

# UC Living Well for Students Workgroup

April  
**2010**

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**BUILDING A CULTURE OF WELLNESS AT  
THE UNIVERSITY OF CALIFORNIA**

**Final Report**

## ***UC Living Well for Students Workgroup*** **Executive Summary**

In January 2006, Senator Torlakson requested that the University of California consider adopting a formalized system-wide wellness program. In 2006-2007, *UC Living Well* began as a pilot program for faculty, staff and retirees. The *UC Living Well for Students Workgroup* was formed that same year in order to include students in efforts to develop and maintain a culture of wellness throughout the UC system.

During this time period, wellness was presented in the Student Mental Health Committee's Final Report as the foundation of the UC three-tiered approach to mental health. This approach was based on a population model of prevention that uses universal interventions to benefit all members of a community.

Within this broader context, wellness provides a comprehensive approach to prevention by promoting not only psychological but also physical and social protective factors for all students. Research suggests wellness also promotes academic success and other indicators of positive functioning. For these reasons, all 10 campuses provide interventions that support the wellbeing of their students.

In this time of economic downturn, the Workgroup is aware of the challenges facing the entire UC system and each campus individually. However, since the University has already made an investment to establish a culture of wellness for its students, we urge the VCSAs to continue to support our efforts.

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# UC Living Well for Students Workgroup

## FINAL REPORT – 2010

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### I. Mission Statement

The purpose of the UC Living Well for Students Workgroup is to join faculty and staff efforts to develop and maintain a comprehensive culture of wellness throughout the UC system.

Specific Objectives include:

- Identification of wellness policies, practices and services that can be implemented system-wide and specifically for students.
- Distribution of information on wellness policies, practices and services in a consistent format so that practices can be shared.
- Promotion of the concepts of wellness utilizing the overarching Wellness Principles (See Appendix 1).

### II. Brief History of the Living Well for Students Committee

- In January 2006 Senator Torlakson wrote to the University of California (UC) encouraging the system to consider adopting a formalized system-wide wellness program.
- In 2006-2007 *UC Living Well* began as a pilot program for faculty, staff and retirees at three locations (UC Berkeley, UC Los Angeles, and the UC Office of the President).
- In August 2007 the program moved from the pilot phase to a full-fledged program at all UC locations through Staywell, a contracted incentive based program.
- In 2006-2007, UC Living Well was expanded to serve students through a committee with representatives from all 10 campuses (See Appendix 2), chaired by Yonie Harris, Associate Vice Chancellor, Student Affairs, UC Santa Barbara. As chair, Dr. Harris oversees a system-wide committee and its Charge (See Appendix 3) by promoting:
  - Regular communication with the UC Vice Chancellors for Student Affairs.
  - Identification of wellness policies that can be implemented system wide.
  - An understanding of how each campus promotes wellness.
  - Distribution of information on wellness services in a consistent format so best practices can be shared.
  - Evaluation of wellness efforts, including identification and/or recommendation of evaluation methods currently in use (UCUES, NCHA, etc).
  - Identification of funding such as Tier 3 mental health funds, for wellness services.
  - Outreach to other system-wide initiatives, including mental health.
  - Sub-committees (See Appendix 5) to:

- Compile a comprehensive review of wellness assessment tools. This survey is in process and is attached. Results will be distributed in Spring, 2010.
  - Develop and/or adopt policies such as those in accordance with SB 441/Healthy Vending Machine Options.
  - Establish a common understanding of Tier 3 interventions that promote the wellbeing of all UC students.
- UCOP Coordination
  - The UC Living Well for Students Workgroup is supported by UC Office of the President Student Affairs. The Workgroup is staffed by Belinda Veal, who provides support and coordination with:
    - UC Living Well on the Wellness Summit, the Wellness Website Portal and the Wellness Survey
    - The Mental Health Initiative to provide information as needed, such as examples of objective wellness outcomes for Tiers 2 & 3
    - Liaising with UC Wellness Ad-Hoc Committee

### III. Why Wellness is Important

Wellness was recently presented to the UC as part of a three-tiered model of mental health. In this context, it supports at-risk students in need of targeted interventions (Tier 2) and crisis response services (Tier 1) <sup>1</sup>. However, wellness has application beyond mental health in terms of both prevention and academic success.

The UC approach to mental health is based on a model<sup>2</sup> conceived in the 1950s to present a comprehensive approach to prevention. Used in a variety of disciplines, including public health, criminal justice, special education and most recently, mental health, the model evolved in the 1990s to a triangle showing three stacking tiers. The first tier, called primary or universal (referred to as Tier 3 by the University), is composed of interventions that are beneficial to all individuals within a given community. The second tier, often referred to as secondary or targeted, comprising of interventions for those with more needs. The last tier, called tertiary or intensive, includes specialized services for those at highest risk. In this model, wellness can provide a comprehensive approach to prevention through the promotion of positive mental, physical and social functioning in all students.

The term wellness has been in modern parlance since the early 1960s when Dunn<sup>3</sup> used it to describe integrated optimal functioning. While currently there is no commonly accepted definition of wellness, there is considerable consensus in the United States that well-being affects psychological, physical and social functions<sup>4</sup>.

- *Psychological*: The World Health Organization defines mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community”<sup>5</sup>. This definition presents well-being as

the foundation for mental health, a connection that was also made in the 2006 Student Mental Health Committee Final Report.

- *Physiological*: The World Health Organization describes the goal of physical wellness (also called positive health) as helping people develop and maintain their health so it can serve them as a resource for participating in life's activities<sup>6</sup>.
- *Social*: Research confirms that social networks are strongly linked to subjective well-being and that increases in social connections have an unambiguous and strong positive effect on wellbeing<sup>7</sup>.

