

2022-2023 ANNUAL REPORT



WELCOME

At the UHS Health Promotion Office, we know that promoting positive well-being is fundamental to students' academic success and can create deeper learning experiences and meaningful engagement.

While students ultimately have an individual responsibility for their own health, they will be significantly more successful if the environments which they live and learn in are centered around well-being. Rather than self-care, I believe we need to emphasize community oriented and compassion centered care. This approach will begin to create a culture where our living environments, classrooms, programs, services, policies, and people all work together to support student well-being.

We have a responsibility to cultivate student flourishing, connectedness, mindfulness, resilience, grit, purpose, belonging, and self-compassion so that our students can become ever better.

Amy McDonald

Director,
UHS Health
Promotion Office



TABLE OF CONTENTS

MISSION & GUIDING PRINCIPLES

OUR TEAM

COMMITMENT TO DEI

FINANCIAL SUMMARY

YEAR IN REVIEW

ACCOMPLISHMENTS





OUR MISSION: The UHS Health Promotion Office leads campus-wide health promotion action to advance a culture of well-being, cultivate student flourishing, and positively influence student health.

OUR GUIDING PRINCIPLES:



ALWAYS BE STUDENT CENTERED: Put students at the center of our work, using participatory approaches to engage and amplify their voices.



PURSUE EVER BETTER WELL-BEING: Help students develop the skills of resilience, acceptance, self-compassion, and experience a sense of belonging and connection.



USE COLLECTIVE ENGAGEMENT: Focus on intentional collaboration, with the understanding that our work is far greater than our individual reach.



PRIORITIZE LEARNING AND GROWTH: Our expertise has limitations; therefore, we commit to a continual cycle of learning and action.



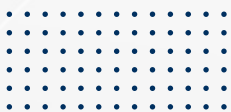
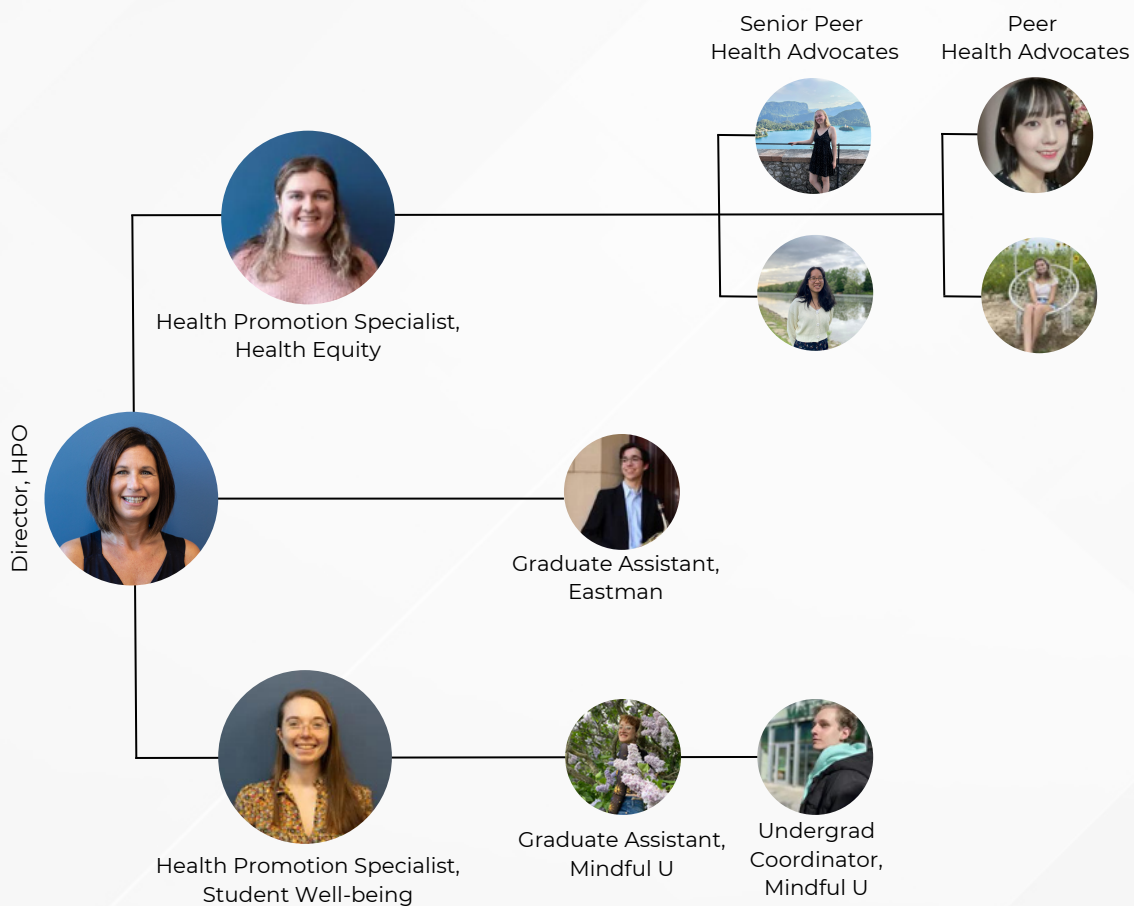
THINK WHOLISTICALLY: Use settings and whole-system approaches, rather than solely individual interventions, to embed well-being into campus culture.

