Inspiring our students to Live. Grow. Thrive.

**An annual review of programming provided by the UHS Health Promotion Office.**

Academic Year: 2019-2020

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**SECTION 1:**

Plan, implement, and evaluate theory-and
evidence-based health promotion programs.

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**MENTAL WELLNESS PROGRAMMING**

**Feel Fabulous in February**

**Background Information:**

Feel Fabulous in February is a week of programming, activities, and events focused on the topic of mental wellness. This year’s programs were held on February 24 – March 1 and included:

* **Fresh Check Day:**  An uplifting mental health promotion and suicide prevention event that includes interactive expo booths and support of multiple campus departments and groups.
* **Paws for Stress Relief:** Are you an animal lover? Then come on down to cuddle with the dogs! Pet therapy is known to decrease stress and anxiety and improve mood. We’ll also have stress reducing giveaways like lavender sachets and inspirational quote cards. (Refer to Paws for Stress Relief page for complete analysis of this program.)
* **Break Up With Your Phone: And Other Mindful Tech Tips:** Are you feeling like you need a break from the constant connection to your phone? The never ending stream of emails to answer, social media posts to view, and texts to send can be overwhelming. In fact, the more connected we are, the more disconnected we feel, which can lead to feelings of loneliness and depression. This program will provide practical tips to help you reevaluate your technology use.
* **The Art of Meditation:** Learn about the benefits of mindfulness and meditate among the beautiful artwork of the Hartnett Gallery.
* **Eating Disorders Screening:** The Counseling Center invites you to stop by for a brief screening with one of their trained therapists so you can explore your relationship with food and have your questions answered.
* **De-Stress Fest:** Come break up your studying during midterms with a bunch of relaxing activities including board games, movies, drinking tea, playing with kinetic sand, coloring and making stress balls, gratitude rocks and positive self-talk bracelets… a fun way to de-stress!
* **Relax & Unwind Silent Meditation Retreat:** A half-day, silent meditation retreat for students, faculty, and staff who are interested in a more immersive meditation experience. Held on the River Level of the Interfaith Chapel, participants will experience four hours of noble silence while engaging in a variety of contemplative practices. (Refer to Mindful University Annual Report for complete analysis of this program.)
* **Mindfulness is for Us:** Mindfulness is for everyone, regardless of gender, race or religion. Come to this multi-culturally focused program on the benefits of mindfulness and meditation. Learn basic meditation techniques, the power of gratitude and journaling, and engage in some fun activities to build connection. The first 20 people to come will even receive a free journal!

**TABLING IN HIRST LOUNGE, WILSON COMMONS:** Tuesday through Thursday from 11-2. Teaches students about different mental health topics and participate in fun activities. Topics included the Mindful University Project, Financial Stress and Sleep & Health.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **8** | By February 15th, the health promotion team will have 5 main events and 3 tabling events scheduled for the Feel Fabulous program. | 3 | 5 | 7 |
| **5** | By February 15th, at least 5 student organizations will be involved as co-sponsors for the various Feel Fabulous programs. | 3 | 5 | 7 |
| **481** | By the end of the Feel Fabulous in February week, a total of 300 students will have engaged in program offerings. | 250 | 300 | 350 |
| **85%** | At the end of Fresh Check Day, 60% of survey respondents will report that the fair helped them feel more prepared to assist a friend who was exhibiting warning signs of suicide or mental health concerns.  | 50% | 60% | 70% |
| **92%** | At the end of Fresh Check Day, 60% of survey respondents will report that the fair increased their knowledge about campus mental health resources.  | 50% | 60% | 70% |
| **87%** | At the end of Fresh Check Day, 60% of survey respondents will report that they are now more likely to ask for help if they are experiencing emotional distress.  | 50% | 60% | 70% |
| **85%** | Upon leaving the Feel Fabulous in February events, 75% of survey responders will report that the program has increased their motivation to engage in similar stress-relieving activities in the future. | 65% | 75% | 85% |
| **100%** | Upon leaving the Feel Fabulous in February events, 80% of survey responders will report that they feel less stressed than they did upon arrival. | 70% | 80% | 90% |

**Analysis:**

This year’s Feel Fabulous in February program had mixed levels of success.

The planning and promotion parts of the program were extremely successful. Two interns led the programming initiatives this year. Zoe Black led the Fresh Check Day fair and Omo Matloga led the rest of the FFF events. These students did an excellent job with all aspects of these two major events. Zoe focused on coordinating the booths and partners for Fresh Check Day, working closely with Leah on all aspects of the logistical matters, recruiting other student groups as co-sponsors, and marketing everything to the student community. Omo did the same for the programs and tabling events for the rest of the FFF week.

Our biggest event success of the week was the Fresh Check Day fair. This was a fun and engaging mental health fair with a focus on suicide prevention. Students would begin at the 9 out of 10 booth to learn about the risks of suicide and how to help a friend in need. Then they could visit multiple other tables with activities / arts & crafts all with a feel-good focus. Examples include adding leaves to a gratitude tree, writing a love letter to themselves, and making a message in a bottle for survivors of sexual assault. As you see from the above table, all program objectives were exceeded.

Other successes include:

* The banner and flyer was already created for the 2019 program, so we could easily reuse those.
* Incorporating other programs which are known to be successful into the week: Paws for Stress Relief, Eating Disorders Screening and the Relax & Renew Retreat.

Challenges arose for the other programs scheduled during the Feel Fabulous in February week of programming. Below are the main issues that we faced:

* Attendance was low across all FFF events that were more presentation-focused. These events include *Break Up With Your Phone, The Art of Meditation, DeStress Fest and Mindfulness is for Us.* When you consider the number of hours that went in to planning and creating these programs, the return on investment is quite low considering how many students actually attended.
* It was difficult to maintain the promotional efforts required to market programs occurring each day of the week. It was also difficult to have student groups co-sponsor these events because they didn’t have the interest in or time for their members to attend them.
* There was confusion with scheduling the tabling events held on Tuesday through Thursday, and at the last minute all of the interns needed to scramble to cover the tabling times.
* Although the two objectives for the FFF events were exceeded (the last two objectives in the above table), the number of students completing the evaluation surveys were small.

**Suggested Improvements for 2020-2021:**

* Rather than partnering with the Jordan Porco Foundation for the Fresh Check Day fair, shift to offering the fair independently and rename it the Feel Fabulous in February fair. This will allow us more flexibility in what we offer at the event.
* Do not include lecture-style programs in the week of programming. Focus instead only on events we know will be successful and received well by students: the fair, Paws, the retreat, educational tabling.

**Mindful University Project**

**Background Information:**
The Mindful University Project is an interdisciplinary collaboration with a mission to empower our campus community to build a culture of mindful presence and compassion in order to allow our students to improve mental well-being, boost academic flourishing, increase resiliency to stress and reduce levels of anxiety and depression.

The goal is to create a safe and inclusive space for all students, staff and faculty to learn and engage in mindfulness through:

* introductory and advanced learn-to-meditate classes;
* drop-in meditation sittings;
* half-day silent retreats;
* contemplative practices including yoga, walking meditation, and compassion programs;
* faculty and staff training; and
* educational workshops.

**Analysis:**

Below is an overview of the different programs offered through the Mindful University Project this year. For a detailed review and analysis, please refer to the Mindful University 2019-2020 Year in Review presentation.

|  |  |
| --- | --- |
| **Program** | **Audience** |
| **Presentations** |
| Mindfulness 101 | Rush Rhees library staff; Warner School international graduate students; Center for Education Abroad; Center for Employee Wellness; iZone student staff; WASP faculty. |
| Mindfulness During the Holiday Season | AS&E Dean’s Office staff |
| Mindful Technology Use | Office of the Dean of Students; Undergraduate / Graduate students as part of Feel Fabulous in February week; Women’s Leadership Network |
| Mindfulness and Creativity | Guest lecture for first year writing course |
| Mindfulness is for Us | Students of color during the Feel Fabulous in February week |
| The Art of Meditation | An introduction to meditation and guided practice held in the Hartnett Art Gallery |
| Tuning the Mind - A Brief Meditation Intervention | All of the ensemble classes at the Eastman School of Music |
| **Drop-in Programs** |
| Orientation Mindfulness | First year Students (offered twice during orientation) |
| Orientation Yoga | First year students (offered once during orientation) |
| Lovingkindness Walking Meditation | Open to all campus (offered three times in the fall semester) |
| Mindfulness Meditation | Open to all campus (offered weekly throughout the year) |
| Silent Zen Practice | Open to all campus (offered weekly throughout the year) |
| Virtual Mediation For Students, By Students | All students (offered Mondays @ 12pm, Tuesdays @ 10pm, and Fridays @ 5pm from March through June) |
| Yoga Flow | Open to all campus (Sundays from 11-12) |
| Yoga for Athletes | Open to all student athletes (Saturdays from 11-12) |
| Iyengar Yoga | Open to all R Club Members (Wednesdays from 6-7) |
| **Koru Programming** |
| Koru Basic Classes | Open to all campus (8 four-week sessions / semester) |
| Koru 2.0 Classes | Open to all campus (2 four-week sessions / semester) |
| Koru Retreat | Open to all campus (1 four-hour silent retreat / semester) |
| **Online Programming** |
| 21 Day Journaling Challenge | Open to all campus |
| Virtual Mindful Weekend Summit | Open to all campus |

**Other Mindful University Project work included:**

* Monthly Koru teacher meetings (there are 10 Koru teachers-in-training)
* Advisory Council meetings twice per semester
* New website development
* Fall and spring photo shoot for marketing materials
* Application for the NCAA Innovations in Research and Practice Grant
* NYS College Health Association conference presentation with NYU’s Yael Shy
* Creation of a Mindful University Student Advisory Committee
* Hiring two undergraduate students to handle marketing initiatives and peer education
* Social media development (currently ~1,700 followers on Instagram) with strong engagement
* Creation of a Mindful University Project brochure for the Admissions Office
* Development for the first annual Mindful Triathlon with the Wilson Commons Student Association
* Inclusion of two mindfulness related questions on the National College Health Assessment survey.

