CSB|SJU COUNSELING & HEALTH PROMOTION

FY 2016 Health Promotion Plan

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We strive to:

- Support the academic mission of student learning by assisting students in leading healthier lives.
- Enhance health as a strategy to support student learning.
- Keep current on the social, cultural, economic and political factors that may contribute to or compromise the health and safety of individuals or the campus community.
- Address larger institutional issues, community factors, and campus policies that affect the health and safety of students.

Overarching Philosophy

It is not our job to change the students; it is the students’ job to decide if and how they will change. Our job is to work toward a supportive environment that allows students opportunities to practice healthy, safe behaviors as well as asking questions, challenging, providing information and opportunities and expressing concerns, thoughts and ideas in a nonjudgmental manner.
With all activities our goal is to:

Make it local

Make it personal

Make it credible.

MAKE IT MATTER!

HEALTH PROMOTION PROFESSIONALS IN HIGHER EDUCATION PRACTICE PREVENTION. AT ITS CORE, HEALTH PROMOTION WORKS TO PREVENT THE DEVELOPMENT OF PERSONAL AND CAMPUS POPULATION-LEVEL HEALTH PROBLEMS, WHILE ENHANCING INDIVIDUAL, GROUP AND INSTITUTIONAL HEALTH AND SAFETY. ALTHOUGH PREVENTION EFFORTS MAY BE UNIVERSAL, SELECTIVE, OR INDICATED (GORDON, 1983), HEALTH PROMOTION IN HIGHER EDUCATION EMPHASIZES CREATING SUPPORTIVE ENVIRONMENTS FOR HEALTH. THIS PRINCIPLE FURTHERS THE RECOGNITION OF IHES AS COMMUNITIES AND INDICATES A RE-ORIENTATION TO STANDARDS OF PRACTICE FOR HEALTH PROMOTION IN HIGHER EDUCATION TO FOCUS PRIMARILY ON POPULATION-LEVEL
**Staffing:**

Assistant Director of Health Promotion

Health Promotion Programmer

**Health Advocates:** Peer-based health promotion team based at CSB that promotes student wellness through integrating living, healthy choices, and self-responsibility.

**Health Initiative:** Team of SJU students focusing on empowering men to care for themselves and others by bringing health promotion and awareness to the SJU campus.

**CERTS team:** Student staff partnership designed to facilitate honest, open conversation regarding sexual assault issues in order to foster healthy, safe decisions regarding sexual activity and promote an environment that does not accept, tolerate, condone, or encourage sexual activity without consent.

The **buzzed team:** Peer-based health promotion team that develops and implements a population-based media campaign promoting moderate alcohol use by peers, if choosing to use.

The **Dream Team:** Peer-based health promotion team that offers presentations about sleep to individuals and groups on both campuses and promotes healthy sleep habits via sleep campaigns.

**Student Developed Sexual Assault Initiatives** is designed to connect departments and student organization across both campuses to streamline and build on our independent efforts to address sexual assault.
Why Health Promotion at College?

Many of our society’s public health challenges – alcohol and drug abuse, unhealthy dietary patterns, HIV/AIDS and STD infection, intentional and unintentional injury and emotional health concerns – often show up first in young adulthood. In fact, in the public health realm, we know that what happens in adolescence, in the teenage years, and in the young adult years often determine a person’s quality of life in later years. Because of the unique opportunities afforded by the campus community, addressing these problems in this population would go far toward advancing the health of all. Young people come to college practicing certain health behaviors whether they are aware of them or not. They also come to college with certain expectations of what college will be like and what they will be like in the college environment. They usually get a certain amount of sleep each night; eat a certain amount and types of food; are active or inactive, etc. Many of these decisions may be heavily influenced by familial patterns, traditions and rules, but students may think that during college some of the rules or expectations for certain behaviors are suspended. They won’t sleep as much; they will drink more, etc… In college, they need to become conscious of their choices and what these choices mean to them since decisions and associated consequences are much more clearly up to them. They may never have thought about risks before, or defined for themselves whether their behavior was “risky”. Students cope with these new responsibilities in an environment that may be educationally and socially competitive. College students are developmentally figuring out who they are and who they want to be. They are trying on different attitudes, behaviors, and ways of being. They are by definition ready to learn. In fact, student learning is at the core of the mission of higher education. There may not be a time in their lives when they are as open to change as in their college years. We have a chance to reach them in a way that often only comes along when people have a type of catastrophic event (heart attack, stroke, or other health issue) and are willing to implement new behaviors in their lives. Reaching students at this point in the lifespan also means we are reaching the professions – future leaders, policy makers, and educators – whose influence could eventually improve the health of the broader community.

Also, unlike other populations, the academic population sustains a turnover of nearly 25% every year. Every year we have the opportunity to reach a new group of individuals with prevention messages and outreach programs. We essentially have four years to get our basic messages across to them. Education and prevention activities need to be a priority so that we can affect student behavior, and improve the long-term health of individual students and the community more generally. And this, in the end, serves our mission by supporting students and creating healthy learning environments.
HEALTH IS THE CAPACITY OF INDIVIDUALS AND COMMUNITIES TO REACH THEIR POTENTIAL. HEALTH IS NOT SIMPLY THE ABSENCE OF DISEASE MEASURED THROUGH CLINICAL INDICATORS, BUT “A POSITIVE CONCEPT EMPHASIZING SOCIAL AND PERSONAL RESOURCES AS WELL AS PHYSICAL CAPACITIES” (WORLD HEALTH ORGANIZATION [WHO], 1986).