To summarize, existing evidence suggests that people with a high level of wellbeing function more effectively in each dimension: they have more successful relationships, are more productive at work, and have better physical and mental health<sup>8</sup>. In addition, students respond positively to wellness messages as shown in a recent study conducted at UC Santa Barbara. In this study, students exposed to two simple wellness interventions reported higher rates of well-being, more involvement in co-curricular activities, and less damage to university property<sup>9</sup>. For these reasons, wellness services should be used by UC to support healthy learning environments and comprehensive prevention for all students.

#### **IV. Campus Wellness Programming and Policy Highlights**

Many of the wellness programs have been developed recently, during this time of budgetary crisis. At most campuses, staff have taken on additional responsibilities to run wellness programs out of existing departments such as recreation, counseling and student health. Despite the challenges of low staffing and little funding, there is a plethora of wellness services offered throughout the UC system, as the following highlights suggest (See Appendix 4 for complete list):

**UC Berkeley:** *Offers access to healthier food choices through:*

- Catering Guidelines:  
<http://uhs.berkeley.edu/FacStaff/healthmatters/eatwellcatering.shtml>
- Website: Shopping lists from local stores.
- Vending: Permanent signage with the product information.
- Guide to Healthy Meetings and Events: Campus event training.

**UC Davis:** *Faculty and Advisory Staff Training:* Increases students' access to campus stress management resources and trains faculty to identify specific student resources to include in their course syllabus. Implemented by HEP student assistants.

**UC Irvine:** *Demonstration Kitchen:* This fully integrated kitchen, complete with closed circuit cameras, allows students to take a variety of cooking classes from professional chefs. These fun interactive classes range from practical cooking to nutritionally based meal planning.

**UC Los Angeles:** *UCLA Counseling and Psychological Services:* Sponsors a Wellness Skills Program providing skills development groups, biofeedback training, and wellness program

consultations at various locations across campus. The Wellness group covers self-management, stress management, procrastination, perfectionism, mindfulness, and public speaking. Biofeedback training occurs in the Wellness Self-Help Lab and includes biofeedback bays, a self-help lending library and access to self-diagnostic computerized tools to increase emotional wellness. <http://www.counseling.ucla.edu/workshops>

**UC Merced:** *Health Education Representatives for Opportunities to Empower Students (H.E.R.O.E.S.)* Provides a low cost, effective way of connecting to the student community using 24 students trained to focus on college health issues related to alcohol/drug use, nutrition, sexual responsibility and mental health.

**UC Riverside:** *THE WELL (Well-Being, Empowerment, Life and Learning)*: Streamlines wellness services for students by offering a wide variety of program offerings and resources in a “one-stop shop”.

**UC San Diego:** *LiveWell Officer Program* Provides opportunities for wellness officers in student organizations, residence halls and the Greek Community to offer healthy living leadership to their organization.

**UC San Francisco:** *Passport to Wellness* Provides comprehensive activities throughout winter quarter to support the six dimensions of wellness. <http://passport.ucsf.edu>

**UC Santa Barbara:** *Wellness Website* Connects students to wellness resources through an easy-to-use internet site consolidating over 75 campus event calendars with an average of 274 visits a day. <http://wellness.ucsb.edu/students/>

**UC Santa Cruz:** *“CruzFit 2010”*: Encourages team participation in “Wellness Anywhere” activities to alleviate overuse of highly impacted facilities and programs. Includes online tracking system (Fitness Journal).

## **V. Impact of UC Budget Cuts on Campus Wellness Efforts**

In this time of economic downturn, the UC Living Well for Students Workgroup is aware of the challenges facing the entire UC system and each campus individually. In response the Workgroup has strengthened its collaborative efforts, have sought out linkages among other campus programs and initiatives, and have developed no- and low-cost wellness services.

Despite these efforts, the Workgroup sees the effect of budget reductions on wellness services to students. For example, UC Irvine has been unable to replace its registered dietician, while UC Santa Barbara expects to reduce its wellness staff by 27%. Other effects include decreased hours of operation of the recreation facility at UC Santa Cruz and the elimination of three of UCSB’s successful “Nights” programs and one wellness drop-in center. Budget cuts also threaten staff morale and wellness services to the general campus



community by limiting the implementation of initiatives and the launching of new wellness projects.

While the Workgroup does not expect to see an increase in funding for wellness services at this time, we believe the University should continue to support its investment by retaining current funding levels for wellness so that we can continue to promote student success.

## **VI. No- or low-cost campus wellness initiatives**

In order to control costs related to the provision of wellness services, the UC Living Well for Students Workgroup recommends the following no- or low-cost wellness initiatives:

### Wellness policies & guidelines

- Increased access to healthy foods through campus dining services, vending machines, campus events, etc.
- Smoke-free campuses
- Sustainability efforts, including use of tap water
- Incorporation of health enhancing guidelines into capital improvements by routinely addressing health-related issues, such as bike storage, showers, stairwell access, etc.

### Healthy living, working & academic environments

- Establish campus wellness committees to work with key constituencies to develop a comprehensive, integrated wellness campaign that targets students, staff, and faculty
- Infuse the culture of the Student Affairs with the principles and practices of wellness
  - Establish a student affairs wellness steering committee
  - Establish wellness as a priority for the Division of Student Affairs
  - Change name of student affairs cluster to wellness services
  - Use wellness in manager work titles
  - Use wellness as a theme for managers' retreats and professional development
  - Add wellness as a component to job descriptions

### Collaboration & participation of all members of the University community

- Petition Associated Students to adopt a resolution to support mental health
- Use electronic communication, such as websites, Facebook, Twitter and email list serves, to circulate wellness messages
- Incorporate wellness messages into regular communications with donors, parents, new students, etc.
- Utilize student interns and peers to communicate wellness messages
- Brand all campus wellness services
- Cross-promote all wellness events offered on campus

- Utilize campus calendar software to create a single campus calendar that promotes all campus events as wellness activities