**Suggested Improvements for 2020-2021:**

* Continued focus on online programming due to the COVID-19 Pandemic.
* Continued focus on social media management.
* Hire 1-2 students to handle marketing and peer education.
* Develop the Mindful U Ambassador’s program.
* Hold focus groups and an interest survey to determine how to best reach undergraduate students, especially first year students.
* Continue to develop the Mindful Triathlon program for launch in the fall of 2021.
* Continue to develop the brochure for the Admissions Office.

**Paws for Stress Relief**

**Background Information:**

The PAWS for Stress Relief program brings therapy dogs to campus for students to spend time with. The goal is to reduce student stress and bring a smile to their day. It occurs on the third or fourth Monday of every month in the lobby of the Goergen Athletic Center from 6:00 – 7:15pm. The Health Promotion Office also provides tabling at the event with educational information and stress-relief giveaways such as lavender sachets or motivational quotations.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **150 - 275** | At least 150 students will participate in each PAWS program during the 2019 – 2020 academic year. | 125 | 150 | 175 |
| **8** | At least 6 dogs will be available for students during each PAWS program. | 4 | 6 | 8 |
| **N/A** | During the May 2020 PAWS program, 90% of survey responders will agree or strongly agree that they are less stressed as a result of attending. \* | 80% | 90% | 100% |
| **N/A** | During the May 2020 PAWS program, 90% of survey responders will rate their overall satisfaction as a 9 / 10 or higher.\* | 8 | 9 | 10 |
| \* Due to COVID-19, the PAWS programs scheduled for March, April, and May were cancelled. |

**Analysis:**

Our PAWS program has always been one of our successful programs on campus. We have always had a great turnout and receive positive feedback from students who come to our PAWS programs. These programs help students take a moment to focus on their mental health and let their attention be on ways to relieve the stresses that may be going on in their life at the moment. Students will often take a break from studying or stop by after their exercise to visit with the dogs.

We have always had a great representation of dogs. Most of the time there are eight dogs. This is very helpful since we have larger audiences. The dogs and the handlers do an awesome job by coming to visit us each month and letting students take the time to pet, talk, and be able to focus on the “now.”

Our promotion for PAWS is quite extensive. We promote it on many different platforms such as UR Calendar, Grads@ Rochester, The Report, ISO, Eastman, Social Media such as Instagram or Facebook, flyers, UR Handbook, and many more. We have made many connections over the years and are able to send our program promotion to our campus partners.

**Trend Chart – 2015-16 through 2019-2020**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** |
| Fall TOTAL | 742 | 821 | 585 | 676 | 830 |
| Spring TOTAL | 666 | 783 | 786 | 641 | 380 |
| Full Year Total | 1,408 | 1,604 | 1,371 | 1,317 | 1,210 |

The trend chart shows the number of attendees at our monthly PAWS for Stress Relief programs over the past five years. We continue to see a large number of students coming to the monthly PAWS for Stress Relief programs. In 2016-2017, we had the largest number of attendees compared to the other years. This higher number was largely due to a very successful start in September of that year when 375 students came to see the dogs and to our Day of the Dogs event in February when we held two PAWS programs back-to-back in two different locations on campus. When looking at the fall semesters, fall 2019 had the largest number of students for the fall semesters in the trend chart. The spring 2020 numbers were lower than other spring semesters due to the impact of COVID-19 on all campus programming. The total number of attendees for 2019-2020, when compared to the other years, is remarkable due to the external factors (i.e., COVID-19) that led to the cancellation of three of the five PAWS events in the spring semester.

**Suggested Improvements for 2020-2021:**

* Our plan is to offer monthly PAWS for Stress Relief programs for our campus community.
* We will continue to schedule the programs on a Monday evening, assuming the therapy dogs and their handlers are available at that time.
* We will promote the programs through the available electronic newsletters, through social media, and through flyers.
* At least one Health Promotion Office staff member and 2-3 Peer Health Advocate interns will be responsible for managing the programs and for staffing the tables at the programs.

**UR Supported**

**Background Information:**

These group sessions, although not therapy, were led by staff, faculty and students from throughout the University. This program offers an alternative to individualized therapy for students who are struggling with feelings of stress and overwhelm during difficult times of the semester. The goal is to normalize the students’ experiences by creating a supportive environment for them to share their struggles and learn useful coping skills to help them thrive. The target population isundergraduates, graduates, first years, Eastman, student athletes. It was launched just after Thanksgiving recess and continued on through December 20th, as well as during the first half of the spring semester.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **9** | In the month of December, eight UR Supported sessions will be scheduled. | 7 | 8 | 9 |
| **Not able to collect data** | After the program, 75% of survey responders will either agree or strongly agree that they learned one skill to reduce their stress. | 65 | 75 | 85 |
| **Not able to collect data** | After the program, 75% of survey responders will either agree or strongly agree that the program increased their confidence to balance academic demands. | 65 | 75 | 85 |
| **Not able to collect data** | Upon leaving the event, 90% of participants will report that they feel less stressed than they did upon arrival.  | 80 | 90 | 95 |
| **Not able to collect data** | Average overall satisfaction of the program will be an 8/10 as reported by survey responders on the program evaluation survey. | 7 | 8 | 9 |

**Analysis:**The UR Supported program was created at the end of the fall 2019 semester because of the growing mental health needs of our student body. Wait times at the counseling center were increasing as finals were approaching and it was clear that we needed to develop a program to better support students before they reached a crisis stage.

This program attempted to bring students together so that they could build community, normalize the stressors they were feeling, and learn effective coping strategies. A great deal of effort was put forth to quickly develop the UR Supported curriculum, train staff and students to provide it, create marketing materials, schedule sessions, and spread the word across campus.

Despite the clear need for this program, and the successful promotion of it, students didn’t attend. We garnered support across many departments including academic advising, athletics, and residential life. The UR Supported web page was one of the top visited pages on the UHS web site during the months of November and December. However the conversion rate remained low (students visiting the site to learn about the program compared to students actually registering for and attending a session). We made a few adjustments to the site with the hope that it would encourage more students to register, such as providing more information about what to expect and the topics they would be learning about, but that was also unsuccessful.

A final attempt to offer the UR Supported program was made in the first few weeks of the spring 2020 semester. However, once again only a handful of students attended. Because of the low attendance, the program was not ever able to be provided as it was originally intended. In fact, with only 1-2 participants matched with 1-2 facilitators, it turned into something we were avoiding from the very beginning, individual therapy. Therefore, prior to spring break we decided to end the UR Supported program for the year.

Shortly after, due to the COVID-19 pandemic, we updated the content of the UR Supported web page to include virtual support resources and programs to support student mental health.

**Suggested Improvements for 2020-2021:**

* This program will not continue in the 2020-2021 academic year as it was originally designed.
* A new planning group has convened as of May to discuss alternative program ideas for the 2020-2021 academic year.

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**SEX & RELATIONSHIPS PROGRAMMING**

**Safe Sex Express**

**Background Information:**

The Safe Sex Express is a program that delivers safer sex supplies and information to Rochester students’ CMC boxes. The goals is to provide anonymous and cost-free access to safer sex supplies such as condoms, lube, finger cots and dental dams as well as information on proper condom use.

This program strives to:

* Provide anonymous and cost-free access to safer sex supplies such as condoms, lube, and dental dams.
* Provide information on topics such as proper condom use, consent, and STI testing.
* Increase utilization across all Rochester communities, including first year students, LGBTQ+ students, and Eastman School of Music students.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **137 Fall / 135 Spring\*** | Each semester, 150 orders will be placed. | 130 | 150 | 170 |
| **87%** | As measured at the end of the academic year, 85% of participants will either agree or strongly agree that the Safe Sex Express program made them more likely to practice safe sex. | 75% | 85% | 95% |
| **9.3** | The overall program satisfaction score will be an 8 / 10 or higher. | 7 | 8 | 9 |

**\*As of March 15, 2020**

**Analysis:**This program continues to run smoothly. New this year is the addition of survey questions built in to the online order form, which allows us to track program satisfaction and outcome data throughout the year. Results from this data are outlined in the table above.

We received a total of 272 orders this academic year. Although the during the fall semester we fell short of our goal of 150 orders, we were on track to reach this number in the spring. However, due to the COVID-19 pandemic, the last order we received was on March 15th.

Utilization by class year was fairly evenly distributed:

* First Year = 76
* Sophomore = 61
* Junior = 47
* Senior = 67

The most requested item continues to be external condoms (256), followed by lube (156), finger cots (34), dental dams (32) and internal condoms (29).

**Suggested Improvements for 2020-2021:**

* As part of a virtual fieldwork project, one of our interns created a promotional package for the Safe Sex Express. This includes social media posts, expression wall poster designs, The Report messaging, among other things. The new intern team will be able to use this guide to better promote this program throughout next year.

**Sex & Chocolate Fair**

**Background Information:**

The Sex and Chocolate Fair is an annual Health Promotion Office program. The goal of the Sex and Chocolate Health Fair is to educate members of the campus community on how to have a positive, safe, and healthy sex life. This sexual wellness fair brings together multiple campus resources, student groups, and community organizations to educate safe sexual practices to UR students. Whether that is abstaining from sex or participating, information on all options should be included. Information on contraception should be available though out the fair. Additionally, the fair should be inclusive to all sexual orientations. The Sex and Chocolate Health Fair should include information on resources for sexual assault victims and those in both physically and emotionally abusive relationships. The main purpose of the fair is education.