**Theoretical Framework**

**Public Health Approach**

To address health on the campus level it seems appropriate to apply a public health approach. This is in line with the standards of practice that will be outlined below and fits a community setting. A public health approach focuses on the entire community. Public health is defined as “what we, as a society, do collectively to assure the conditions in which people can be healthy”. This definition doesn’t single out any particular profession, agency or organization. It recognizes that the health of a community is affected by numerous factors other than medical care – things like the media, transportation, entertainment, recreation, public policies, housing, nutrition options, architecture, etc. It encourages collaboration and cooperation between all components of a community in order to build the healthiest possible community environments. The components of a public health approach include data collection, service delivery, program and policy development and outcome evaluation. (Population–based data collection helps identify the needs and risk factors of the community and serves as a monitoring device for health status over time.) On a college campus this interactive relationship with health means that the health of students, faculty and staff are interrelated. In addition to obvious influences like infectious diseases, faculty and staff also affect the health of students through role-modeling, education, program and policy development and establishment of the social character of the campus. Conversely, students affect the health of faculty and staff in similar ways. A public health approach incorporates a broader view of health and considers the social, emotional, environmental, educational and spiritual components of life rather than focusing only on specific diseases. This broad definition of health acknowledges the powerful influences that lifestyle choices and the campus social and built environments have on the health of every student. Public health fosters inter- and multidisciplinary approaches to health – an approach particularly beneficial to a college population. That said; universal access to health care is assumed as a necessity in the public health model.
Health Promotion strategies should include a continuum of activities that address multiple levels of the model. These activities should be developmentally appropriate and conducted across the lifespan. This approach is more likely to sustain health promotion efforts over time than any single intervention.

**The Tipping Point**

Based on his in-depth research spanning a number of different fields, industries, and scholarly disciplines, Malcolm Gladwell, in his book “The Tipping Point”, identifies three key factors that each play a role in determining whether a particular trend will “tip” into wide-scale popularity. Gladwell’s discussion and illustration of the concepts of the Law of the Few, the Stickiness Factor, and the Power of Context comprise the majority of the book. This book and its concepts have helped to initiate paradigm shifts in fields ranging from marketing to public health. The concepts are extremely helpful in identifying what can be effective on a college campuses.

- **The Law of theFew**: A tiny percentage of people do the majority of the work to build momentum
- **The Stickiness Factor**: Stickiness means that a message makes an impact - it’s memorable
- **The Power of Context**: Human beings are a lot more sensitive to their environment than they seem

**Stages of Change**

- **Pre-contemplation** (Not yet acknowledging that there is a problem behavior that needs to be changed)
- **Contemplation** (Acknowledging that there is a problem but not yet ready or sure of wanting to make a change)
- **Preparation/Determination** (Getting ready to change)
- **Action/Willpower** (Changing behavior)
- **Maintenance** (Maintaining the behavior change) and
- **Relapse** (Returning to older behaviors and abandoning the new changes)
To address the health of students we must realize that students are not all in the same place regarding their behavior and its subsequent influence on their health. We must look at messaging at a variety of levels within the stages of change.

2015-2016 Priorities

- General Health Survey Analysis and Dissemination
- Alcohol and Other Drug Survey Update and Implementation
- FYS Pilot Sleep Program
- HA/HI Speaker Series
- First Year Pilot Sexual Assault Discussion Program
- Campus Sexual Assault Initiatives Intervention

Strategies of Health Promotion

- developing personal skills
- strengthening community action
- creating supportive environments for health
- backed by healthy public policy

Methods

Peer Education/Promotion

- CSB Health Advocates
- SJU Health Initiative
  - buzzed team
  - CERTS team

Social marketing

- Media Campaigns buzzed CERTS
- Health Advocates Facebook, Twitter, Pinterest

Training

- Bystander intervention
- Peer Health Promotion
  - Staff
Health Education

- Newsletters
- Brochures
- Presentations
- Displays

Experiential learning opportunities

- Internships
- Projects

**Broad Overall Goals**

**Build healthy public policy.**

1. Assistant Director will continue to serve on the health and wellness team which has policy monitoring and development as part of its charge.

2. Health Promotion staff will scan campus environment annually for policies that may detract from health promoting behaviors. Staff will consult with appropriate campus entities to discuss any action that might be needed.

3. Health Promotion staff will serve on campus-wide committees (if needed) that are brought together to deal with health issues that have immediate needs regarding policies and education. (i.e. pandemic flu, tobacco free campus)

4. Health Promotion Staff will keep abreast of what is happening locally, regionally and nationally regarding policy that may affect the health status of college campuses and the students who live, work, and study there; working to adopt those that make sense and apply those that have been passed legislatively.

5. Healthy public policy will be integrated into student employee training so that students can understand how advocacy and public policy are connected to health promotion efforts.

**Create and maintain supportive environments for health.**

1. Maintain partnership with **CSB Residential Life** by:
   a. Have a representative from Residential Life on the Health Promotion Subcommittee.
   b. Offer educational and training opportunities, resources, and materials to residential life staff.
   c. Maintain regular communication with residential life staff (i.e., letter at the beginning of each semester).
   d. Use residence space for health promotion campaigns and activities.
      i. Develop specific bulletin board kits that we would like residential life staff to exhibit (basic alcohol information and alcohol poisoning as a pilot project.)
2. Maintain partnership with **SJU Residential Life** by:
   a. Offer educational/training opportunities, resources, and materials to residential life staff.
   b. Have a representative from Residential Life on the Health Promotion Subcommittee.
   c. Maintain regular communication with residential life staff. (i.e., letter at the beginning of each semester.)
   d. Use residence space for health promotion campaigns.
      i. Work to engage men in sexual assault programming for men.
      ii. Develop specific bulletin board kits that we would like residential life staff to exhibit (basic alcohol information and alcohol poisoning as a pilot project.)

3. Maintain partnership with **CSB Campus Recreation/Athletics** by:
   a. Utilize recreation space for health promotion campaigns and information.
   b. Use recreation space for health promoting activities.
   c. Have a representative from Campus Recreation on the Health Promotion Subcommittee.
   d. Maintain webpage specifically designed for health promotion in athletes.
   e. Offer educational/training opportunities, resources and materials to recreational/athletic staff and student athletes.