*Healthy personal skills of members of the University community*

- Teach wellness skills (i.e. optimism, stress management and mindfulness) to students, faculty, and staff
- Sponsor short-term events (such walking events and cooking and fitness demonstrations) in collaboration with student organizations
- Promote napping, walking, and physical activities that people can do on their own or in recreational facilities
- Include wellness skills in all student affairs' classes and programs
- Circulate wellness tips, healthy recipes, etc.
- Use vouchers for free wellness service to increase utilization
- Sponsor on-campus farmers markets

*Reorientation of services to prevent disease/injury, promote health & encourage wellness*

- Use orientation staff and visitor centers to communicate wellness messages
- Train faculty and staff to understand wellness so that they can refer students and/or infuse the information into their work

## **V. Conclusion**

The UC Living Well for Students Work Group adopted a set of principles (See Appendix 1) affirming that “The University of California is dedicated to providing leadership to the state of California in the support of wellness.” The importance of this goal is emphasized by Charles E. Kupchella, past president of the University of North Dakota, when he states: “Perhaps an even more fundamental reason – to all of us – for increased attention to health for our students is their future role as civic and professional leaders”<sup>10</sup>.

In this time of economic downturn, we are aware of the challenges facing the entire UC system and each campus individually. However, we believe that the University has already made an investment to establish a comprehensive culture of wellness.

The UC Living Well for Students Workgroup is dedicated to fulfilling its commitment to providing a comprehensive culture of wellness, particularly as:

- Wellness services support the healthy functioning of students, including academic success.
- Wellness addresses many of the prevention issues of concern to UC administrators today, including those related to increasing health care and health insurance costs as well as increasing demands for medical and mental health services.
- Students respond positively to wellness messages as shown in a recent study conducted at UCSB.

## Endnotes

<sup>1</sup> Student Mental Health Committee, (2006), *Final Report*. University of California: Office of the President.

<sup>2</sup> Sugai, G. (2007). Promoting behavioral competence in schools: A commentary on exemplary practices. *Psychology in the Schools*, 44(1).

<sup>3</sup> Dunn, H.L. (1961). High-level wellness. Arlington: Beatty.

<sup>4</sup> Plaut, V.C., Markus, H.R. & Lachman, M.E., (2002). Place matters: Consensual features and regional variation in American well-being and self. *Journal of Personality & Social Psychology*, 83 (1), 160-184.

<sup>5</sup> Herrman, H., Saxena, S., & Moodie, R., (Eds.) (2005). *Promoting mental health: Concepts, emerging evidence, and practice*. World Health Organization.

<sup>6</sup> Breslow, L., (2006). Health measurement in the third era of health. *American Journal Public Health* 96 (1), (17–19)

<sup>7</sup> Helliwell, J. F. & Putnam, (2004). The social context of well-being. *Philosophical Transactions of the Royal Society London, Series B, Biological Sciences*.

<sup>8</sup> Diener, E. & Seligman, ME.P., (2004). Beyond money, psychological science in the public interest. *American Psychological Association*, 5,(1).

<sup>9</sup> White, S., et al., (in press). *The impact of positive psychology interventions on college student success*.

<sup>10</sup> Kupchella, CE (2009)(in draft). Colleges and universities should give more broad-based attention to health and wellness-at all levels. *Journal of American College Health*, 58(2), pp. 185-186.

# Appendices

## Appendices

1. Wellness Principles
2. Wellness Workgroup Members
3. Wellness Workgroup Charge, Missions Statement and Goals
4. Campus Wellness Programming and Policy Highlights
5. Sub-Committee Reports:

### Policy Report

Michelle Johnston (Chair), lindy Fenex and Cathy Kodama: This committee began to collect and share policies related to wellness among the campuses. They have also identified policies adopted by other bodies that could be implemented within the UC system (e.g., SB 441/Healthy Vending Machines Options).

### Wellness Survey Assessment Report

Jerold Phelps (Chair) and Fuji Collins: This committee is surveying key staff from all campuses to compile a comprehensive review of wellness assessment tools. The survey and preliminary results are attached. Full results, analysis and report will be sent to all members of the committee in June, 2010. Questions about this survey should be directed to Jerry Phelps at [jsphelps@ucsd.edu](mailto:jsphelps@ucsd.edu).

### Wellness and Mental Health Report (in draft)

Sabina White (Chair): This report establishes a common understanding of Tier 3 interventions that promote the well-being of all UC students.

# Appendix 1

## Wellness Principles

## Wellness Principles

The University of California is dedicated to providing leadership to the state of California in the support of wellness.

The University of California supports a culture of Wellness through developing and supporting:

- Healthy policies
- Healthy living, working and academic environments
- Collaboration and participation of all members of the University community
- Healthy personal skills of members of the University community
- Reorientation of services to prevent disease/injury, promote health and encourage wellness

### **Wellness is an active process:**

Wellness involves positive proactive choices that enhance mental, social and physical health.

### **Wellness is important to UC:**

Wellness is important because of its numerous and well-documented linkages to health and to personal, academic and professional success.

### **Wellness benefits all members of the university community:**

Wellness benefits students by increasing retention, decreasing absenteeism, and promoting academic and personal success.

Wellness benefits faculty, staff and retirees by reducing illness, enhancing work environments and optimizing personal and professional performance.

## **Appendix 2**

### **Wellness Workgroup Members**



## Members

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## **Appendix 3**

### **Wellness Workgroup Charge, Mission Statement and Goals**

### **Charge**

The UC Living Well for Students Workgroup will create and promote a healthy campus environment for UC students. The Workgroup will develop a conceptual framework for a UC-wide effort that will optimally identify, refine, promote and publicize both existing and potential practices on UC campuses that address health and wellness opportunities. To that end, the Workgroup will:

- Identify the types of existing campus curricular and co-curricular programs that promote health and wellness, particularly those that might be characterized as “best practices.”
- Consider opportunities for new initiatives, including such areas as policies, programs, or resources that might foster the concept of a healthy learning environment.
- Consider programmatic and communication opportunities for high-visibility, public promotion of UC’s involvement in this state-wide effort; and,
- Develop implementation strategies for a UC-wide campaign that are practical and align well with both existing campus efforts and the state-wide goals of the California Youth and Workplace Wellness Task Force.