This year’s fair was held on Monday, September 30th from 4:00 – 5:30 pm.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **285** | On September 30th, at least 175 students will attend the Sex & Chocolate Fair. | 150 | 175 | 200 |
| **102** | On September 30th, at least 100 students will complete evaluation on the Sex & Chocolate Fair. | 75 | 100 | 125 |
| **88%** | After the fair, 85% of survey respondents will say that the program increased their knowledge about sexual health. | 75% | 85% | 95% |
| **77%** | After the fair, 80% of survey respondents will say that they will make one improvement in their sexual health within the next 6 weeks. | 70% | 80% | 90% |
| **83%** | After the fair, 80% of survey respondents will say that the fair increased their knowledge about STIs. | 70% | 80% | 90% |
| **80%** | After the fair, 80% of survey respondents will say that the fair increased their knowledge about contraception / birth control. | 70% | 80% | 90% |
| **8.28** | Average overall satisfaction with the fair will be a 9/10 as reported by survey responders on the program evaluation survey. | 8 | 9 | 9.5 |

**Analysis:**The Sex & Chocolate Fair continues to be a cornerstone program for the UHS Health Promotion Office. It consistently brings a large number of participants, and students as well as UR and community partners look forward to it.

In previous years we’ve noticed that while students may have enjoyed the program, they weren’t necessarily leaving with more knowledge about important topics such as STIs and contraception. Therefore, this year we placed a greater emphasis on educationally engaging tables focused on these two topics. Based on the outcomes of the evaluation survey noted above, we were successful with this change.

One area where we have not successfully met our objective is motivating students to make one improvement in their sexual health within the next 6 weeks. Our objective was that 80% of survey responders would agree or strongly agree with this question. However, results show that we just missed this, with only 77% of survey responders feeling motivated to make a change. This could be the result of a couple of factors. First, students attending the fair may inherently already be making healthy and safe choices around sex, so they do not see the need to make any additional changes. Or, students may not understand what exactly we are asking, so it could be helpful to provide examples (get tested for STIs, schedule an appointment for a cervical exam, talk to my partner about STI status).

**Suggested Improvements for 2020-2021:**

* Update evaluation survey question as mentioned above in the analysis.
* Because of the COVID-19 pandemic, this event may not be able to occur in the fall 2020 semester. Therefore we will be considering alternative ways to provide this program to our students, either offering it virtually, or waiting until the spring to launch it.

**Sex in the Dark**

**Background Information:**

Sex in the Dark is a unique Q&A panel that brings together sexual health experts – sexperts – from a variety of public health-related disciplines to answer students’ anonymous questions about sexual health and relationships. The mission of this program is to provide students with a safe, interactive, and informed space to explore their most intimate questions. Students write their questions down on index cards and place them in a box prior to the panel discussion. As the name infers, SITD takes place with the lights off to foster a sense of anonymity during the Q&A. To provide additional education about sexual health, HPO student employees perform “skits in the dark” at the beginning of the Q&A to model enthusiastic consent and highlight sexual communication skills for their peers. Skit topics could include: active consent, STI disclosure, supporting friends who’ve experienced trauma or abuse, navigating relationship issues, conversing about gender and sexual identity, and negotiating contraception use.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **40** | In November , at least 75 students will attend the Sex in the Dark program. | 65 | 75 | 85 |
| **100%** | After the event, 90% of survey respondents will say that the program increased their knowledge about sexual health. | 80% | 90% | 95% |
| **92.8%** | After the event, 90% of the survey respondents will say that it has increased their confidence to have conversations about sexual health with a partner.  | 85% | 90% | 95% |
| **85.7%** | After the fair, 80% of respondents will be able to describe 2 things they learned by attending the program.  | 70% | 80% | 90% |
| **9.1** | Average overall satisfaction with the fair will be a 9/10 as reported by survey responders on the program evaluation survey. | 8.5 | 9 | 9.5 |

**Analysis:**

The Sex in the Dark program experienced an unexpected challenge this year because it was held on the same night as the popular Mr. U of R program. Mr. U of R primarily draws members of the Greek community, so attendance at our program was significantly impacted. Although attendance may have been lower than anticipated, those who did attend enjoyed the program, as showcased by meeting all of our program objectives outlined above.

Below are our most notable successes:

* People interacted with each station in the foyer before and after the program. The layout of the tables was better this year (in a line directly as you walk in the door to Hoyt) versus previous years (along the side walls). The stations were also more interactive than in previous years.
* On the day of the program, our PHA team went around campus handing out glowsticks with a promotional postcard for the event. Some attendees came because of this promotion.
* We worked with the Communications department to have a promotional banner created which can be used every year.
* People who attended the event learned a lot and enjoyed it.
* The panelists were great -- answered questions enthusiastically and completely.

**Suggested Improvements for 2020-2021:**

Based on the evaluation survey, here are the suggested improvements from our attendees:

* Consider other events happening on campus at the same time.
* More time for questions at the end, need a second chance to ask questions.
* Live forum to ask questions.
* Stronger marketing.
* Provide food.
* Include a male perspective in the panel.
* Consider a deaf individual may attend an event like this.
* More questions that engage men in the conversation.
* Sitting in the dark is creative and makes the event unique, but it kind of makes me sleepy.
* Make sure Mr. UofR is not the same night → boost in co-sponsorships.
* Less planned out questions → more time to open from audience (cut down one section of questions in script).
* Do not include both Jordan health and Trillium too much overlap, Title IX and Willow also a lot of overlap.
* Bring a speaker for the area with the tables to play music.

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**ONLINE
PROGRAMS**

**EAT Mindfully Online Program**

**Background Information:**This online program provides students with practical tips and strategies to cultivate a healthier relationship with food. The goal is to educate students about healthy eating habits and increase their eating competence. The 21-day program includes:

* Three comprehensive educational email modules:
	+ College Nutrition 101 Module – includes tips to fit in more fruits and veggies and how to build balanced snacks.
	+ College Nutrition 102 Module – insider strategies to better navigate the dining halls and prepare healthy meals.
	+ Mindful Eating Module – making time for meals, paying attention to your hunger cues, and mindful eating practices.
* Six “challenge yourself” emails with quick strategies to try.
* Menu planner and other helpful tracking tools.
* Comprehensive campus resource guide for additional nutrition and diet support.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **3 Fall / 32 Spring** | Each academic semester, fifty students will complete the EAT Mindfully program.  | 40 | 50 | 60 |
|  | **Upon program completion:**  |
| **100%** | 75% of survey participants will agree or strongly agree that the program **helped them to learn strategies to make healthy food choices**. | 65% | 75% | 85% |
| **67%** | 75% of survey participants will agree or strongly agree that they have **increased their confidence to build healthy snacks and meals**.  | 65% | 75% | 85% |
| **100%** | 75% of survey participants will agree or strongly agree that they have an **increased awareness of healthy food options available on campus**.  | 65% | 75% | 85% |
| **83%** | 75% of survey participants will agree or strongly agree that they have a **better understanding of nutrition resources on campus**.  | 65% | 75% | 85% |
| **100%** | 55% of survey participants will agree or strongly agree that **they choose more nutrient dense foods in the campus dining facilities**.  | 65% | 75% | 85% |
| **100%** | 55% of survey participants will indicate that they **eat more mindfully**.  | 45% | 55% | 65% |
| **8.33** | The overall program satisfaction score will be an 8 / 10 or higher. | 7 | 8 | 9 |

**Analysis:**

All students who enrolled in the program were engaged:

* Average member engagement rating was 4.62 / 5
* Maintained a 77% open rate (industry average in the health / fitness category is 17.8%)
* Maintained a click rate of 16.9% (std is 2.1%)

Referral source evenly distributed, with slightly more referrals coming from email or faculty / staff referral.

Promoting the program after COVID-19 in @Rochester and on the Instagram page was very successful.

**Suggested Improvements for 2020-2021:**

Fall enrollment was low. This was likely a result of the way the PHA interns chose to promote it. They focused mainly on tabling events in Wilson Commons, rather than other means such as including a promotion in The Report. Also, during the fall semester our social media presence wasn’t as strong. Next year a clearly outlined promotional checklist will be assigned, rather than merely suggested.

Additional reminders to UHS providers would be helpful, and could increase the number of referrals coming from them.

There was a low number of survey responses for the data above. Even though all of our goals were met or exceeded based on the survey responders, it would still be beneficial to have a higher response rate to the post-survey. This continues to be an issue every year.

**Zzzzs to As Sleep Challenge**

**Background Information:**

This online program provides students with practical tips and strategies to calm the mind for a better night’s sleep. The goal is to educate students about basic sleep hygiene tips in order to decrease sleep latency and improve the quantity and quality of sleep. The 21-day challenge includes:

* An online presentation covering the science and physiology of sleep, as well as sleep challenges common to college students.
* Informational emails about sleep & diet, caffeine & alcohol consumption, technology use, and environmental factors that disrupt sleep.
* Relaxation and mindfulness training.
* Simple & practical tips.
* Sleep logs and other helpful tracking tools.
* Free nap kit & sleep makeover assessment with one of our Peer Health Advocates.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **34 Fall / 95 Spring / 64.5 Average** | During each promotional period throughout the academic year, an average of 50 students will sign up for the 21 Day Sleep Challenge.  | 40 | 50 | 60 |
| **76.1%** | By the end of the 2019-2020 academic year the overage open rate of the emails sent will be 75%. | 65% | 75% | 85% |
| **17% \*** | Thirty percent of participants who open the final email will complete the post- challenge survey. | 20% | 30% | 40% |
| **8.9** | By the end of the 2019-2020 academic year the average program satisfaction score will be 7.5 / 10. | 6.5 | 7.5 | 8.5 |
| **88.9%** | By May 2020, sixty percent of survey responders will either agree or strongly agree that this challenge increased their knowledge about healthy sleep habits. | 50% | 60% | 70% |
| **77.8%** | By May 2020, sixty percent of survey responders will indicate that because of this challenge, they have made at least two improvements to their sleep habits. | 50% | 60% | 70% |

**\* At the time of this report, there are still 76 people in queue to receive the post-survey email.**

**Analysis:**During the 2019-2020 academic year, a total of129 students enrolled in the Zzzzs to As Sleep Challenge. Specific promotional periods occurred in October as well as February, along with a great deal of promotion after the COVID-19 pandemic began. Students primarily learned about the program through email communication; however flyers and referrals from UHS / UCC providers were also mentioned. Participants primarily identified as female (66%). Distribution among class years was relatively even, with the most registrants coming from seniors and graduate students.