4. Maintain partnership with **SJU Intramurals/Athletics** by:
   a. Utilize space for health promotion campaigns and information.
   b. Have a representative from SJU Intramurals/Athletics on the Health Promotion Subcommittee.
   c. Maintain webpage specifically designed for health promotion in athletes.
   d. Offer educational/training opportunities, resources and materials to recreational/athletic staff and student athletes.

5. Maintain partnership with **CSB/SJU Student Activities**.
   a. Utilize access to first year orientation with health promotion messages.
   b. Participate in SALD activities that reach out to new students at the beginning of the year.
      i. Participate in “Involvement on the Mall”.
   c. Co-sponsor, co-fund, share staffing for health related activities.
   d. Maintain a consultative relationship when planning activities (calendar work).
   e. Have a representative from Student Activities on the Health Promotion Subcommittee.

6. Maintain partnership with **Academic Entities** (i.e. classroom, service learning, internship office)
   a. Be available to be a community partner for service learning.
   b. Be available to be a supervisor for internship experiences.
   c. Respond to requests for resources, data and consultation for students and faculty for classroom projects.

7. Maintain partnership with **CSBSJU Dining Services**
   a. Collaborate with CSBSJU dieticians during Nutrition Month (March)
   b. Health Advocate Advisory to continue to meet annually with Kim Poganski
   c. Health Initiative team will continue to meet annually with SJU dietician.
8. Maintain a positive work environment for Student Staff so they are fully equipped to fulfill the duties of their position and grow as healthy individuals.
   a. Provide regular training. (at least twice a year)
      i. Beginning of Year training (August)
      ii. Bystander intervention for any new staff
      iii. Specific Issues Training
   b. Provide opportunities for student staff to interact socially (at least once a year).
   c. Provide student staff with educational material and resources.
   d. Provide student staff with feedback, supervision, professional development and mentoring as part of an ongoing staff/supervisor relationship.
9. Build and enhance internal partnerships and collaborations with Counseling and CSB Health Services.
   i. Co-facilitate bystander intervention program with counseling staff.
   ii. Utilize staff experiences and expertise for media campaigns and educational programs.
   iii. Collaborate on specified projects (stress kits, women & alcohol...)
10. Maintain partnerships with staff on campus in order to collaborate/cooperate on campus activities.
    a. Health Promotion Programmer will organize and facilitate health promotion subcommittee made up of staff from a variety of departments throughout campus.
    b. Conduct bystander intervention facilitator training and maintain a bystander facilitator group.
    c. Maintain Campus Sexual Assault Initiatives group for campus-wide work on sexual assault.
11. Identify and seek out community partners in order to offer students more opportunities to engage in health promoting thinking and acting. (i.e. MN Health Educator’s Network, Red Cross)
12. Conduct appropriate environmental scans to track programming efforts around health issues.
13. Conduct outside scan of literature and other higher education institutions to keep abreast of new ideas in maintaining a supportive environment.

**Strengthen community action for health.**

1. Professional and student staff will serve as resources, researchers, advocates, educators, consultants, and trainers for campus constituencies, in order to be the primary source of health promotion/education on our campuses
2. Stay abreast of trends, funding opportunities, educational tools, media focuses, and research information in health promotion nationally, regionally, and locally.
3. Maintain regular training for student staff and have professional staff take part in regional and/or national training annually.
4. Maintain relationships with other professional staff on other campuses and memberships in professional organizations.
Develop students’ personal motivation and skills to empower them to choose healthy behaviors, contributing to academic, social, physical, and spiritual “success”.

1. Implement regular assessments.
   i. Alcohol and Other Drug Survey will be implemented in January of 2016.
2. Utilize data from CAPS and health services to determine areas of focus and types of messages needed and when.
3. Conduct an environmental scan of what is happening nationally, regionally and within our campus and adjacent communities.
4. Prioritize areas of focus.
5. Train student staff in areas of focus, if necessary.
6. Develop programs in areas of focus.
7. Solicit campus partners, if deemed appropriate.
8. Implement programs in areas of focus.
9. Evaluate programs.
   a. Peer programs are evaluated each semester based on a set of criteria developed by health promotion programmer.
   b. Media Campaign programs are evaluated through student feedback and an on-line survey at least every three years.
   c. Health Promotion professional staff review all programs annually to determine that they meet the goals and objectives of the health promotion strategic plan.
10. Ensure adequate resources are available for each program and for health promotion in general.
   a. Develop website as a health promotion tool.
   b. Develop other social media tools as warranted.
   c. Maintain and enhance resource room.
   d. Maintain and enhance student staff training.
Student Health Objectives
(see objectives in red under each focus area)

Areas of Focus

Alcohol

Reduce the proportion of students who report engaging in high-risk drinking of alcoholic beverages within the last two weeks.
Reduce the proportion of students who report using marijuana (pot, weed, hashish, hash oil) within the last 30 days.
Reduce the proportion of students who report nonmedical use of prescription drugs within the last 12 months. (SJU)

Guiding Principle: The College of St. Benedict and St. John’s University are committed to providing a positive, enriching academic and social environment that promotes health, well-being and safety. We are not responsible for the choices students make but are responsible for the information, the opportunities, the guidance, the encouragement, and the assistance we offer students in order for them to make decisions according to their own set of personal beliefs and values, and not on misinformation and/or misperceptions.

Overall Strategies:
- Determine best practice, population-based interventions addressing the community environment and social norms.
- Research best or promising practices that can be applied to specific target groups as well as be adapted to population-based strategies.
- Engage the community in addressing issues related to alcohol misuse and overuse.

We can:
- Provide accurate information so that students are able to understand the positive and negative consequences of using alcohol, what it means to use alcohol in moderation, what it means to overuse/abuse alcohol and what is involved in alcohol poisoning.
- Provide accurate information about how CSB/SJU students interact with alcohol.
- Provide information so that students are aware of safety and risk lowering tips regarding alcohol use.
- Stress the establishment of personal values and boundaries regarding alcohol use.
- Help students understand the harm that can result from alcohol use and misuse and how to minimize harm.
- Provide assistance and referral for those students needing help with their alcohol use.
• Continue to have information available for staff to communicate with CSB women about gender and alcohol during client visit.
• Conduct a media campaign specific to women and alcohol annually.
• buzzed more present at Orientation.