(See attached original Charge documents)

# UC Living Well for Students Workgroup | 2010 Appendix 3

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

OFFICE OF THE PRESIDENT  
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September 27, 2006

MICK DELUCA  
MICHELLE FAMULA  
YONIE HARRIS  
CATHY KODAMA  
ERIC KOENIG

RE: President's Health Challenge Concept Work Group

We are writing to you thank you for agreeing to serve on the President's Health Challenge Concept Work Group on behalf of the University of California, and to provide you with additional information about the group's charge and upcoming meeting. We are excited to have the opportunity to work together on this project and appreciate the expertise each of you brings to our conversation.

As you know, our group will be responding to President Dynes' commitment to join with the California Youth and Workplace Wellness Task Force in focusing upon the creation and promotion of a healthy campus environment for our students. Toward this end, we will be developing a conceptual framework for a UC-wide effort that might optimally identify, refine, promote and publicize both existing and potential practices on our campuses that address health and wellness opportunities. Specifically, we are asking our group to:

- Identify the types of existing campus curricular and co-curricular programs that promote health and wellness, particularly those that might be characterized as "best practices;"
- Consider opportunities for new initiatives, including such areas as policies, programs, or resources that might foster the concept of a healthy learning environment;
- Consider programmatic and communication opportunities for high-visibility, public promotion of UC's involvement in this state-wide effort; and
- Develop implementation strategies for a UC-wide campaign that are practical and align well with both existing campus efforts and the state-wide goals of the California Youth and Workplace Wellness Task Force.

We have created the attached agenda for our upcoming meeting, scheduled for Friday, October 6, from 10 a.m. – 3 p.m. to reflect these charges. With your leadership, we believe that the day's discussions will yield the substance of a draft proposal, which we can ultimately provide to the UCOP Student Affairs unit for consideration.

Once again, thank you all for your willingness to become involved in the important endeavor. We look forward to seeing you on the 6<sup>th</sup>.

Appreciatively,

Handwritten signature of Janet Gong in blue ink.

Janet Gong  
Associate Vice Chancellor  
Student Affairs, UC Davis

Handwritten signature of Valery Oehler in blue ink.

Valery Oehler  
Associate Director  
Campus Life, UCOP

**DRAFT - 8/29/06**

**President's Challenge  
Concept Workgroup**

**Conveners:** Jan Gong, Associate Vice Chancellor, UC Davis  
Valery Oehler, Campus Life Associate Director, UCOP

**Workgroup Members:**

Mick Deluca, Cultural and Recreational Affairs Director, UCLA  
Michelle Famula, Student Health Center Director, UC Davis  
Yonie Harris, Dean of Students, UC Santa Barbara  
Cathy Kodama, Health Promotion Director, UC Berkeley  
Eric Koenig, Student Life Director, UC San Francisco

**Charge:** In January 2006, Senator Torlakson, Chair of the California Wellness Task Force, asked President Dynes to consider a project aimed at creating even healthier campus environments. With consideration to current campus programs, services, and initiatives and in light of varying campus organizational structures, the workgroup is asked to review the proposal for a "President's Health Challenge" and propose a conceptual framework for a system-wide program which would reflect the senator's goals and be responsive to the University environment on each of the ten UC campuses.

**Timeframe:** The Workgroup will convene in September 2006 and present a proposal to UCOP Student Affairs by November 2006. Subsequent implementation will require more extensive involvement of campus stakeholders and will likely occur throughout the winter and spring quarters of 2007.

## **Mission Statement**

The UC Living Well for Students Workgroup aims to develop and maintain a comprehensive culture of wellness which promotes proactive choices that enhance the mental, social and physical health of students. The Workgroup will develop a system-wide effort that enhances campus programs, services and initiatives, as well as promotes the distribution of information on wellness polices, practices and services. The Workgroup will promote UC's Wellness Principles, which state:

- Wellness is an active process
- Wellness is important to UC
- Wellness benefits all members of the UC community
- UC supports a culture of wellness
- UC provides leadership to the State of California in the support of wellness

## **Goals**

### **Campus-Based Goals**

- Promote the concepts of wellness on our campuses utilizing the overarching Wellness Principles Statement
- Develop and/or continue to enhance a campus wellness workgroup
- Share progress of the campus wellness workgroup with system-wide workgroup.

### **System-wide Goals**

- Identify needs assessment and evaluation tools and methods
- Identify funding sources
- Outreach to other system-wide initiatives

## **Appendix 4**

# **Campus Wellness Programming and Policy Highlights**

## **Campus Wellness Programming and Policy Highlights**

Many of the wellness programs have been developed recently, during this time of budgetary crisis. At most campuses, staff have taken on additional responsibilities to run wellness programs out of existing departments such as recreation, counseling and student health. Despite the challenge of low staffing and little funding, there is a plethora of wellness services offered through-out the UC system, as the following highlights suggest:

### **UC Berkeley**

Improves access to healthier food choices on campus:

- Catering Guidelines:  
<http://uhs.berkeley.edu/FacStaff/healthmatters/eatwellcatering.shtml>
- Website: Shopping lists from local stores.
- Vending: Permanent signage on vending machines and checkmark stickers with the product information.
- Guide to Healthy Meetings and Events: Campus event training.

Heart Tap Water Pledge campaign to promote drinking tap water:

- Advocates for hydration stations in new construction
- <http://uhs.berkeley.edu/tapwater/index.shtml>

Capital Projects guidelines: Addresses health-related aspects, such as bike storage, showers, stairwell access, etc.