Engagement in the program was very good, with an average open rate for all emails in the campaign to be 76.1%. This compares to a much lower industry standard for health and wellness emails of approximately 21%.

In previous years we have struggled with participants completing the post-challenge assessment. This survey provides valuable outcome data for the program. In the 2018-2019 academic year less than 5% of participants completed the post-challenge assessment. This year we significantly decreased the length of the assessment, focusing it only on the three objectives we are measuring in the chart above, along with one open ended question. Currently, 17% of participants have completed the post-challenge assessment, which is a measurable increase from last year’s report. However, there are still 76 people in queue to receive the final email of the challenge, so that percentage is likely to increase over the upcoming weeks. Additional data can be collected at that time.

**Suggested Improvements for 2020-2021:**

* Break up the video in the first email into smaller sections since it is currently too lengthy.
* Refer participants to the new Sleep Solutions program for continued learning.



**VACCINE CLINICS**

**Flu Vaccine Clinics**

**Background Information:**

The UHS Health Promotion Office collaborated with the UHS primary care services to offer flu vaccine clinics as a way to increase the number of students receiving the seasonal flu vaccine. The Campus-wide Flu Vaccine Clinic on the River Campus was held on October 8, 2019. Several smaller clinics were held on the River Campus, at the Eastman School of Music, and in the UR Medical Center during the fall semester. Students, staff, and faculty were eligible to receive their flu vaccine at any one of the UHS clinics.

For the third year, UHS participated in Alana’s Challenge, a national college flu vaccine challenge, as a way to increase flu vaccinations. UHS won Alana’s Challenge with the highest number of people completing the Alana’s Challenge survey in the small university category.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** | **Objectives** | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **2,439****(26%)** | Increase # of flu vaccines given at the Campus-wide Flu Vaccine Clinic in October 2019 by 5%. (As compared to 1,936) | 1,984(2.5%) | 2,032(5%) | 2,130(10%) |
| **4,291****(6.3%)** | Increase the number of flu vaccines given during Fall 2019 by 5%. (As compared to 4,038 in Fall 2018) | 4,140(2.5%) | 4,240(5%) | 4,340(7.5%) |
| **3,336****(9%)** | Increase the number of flu vaccines given to students during Fall 2019 by 10%. (As compared to 3,052 in Fall 2018) | 3,296(8%) | 3,357(10%) | 3,418(12%) |
| **6** | Offer clinics in at least four different locations to meet the needs of our campus community during the 2019-2020 academic year.  | 3 | 4 | 5 |
| **67.3%****(53% above HC 2020 target)** | Exceed the Healthy Campus 2020 goal for students reporting they received flu vaccinations in the last 12 months by 10%. (Note: HC 2020 target goal is 44%; Data Source: NCHA Survey of UR UG students, 2020) | 46.2%(5%) | 48.4%(10%) | 50.6%(15%) |

**Analysis:**We held the campus-wide Flu Vaccine Clinic on October 8, 2019 as a kick-off for our flu vaccine campaign on the River Campus. We gave 503 more flu shots at the 2019 campus-wide Flu Vaccine Clinic than we gave at the October 2018 clinic. This was an outstanding accomplishment. This was the largest turnout for any of our campus-wide Flu Vaccine Clinics. This increase may be due to the timing (i.e., early in October), the on-going promotion of the flu vaccine clinics beginning with every incoming student receiving with a flyer about the campus-wide clinic during orientation, the use of Blackboard to announce the clinic date, the two e-mail messages sent directly to students on the UR Student Health Insurance Plan (Aetna) before and on the day of the clinic letting them know their insurance covered the vaccine and reminding them of the clinic date, and the established reputation UHS has for offering efficiently-run flu vaccine clinics for students, staff, and faculty. We gave printed copies of flu vaccine flyers to RA’s in each building to post in their community lounges. Each time an RA requested cold care kits during the fall, a mini flyer about getting a flu shot was included in the kit.

After the campus-wide clinic, additional clinics were scheduled on the River Campus. The locations, days, and times for the clinics varied to provide several options for students, staff, and faculty to come to one of our clinics. We also offered clinics at the Eastman School of Music and in the UR Medical Center to help students and others on those campuses have easy access to the vaccine. Having the ability to bill insurance companies for the cost of the vaccine made payment easy. UHS has a well-established reputation for offering efficient clinics.

**Actions Taken to Achieve Goal:**

1. *Flyers:* Created flyers to promote the campus-wide Flu Vaccine Clinics to give to all entering students and parents during orientation programs. Co-promoted the flu vaccine clinics with the HPV vaccine clinics. Included a statement that UR Student Health Insurance Plan (Aetna) covered the cost of the vaccine on all publicity materials.
2. *Announcements:* Used UR electronic newsletters (i.e., The Report, Grads@rochester, @rochester, ISO, ESM, Simon School, and Parents Buzz) extensively to promote the Flu Vaccine Clinics and to remind students about the importance of getting a flu shot annually. Posted information on the UHS website and Blackboard for students to see every time they logged in.
3. *Promotion to Aetna students:* Sent email messages directly to all students enrolled on the UR Student Health Insurance Plan (Aetna) a few days before the campus-wide Flu Vaccine Clinic and on the morning of the clinic to remind them about the clinic and their insurance coverage.
4. *Signage:* Posted large lawn signs on campus on the day of the campus-wide clinic. New signs were created by UR Communications for the 2019 campus-wide clinic. Put signs about flu shots in UHS office waiting room.
5. *Patient care visits:* Shared information about the availability of flu vaccine at UHS by appointment. Asked all patients coming to UHS for appointments in the fall if they wanted a flu shot.
6. *Alana’s Challenge:* Participated in Alana’s Challenge for the third year. The goal of the challenge is to increase the number of college students receiving a flu shot. We won the challenge for the third year.
7. *Working with students*: Invited nursing students to give flu shots at the campus-wide Flu Vaccine Clinic. Invited Peer Health Advocate interns, URSHAC members, and APO Service Fraternity member to help at the clinics and with promoting the clinics. Worked with two undergraduate students on projects related to increasing the number of students receiving flu vaccine.

**Trend Chart – Comparison of Five Years of Flu Vaccine Clinics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **All Flu Vaccine Clinics** |  |  |  |  |  |
| **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** |
| # of Clinics  | 4 | 6 | 6 | 10 | 9 |
| # of Attendees  | 2,040 | 1,793 | 1,979 | 3,174 | 3,424 |
| **Campus-Wide Flu Vaccine Clinic** | **Fall 2015** | **Fall 2016** | **Fall 2017** | **Fall 2018** | **Fall 2019** |
| # of Attendees | 1,769 | 1,353 | 1,577 | 1,936 | 2,439 |

**Analysis of Trends:**

During the past five years, we have seen a significant increase in the number of flu vaccines given. We have seen a 67.8% increase from the fall of 2015 when we gave 2,040 flu shots to the fall of 2019 when we gave 3,424 flu shots. This increase is largely due to the success of the Campus-wide Flu Vaccine Clinic that is held in October each year. For the past four years, we have given more flu vaccines each year. In October 2019, we exceeded the number of flu shots given the previous year by 503.

**Suggested Improvements for 2020-2021:**

1. Continue our promotion efforts throughout the flu vaccine season starting with the orientation programs for incoming students. We will promote flu vaccine through Blackboard, electronic newsletters (i.e., The Report, grads@rochester, ISO, ESM, Parents Buzz), and the UR calendar of events. We will also promote flu shots to students coming for HPV vaccine.
2. Modify our flu vaccine messaging to fit the time of year (i.e., early in the fall, prior to the campus-wide clinic, additional clinic dates, it’s not too late, get your vaccine before going home, the flu is here, etc.)
3. Send email reminders about the campus-wide flu vaccine clinic to students on UR SHIP (Aetna) a week before and on the day of the clinic. Include information about UR SHIP coverage on the flyers promoting flu vaccine clinics. These strategies were successful in October 2019.
4. Increase signage on campus on the day of the campus-wide clinic.
5. When posting the consent form on the website include a picture of an insurance card to point out the correct information needed (i.e., subscriber name, address, policy number, guarantor, etc.)