This will:
Increase the likelihood that students are making decisions about alcohol based on:
- their own personal values and goals
- accurate information about alcohol
- their desire to minimize negative consequences
- their desire to be healthy and safe
Decrease the likelihood that students are making decisions about alcohol based on:
- Misperceptions
- Misinformation
- Desire to fit in

Focus Areas:
- Meaning of Moderation
- Safety Tips
- Understanding BAC
- Low risk drinking
- Identifying high risk drinking
- Women and Alcohol

Student Learning Goals:
✓ Understand the basic biological facts about alcohol.
✓ Understand the gender influence on the biological mechanisms of alcohol use.
✓ Articulate personal values around alcohol use.
✓ Articulate the meaning of moderation regarding alcohol use.
✓ Articulate at least three positive consequences of stopping at buzzed.
✓ Articulate at least three negative consequences of not stopping at buzzed.
✓ Articulate at least three tips to assist in stopping at buzzed.
✓ Understand the symptoms of alcohol poisoning and what to do about it.

Activities:
Residential hall bulletin boards
buzzed team campaigns – primarily population – based media campaigns
1st year on-line course
21st birthday cards
Health e-note
Informational Campaign on basic biological functioning of alcohol
Informational Campaign on gender influence on the biological mechanisms of alcohol use
Informational Campaign on high risk drinking/alcohol poisoning
Web information
AOD survey
Motivational Interviewing training for staff and students
(See Health Advocates and Health Initiative section below.)

Assessment:
See 2013 AOD Executive for:
   Assessment of buzzed campaigns
   2013 survey results

See 2000-2013 Comparison for trends over time, comparisons over time, by gender, and to National
Body Image & Eating Disorders

Reduce the prevalence of eating disorders/problems
Reduce the prevalence of eating disorders/problems affecting academic performance
Address the need/desire for more information about eating disorders
Increase body image/size satisfaction
Decrease prevalence of skipping meals, vomiting or using laxatives, taking diet pills or supplements, or smoking cigarettes to lose weight.
Decrease prevalence of taking steroids to gain weight or build muscle

Guiding Principle: Body image or satisfaction with physical appearance has been established as an important aspect of self-worth and mental health across the life span. It is related to self-esteem, sexuality, family relationships and identity. People with a positive body image are more likely to respect their bodies, taking good care of it through adequate rest, balanced nutrition, and moderate exercise. This self-care tends to increase their overall physical health. Those with better body image tend to see their bodies in perspective—they know their appearance is just one thing and is only a part of how they feel about themselves. Additionally, they can recognize their other assets and can base their self-esteem on all of the positive things about themselves. With a positive body image, the body becomes something that they work with, value, and enjoy.

Overall Strategies:
- Research best or promising practices.
- Determine population-based interventions.
- Engage the community in addressing issues related to body image and eating disorders.
- Meet once a semester with Health Services and Counseling to discuss body image and eating disorders.

We can:
- Provide students with the information necessary to take care of oneself.
- Offer activities for students to explore the images of their bodies.
- Offer opportunities to identify and challenge the myths perpetuated by the media.

This will:
- Increase the likelihood of students practicing healthy behaviors and viewing their bodies in a healthy positive way.
- Increase the likelihood of students rejecting societal and media myths and stereotypes regarding the perfect body.....

Focus Areas
- Health promoting behaviors
- Myths
Student Learning Goals:
✓ Students will understand what body image is and the differences between a positive and negative body image.
✓ Students will understand the connections between body image and self-esteem and health promoting behaviors.
✓ Students will understand the myths and stereotypes perpetuated by the media around body image.
✓ Students will understand the signs and symptoms of eating disorders and other body image related issues
✓ Students will know how and where to access resources regarding body image issues.

Activities
Health e-note
Website information
(See Health Advocates and Health Initiative Section below)

Assessment
Continue to monitor basic body image satisfaction on the general health survey.
Dietary Behaviors & Nutrition

Address the need/desire for more information about nutrition
Increase number of days that students eat meals and snacks at regular intervals throughout the day
Increase number of days that eat or drink at least 3 servings of milk, yogurt, or orange juice or milk alternatives fortified with calcium
Increase number of days that students eat at least 5 servings of fruits and vegetables
Increase number of days that students eat "breakfast" or some food shortly after waking
Increase number of days that students and think about nutrition or health when choosing what to eat
Decrease number of days that students skip meals (not eat at least 3 times a day)

Guiding Principle: Good nutrition is important for living a healthy life now and in the future. Good nutrition contributes to academic success by providing students with the energy and stamina to do all that’s needed as a college student. It is important that students are properly fueled and healthy food functions as this essential fuel.

Overall Strategies:
- Research best or promising practices.
- Determine population based interventions.
- Engage the community in addressing issues related to nutrition and dietary behaviors.
- Communicate with Jenny Harris, RD on staff, for advice on programming

We can:
- Educate the students about good nutrition.
- Offer opportunities for students to learn about healthy eating, healthy recipes and to practice healthy eating.
- Identify the barriers to students practicing healthy nutrition.

This will:
- Increase the likelihood that students will understand what food choices would be considered healthy and practice healthy eating.

Focus Areas
- Healthy Food Choices
- Recipes
- Healthy Snacks
- Connection between Healthy Nutrition, Health, and Successful Academics
- Resources
Student Learning Goals:
✓ Students will understand what makes a healthy food and a healthy diet and why it is important for college students.
✓ Students will know how to access healthy recipes.
✓ Students will understand what determines a healthy snack and the importance of snacking.
✓ Students will understand how to access campus, community and internet resources regarding nutrition and dietary behaviors.

Activities
Health e-note
Website information
(See Health Advocate & Health Initiative Section below.)