Be Well to Do Well Campaign: Encourages students to adopt stress management, fitness, and relaxation as keys to positive mental health. <http://uhs.berkeley.edu/bewell/>

### **UC Davis**

Retreat for social justice advocates: Health Education and Promotion (HEP) staff collaborate with Cross Cultural Center staff to include wellness activities in training event with over 70% of respondents reporting they learned a new method for enhancing their personal wellness or for coping with stressful times or situations.

The Healthy Napping Campaign: Promotes the use of 20-30 minute naps to help students stay rested and to succeed academically. A variety of media are used to promote the message, along with healthy nap kits that include an eye shade, ear plugs, napping tips and map of the best places to nap on campus with photos and descriptions of the locations.

Healthy Foods Icon: Dining Services and HEP created “apple logo” icon to post in the dining commons to promote healthier food options. 70% of students reported noticing the logo and of those, 65% reported that they are more likely to choose a menu item with the “apple logo” signage.



# UC Living Well for Students Workgroup | 2010

## Appendix 4

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Wellness Portal: With support from HEP and Be Smart About Safety funding, Portal was launched by the campus Mind Body Wellness Group to provide a single access point for campus and community wellness resources.

Faculty and Advisory Staff Training: Implemented by HEP student assistants, increases students' access to campus stress management resources and trains faculty to identify specific student resources to include in their course syllabus.

The East Quad Farmers Market: A collaborative sponsorship of the Davis Farmers Market, Sodexo, Campus Recreation, ASUCD Coffee House, HEP and the Davis Food Co-op, provides fresh produce on campus in a weekly farmers market setting. ASUCD contributed \$500 in one dollar vouchers for students to spend at the market.

### UC Irvine

Demonstration Kitchen: This fully integrated kitchen, complete with closed circuit cameras, allows students to take a variety of cooking classes from professional chefs. These fun interactive classes range from practical cooking to nutritionally based meal planning.

UC Mental Health Initiative for students (Innovation Projects): Implements Student Affairs projects from a variety of departments to promote student health and wellness. This collaborative effort offers a variety of different wellness programs that encourage students to live well by focusing on the dimensions of wellness.

H1N1 vaccine: Campus wide collaboration offering the H1N1 vaccine to students, faculty and staff at a variety of days and locations.

Peter's Picks: This approval rating system, created by the department of Health Education, helps students make healthy dining choices in the food court and dining services.

Alcohol Task Force: This Health Education led task force of 12 departments educates the student body about alcohol consumption through a variety of projects including First-year Internet Required Safety Training (FIRST) and AlcoholEdu. Most task force members attend the U.S. Department of Education's Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention two day workshop in the fall of 2009.

Fitness Testing: The Anteater Recreation Center houses state-of-the-art fitness testing and conducts body composition tests with a Bod Pod, resting metabolic rate, and sub-max VO2 assessments. All tests are performed by an Exercise Physiologist and include a comprehensive consultation to review the clients' results. Also offered is a unique "breath of fitness" assessment.

Smoke-Free Campus: This Health Education led task force of 12 departments' works to restrict second hand smoke exposure on campus.

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Massage Therapy: The Anteater Recreation Center offers massage therapy from certified massage therapists to help UCI community members reduce their stress levels.

### UC Los Angeles

SNAC program (Student Nutrition Awareness Campaign): Provides information to students about current topics of interest and concern. <http://www.snac.ucla.edu/>

Student Health Advocate: Works in conjunction with the Student Welfare Commission (SWC) and the Arthur Ashe Student Health and Wellness Center to help students develop healthy lifestyles and to promote student wellbeing.

Student Welfare Commission: Sponsors various events throughout the year such as: blood drives, CPR classes, cooking classes, health fairs, RollAIDS, the Bruin 5K Run/Walk, and many more! The Community Service Officers (CSO's), Bruin Triathlon and Dance Marathon. <http://www.swc.ucla.edu/>

UCLA Recreation: Offers a wide breadth and scope of services through the FitWELL program, and Fitness and Wellness Network. Working in collaboration with Residential Life, the Res Rec Coordinator conducts a variety of fitness and wellness events, including a weeklong walking event ("I Heart Walking"), a one hour free demo of Yoga Nidra ("Bruin Hibernation"), cooking food demonstration on healthy food preparation of Native Foods with Chef Tanya. [www.recreation.ucla.edu](http://www.recreation.ucla.edu)

UCLA Counseling and Psychological Services: Sponsors a Wellness Skills Program providing skills development groups, biofeedback training, and wellness program consultations at various locations across campus. The Wellness Skills Development Groups focus on self-management and stress management skills, including Reducing Procrastination and Perfectionism, Mindfulness Training, and Increasing Public Speaking Confidence. Biofeedback training occurs in the Wellness Self-Help Lab and includes biofeedback bays, a self-help lending library and access to self-diagnostic computerized tools to increase emotional wellness. <http://www.counseling.ucla.edu/workshops>

### UC Merced

Health Education Representatives for Opportunities to Empower Students (H.E.R.O.E.S.): Provides a low cost, effective way of connecting to the student community through 24 students trained to focus on college health issues related to alcohol/drug use, nutrition, sexual responsibility and mental health.

Recreation and Athletics: Has experienced double-digit growth in all five programming areas, including the Outdoor Adventure Trip, Student Leadership and the Yosemite Leadership (students work directly with the Federal Parks).

Counseling and Psychological Services (CAPS) and Health Services: Co-location has significantly increased quality and quantity of services. CAPS offers group services.

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Career Services: Management Leadership Institute works in conjunction with other student affairs units to provide a speakers' panel and a Career Peer Educator Program that is multi-culturally appropriate.

Disability Services: Works closely with Health Services and CAPS to deliver integrated services.