**HPV Vaccine Clinics**

**Background Information:**Since participating in the New York State Immunization Collaborative from August 2016 through March 2018, UHS has focused on increasing the number of students receiving HPV vaccine. Holding HPV vaccine clinics has been the primary strategy used to increase the number of students receiving HPV vaccine. In 2017 and 2018, the UHS Leadership Team provided support for these efforts by setting a goal to increase the percentage of the age eligible entering students receiving at least one dose of HPV vaccine by 10% (absolute). Staff in the UHS Health Promotion Office worked with their UHS clinical colleagues to achieve the goal both years and to continue to work to meet the goals in 2019-2020. We also set a goal to facilitate the completion of the three dose series for the past three academic years.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** | **Objectives** | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **Data not available until July 2020.** | Increase the percentage of age eligible students entering UR in fall 2019 who have received at least one dose of HPV vaccine by 10% (absolute) by May 2020. (Data: HHF of entering students receiving HPV vaccine before arrival at UR - \_\_\_\_%) | (5%) | (10%) | (15%) |
| **Data not available until July 2020.** |
| **Goal not met due to COVID-19** | 85% of students receiving HPV vaccine at the UHS HPV Vaccine Clinic in September 2019 will complete the three dose series by March 31, 2020.**NOTE:** March clinic was cancelled due to COVID-19.  | 80% | 85% | 90% |
| **Goal not met due to COVID-19.** |
| **97%**  | *NEW OBJECTIVE – Due to COVID-19 Impact*85% of students receiving HPV vaccine at the UHS HPV Vaccine Clinic in September 2019 will complete Dose 2 on schedule. | 80% | 85% | 90% |
| **3 scheduled**(Clinic 3 was cancelled due to COVID-19) | Facilitate completion of the vaccine series by scheduling HPV vaccine clinics spaced throughout the year to keep students on schedule (i.e., September, November, and March). **NOTE:** 3rd clinic was cancelled due to COVID-19. | 2 | 3 | 4 |
| **65.8%**(80% above HC 2020 target) | Exceed the Healthy Campus 2020 goal for students reporting they received HPV vaccine in the last 12 months by 10%. (Note: HC 2020 target goal is 36.5%; Data Source: NCHA Survey of UR UG students, 2020) | 38.3%(5%) | 40.2%(10%) | 42.0%(15%) |

**Analysis:**At the beginning of the 2019-2020 academic year, the Health History Forms submitted by all entering students were reviewed to determine the percentage of all age eligible entering students reporting they received at least one dose of HPV vaccine before coming to the University of Rochester. In June 2020, the same group of students will be reviewed to determine the percentage of students who received at least one dose of the vaccine during the academic year. By reviewing this data, we will determine if the goal of increasing the percentage of students receiving at least one dose of HPV vaccine by 10% (absolute) was attained. In past years, a noticeable difference was seen between domestic students and international students. We will look at the percentage increases for international students and domestic students to determine if there continues to be a difference between these two groups of students.

We were on track to meet the second objective to have at least 85% of students starting the HPV vaccine series at the September 15 clinic complete the series by March 31. COVID-19 changed our plans. In mid-March, we cancelled our March 29 clinic and all other appointments for HPV vaccine. Prior to the cancellation of the clinic, we reviewed the list of all students who received HPV vaccine at the September 2019 clinic to determine which students were complete, which ones were on schedule for dose 3, and which students were overdue for dose 2 or 3. Students due in March were scheduled into the March 29 clinic until that clinic was filled to capacity. Lists of students overdue or due in April or May were given to the Nursing Manager to schedule appointments. A review of our data shows that 97% of students receiving dose 1 at the September clinic received dose 2 on schedule. If we had been able to hold the March clinic as planned and if the scheduled students kept their appointments, we would have had a 97% completion rate for students who received dose 1 or 2 at the September clinic.

Prior to the beginning of the fall semester, we scheduled HPV vaccine clinics in September, November, and March. The clinics were spaced out through the academic year to facilitate completion of the three doses on schedule. Unfortunately, the March clinic was cancelled due to the impact of COVID-19. The results from the NCHA survey conducted with University of Rochester undergraduate students in February 2020 show the percentage of students reporting they received HPV vaccine (65.8%) was well above the Healthy Campus 2020 target goal of 36.5%.

**Actions Taken to Achieve Goal:**

1. Scheduled 3 HPV Vaccine Clinics during the year (September, November, and March).
2. Promoted HPV Vaccine Clinics to all entering students during orientation programs. Included statement that UR Student Health Insurance Plan (Aetna) covers the cost of the vaccine.
3. Posted signs about HPV and the availability of the HPV vaccine in UHS office waiting room and posted information on the UHS website. Submitted announcements to The Report and Grads@rochester periodically to remind students that HPV vaccine is available at UHS.
4. Used text messaging to remind students about their appointments for each dose of HPV vaccine.
5. Scheduled appointment for the November clinic for Dose 2 at the time Dose 1 was given. Scheduled appointment for Dose 3 into the March clinic for students who came to the November clinic.
6. Reviewed lists of students needing Dose 2 or 3 to identify students who were complete, who were scheduled into the March clinic, and who were overdue for their next dose.
7. Added additional students to the March clinic to fill the clinic to capacity (300 students). Sent two text reminders to the students prior to the clinic.

**Suggested Improvements for 2020-2021:**

1. Offer a clinic for students who were unable to complete the HPV vaccine series in Spring 2020.
2. Schedule three clinics for students who are starting or completing the series. Schedule the clinics on Sunday mornings in September, November, and March.
3. Schedule Dose 2 into 2nd when student is receiving Dose 1. Schedule Dose 3 into the March clinic. Ask student to put a reminder on his/her phone for Dose 3 appointment.
4. Manage the lists of students coming to UHS to receive HPV vaccine to facilitate completion of the three doses by the end of the academic year. Request lists from UHS IT by November 10, January 31, and April 5. Schedule students into clinic when possible. Send lists to Nursing Manager for RNs to schedule appointments for students who do not fit into the clinic. NOTE: Do not wait too late in the semester to contact students needing Dose 3 in April and May.

**
SECTION 2:**

*Collaborate with the campus community
and support health promotion initiatives.*

**Orientation**

**Background Information:**From July through September, a variety of events and programming occurs throughout the River Campus (RC) and Eastman School of Music (ESM) to prepare incoming first year students, transfer students, graduate students, and parents of incoming first year students for the upcoming academic year. The UHS Health Promotion Office staff members are involved in orientation programs for undergraduate and graduate students on the River Campus and at the Eastman School of Music, as well as the School of Nursing and the UR Medical Center. The Associate Director of Health Promotion is responsible for programming focused on UHS services for students and works with colleagues in the UHS administrative and primary care offices to organize UHS participation in orientation programs that aim to increase compliance with the immunization and health insurance requirements. The UHS Senior Health Educator is responsible for providing programs focused on educating students about the services offered by the UHS Health Promotion Office and addressing topics relevant to students, such as alcohol and other drugs (AOD), nutrition, relationships and sex, mental wellness, and physical activity. Our Senior Peer Health Advocates are involved in our health education orientation programming.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** | **Objectives** | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **1,150**(Estimated total for 2 EXPOs) | To check compliance with immunization and health insurance requirements for at least 75% of the incoming first year undergraduate students. (Based on 1,500 from the University Fact Book) | 900(60%) | 1,125(75%) | 1,350(90%) |
| **6** | To offer at least four health education programs to address health topics relevant to health needs and interests of students during orientation.  | 2 | 4 | 6 |
| **8** | To meet requests from other departments to participate in orientation programs for their incoming students. *Objective:* The Health Promotion Office will collaborate with at least five campus/University partners to provide orientation programs for incoming students. | 3 | 5 | 7 |

**Methods of Data Collection / Evaluation:**The number of participants in attendance was counted for all orientation programs. See list on following page. For larger events such as the EXPOs and information fairs when getting an exact count was not feasible, an estimate was used based on the number of students in the incoming class. In some situations, attendance was calculated based on the number of handouts / giveaways remaining at the end of the event. Program evaluation surveys were not provided at the individual orientation programs.

**Analysis:**We participate in orientation programming for incoming students on the River Campus, at the Eastman School of Music, and, to a lesser extent, at the School of Medicine and Dentistry. Of our various types of programming, orientation programming has the highest number of encounters. Because attendance is mandatory for many of the orientation programs, participation was as anticipated.

A variety of EXPOs and large events were provided during orientation. For these larger events it is difficult to conduct a formal evaluation; however, anecdotally participants interacted with the provided displays, took handouts, and asked questions. Positive feedback was provided at each event from many attendees. Health education programs were provided during orientation for a variety of students, including the Summer Bridge students, ECO students, Eastman students, and incoming first year students. Casual feedback obtained from participants, especially after the ESM freshman training sessions, was very positive.

Through our orientation programs, we educated students about the services offered by UHS. We were invited to present several programs on health education topics of relevance and importance to incoming undergraduate and graduate students and gave a total of six programs (exceeding our goal of four). We have an ongoing relationship with several University departments that invite us to participate in orientation programs for their incoming students. These departments include, Simon School, Eastman School of Music, The Orientation Office, ECO, and School of Nursing. We welcome any and all opportunities to reach additional groups of students. This year we partnered with eight departments.

**Suggested Improvements for 2020-2021:**

Our plans for orientation for August 2020 will be dependent on COVID-19 and its impact on students returning to campus and the guidelines about social distancing. Assuming orientation will be held the week of August 17-21, we would like to do the following:

* Begin discussions about Orientation 2020 with the staff in the orientation office at least two months in advance of the arrival of students.
* Develop a plan to be prepared for the arrival of students over several days.
* Identify and implement ways to reduce the number of students who need to come to the UHS station to have their Health History Form (HHF) and health insurance status checked.
* Set up a Call Center to check student’s health insurance status by phone, rather than in person.
* Create interactive, engaging, and informative table displays to share information about staying healthy and staying safe (i.e., handwashing, hand sanitizer, social distancing, etc.)
* Review the plan for Supporting Your College Student to decide if changes should be made to the format and/or content. Make plans to offer this program virtually.
* Continue to have a UHS table at the EXPO in the Feldman Ballroom to provide information about UHS services in addition to our station at the EXPO in Rush Rhees Library. (Fall 2019 was the first year we had a table in the Feldman Ballroom in addition to our station at the EXPO. It worked well to keep the focus on compliance at the EXPO in Rush Rhees Library and to have a separate location for providing information about UHS, UCC, and the Health Promotion Office.)