UHS
Health Promotion Office
EVER BETTER WELL-BEING

OUR TEAM



We are not a team because we work together. We are a team because we respect, trust, and care for each other.



OUR COMMITMENT TO DEI

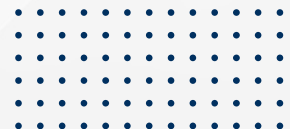
The UHS Health Promotion Office is committed to fostering a culture which values diversity, equity, and inclusion. We strive to cultivate sustainable and impactful health promotion and well-being action that can be embedded into our campus community. Our work values the uniqueness of each student's ethnic/indigenous/racial identity, nationality and citizenship, religious beliefs, sexual orientation, gender and gender expression, age, ability, body shape / size, and socio-economic status, veteran status, as well as the intersectionality of these social identities.

62

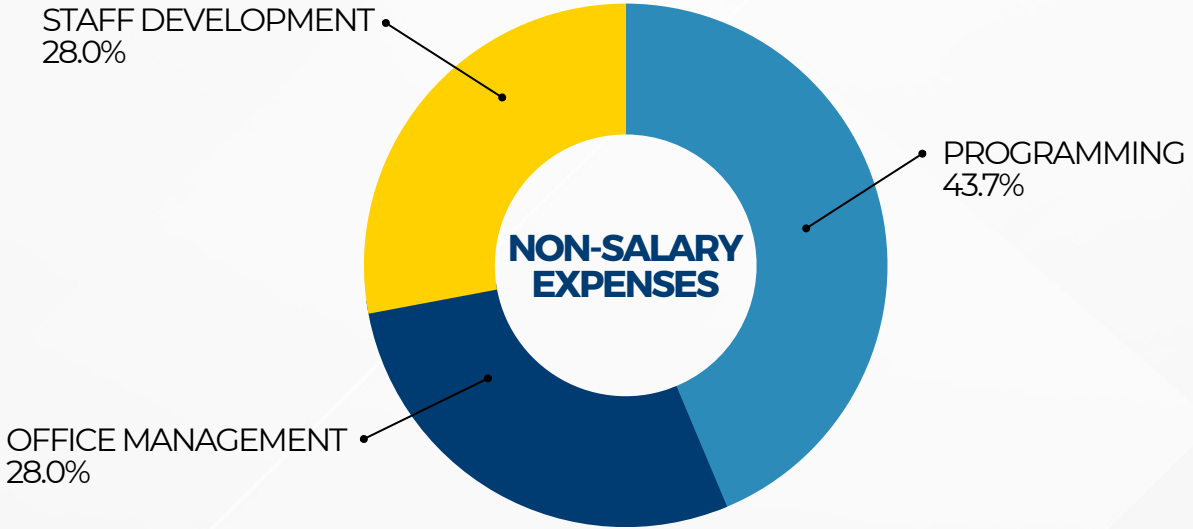
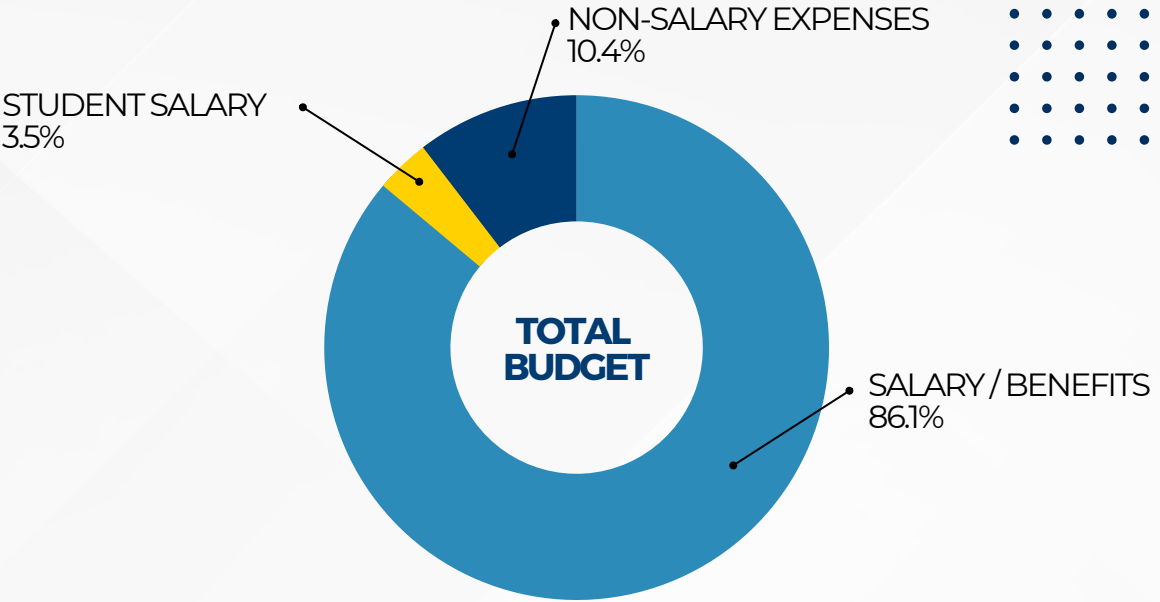
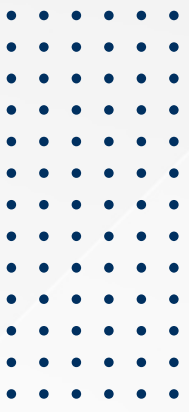
HOURS OF DEI TRAININGS COMPLETED BY HPO STAFF IN 2022 - 2023