Assessment
Continue to monitor basic nutritional practices as part of the general health survey.
Mental Health

Guiding Principle: Positive mental health is important for students’ physical, emotional and spiritual health. Mental health affects students’ ability to learn. Students’ primary concerns include stress, anxiety, substance abuse, sleep concerns and relationship issues.

Overall Strategies:
- Research best or promising practices.
- Determine population based interventions addressing the community.
- Engage the community in addressing mental health issues.

We can:
- Promote healthy behaviors including: eating healthy, exercising regularly, using alcohol moderately if choosing to drink, choosing not to smoke or use tobacco in any way, relaxing, planning out time appropriately, understanding own needs, boundaries, and values.
- Provide information on the interaction between alcohol & other recreational drugs and prescribed drugs for mental health reasons.
- Promote mental health services on campus.
- Provide education on signs and symptoms of mental health issues, how to care for self and when to seek help.

This will:
- Increase the likelihood that students will remain healthy, care for themselves when they need to and seek help when necessary.

Focus Areas
- Healthy Behavior Practices
- Healthy Coping Mechanisms
- Signs and Symptoms
- Drug Information
- Resources

Student Learning Goals:
- Students will understand how best to maintain and enhance mental health through healthy behavior practices.
- Students will understand the signs and symptoms of common mental health issues facing college students.
- Students will understand how to care for themselves if they start exhibiting symptoms.
- Students will understand when to seek out a mental health care provider.
✓ Students will know what and where the campus resources are.

Activities
Bystander Intervention Program on Depression and related issues
Health e-note
Regular Consultation with Counseling Staff
Website information
(See Health Advocates & Health Initiative section below.)

Assessment
Continue to monitor overall mental health behaviors and practices on general health survey.
Physical Activity and Fitness

Increase the proportion of students who report meeting current federal guidelines for aerobic physical activity.

Guiding Principle: Exercise improves health and physical well-being - making students feel better about their bodies and themselves, increasing muscle tone, improving/maintaining heart and circulation function, improving mood, clearing the mind, and helping with concentration necessary to do schoolwork. Although hours of studying burn mental energy, both the body and mind need physical exercise to function at their peak.

Overall Strategies:
- Research best or promising practices.
- Determine population based interventions.
- Engage the community in addressing issues related to physical activity and fitness.
- Educate about the benefits of physical activity and fitness.
- Promote the use of campus facilities.
- Promote the use of community resources
- Collaborate with Mary Stenson and utilize her resources and data from CSBSJU students to understand barriers to physical activity specific to CSBSJU.

We can:
- Provide information so that students are aware of the need for physical activity and the benefits of engaging in physical activity.
- Offer opportunities, encouragement and incentives for the students to engage in physical activity.

This will:
- Increase the likelihood that students will participate in physical activity, have a healthy body image, and have the energy and physical stamina to complete the necessary academic work.

Focus Areas
Physical Activity Recommendations
Opportunities to Participate in Physical Activities
Connection between physical activity, health, and academic success
Resources
Women and Strength Training

Student Learning Goals:
- Students will understand what physical activity is recommended for college students and why.
- Students will know the opportunities available to them to participate in physical activities.
- Students will know how and where to access campus, community and internet resources
Activities
Health e-note
Website information

(See Health Advocates and Health Initiative Section below.)

Assessment
Continue to monitor exercise activity on the general health survey. Use other data from student surveys and research projects.
Preventive Exams/ Screening/Vaccinations

Increase the proportion of sexually active students who report having been tested for sexually transmitted diseases in the past 12 months.
Increase the proportion of students who report getting an annual flu shot.
Increase the proportion of CSB students who report doing a monthly breast exam.
Increase the proportion of SJU students who report doing a monthly testicular exam.

Guiding Principle: All healthy people, including college students need certain preventive exams and screening to maintain health and identify issues early.

Overall Strategies:
• Research best or promising practices.
• Determine population based interventions addressing the community.
• Engage the community in addressing these issues.

We can:
• Provide information about the vaccinations, exams and screening most appropriate for college-aged students.
• Offer encouragement, incentives and opportunities, when possible, to actually get the exams and screening needed.

This will:
× Increase the likelihood that sexually active students will get annual STD screening.
× Increase the likelihood that all students will receive an annual flu shot.
× Increase the likelihood that CSB students will seek a well woman exam.
× Increase the likelihood that CSB & SJU students will get the HPV vaccination.
× Increase the likelihood that CSB students will do a breast self-exam.
× Increase the likelihood that SJU students will do a testicular self-exam.
× Increase the likelihood that CSB & SJU students receive other recommended vaccinations.

Focus Areas
× Age appropriate screenings/exams/vaccinations and guidelines
  o well women exam\HPV Vaccination
  o STD screening
  o Flu Vaccination
  o Breast Cancer Screening
  o Testicular Cancer Screening
  o Pre-matriculation immunizations
× Resources
Student Learning Goals:

✓ Students will understand what exams, screenings and vaccinations are recommended for college-age people and where they can access these services.
✓ Students will gain knowledge of signs and symptoms of common illnesses.
✓ Students will learn preventive measures to stay healthy as well as how to care for themselves when they are sick.
✓ Students will show an understanding of when to seek care from a health care provider.

Activities
Health e-note
Website information

(See Health Advocates and Health Initiative Section below.)

Assessment
Continue to monitor through general health survey (flu vaccine, breast self-exam, testicular self-exam, HPV vaccination, STD screening).

Continue to monitor through health/immunization form for incoming first year students
Sexual Health

Increase the percentage of students who say they discuss sexually transmitted diseases with their partner before engaging in sexual activity.

Increase the percentage of students who say they discuss pregnancy prevention with every partner before engaging in sexual activity.