**Participation: ORIENTATION PROGRAMS**

|  |  |  |
| --- | --- | --- |
| **PROGRAM TITLE/TOPIC** | **PRESENTED TO** | **ATTENDEES** |
| **JULY** |
| 1. Staying Healthy on Campus
 | Summer Bridge Students | 12 |
| 1. About UHS and UCC
 | ECO students | 17 |
| 1. Ask the Sexperts
 | ECO students  | 67 |
| 1. Clinics for Simon School
 | Simon School students | 262 |
| 1. Orientation/EXPOs for Simon School
 | Simon School students | 170 |
| **AUGUST** |
| 1. EXPO for international students
 | RC international first year  | 300 |
| 1. Tdap Clinic for international students
 | RC international first year | 97 |
| 1. Graduate Student Orientation
 | SMD graduate students | 105 |
| 1. International Parent Orientation
 | Parents of International Students | 150 |
| 1. EXPO for first year students and parents
 | Incoming RC freshmen | 850 |
| 1. EXPO – UHS Table
 | Incoming RC freshmen and parents | 250 |
| 1. EXPO – Health Promotion/Mindful Table
 | Incoming RC freshmen and parents | 250 |
| 1. River Walk with Parents
 | RC first year student parents | 25 |
| 1. Supporting Your College Student #1
 | RC first year student parents | 100 |
| 1. Supporting Your College Student #2
 | RC first year student parents | 125 |
| 1. AOD @ Eastman
 | Eastman first year students | 130 |
| 1. Staying Healthy at ESM (UG)
 | ESM first year students | 130 |
| 1. Staying Healthy at ESM (G)
 | ESM first year graduate students | 50 |
| 1. AS&E Graduate Student Orientation
 | RC Grad Students | 125 |
| 1. ESM Information Fair
 | Eastman first year students | 40 |
| **SEPTEMBER** |
| 1. About UHS and UCC Services
 | School of Nursing students | 65 |
| **JANUARY** |
| 1. About UHS and UCC
 | Parents of students starting in Jan. | 6 |
| **GRAND TOTAL** | **3,326** |

**RA Training**

**Background Information:**Beginning in mid-August, a variety of events and programming occurs throughout the River Campus (RC) and Eastman School of Music (ESM) to prepare the Residential Life staff for the upcoming academic year. The Health Educator within the UHS Health Promotion Office (HPO) is responsible for providing a variety of programs focused on topics such as alcohol and other drugs (AOD), nutrition, relationships and sex, mental wellness, and physical activity.

**Program Goals, Objectives and Outcomes:**

Not applicable

**Participation:**

|  |  |  |
| --- | --- | --- |
| **PROGRAM TITLE/TOPIC** | **PRESENTED TO** | **ATTENDEES** |
| River Campus RA Fair | River Campus RAs | 125 |
| ESM RA Training  | Eastman RAs | 30 |
| SWARM Training | GHAs | 10 |
| **TOTAL** | **36** |

**Analysis:**Training for this year’s RAs included a new approach on the River Campus. In previous years for the RA Information Fair, RAs could voluntarily come and visit different campus partner tables. This year RAs were broken down into groups based on their residence hall, and each group had 15 minutes to spend listening to different campus partners. The HPO was paired with UCC and the Office of Disability Resources. We were each given about 5 minutes to present our “need to know” information about our respective departments. Overall, this approach went well since we were able to share our message with every RA. However, initially there was a bit of confusion with the timing, how long we had to speak, and how long the groups would be spending with each campus partner. This was not in our control however, so we made the best out of the situation.

RA training at Eastman was held as in previous years. The Senior Health Educator trained the RAs on two hall programs in the fall semester, as well as two additional hall programs at the mid-year RA training in January.

SWARM training was also provided to the River Campus GHAs on the Fraternity Quad, as it has been offered in previous years.

**Suggested Improvements for 2020-2021:**

* Make sure we have a clear understanding of timing for the RA fair on the River Campus.

**Collaborations with Student Groups and Departments**

**Background Information:**Throughout the academic year, a variety of projects and programs are requested of the Health Promotion Office. These requests can come from RAs, athletic teams, fraternities and sororities, student groups, or other UR departments. An overview of the different types of programs is provided below:

* *Hall Programs* – These hall programs are requested by RAs and provided by our PHA intern team. An online request will come in from the website and then assigned to the PHA team. One to two interns will take the lead on the program, plan with the RA, and then present it to the residents. Our most popular hall program requests are for Sexperts and Relax & Unwind. In the fall semester we received 20 hall program requests. Due to the COVID-19 pandemic, we only received 6 requests in the spring semester. Most requests in the spring semester come in during the months of March and April.
* *STI and HIV Testing* – this program is a result of collaboration with the Paul J. Burgett Intercultural Center and Trillium Health, a community organization. This year six testing clinics were scheduled with a total of 114 attendees.
* *Cold Care Kits* – These kits continue to be a big hit with students during cold and flu season. Each kit is packed with tissues, hand sanitizer, a cough drop, a thermometer, and tips to stay healthy. In the fall semester we had 18 requests for cold care kits for a total of 586 kits. In the spring semester we received 22 requests for a total of 760 kits. (Total = 40 requests / 1,346 kits).
* *Depression and Eating Disorder Screenings* – Every year we partner with the Counseling Center to provide two mental health screenings. Each screening is conducted twice on the same day, at the lunch hour and then at the dinner hour, at different locations on campus. The depression screening is held in October, and had a total of 199 participants. The eating disorders screening was held in February, and had a total of 185 participants.
* *Other partnerships* – The Health Promotion Office also receives requests throughout the year to provide presentations on different health topics. Some examples of these requests include a Mindfulness 101 presentation to the Warner School, a discussion about supporting students in distress to the Hijam School academic advisors, a guest lecture about mindfulness and creativity to the Writing, Speaking and Argument faculty, a Mindful Technology Use presentation to the Women’s Leadership Network and the Office of the Dean of Students staff.

For specific details, including dates, name of program, and who the program was for refer to the 2019-2020 program log.

**Analysis:**Because of the continued support of our PHA Internship team, which included 8 members in the fall semester and 6 in the spring semester, as well as the support of our two senior peer health advocates, our programming numbers continue to increase significantly compared to previous years. We are receiving more consistent requests from RAs and our interns are also providing more outreach to different areas of campus. They have found creative ways to engage with other students such as different tabling locations, conducting first year “hall crawls”, increasing our social media presence, and connecting with a variety of student groups.

**Suggested Improvements for 2020-2021:**

* Reorganize the program log to easier track the different categories of program types.
* Separate out “hall program” from other types of presentation requests.
* Rather than only one category for Mindful University Project programs (currently tagged as “meditation”) separate out into “meditation” , “yoga” and “Mindful U presentation”.
* Review the categorization of each program at the end of every month to confirm accuracy.

**Health Promotion Initiatives at the Eastman School of Music**

**Background**

Realizing a need to offer additional programming support to the Eastman School of Music community, the UHS Health Promotion Office brought on Gaelen McCormick in November to work four hours per week with this population. Gaelen was already embedded at the Eastman School with her position in Eastman Performing Arts Medicine, putting her squarely in the middle of the student population.

Her work throughout this year focused on building partnerships and establishing the Live.Grow.Thrive. programming to the Eastman campus. Below Gaelen shares the highlights of the work she accomplished.

**Live, Grow, Thrive at Eastman brochure:** As I asked students how they found their information about mental health services or medical services, we discovered that that was also a hodgepodge of ways. That combined with our HPO meetings hearing from our student interns about how they find information when they need it, led us to discuss streamlining and aggregating the location of UHS, HPO, UCC information into first a tangible product , the Live, Grow, Thrive at Eastman brochure.

* **Paper brochure:** Amy took the compiled info to put into the LGT format, and this was shown to a newly formed Wellness Committee at ESM in early 2020. Advice was sought for how to best reach our students and faculty with this information. That yielded a few future ideas:
	+ Small stickers on the bathroom mirrors to help folks get info quickly and discreetly – they could snap a picture of the sticker with their phone, or QR codes could be on the photo to automatically take them over to the website
	+ A smaller card or sticker that faculty could have in their studios for easy access to the necessary resource contact info. We acknowledge that at the ESM campus, the studio teacher is often the most influential on the ESM student, and faculty should be well-informed and have the info at their fingertips
* **LGT** [**webpage**](https://www.esm.rochester.edu/studentaffairs/live-grow-thrive/)**:** Knowing that most students will use their phone or computer to search for information, it was clear we needed to move that to a website for better searching. Rita Coulter from ESM IT helped to produce a new page that contained all the information from the LGT flyer and now links it directly to the resources.
	+ Future plans for this include doing short social posts about the LGT offerings, and driving students from the social platform over to the website to better engage with the options.

**Health and Wellness Survey:** Graduate student and UHS intern Denin Koch felt strongly about surveying for issues that faculty want supported then surveying students for what they felt was lacking in their support services. This spurred conversations with Amy McDonald and Donna Brink Fox, and in the future may include conversations with Elizabeth Easley who is deeply invested in student physical and mental health, and in the culture of Eastman moving in a more transparent and health-focused way. With a revised survey instrument, we helped Denin to reach about 200 students of the 900 student-body population in the month of December 2019.

* Future use: Analyzing that data further bolstered our feeling that misinformation lives on, and that certain supports need more investigation. One example is the desire for exercise space that is free. The Y is next door to the SLC, but carries a fee. The Downtown Athletic club is two blocks walk from the SLC and is less expensive, but still costs something. The RC athletic spaces are free, but the round trip time it takes was cited as a problem for most of the students.

**Health and Wellness postings:**

* Mental health in grad school ([article](https://www.chronicle.com/article/Why-We-Need-to-Talk-More-About/247002) from Chronicle of Higher Education) alongside contact information for the University Counseling Center.
* Hearing conservation – chart (1) of different decibels, safe zone and information on how to participate in a “noise load” research project (2) which I had started conducting in conjunction with Environmental Safety at UR.
* Near the end of the in-person school year prior to spring break, contact info (3) for students needing support to cope with stress: UCC, UHS, Disability Services, Restore, - this was gathered from a list generated by another UR source and updated to reflect the ESM options more accurately.