Dining Services: Increased accessibility to healthier food choices and improved website to include dietary requirements and caloric breakdown of all foods being served.

Campus Store: Offers more choices of healthier products.

### UC Riverside

THE WELL (Well-Being, Empowerment, Life and Learning): Provides a "one-stop shop" for students' wellness needs via counseling and coaching peers, collaborative programming with The WELL Partners (Counseling Center, Campus Health Center, Recreation and the Dean of Students), and a wide variety of resources. WELL Grand Opening included Wii Fit, Mocktails, Biofeedback, H1N1 shots, blood pressure checks. The WELL also functions as a clearinghouse for all student wellness related programs and information.

<http://well.ucr.edu>

Wellness Wednesdays: Peer educators and staff members from the WELL, Counseling Center, Student Recreation Center, Health Center, and Mental Health Outreach team present on such health and wellness topics as music therapy, mindfulness, fitness on a budget, emotional eating, socializing tips, dance lessons, and arts and crafts for the soul.

Power of Laughter Day: Laughter Yoga seminar, comedy show, and a "benefits of laughter" presentation by the Counseling Center.

Mental Health Day Spa/Therapy Fluffies: Provides stress relief services such as massage, stress ball making, biofeedback, meditation, and therapy dog interactions daily during last week of the quarter, with special times designated for graduate students.

Wellness Scholars Program: Provides personal wellness skill development in physical fitness, nutrition and healthy eating, emotional wellness and social wellness. Includes initial wellness assessment and individualized wellness goals followed by participation in programming in the four areas. Follow up support from trained peers and campus professionals, a workshop series, and group support from fellow participants is provided. Upon completion, participants receive program certificate.

UC Riverside Walks: Student and staff wellness programs cosponsor campus-wide walk lead by campus "celebrities" such as the Chancellor's wife and the ASUCR president. Incentives provided.

# UC Living Well for Students Workgroup | 2010

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Power of Peers campaign: Peer educator fair followed by “meet and greets” for all of 26 peer education programs helps connect students to health and well-being resources. All participants wear “Power of Peers” t-shirts; video of the event will be shown on-campus and in monthly Student Health 101 editions.

Common Ground Leadership Retreat: Students leaders of ethnic and gender groups attend weekend retreat to learn leadership skills, meet staff and learn about campus resources. The retreat is followed up by a leadership certificate workshop series that culminates in a capstone project.

Moving for Charity: The WELL and Student Recreation Center collaborate on a three hour “fitness” event to introduce students to yoga, kickboxing and Zumba while raising money for a local domestic violence center. Team challenges for prizes and a celebration dinner follow the event.

### UC San Diego

UCSD Wellness policies & guidelines: Provides leadership on campus-wide (faculty, staff, student) Wellness Committee to share and coordinate wellness services. Currently reviewing wellness related campus policies.

#### Healthy living, working & learning environments:

- LiveWell meals and menu items (highlighting healthy options).
- New collaborative wellness space in the Price Center (Student Center).
- Newly formed Programming Committee with representatives from all departments in Wellness Cluster (Recreation, Health Education, CAPS, Sexual Assault Resource Center, Wellness Central office) focusing on integration of services and outreach.
- Fitness-A-Go-Go instructors customize a workout routine for small groups at their campus location.
- Coordinated de-stress events on several days before finals each quarter.
- Wellness Center website incorporating social media tools (blogs, Facebook, Twitter, YouTube), campus-wide calendar of events, resources for specific groups (RA's, Student Organizations, Parents and Families, International Scholars, Study Abroad Students, New Students, Graduate Students and Faculty/Staff) online tools and much more. (wellness.ucsd.edu)

#### Healthy personal skills of members of the University community:

- *Referral/Recreation Voucher Program* at-risk students (depression, anxiety, overweight, diabetes, etc...) receive a voucher for a free recreation class from a CAPS or Student Health Service provider.
- Yoga Teacher Training Program – extensive training that leads to a teacher training certification

- Mind, Body, Spirit – classes focused on yoga, meditation, massage, Personal Wellness Program – provides students with an initial assessment, introduction to instruction, assessment, and evaluation to establish personal fitness goals.
- Trained peers provide a wide variety of workshops from biofeedback to healthy cooking demos.

Student Development and Leadership Opportunities:

- Provides wellness related volunteer, internship and job opportunities to hundreds of students each year. Provides communication skills and leadership development to enhance student confidence, sense of purpose and community connection.
- LiveWell Officer Program provides opportunities for Wellness officers in student organizations, residence halls and the Greek Community to offer healthy living leadership to their organization.

**UC San Francisco**

Student Activity Center: Passport to Wellness:

- Winter-quarter series provides comprehensive wellness activities to support the six dimensions of student health: physical, social, spiritual, psychological, occupational and intellectual through 153 diverse wellness programs offered by 12 campus service providers. Students receive giveaways and “passport stamps” for a final raffle. In its sixth year, this incentive program has grown in brand recognition and popularity with UCSF students.
- <http://passport.ucsf.edu>

Recreations and Fitness:

- *Walking Program* – On-line walking
- *Student Only Running Club* – Student volunteer led running club
- *Brain Bites* – Offers quarterly late night social activities and snacks during finals.
- *Instructor led:*
  - Boot camp (fitness) program with healthy eating component
  - Day hikes to local recreation areas
  - Weekend wellness getaways
- *New Student San Francisco City Tour* – Quarterly tour of San Francisco by shuttle bus introduces new students to the San Francisco Bay Area.
- *Farmers Market/Cooking Healthy* – Healthy cooking demonstrations led by a certified nutritionist/RN using foods found at the campus farmers market.

Student Health and Counseling Services:

- *Alcohol & Drug Use Consultation:* Contracted service by specialist for students who want to meet and discuss concerns regarding drug and alcohol use
- *HeartMath Biofeedback Appointments:* Emotional refocusing exercises and heart rate variability biofeedback through the use of PC software and handheld devices.