Guiding Principle:
Sexuality is a fundamental part of being human, one that is worthy of dignity and respect. Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality. Sexuality education is a life-long process of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. Sexual expression is a form of communication through which we give and receive pleasure and emotion. It has a wide range of possibilities - from sharing fun activities, feelings and thoughts, warm touch or hugs, to physical intimacy. It is expressed both individually and in relationships throughout life. CSB | SJU students should be able to access accurate and comprehensive information about sexuality and sexual health services, and to understand that sexual experiences can be safe, pleasurable and free of coercion, discrimination and violence.

Overall Strategies:
- Determine population based interventions addressing sexuality, and sexual and reproductive health.
- Research best sources of health education and information on this topic.
- Research best or promising practices for addressing sexual health in a Catholic campus community.
- Engage the community in an open discussion about sexual health and the importance to our campus community.

We can:
- Provide information so that students understand basic biological information regarding sexual and reproductive health.
- Provide opportunities to ask questions and interact with providers and educators on sexual and reproductive health topics.
- Let students know who they can go to for questions, resources, etc.

This will:
- Provide opportunities for students to develop, understand, and communicate their values, attitudes, and insights about sexuality.
- Help students develop relationships and interpersonal skills that are healthy and mature.
Help students exercise responsibility regarding sexual relationships, which includes addressing abstinence, pressures to become prematurely involved in sexual intercourse, the risk of sexually transmitted diseases and the use of contraception and other sexual health measures.

**Focus Areas**

- Definitions
- Components of sexual health
- Components of healthy relationships
- Choices & Consequences
- Communication
- Resources

**Student Learning Goals:**
Students will be able to:

- Define sexual health.
- Understand the importance of sexual health.
- Understand the basic biological components of sexual and reproductive health.
- Define personal values regarding own sexual health.
- Communicate personal values regarding sexual health to potential partners.

**Activities**
CERTS campaigns (communication, healthy relationship, respect, consent, ....)
Webpage resources
Health education materials
Materials Request form
Man to Man/Woman to Woman first year discussion programs

**Assessment**
Continue to monitor sexual health questions on general health survey.
Sexual Assault/Relationship Violence

Increase the proportion of students who always ask for consent before initiating sexual activity. Increase the proportion of students who believe providing consent prior to sexual activity is very important. Decrease the proportion of students who reported they had been touched sexually without providing consent. Decrease the proportion of students who reported they had been forced or coerced to have oral, anal, or vaginal sex. Increase the proportion of students who understand the myths and realities of sexual assault. Increase the proportion of students who understand the terms related to sexual assault. Increase the proportion of students who are likely or very likely to engage in bystander intervention actions. Increase the proportion of students who are ready to act on sexual assault issues.

Guiding Principle:
We cannot predict who will become a victim or perpetrator of sexual violence. We can address the risk and protective factors on the individual, relationship and CSB/SJU community level in order to create a living and learning environment that does not accept, encourage, condone, or tolerate sexual violence in any way.

Everyone has the right to be in relationships (family, friends, work, and intimate partner) that are safe and respectful. We want the CSB/SJU communities to be:

- Communities with healthy, caring sexual attitudes and practices.
- Cultures that reflect civility, respect, and non-violence.
- Communities that conceptualize sexual activity as an individual choice, where yes or no is a respected response.
- Communities that understand sexual activity between two people needs to be mutually consensual without the influence of alcohol or other drugs or the presence of pressure, force, threat, manipulation or intimidation.
- Communities that are ready, willing, and able to intervene in high risk situations.
- Communities that support victims and work to understand how sexual assault happens here.

Sex is not a THING that is given or gotten.

Sex is an intimate activity freely engaged in by willing participants without the undue influence of alcohol, control, manipulation, or threat.

Overall Strategies
- Determine population based interventions addressing the community environment and social norms.
• Research best or promising practices that can be applied to specific target groups as well as be adapted to population based strategies.
• Engage the community in addressing sexual assault related issues.

We can:
• Provide opportunities and information so that students are able to understand the definitions of sexual assault, consent and other terms involved in the issues surrounding sexual assault.
• Provide information so that students are aware of safety and risk lowering tips.
• Stress the establishment of personal values and boundaries, respecting others boundaries, understanding the importance of having a choice, of obtaining consent and utilizing good communication skills.
• Teach about and promote healthy relationships of all kinds, including intimate.
• Develop and implement activities that address the domains of influence of potential victims, perpetrators, and bystanders and dispel the myths surrounding sexual assault.
• Let students know how they can support victims and how they can intervene in high risk situations.

This will:
✔ Increase community understanding of why this is a community issue and how they can identify high risk situations as well as develop community norms and values that could have a positive effect.
✔ Increase all students capacity to understand and confront gender based stereotypes, jokes, songs, comments, and actions that might enable attitudes, beliefs, & behaviors that could lead to sexual assault.
✔ Increase bystander capacity to understand, recognize, and intervene in high risk situations.
✔ Increase potential perpetrators capacity to understand what sexual assault is, what healthy relationships are, what actions are appropriate and what actions are not appropriate as well as what is expected by our communities.
✔ Increase potential victim capacity to understand what it is they are trying to avoid and identify when something does happen, recognize risks and red flags, understand and implement safety tips, identify and escape high risk situations, and understand and act on developing healthy relationships.

Focus Areas
✔ Definitions
✔ Relationships (healthy & unhealthy)
✔ Safety
✔ Myths & Realities
✔ Red flags and risks
✔ Bystander Intervention
Student Learning Goals:
Students will be able to:
✓ Define sexual assault.
✓ Define consent.
✓ Identify when consent is not present.
✓ Identify the red flags related to sexual assault.
✓ Identify strategies to lower personal risk of sexual assault.
✓ Understand the definition of an active bystander.
✓ Identify how to be an active bystander.
✓ Understand the myths and facts of sexual assault.
✓ Understand how sexual assault affects the community.
✓ Understand how “language” influences the environment around sexual assault.
✓ Understand how to support a sexual assault victim/survivor.
✓ Understand the components of a sexual assault “rape” culture.