The more interactions I have with students, the more it was repeated that many simply could not navigate their way through the UCC service process, or there was a lot of “urban legend” hanging around. Compounding the frustrations of the students, is the idea that River Campus is too far to go or too inaccessible, for the mental health needs. I will say that the typical ESM student’s schedule is overloaded, and the trip to RC takes 30 minutes and does not time up well with the course start/endings on the ESM campus. There is no option to miss ensembles without a doctor’s note. I understand the perception they have that the RC UHS or UCC services are not as readily available to them.

**UR Supported**: it was requested by Dr. Bones that we offer UR Supported at the ESM campus, and I worked to make those events happen. When it was apparent that ESM could not have enough trained facilitators ready by the time of the fall/winter UR Supported, we delayed offering this until spring semester. There is some miscommunication about who should be facilitating these sessions at ESM. SLC staff indicated they prefer not to lead these and expect UHS/HPO staff to do so.

* Future plans here: already UR Supported has moved online with offerings and resources. If we do look at offering in person support groups in the future, set expectations of who is facilitating, what training that person/s has, what the desired goal is, and how to handle the culture where the students are already so well-known to each other – how to provide a safe, confidential environment?

**Feel Fabulous in February** – I was requested by the SLC to provide services during their Feel Fabulous in February calendar. I invited Sue Callan Harris and her intern, Denin Koch, to ideate topics and supported the ideas they came up with by hosting social media posts and handling the administrative aspects of table reservations and researching the resources they needed to have on hand. UHS also hosted a Live, Grow, Thrive table in Lowry Hall.

* **LGT Table** Feb 13 (11am-1pm) - staffed by Linda Dudman and Gaelen McCormick, hosted near the 1st floor elevators in Lowry Hall for 2 hours midday to catch the traffic coming and going to core classes. We handed out cold care kits and had materials on hand to make your own kit, LGT flyers were first distributed here, but very few took them. Mindful U materials were offered. Both Linda and Gaelen reminded students to complete the NCHA survey that was still open. Attended by at least 50 students.
* **Fitness on the Go!** Physical Therapy talk, March 3 (5-6pm)- staffed by Sue Callan Harris and Denin Koch, hosted in the SLC Director’s Dining Room. This was a brief session on exercise you can do anywhere, without special equipment.
* **Make your own neck warmer**, Physical Therapy team – March 17 (5-6pm) - staffed by Sue Callan Harris, hosted in the main lobby of the Student Living Center. This event was cancelled as we moved students off-campus by this point due to the pandemic. This would have been a hands-on event making neck warmers from tube socks stuffed with dry rice. Info would have been available for mental health services, LGT flyer, and a smaller business-sized companion card for direct contact for UHS, UCC, and few other health and wellness resources.

**Social Media Support**

* Helping the SLC promote health and wellness offerings that are both on ESM campus and off-campus (in community or at River Campus)
* Broadcasting news of Mindful University Project – the four Koru sections that were offered by Amy Metzendorf and Melina Esse
* Lifting up resources specific to artists in crisis at the start of the NY Pause
* Advertising new offerings that were created to address the need for virtual programming

**Alexander Technique (AT)**

* Together with Katie Fittipaldi, created 4 virtual classes for adapting the principles of AT - body-mapping and mindfulness- to ergonomic work at a desk or computer, to address the radically changed way many of us do business or go to school right now
	+ Establishing the zoom/signup/follow through work flow
	+ Advertising in a wide variety of campus outlets
	+ Supporting events on the day of – moderating comments, hosting the screen share, etc.
* 5 total classes were offered with engagement gaining momentum as the series progressed
	+ April 22, April 29, May 6, May 13, May 20 – all 11:30am-12pm on zoom
* Diversity of attendees from URMC, RC, ESM, staff, students and faculty

**Mindfulness in Ensembles at ESM**

* Working with Amy McDonald, UHS Senior Health Educator, to create a scenario where ensemble leaders/conductors would be willing to add one minute of mindfulness to the start of rehearsals.
* Connected with conducting staff over spring of 2019 to float the idea for feedback. Overall everyone was on board with the idea, and had the question “what would this look like?”
* Met with conductors of choral groups and jazz ensembles as well as graduate conducting students in August 2019 to share the idea.
* Amy crafted the frame for this “Tuning the Mind” exercise and led the exercise each time.
* We were able to launch this at Eastman Wind Orchestra, Eastman Chamber Winds, Eastman School Symphony Orchestra, Eastman Philharmonia, and the Eastman Chorale rehearsals, once at each ensemble during the spring of 2020.
* Students provided feedback through a brief survey they were asked to complete afterwards.

**PAWS for Stress Relief – Visit by pet therapy dogs**

* Held in both fall and spring as part of Destress Fest events.
* Positive feedback from students attending the events and students who hosted the events.
* Program was coordinated with Friends of Strong. Feedback was shared with them.

**Safe Sex Supply Distribution**

**Background Information:**The UHS Health Promotion Office distributes free safe sex supplies across campus each academic year. These supplies include internal and external condoms, lube, dental dams, and finger cots. We obtain the supplies for free from the NYS Condom Program.

These supplies are distributed to students in a variety of ways:

* *Safe Sex Express* – Refer to the Safe Sex Express program page for details.
* *RA Condom Kits* – RAs from the River Campus and Eastman Campus can come into the Health Promotion Office to pick up safe sex supplies for their residents. Each large baggie contains a supply of external condoms and lube, as well as a few internal condoms and dental dams.
* *Condom Kits for the UHS waiting room* – Safe sex supplies are also provided to students in the waiting room of the UHS primary care office.

**Analysis:**
**Quantity of Safe Sex Supplies Ordered in the 2019-2020 Academic Year**

|  |  |
| --- | --- |
| **Type of Supply** | **Quantity Received** |
| External Condoms | 32,000 |
| Internal Condoms | 200 |
| Lube | 2,000 |
| Dental Dam | 2,500 |
| **TOTAL:** | **36,700** |

**RA Condom Bag Distribution**

|  |  |
| --- | --- |
| **Residence Hall** | **Number of Bags Distributed** |
| Susan B. Anthony | 6 |
| Quad (Tiernan, Hoeing, Lovejoy, Gilbert, Crosby, Burton) | 3 |
| Southside | 0 |
| Hill Court | 2 |
| Jackson Court | 3 |
| Fraternity Quad | 1 |
| Eastman | 48 |
| Not Listed | 2 |
| **TOTAL:** | **65** |

**Suggested Improvements for 2020-2021:**

* Better promotion of the RA condom bag availability to the RAs, especially those on the first year quad.
* Improved promotion of safe sex supplies overall to students. Based on a survey conducted by students in PH 216 this semester, students remain unaware about where to find safe sex supplies on campus. This information should definitely be shared with our new Instagram followers on a regular basis.
* We need to increase our distribution of lube. It is important to use lube with a condom every time. Lube reduces friction, so lessens your risk of injury during sex. And if you're using condoms, lube also makes it less likely that it'll break or fall off, therefore increasing your protection against STIs including HIV. If we are distributing 32,000 external condoms, then we should also be providing 16,000 packets of lube (one packet contains enough lube for two condoms). If our numbers above are accurate, then we only distributed 2,000 packets of lube.



**SECTION 3:**

*Direct the Peer Health Advocacy program.*

**PH 216**

**Background Information:**This course will focus on contemporary health and wellness issues for college students: alcohol and other drugs, relationships and sex, mental wellness, nutrition, and physical activity. An introduction to the concepts, theory, and practice of health promotion and peer-based health advocacy will also be provided.

In addition, students will be challenged to grow as leaders by developing the necessary skills to become effective peer health advocates. Throughout the semester students will strategically develop a comprehensive health promotion program on a health and wellness topic relevant to college-aged students. Upon completion of this course, students are eligible to apply to the Peer Health Advocate Internship Program (PH 394).

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **12/30** | By January 15, the Health Educator will make any necessary updates to the curriculum for PH 216. | 1/30 | 1/15 | 12/30 |
| **4.6** | At the end of the semester, students will give the course an overall rating of at least 4.5 / 5.0. | 3.0 | 4.5 | 4.8 |
| **4.7** | At the end of the semester, students will give the instructor an overall rating of at least 4.5 / 5.0. | 3.0 | 4.5 | 4.8 |

**Analysis:**Students enrolled in the course complete a course evaluation at the end of the semester. Using the course map, the instructor will be able to compare course learning outcomes to student performance metrics and determine changes for the following semester.

It should be noted that due to the COVID-19 pandemic, completing course evaluations was not required of students this year. Therefore, only seven out of the twenty-one students enrolled in class (33% response rate) completed the evaluation.

See course map.

**Suggested Improvements for 2020-2021:**

See course map.

**PHA Internship**

**Background Information:**Peer Health Advocates are student leaders who empower fellow students to make healthy lifestyle choices. They are trained to develop, promote, and provide health and wellness related outreach such as educational workshops, tabling events, and other health promotion programs. In addition, our team members serve as positive role models by committing to live healthy lifestyles themselves.

The Peer Health Advocate Internship course (PH 394) meets every Friday from 11:50 – 1:05. Within the course, students are required to submit four fieldwork journal reflections, four fieldwork assignments, and a final e-portfolio representing their 60 hours of field work conducted throughout the semester.

**Program Objectives and Outcomes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Outcomes** |  | **Working Towards Objective** | **Meets Objective** | **Exceeds Objective** |
| **One month** | One month before the semester begins, the Health Educator will make any necessary updates to the curriculum for PH 394. | Less than | One month | Greater than |
| **5.0** | At the end of the semester, students will give the course an overall rating of at least 4.5 / 5.0. | 3.0 | 4.5 | 4.8 |
| **5.0** | At the end of the semester, students will give the instructor an overall rating of at least 4.5 / 5.0. | 3.0 | 4.5 | 4.8 |

**Analysis:**Students enrolled in the course complete a course evaluation at the end of the semester. Using the course map, the instructor will be able to compare course learning outcomes to student performance metrics and determine changes for the following semester.