Here is a sampling of the trainings we attended:

International Student Simulation
Diversity Symposium: Setting the Stage for Inclusive Behavior
Ambulatory Care Conference: Supporting AAPI / International Students
Public Health Grand Rounds: From Politics Towards Care
LGBTQ+ Discrimination and Mental Health
Activism Stress
UR Safe Space Training - Level I and II
Critical Incident Stress Management
Anatomy of Hate Grand Rounds
Racial Identity Crisis Response
Cultural Humility: Rethinking the Use of the Term BIPOC
Removing Bias from the Recruitment and Hiring Process
Utilizing Wellbeing Data in your Equity and Inclusion Strategy
Providing Culturally Relevant and Affirming Care in the LGBTQ+ Community
Bias and Microaggressions
Web Accessibility
Well-being for Everyone: The Future of Health Equity
Using the Lens of Antiracism to Reframe College Drug Prevention
Centering Equity: Conversations on Strategies for Inclusive Practice
Taking a Systems Approach to Improve Food Security on Campus
Delving Into Consensual Non-Monogamy
Trans Affirming Care and Practices
Anti-Fatness and Public Health
First-Generation Student Mental Health



FINANCIAL SUMMARY



A YEAR IN REVIEW PROGRAMS & SERVICES

★ **9,318** ★
STUDENTS

Engaged in Health
Promotion programs &
services this year.

14

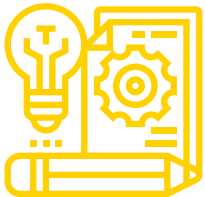
Resource
Fairs

33

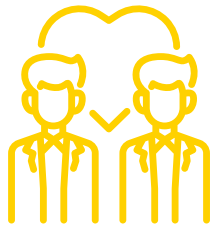
Student
Workshops

18

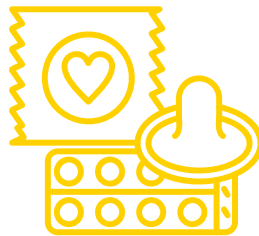
Staff
Trainings



180 Total
Programs



**790 Safe Sex
Express Orders**



**1,806 Students:
Condom Kits**



**135 STI Testing
Appointments**

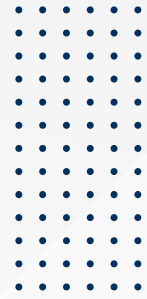
627 PARTICIPANTS

engaged in
contemplative
practices such as yoga,
meditation, and
mindfulness.