Activities
CERTS team Activities – primarily population based media campaigns and educational activities
First year on-line class – All first years required to take an on-line course regarding sexual assault issues.
Bystander Intervention Programming – general, cultural inclusivity, Sexual Assault & Related Issues
Informational campaign – media campaign to educate on definitions of terms connected to sexual assault and to bust the myths associated with sexual assault.
Journey Through Healing – an interactive, walk-through display featuring stories of survival, support and stepping up
Clothesline Project or other type event to highlight sexual violence
Man to Man/Woman to Woman – first year discussion program
Campus Sexual Assault Initiatives 2015-2016 Intervention
Student Developed Sexual Assault Initiatives
Website information
Residential Life Training (FR’s, RD’s, RA’s)

Assessment – Monitor through general health survey
Tobacco and Other Drugs

Reduce the proportion of students who report cigarette use within the last 30 days.
Reduce the proportion of students who report smokeless tobacco use within the last 30 days.
Reduce the proportion of students who report hookah use within the last 30 days.
Reduce the proportion of students who report e-cigarette use within the last 30 days.

Guiding Principle: The majority of tobacco users begin to use and become addicted before the age of 21. This makes college students and the college campus prime public health targets to prevent those who are tobacco free from starting and to work with users to quit.

With more students coming to college with mental health issues and prescription medications to treat these conditions, the interaction of alcohol use and other negative health behaviors (lack of sleep, poor time management ...) exacerbates typical college risk taking.

The non-medical use of prescription drugs is increasing among college students. Students who misuse prescribed medication are more likely to use other illicit drugs and use alcohol in a high risk manner.

Overall Strategies
- Determine population based interventions addressing the community environment and social norms.
- Research best or promising practices that can be applied to specific target groups as well as be adapted to population based strategies.
- Engage the community in addressing tobacco and the misuse and non-medical use of prescription drugs.

We can:
- Provide education and resources so that students can understand the risks involved in tobacco and the misuse and non-medical use of prescription drugs.
- Explore the efficacy of expanding tobacco free policies to include outdoor components of campus.

This will:
- Increase student knowledge of the risks involved in these activities and contribute to smarter, more positive choices.
- Provide an environment that promotes a tobacco free lifestyle.

Focus Areas
- Risks of tobacco use including hookah and e-cigarettes
- How to quit using tobacco
- Resources for quitting
- Risks of misuse of prescription drugs
- Risks of non-medical use of prescription drugs
- Tobacco free campus policy

**Student Learning Goals:**
- ✓ Students will understand that tobacco use (including smokeless and hookah) is a high risk health behavior.
- ✓ Students who use prescription drugs will understand the risks of using alcohol and other drugs.
- ✓ Students will understand the risks involved in using prescription drugs in a non-medical way.
- ✓ Students will understand that living in an environment free of tobacco will be healthy.

**Activities**
Web information
Informational Campaign
Health e-note
Policy Exploration & Development
(See Health Advocates and Health Initiative section below.)

**Assessment**
Continue to monitor students' tobacco related behavior, exposure to second hand smoke and feelings about tobacco free campus policies through the general health survey.
Add e-cigarette questions to general health survey.
Sleep

Increase number of hours of sleep in a typical 24 hour period
Increase overall sleep quality
Increase number of days students get enough sleep to feel rested upon waking in the morning
Reduce electronic use before sleep
Reduce number of students who keep cell phones nearby and on at night

Guiding Principle: The majority of college students do not get the recommended hours of sleep each night nor the quality of sleep necessary for them to function optimally. Moreover, college students often engage in behaviors associated with disrupted sleep such as caffeine and alcohol consumption. Lack of adequate quality sleep can lead to many adverse health consequences and diminish student performance.

Overall Strategies
• Use health assessment to determine the average number of hours CSB/SJU students sleep and various problems associated with sleep.
• Reassess CSB/SJU environment regarding sleep using the results of the environmental sleep scan conducted in spring 2014.
• Administer the College Sleep Questionnaire to students at Walk in Wednesday and at other sleep related programs and offer guidance and information to participating students.
• Maintain the RUSleepy webpage and create and maintain Facebook and Twitter account
• Continue Dream Team Activities

We can:
• Provide education and resources so that students understand the benefits of adequate sleep and risks of lack of sleep and poor sleep.
• Develop media campaigns which focus on the importance of sleep, consequences of lack of quality sleep, positive outcomes associated with adequate, quality sleep, and tips on how to get better sleep.

This will:
• Increase student knowledge of the importance of sleep which will contribute to smarter, more positive behavior.

Student Learning Goals:
• Understand the basic biological facts about sleep
• Understand the symptoms of lack of sleep and poor sleep
• Be aware of ways to achieve enough restful sleep
• Understand the connection between sleep, academics, physical, mental, and social health
**Activities**

Walk in Wednesday  
Dream Team Health Trolley runs  
Dream Team presentations to clubs, classes, and organizations  
General promotion of sleep through peer groups  
Media Campaigns  
*(See Dream Team section below)*
Environmental Approaches

Guiding Principle: The built environment shapes health behaviors. Many students may be educated on how to live a healthy life, but healthy decisions can only be played out if students live in a place where healthy choices aren’t difficult to make.

Overall Strategies
- Understand how CSB/SJU ranks on a built environment health scale (still looking for an appropriate scale) [http://www.tchd.org/pdfs/cppw_built_environment_health_handbook.pdf](http://www.tchd.org/pdfs/cppw_built_environment_health_handbook.pdf)

  We can:
  - Ensure that everyone has equal access to facilities that promote health and that all populations feel comfortable using the facilities.
  - Ensure that housing and shared spaces are health-promoting.
  - Ensure that places and locations for physical activity are prominent and safe.
  - Ensure healthy options for food in the dining areas.

This will:
- Encourage healthy behavior and make it easy for students, faculty, and staff to make healthy decisions.