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- *Wellness Programs & Outreach:* Group workshops and lectures including body image, nutrition, relationships, cultural issues, stress, text anxiety, and sleep issues.
- *Meditation:* Weekly mediation sessions for students at multiple sites.
- *Stretching:* Weekly stretching sessions for students at the Mission Bay campus.
- *First Generation Reception:* Mixer for first generation students, faculty, and post-docs.
- *Interactive Health:* Interactive portal featuring health care and self-care resources, links to community and national resources, and self-assessment tools for physical and mental health.
- *Relationship Workshops:* For couples and individuals.
- *Sleep Workshop:* Small-group series for students who are struggling with sleep issues.

### UC Santa Barbara

Mindfulness Mondays: Circulates wellness facts weekly via student newspaper and campus list serves.

Wellness Website: Connects students to wellness resources and opportunities through an easy-to-use internet site consolidating over 75 campus event calendars. The URL: [www.wellness.ucsb.edu](http://www.wellness.ucsb.edu) represents the system-wide alignment of all wellness efforts for faculty, staff, retirees and students. *Average #visits per day: 274*

Wellness Drop-in Centers: Provides students with opportunities to meet with wellness resource professionals from across the Division of Student Affairs and to experience free massage. *Total annual wellness center contacts: 3093*

Wellness Programs: Open to all members of the UCSB Community:

- *Faculty- Student "Night"* Programs provide quarterly evening opportunities for students to connect outside of the classroom with faculty and staff to discuss current research in an informal setting. Faculty present short lectures which are then discussed by table hosts with refreshments provided.
- *Weekend field trips* include hikes, visits to art museums, volunteering, sailing trips, and food tastings on Friday afternoons throughout the year.
- *Informational workshops* on Wellness provided quarterly at a variety of campus locations to student, faculty and staff populations.
- *Total # annual attendance: 1,302*

Interns: Trained peer health educators teach research-based wellness skills to students. *Total # of interns: 44; Total # of annual intern contacts: 6,720*

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The “Bridge to Wellness”: Students representing campus organizations outreach weekly to first year students residence hall dining commons. *Total # of student groups: 36; Total # annual outreach hours: 239*

Incentives: Prizes awarded for attendance at “Passport to Wellness” events. *Total # of students registered on website as of Spring 2009: 1,875*

### **UC Santa Cruz**

Wellness website: Calendar of events, features stories, side bars and resources  
<http://wellness.ucsc.edu/>

“CruzFit 2010”: Revised wellness incentive program encourages team participation in “Wellness Anywhere” to alleviate overuse of highly impacted facilities and programs. Program includes improved online tracking system (Fitness Journal) and has experienced an increase in participation from previous Adopt-A-Slug format (from 800 to over 1400!)

Campus Wellness Committee: Staff (Executive Director, Office of Physical Education, Recreation, and Sports; Residential Life College Administrative Officer; Student Health Outreach and Promotion Coordinator; Wellness Center Director; Employee Wellness Coordinator) and one Student Wellness Intern to discuss wellness issue and to collaborate on wellness planning.

Carnival Cruz: Wellness day in planning stages via Wellness Committee and other campus units to provide games, activities (bounce house, climbing wall, races, games, and lounge area), healthy snacks, and campus wellness information. A wellness passport will be given at check-in, small incentives after five stations are visited with chance to enter drawing for larger prizes.

## **Appendix 5**

**Sub-Committee Reports:**  
*Policy Report*  
*Wellness Survey Assessment Report*  
*Wellness and Mental Health Report (in draft)*



## Sub-Committee Reports

### Policy Report

Michelle Johnston (Chair), lindy Fenex and Cathy Kodama: This committee began to collect and share policies related to wellness among the campuses. They have also identified policies adopted by other bodies that could be implemented within the UC system (e.g., SB 441/Healthy Vending Machines Options).

### Wellness Survey Assessment Report (see attached)

Jerold Phelps (Chair) and Fuji Collins: This committee is surveying key staff from all campuses to compile a comprehensive review of wellness assessment tools. The survey and preliminary results are attached. Full results, analysis and report will be sent to all members of the committee in June, 2010. Questions about this survey should be directed to Jerry Phelps at [jsphelps@ucsd.edu](mailto:jsphelps@ucsd.edu).

### Wellness and Mental Health Report (in draft) (see attached)

Sabina White (Chair): This report establishes a common understanding of Tier 3 interventions that promote the well-being of all UC students.

### Wellness Assessment Survey

The following questions pertain to Student Wellness only, not staff or faculty wellness:

Your campus:

1. Berkeley
2. Davis
3. Irvine
4. Los Angeles
5. Merced
6. Riverside
7. San Diego
8. San Francisco
9. Santa Barbara
10. Santa Cruz

Your department:

1. Counseling and Psychological Services
2. Student Health
3. Health Education/Health Promotion
4. Recreation
5. Other (please specify)

How do you use assessments on your campus? (Check all that apply)

1. Clinical Health
  - a. Intake
  - b. Outcome
  - c. Fitness
  - d. Other
2. Customer/Client/Patient Satisfaction
3. Learning Outcomes

4. Program Evaluation/Quality Improvement
5. Population Level Outcomes
6. Needs Assessment/Formative research/Assets Assessment)
7. Program Planning
8. Benchmarking
9. Other (please specify)

What data do you collect? (Check all that apply)

1. Attendance/Participation
2. Health Behaviors
3. Health status
4. Behavioral Intent
5. Knowledge/Awareness
6. Satisfaction
7. Retention
8. Student Learning Outcomes
9. Biometric Data (BMI, BP, Body Fat, etc.)
10. Benchmarking
11. Health Risk Assessment
12. Academic data (GPA, retention, etc.)
13. Other self-test(s) (Screening for Mental Health) (please specify)
14. Conduct
15. Student Engagement
16. Other (please specify)

