identity groups with specific focus on LGBTQA identities.
- Increase the understanding of HIV/AIDS issues, prevention, and treatment in the local and global community.
- Provide education regarding safer sex practices across sexual orientation.

The Mirage offers free HIV testing, condom casino, amateur and professional drag performances, and more.

Highlights

- **820** attendees
- **32** HIV tests administered
- **88** attendees completed the Infostravaganza assessment & **165** completed the post-event assessment

Infostravaganza Assessment

- **80.6%** students agreed that they learned about different identities
- **81.8%** students agreed they learned skills/information that are useful
- **87.9%** students agreed they would apply the tools/skills learned to live a healthier lifestyle
- **96.0%** students agreed they would encourage others to engage in healthy behaviors

Post-Event Assessment

- **96.4%** students agreed the Mirage exposed them to how others different and similar to them experience this world
- **45.1%** of attendees said they would be either somewhat likely or very likely to be drinking if they were not there

What Students Thought

"I love that it's a welcoming event to all students but that it's still LGBTQ centered! It gives a good opportunity for cisgender or heterosexual students to learn about safe sex and at the same time understand a little more what the LGBTQ experience is."

"The diversity of this event! So many different individuals came together to have a great time. I truly felt that the student body became one during this event."

"Such a fun atmosphere. With the elaborate decorations, the many casino style games, prizes, drag performances, food... you can tell people were really enjoying themselves."

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.

- **463** Pieces sessions were attended in the 2019-2020 school year
- **205** students completed Pieces
- **137** students took the 3 month follow up survey
- **97.1%** of students could list at least one way PIECES has helped them

Significant Changes	Pre	Post
Alcohol Use		
Typical number of drinks per occasion ***	3.2	2.6
Average BAC ***	0.07	0.04
High risk drinking (4/5+ drinks/occasion in last two weeks) **	63.9%	51.6%
Negative Consequences (past 30 days)		
Did something later regretted *	14.8%	7.4%
Got in trouble with police **	5.7%	0.0%
Had a hangover ***	42.6%	23.0%
Any negative consequences ***	58.2%	33.6%
Risky Drinking Behaviors (past 30 days)		
Pre gaming ***	71.9%	38.0%
Average number of high-risk behaviors ***	2.3	1.4

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

What Students Said

- *"Pieces helped me understand many safe drinking practices. Since I have been to Pieces, I have been drinking less and drinking safer."*
- *"I realized the only reason I was drinking was because of peer pressure, and PIECES helped me learn to get away from that."*
- *"It put into perspective how the different BACs affect your health and how long it takes to sober up completely."*

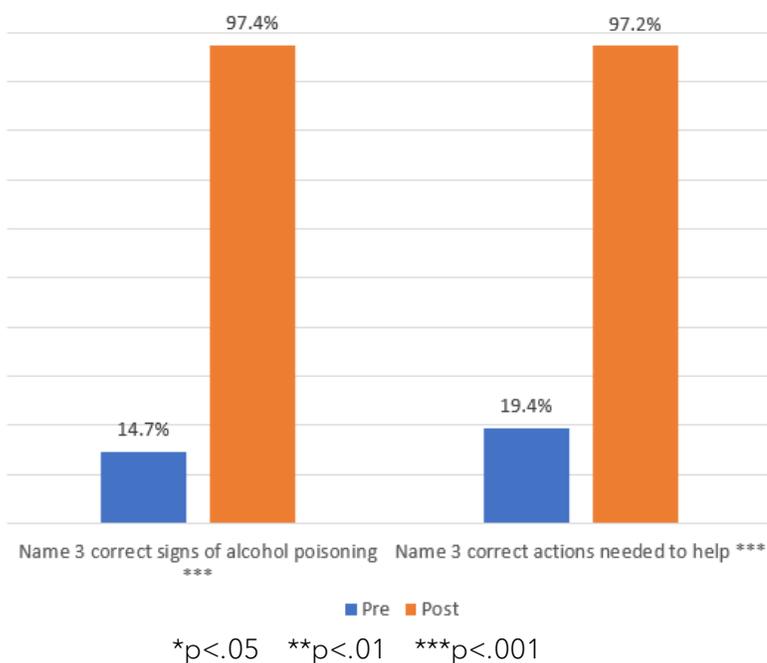
Red Watch Band

Highlights

The Red Watch Band Program (RWB) finished its eleventh year at The University of Iowa in 2019-2020. The training is provided to 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 Wellness website.

- **570** students participated
- **130** students completed the 3-month follow-up survey
- **99.1%** of students were satisfied with the training
- **98.4%** of students would recommend Red Watch Band to a friend

Knowledge Change



Behavior Change

91.5% of students changed their own drinking behavior as a result of the training.

The most common drinking behavior changes include not exceeding a set number of drinks (**22.8%**), drinking fewer drinks (**19.3%**), and alternating non-alcoholic and alcoholic drinks (**18.7%**). **23.4%** of students did not drink alcohol prior to the training.

7.0% of participants who took the evaluation reported that they acted in an emergency situation in the three months following the RWB training.

39.2% of participants reported discussing RWB with their peers.

What Students Thought

- "I'm very glad I went through the Red Watch Band certification. I feel very confident in my abilities to intervene if need be."
- "I really liked the ways you guys did things. It was quick, efficient, and informative. 10/10."
- "Love how videos and one-on-one was included, very friendly environment"
- "It was quick, easy, and I learned and furthermore retained what I learned. I am prepared should a situation requiring my action arise, so thanks."