Activities
Advocate for more sidewalks, ways to enhance walkability and usability
Advocate for an increase in healthy options in dining areas
Advocate for better vending machine options

Assessment
Reassess our built environment health score on a regular schedule
Peer Group Plans 2015-2016

Health Advocates

Programming and Action:

a. Health Advocate attends monthly residential life staff meetings and IWL, meetings
b. Conduct health trolley regularly through the first year and sophomore residential halls
c. Meet with Mary Stenson once a semester, use her data when developing programs
d. Participate in Involvement
e. Utilize WOW access
f. Share table tent space in Gorecki
g. Maintain partnership with the Office of Sustainability
h. Meet with Judy Purman once a year
i. Discuss health issues in relation to sustainability (air quality, food, exercising outdoors)
j. Review and be familiar sustainability goals and statistics each year
k. Help promote the green house sales and other relevant sustainability goals
l. Maintain ongoing partnership with the dietician at Gorecki
   i. Collaborate during nutrition month
   ii. Dietician comes for Q & A once a year
m. Conduct a flu vaccine campaign in conjunction with health services flu clinics
n. Conduct a well women campaign with the intent of encouraging CSB students to visit Health Services for a well woman exam and HPV vaccine.
o. Conduct an STD testing campaign along with a screening protocol set up by CSB Health Services
p. Continue national nutrition month collaborative effort
q. Develop programming around body image and eating disorders with appropriate CAPS staff member.
r. Maintain social media engagement (Facebook, Twitter, and Pinterest)
s. Collaborate with the Dream Team
t. Continue the monthly themed plan
u. Implement new structure of nutritional, physical, and mental subcommittees; health trolley committee; advisory committee and social media position as all of their own entities.
v. Spend time understanding data from the recent General Health Survey to help guide programming
w. Continue customized literature on various health topics (HA monthly newsletter).
x. 21st Birthday Cards

Maintain partnerships with other student organizations on campus in order to collaborate on campus activities (examples included below).

i. Women’s Month
ii. 14 Pines
iii. Broomball Tournament  
v. Take Back the Night  
vi. Roller Disco  

vii. Fruit at the Finish  

viii. Bingo  
x. IWL  

xi. Res Life  

xii. Nutrition Club  
xiii. AKS  

xiv. Global Health Group  
xv. Nutrition Department  

xvi. Res Life  

xvii. Minnesota Street Market

Health Initiative

Programming and Action:

a. Conduct Banana Boat regularly through the first year and sophomore residential halls  
b. Participate in Involvement  
c. Utilize WOW access  
d. Share table tent space in Sexton  
e. Maintain partnership with the Office of Sustainability  
f. Meet with Judy Purman once a year  
g. Discuss health issues in relation to sustainability (air quality, food, exercising outdoors)  
h. Review and be familiar sustainability goals and statistics each year  
i. Help promote the green house sales and other relevant sustainability goals  
j. Consider tray-less campaign at SJU- readdress  
k. Maintain ongoing partnership with the dietician at the Reef  
  i. Collaborate during nutrition month  
  ii. Dietician comes for Q & A once a year  
l. Maintain social media engagement (Facebook and Twitter)  
m. Collaborate with the Dream Team  
n. Implement new structure of 3 banana boat runs each semester, 4 table tents each semester, 3 active events a semester (1 large and 2 small (booth)); and an 3 advertisement campaigns a semester.  
o. Spend time understanding data from the recent General Health Survey to help guide programming.

Maintain partnerships with other student organizations on campus in order to collaborate on campus activities (examples included below).
i. MDI

ii. 14Pines

iii. Broomball Tournament

iv. “Love Your Body Week”

vii. Fruit at the Finish

ix. Athletics

x. Global Health Group

xi. Nutrition Department

xii. Minnesota Street Market

xiii. Res Life

xv. Dining Services

**Dream Team**

Programming and Action:

a. Maintain social media engagement and establishing campus wide introduction

b. Participate in Involvement

c. Create sleep advertisement/media campaigns per recommendations given by marketing class

d. Create sleep advertisement/media campaigns to advertise Dream Team Services

e. Actively reach out to groups and classes to give presentations

f. Follow 2-3 FYS classes over give 4 mini presentations throughout the course of Fall 2014-2015

g. Spend time understanding data from the recent General Health Survey to help guide programming

Ways in which the Health Advocates and Health Initiative Address Specific Health Areas:

**Body Image**

Women’s Month Activities
Health Trolley
HA newsletter
HI newsletter

“Love Your Body Week” campaign
NEDA week and associated activities
Table Tents

**Nutrition**

HA Newsletter
HI Banana Boat
HI newsletter
Fruit on Fridays
National Nutrition Month Activities
Probiotic Booth
Potential cooking program with the Nutrition Department
Speaker from Nutrition Department
Table Tents
Farmer’s Market Tour (with IWL)

Mental Health
Resource information on the Health Trolley
HA Mental Health subcommittee as an active committee that focuses on mental health Programming/messaging throughout the academic year
Stress relief information and activities during the week before finals each semester
Rid of Stigma programming
Kissing Booth
Table Tents
Yoga Retreat (with IWL)

Physical Activity
HA Physical Health subcommittee as an active committee that focuses on physical health
HA newsletter
HI newsletter
Health Advocate and Health Initiative Active Programming
Campus Rec Board
Health Trolley at aerobics classes
Canoe Race
Table Tents

Alcohol
Case Day Booth
Super Bowl Football Tournament
Halloween Costume Kickball Contest
Paint and Sip
Alcohol theme for Banana Boat and Health Trolley
Table Tents

Preventative Screening/Vaccinations
Breast Cancer Awareness info/campaign
Testicular Cancer Awareness info/campaign
Flu Vaccination Campaign (work with CSB Health Services around actual flu clinics
Assemble Flu Kits
Well Women Campaign (work with CSB Health Services)
STD Testing Campaign (work with CSB Health Services on actual screening opportunity)
First year newsletter
Health trolley
Banana Boat
HI STD hot dog/Pokémon campaign
Table Tents

Sleep
Sleep themed for Banana Boat and Health Trolley
Table Tents
Dream Team Activities