40 students
became
mindfulness
facilitators

The well-being of a student does not exist in isolation. There is an undeniable link between campus environments and the students who live in them. The spaces where a student sleeps, eats, learns, and connects all influence their capacity to flourish. Therefore, we must consider how we can create campus environments that support students, rather than ones which create barriers to and hinder their well-being.



An ongoing and systematic assessment of the campus viewed through the lens of health promotion is an important component in the creation of supportive environments. The Health Promotion Office will focus on six primary environments, assessing ways in which we have the capacity to infuse well-being into them via our programs, services, or other interventions.

- **Built Environment** – residential buildings, dining halls, athletic centers
- **Natural Environment** – outdoor spaces, connection to nature
- **Learning Environment** – classrooms and other academic spaces
- **Economic Environment** – connections to support for basic needs
- **Cultural Environment** – welcoming diversity in all UHS spaces
- **Social Environment** – spaces where students can connect

PILLAR #1: CREATE SUPPORTIVE CAMPUS ENVIRONMENTS



PILLAR #1

ACCOMPLISHMENTS

Well-Being for Life & Learning Training Program:

Conducted a needs assessment with **200+ staff & faculty responses**, secured **15 collaborators** to provide workshops, created logo, wrote copy for guidebook, outlined website.



Hosted **400+ students** in the Wells Brown Oasis for Distress Fests, meditation sessions, and other events.



Worked with Athletics and Shine Bright Yoga Studio to **bring daily yoga classes to campus** starting fall 2023.

Student Health Advocacy Work

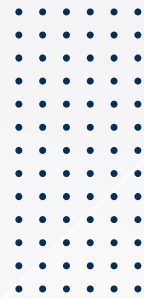
8 UR Student Health Advisory Committee (URSHAC) Meetings

12 focus groups held by URSHAC members and Peer Health Advocates



Conducted an **analysis of eight student well-being survey tools**. Determined survey strategy to begin in the 2023-24 academic year. **Created an incoming student well-being assessment** to be launched summer 2023.

Like college students from across the country, many at the University of Rochester have been struggling with their mental health, especially in the wake of the COVID-19 Pandemic. According to the National College Health Assessment (2022), a substantial number of UR student respondents (81% undergraduate / 70% graduate) report experiencing moderate to severe psychological distress in the last 12 months. Mental health struggles have also negatively impacted their academic performance, including depression (31% UG / 56% G), anxiety (35% UG / 46% G), and stress (51% UG / 47% G).



We aim to take a whole student approach when addressing student mental health, identifying ways in which we can cultivate student flourishing, rather than solely focusing on the absence of depression, anxiety, or stress. Flourishing can be defined as “a state in which all aspects of a person’s life are good” and includes features such as happiness and life satisfaction, mental and physical health, meaning and purpose, character and virtue, and close social relationships (Vanderweele, 2017).

We will utilize the evidence-based practice of social-emotional learning as a foundation to create supportive programming for students. Building on that, our initiatives to cultivate flourishing will also teach students how to achieve psychological flexibility, incorporating mindfulness, acceptance, equanimity, gratitude, and valued engagement.

PILLAR #2: CULTIVATE STUDENT FLOURISHING



PILLAR #2

ACCOMPLISHMENTS

Trained 40 Student Mindfulness Facilitators

Led three trainings sessions. Students learned the fundamentals of mindfulness and facilitation to deepen their personal practice and/or lead their peers through mindfulness sessions.



Koru Mindfulness Participant Outcomes:



- **96.4%** developed skills to manage their stress
- **100%** motivated to practice meditation
- **92.9%** experienced a sense of community with others
- **85.2%** better able to manage life demands

Launched the **Mindful Professor Training Program** and Research Study with **41 subjects enrolled**. This program equips faculty with tools to be present, utilize mindful leadership skills, enhance teaching effectiveness, and learn how to best support students' well-being.