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

- **932** students registered for the program
- **302** students completed the evaluation
- Versions include **phone app (97.7%), email (1.0%), and appt + phone app (1.3%)**
- **66.7%** of email version users and **64.4%** 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:

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

Refresh Measurements	Pre	Post
Percent with high insomnia scores (10+)***	72.2%	45.1%
Total sleep disturbance score (PROMIS)***	23.6	20.3

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

What Students Thought

- "It's great that programs addressing sleep quality exist--it is such an important, and often overlooked, topic. Though I continue to struggle with sleep, this program, and the app, have helped, and I'll continue to use what I've learned here."
- "I didn't expect it to help me as much as it did even in a single week!"
- "I really love the app and will continue to use it, because I find that I sleep better after tracking my sleep."

RISE

Highlights

RISE is a 30-minute one-on-one consultation targeted at students with minor alcohol violations. It is composed of various reflection and goal-setting activities to help students critically think about how their behaviors and actions might conflict or interfere with their overall goals and success throughout college. The RISE consultations implement a harm-reduction approach and include components of motivational interviewing to help empower students to make a change and become more involved with other activities on campus.

- **13** students attended RISE during the 2019-2020 academic year

Knowledge Change

- 100% of participants could name two ways alcohol could affect their semester goal(s).
- 100% could name one way campus culture/environment could influence an individual's choice with alcohol.
- 100% could name one reason that it is best to wait until age 21 to drink.
- 100% could name one strategy to reduce negative consequences while drinking.
- 100% could name one alternative to drinking.
- 100% could name one thing that they learned during the 30-minute session, including watching their consumption rate, learning what blackouts are, and doing other activities like attending late night campus events.

What Students Learned

- *"Alcohol isn't always needed to have fun and meet new friends."*
- *"How alcohol is absorbed and what affects the rate its absorbed, how much the liver can metabolize an hour."*
- *"How to reduce alcohol from getting in my bloodstream quickly."*
- *"The effects of alcohol on the brain and in the bloodstream; I'll be a lot smarter when it comes to social activities involving alcohol."*

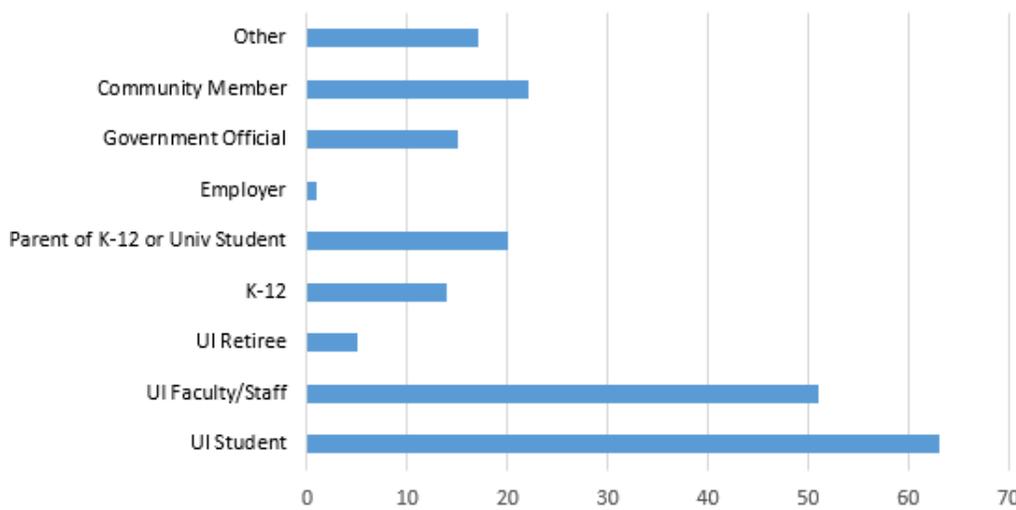
Vaping Series

Student Wellness, along with many campus partners including the University of Iowa College of Public Health and UI liveWELL, promoted a series of educational events designed to increase awareness of e-cigarettes and their impact. It provided information from experts in our community about cutting edge research on e-cigs and vaping and encouraged dialogue to promote community health. The first event was titled "Vaping: The New Look of Nicotine Addiction" held on September 23rd, and the second was titled "History Repeats Itself- So, What are We Doing about E-Cigs?" on October 28th.

Highlights

- **127** attended "Vaping: The New Look of Nicotine Addiction" and **75** attendees completed an evaluation after the event
- **77** attended "History Repeats Itself- So, What are We Doing about E-Cigs?" and **48** completed an evaluation after the event

Audience Members for Both Vaping Events
(could select more than one)



Audience Feedback

88.0% of attendees could name at least one thing they learned at "Vaping: A New Look at Nicotine Addiction"

77.1% of attendees could name at least one thing they learned at "History Repeats Itself- So, What are We Doing about E-Cigs?"

87.5% would encourage colleagues, friends, and/or family to attend events on the topic of e-cigs & vaping

What Attendees Learned

- "Strength of different e-cigs, multiple elements of nicotine consumption."
- "The differences in e-cigs and how those differences influence the amount of nicotine received."
- "E-cigs were supposed to a 'cleaner' alternative to smoking/nicotine, 92 million in tobacco marketing in Iowa alone."
- "1 Juul pod=same amount of nicotine as 1 pack of 20 cigarettes"
- "E-cigs increased 1000% in high school from 2011-2015."
- "That the failure rates of smoking cessation through e-cigs use is about 85% increase"