It should be noted that due to the COVID-19 pandemic in the spring semester, completing course evaluations was not required of students this year. Therefore, only four out of the six students enrolled in class (67% response rate) completed the evaluation.

See course map.

**Suggested Improvements for 2020- 2021:**
See course map.

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**SECTION 4:**

Offer students information about health and wellness topics relevant to the college population.

**UHS Website Management**

**Background Information:**The UHS Health Promotion Office is responsible for managing the UHS website by keeping the UHS home page, the UHS Primary Care, and the UHS Health Promotion sections of the website up-to-date with current information. The University Counseling Center (UCC) pages are maintained by a UCC staff member.

Our goal is to provide useful, easy to access information for students and other viewers of the UHS website. We work with UHS staff members to provide information in support of their functions and their need to communicate with students. We update the Health Requirements for Entering Students section in the beginning of the year to be ready before Health History Forms are mailed to entering students in April/May. We also update the Health Insurance pages with the fees for the coming year and with any other changes that we need to share with students and parents. The UHS Home Page and the Primary Care pages are maintained and updated by the Associate Director, Health Promotion. Being aware of changes affecting our patients and using the website to communicate information about these changes is key to keeping the website current, relevant, accurate, and useful.

On the UHS home page, announcements are posted in the Latest News section on a regular basis. The links in Quick Links usually remain fairly stable throughout the year; however, this year a change was made to add a link to “Pay Your UHS Bill,” a new service offered by the UHS Billing Office. In May 2020, in response to changes brought on by the COVID-19 pandemic, we worked with UR Communications to add a box with information about telemedicine appointments and access to UHS and UCC services on the home page.

The UHS Health Promotion pages provide detailed information about our programs and services in our primary topic areas, a calendar of upcoming programs, a presentation request form, the Safe Sex Express Order Form, and how to schedule a presentation, as well as links to Health Topic Resources and ways to get involved. These pages provide an additional way to promote existing and new programs, such as UR Sex Week in November and UR Supported in December, and to promote the National College Health Assessment (NCHA) that was conducted in February 2020. The Health Promotion section pages are maintained and updated by the UHS Senior Health Educator.

**Analysis:**

Each month we record the number of hits to the website. Included are the number of hits to the UHS landing page, the UHS Primary Care page, and the UCC home page. In addition, we keep track of the pages that were in the top ten for number of viewers. Some pages (i.e., services for full-time students, UHS appointments, locations and hours, health insurance for full-time students, and UCC UHSConnect) are consistently in the top ten. In the fall of 2019, there was a spike in the number of hits to the Flu Vaccine Clinic page in October and November. A spike in visits to the UR Sex Week page in November and a spike in visits to UR Supported in December showed the reach of these two Health Promotion Office pages. In the spring of 2020, a similar increase was seen in the number of hits to the Employee Services page and to the new Coronavirus/COVID-19 page.

**Website pages receiving over 5,000 hits – July 1, 2019-December 31, 2019**

|  |  |  |
| --- | --- | --- |
| **Website Page – Fall 2019** | **Total Number of Hits** | **Average Number of Hits / Month** |
| UHS landing page | 29,086 | 4,848 |
| Health Insurance for Full-time Students | 10,652 | 1,775 |
| UCC home page | 8,351 | 1,392 |
| UHS Primary Care page | 6,696 | 1,116 |
| Services for Full-time Students | 5,764 | 961 |
| Locations and Hours | 5,077 | 846 |

**Suggested Improvements for 2020-2021:**

* Continue to keep the website current with updates and corrections, as needed.
* Offer to provide assistance for the UCC portion of the website when the website manager retires at the end of the summer.
* Encourage UHS staff members to consider using the website as a way to provide information in support of their functions and a way to direct people to key information about their services.
* Continue to be looking to update the website using information learned at UHS meetings and other sources.
* Keep track of hits to the website to better understand where viewers look for information on the website.
* Ask UR Communications for advice and assistance when making updates to the UHS home page and when reviewing our site for more substantive improvements.

**Social Media Management**

**Background Information:**This academic year we focused more purposely on the development of our social media presence. The Health Promotion Department has a Facebook and Instagram account. We primarily focused on increasing the audience of our Instagram followers, knowing that this is the platform most utilized by our student population. Additionally, every post on Instagram is linked to Facebook and posted there as well, allowing us to only have to post in one place.

Two of our PHA interns were in charge of our social media development. They first researched Instagram accounts for other Health Promotion Offices across the country, learning what type of content they posted, what type of posts received the most interaction, and how their bio was organized. Once they had an idea of what to post, they created a variety of new posts on Canva and rewrote our Instagram bio page. Finally, the last step was to increase our followers. This was accomplished by following most other student groups and departments associated with the university, which then spurred these groups and departments to follow us back. Then they followed the individual students who followed the different student groups and departments, again, with the hopes that these individuals would follow us back, too. This approach, while time consuming, led to a significant increase in our following and social media interactions.

**Analysis:**
Total followers as of May 28, 2020 = 1,557

* 63% of followers are between the ages of 18 and 24
* 18% of followers are between the ages of 25 – 34
* 68% are female
* Our audience is most active every day of the week between the hours of 12pm and 9pm
* Post “likes” have increased from an average of 20 in the fall semester to 130 in the spring semester.
* Number of impressions per post has increased from an average of 300 in the fall semester to 1,000 in the spring semester.
* Our most popular post was a meme posted on April 18th about masturbation improving your mental health. It had 1,321 views, 132 likes, 429 shares, and resulted in 583 profile visits.

**Suggested Improvements for 2020-2021:**

* Continue to grow our audience, especially by following our incoming first year students.
* Promote our page in a variety of ways – on our handouts, during tabling events, in The Report, on our website.
* Track our IG insights each month to see what type of posts receive the most interaction and create similar posts.
* Continue to post engaging and relevant posts on a regular basis.

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**SECTION 5:**

Collect and analyze data to drive programming efforts.

**Program Evaluation**

**Background Information:**Continuous program evaluation is an important aspect of the UHS Health Promotion Office. We evaluate our programming efforts in a variety of ways, as outlined below:

* For each program listed in the first section of this annual report, we create measurable objectives that we strive to meet upon program completion. As you can see, we then use these outcomes to make improvements for the future implementation of the program.
* During our large fairs, such as the Sex & Chocolate Fair and the Fresh Check Day Fair, we create an online evaluation survey using Survey Monkey. At the event we provide tablets and laptops for students to complete the survey upon exiting the event. As an incentive, we provide a small giveaway such as a stress ball, that they receive after submitting their feedback.
* Paper-based evaluation surveys are also provided at the end of our presentations and hall programs. The questions on these surveys tie directly to the objectives for the program, allowing us to track the success of our interventions.
* Evaluation questions are incorporated into the Safe Sex Express form as well, with questions that tie directly to the objectives for the program.
* During the last Paws for Stress Relief program for each semester, a short paper-based evaluation survey is given to each student attending on that day.
* Our online programs are evaluated with a survey link provided within the last email of the challenge. This links to a Survey Monkey survey.
* The two undergraduate public health courses (PH 216 and PH 394) use a course evaluation survey provided by the University. Students can receive early access to their grades if they complete the course evaluation, which is a good incentive for them to provide their feedback.
* Our social media accounts are evaluated by viewing the insights provided by Instagram and Facebook.

**Analysis:**N/A

**Suggested Improvements for 2020-2021:**

* Review all program evaluation outcomes from the 2019-2020 academic year and determine if objectives or evaluation questions need to be updated.

**Surveys of Students and Staff**

**National College Health Assessment (NCHA)**

Every 2-3 years, the UHS Health Promotion Office conducts the ACHA National College Health Assessment (ACHA-NCHA). The ACHA-NCHA survey instrument is administered by the American College Health Association (ACHA). The study protocol was approved by the University of Rochester Research Subjects Review Board (RSRB) prior to the start of the survey in February 2020. All River Campus and Eastman School of Music undergraduate students between ages 18 and 25 were included in the sample. Of the 5,800 students in the sample, 808 completed the survey for a response rate of 13.9%.

The National College Health Assessment (NCHA) collects data about the health behaviors and attitudes of college students. Questions address injury prevention, personal safety and violence; alcohol, tobacco, and other drug use; sexual health; weight, nutrition, and exercise; and mental health. The data will be used to prioritize student health needs, allocate resources, design and implement intervention strategies, and measure progress addressing UHS goals for improving healthy behaviors of students.

**Patient Satisfaction Survey**

The UHS Health Promotion Office is responsible for conducting the UHS Patient Satisfaction Survey. We use the ACHA Patient Satisfaction Assessment Service to survey a sample of student patients every fall and spring semester. Students seen at UHS during a one week period are sent an email invitation to complete the online survey. Results from the survey are shared with the UHS Leadership Team, the OPS Committee, the Quality Improvement Committee, and UHS staff members. The reports include trend charts to compare the findings with previous years and with ACHA reference group data.

In 2019-2020, the survey was conducted in November 2019. Of the 445 student patients in the sample, 113 completed the survey for a response rate of 25%. Due to the impact of COVID-19 on UHS and campus operations, the survey was not conducted in April 2020 as was planned. Likewise, the plan to survey a sample of our non-student patients in April was postponed due to the impact of COVID-19.

**UHS Staff Survey**

The UHS Health promotion Office conducts the UHS Staff Satisfaction Survey in May/June every year. Plans are underway to conduct the survey during the month of June 2020. Surveys will be sent to all UHS and UCC staff members, with the exception of the members of the UHS Leadership Team. This year, the survey will include the same questions used in previous years, as well as questions addressing the impact of COVID-19 on our staff members. Staff members will be asked for their feedback on the UHS and University response to the pandemic, as well as their satisfaction with the communication about changes in response to COVID-19. Survey results, with a trend chart to compare the findings with previous years, will be compiled and shared with the UHS Leadership Team.