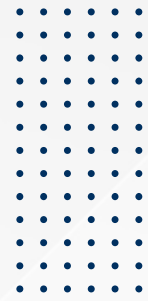


OVER
250

Students Attended

Held the **inaugural Flourish Festival**, a full day event centered on providing students with a variety of wellness and mindfulness activities to engage in.

According to the Robert Wood Johnson Foundation, health equity occurs when “everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.” Creating conditions that improve health and addressing the social determinants of health are fundamental to health equity.



To successfully advocate for health equity, we must first identify important health disparities within our student population. Starting with a robust data set and then disaggregating the data will allow us to better understand the needs of students with marginalized identities. Then we will be able to explore ways to change and implement policies, programs, services, and practices to reduce inequities in the opportunities and resources needed to achieve optimal well-being (Braveman et al., 2017).

We recognize that future initiatives must be designed and delivered to encourage uptake and overcome barriers to access, eliminating unfair and institutional social conditions that give rise to these inequities. We also recognize that equity is not the same as equality. To achieve equity, those students with worse health and fewer resources need more efforts expended to improve their health (Braveman et al., 2017). And finally, we recognize that in this work we need to be mindful of our own privileges and biases and commit to doing our part to create an ethic of care at UHS through continual learning and growth.

PILLAR #3: ADVOCATE FOR HEALTH EQUITY



PILLAR #3

ACCOMPLISHMENTS

UHS Safe Zone Training

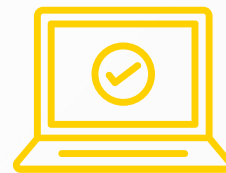
19

UHS staff members participated in Safe Zone Activities

14

UHS staff members fully trained

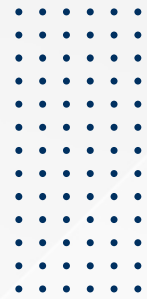
Developed a **comprehensive digital accessibility guide** for internal use at UHS to ensure accessibility of materials that we distribute.



Held the **LGBTQ+ Resource Fair** with 18 total organizations present, and 50 total attendees. 100% of participants reported that they increased their knowledge of available LGBTQ+ resources.

Held a PAWS for Stress Relief and a meditation program for **First-Generation Celebration Week** with a total of **88 attendees**.

Health education and disease prevention programming has been the primary focus of the Health Promotion Office for decades, and it will continue to be an integral part of our work moving forward. We aim to develop and create opportunities to build competence and personal capacity so students can reach their full potential.



Data from our bi-annual Consumer Attitudes Survey helps to focus our programming on areas that are most salient to our students. Topics such as sleep, managing stress, intuitive eating, self-care, and sexual health were among the top areas of interest identified in the fall 2021 survey. Students also indicated pet therapy, fitness classes, study breaks, sexual health screenings, and wellness fairs as programs they would find most beneficial and supportive.

Through our health education initiatives, we increase knowledge, build skills, and influence students' motivation to adopt healthy habits, as evidenced on our program evaluation surveys. Through our prevention programming, we offer opportunities for students to engage in practices which reduce their health risks. The foundation of our work is centered around a community development approach, recognizing the robust strengths and competencies of our students. We must look to our students to identify and define their struggles and understand that we as professionals are resources rather than problem solvers, as each student is ultimately responsible for their own health and well-being.

PILLAR #4: SUPPORT PERSONAL DEVELOPMENT



PILLAR #4

ACCOMPLISHMENTS

Sexual Health Services & Programming:

230 attendees at the Sex and Chocolate Carnival, with an **overall satisfaction rating of 9.52/10**



110 students attended the annual Masturbation 101 program

Peer Health Advocate Team Accomplishments

Held **3 Destress Fests** with over **300 students** participating

51
Hours of
OUtreach

8 Listening Sessions for LGBTQ+, International, & First-Generation Students

Launched the Graduate Student Wellness newsletter and **gained 1,324 graduate students subscribers** this year.



Recruited 11 new members to the Graduate Student Wellness Committee.

Expanded programming for Eastman students. Participation highlights include:






302
Pet
Therapy

198
Hearing
Health

170
Resource
Fair



UHS
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EVER BETTER WELL-BEING

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