What national/regional/benchmarking surveys do you use? (Check all that apply)

1. NCHA
2. Your Freshman Year

3. Your First College Year
4. College Senior Survey
5. Healthy Minds Survey
6. Core Survey
7. UCUES
8. Life Satisfaction Scale
9. Other (please specify)

What clinical instruments do you use? (Check all that apply)

1. Outcome Questionnaire 46 (OQ-45)
2. Patient Health Questionnaire (PHQ)
3. Alcohol Use Disorders Identification Test (AUDIT)
4. Clinic Specific Intake Questionnaire
5. Other (s) (please specify)

How do you collect data? (Check all that apply)

1. Web survey
2. Paper and pencil
3. Handheld device
4. Focus groups
5. Other (please specify)

What web survey tools do you use? (Check all that apply)

1. Survey Monkey
2. Student Voice
3. Zoomerang
4. Other (please specify)

What data analysis software do you use?

1. SPSS
2. SAS

3. Excel
4. Other (please specify)

To whom do you present your assessment data? (Check all that apply)

1. Your Unit Staff
2. Health and Wellness Cluster Staff
3. Registration Fee Committee
4. Student Affairs Staff
5. Other University Committees
  - a. Faculty
  - b. Staff
6. Other University Departments
  - a. AS
  - b. Academic Departments
  - c. Summer Sessions
  - d. Housing
  - e. Library
  - f. Academic Advisors
7. National Conferences
8. National Publications
9. Local government officials
10. Media
11. Other

Who coordinates the assessments within your department (business manager, clinical director, assessment coordinator, etc.)?

What is your campus definition(s) of "Wellness?"

What dimensions of wellness do you include in your definition of wellness? (Check all that apply)

- Physical
- Emotional
- Social
- Intellectual
- Occupational
- Cultural
- Spiritual
- Financial
- Environmental
- Mental

Do you engage in any benchmarking studies with other campuses?

If yes, please specify:

How could the UC Living Well for Students wellness assessment subcommittee help you?

Agreement of Definitions, goals and evaluation tools

Are there certain topics of assessment that you would like to learn more about?" (such as student learning outcomes, data analysis, reporting assessment outcomes, etc.)

Assessment costs: Please estimate amount spent on assessment each year (including administration, promotion, incentives, etc.)

**Wellness Assessment Survey Results**

**Date Created: 1/19/2010 5:54:46 PM**

**Date Range: 1/27/2010 12:00:00 AM - 4/15/2010 11:59:00 PM**

**Total Respondents: 38**

***Q1. Please indicate your campus:***

<i>Count</i>	<i>Percent</i>
2	5.26% Berkeley
3	7.89% Davis
2	5.26% Irvine
7	18.42% Los Angeles
6	15.79% Merced
6	15.79% Riverside
3	7.89% San Diego
4	10.53% San Francisco
2	5.26% Santa Barbara
3	7.89% Santa Cruz

**38 Respondents**

***Q2. Please indicate your department:***

<i>Count</i>	<i>Percent</i>
5	13.16% Counseling and Psychological Services
4	10.53% Student Health
7	18.42% Health Education/Health Promotion
8	21.05% Recreation
14	36.84% Other (please specify)

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Count	Percent
1	7.14% Bruin Resource Center
1	7.14% Career Services
1	7.14% Disability Services
1	7.14% Graduate Student Resource Center
1	7.14% Housing and Dining
2	14.29% Residential Life
1	7.14% Student Activity Center
2	14.29% Student Affairs
1	7.14% Student Housing
1	7.14% Student Life
1	7.14% Student Wellness
1	7.14% Well-Wellness Center

### 38 Respondents

#### ***Q3. What type of assessment do you do on your campus? (Check all that apply)***

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
12	31.58%	6.49% Clinical health - Intake
10	26.32%	5.41% Clinical health - Outcome
7	18.42%	3.78% Clinical health - Fitness
5	13.16%	2.70% Clinical health - Other
24	63.16%	12.97% Customer/client/patient satisfaction
22	57.89%	11.89% Learning outcomes
28	73.68%	15.14% Program evaluation/quality improvement
10	26.32%	5.41% Population level outcomes
21	55.26%	11.35% Needs assessment/formative research/assets assessment
29	76.32%	15.68% Program planning
15	39.47%	8.11% Benchmarking
2	5.26%	1.08% Other (please specify)



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<i>Count</i>	<i>Percent</i>
1	50.00% interventions
0	0.00% 0.00% None of the above

**38 Respondents**  
**185 Responses**

***Q4. What data do you collect? (Check all that apply)***

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
30	85.71%	14.15% Attendance/participation
19	54.29%	8.96% Health behaviors
10	28.57%	4.72% Health status
12	34.29%	5.66% Behavioral intent
22	62.86%	10.38% Knowledge/awareness
30	85.71%	14.15% Satisfaction
6	17.14%	2.83% Retention
19	54.29%	8.96% Learning outcomes
7	20.00%	3.30% Biometric data (e.g., BMI, BP, body fat)
11	31.43%	5.19% Benchmarking
10	28.57%	4.72% Health risk assessment
6	17.14%	2.83% Academic data (e.g., GPA, retention)
7	20.00%	3.30% Other self-tests (e.g., screening for mental health) (please specify)
	<u>Count</u>	<u>Percent</u>
	1	14.29% BHM20
	1	14.29% echug basics
	1	14.29% K-PIRS, ADHD assessment (Brown)
	1	14.29% mental health screening, AOD screening, pathological gambling screening
	1	14.29% screening days
8	22.86%	3.77% Conduct
9	25.71%	4.25% Student engagement
5	14.29%	2.36% Strengths
1	2.86%	0.47% Other (please specify)

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	<u>Count</u>	<u>Percent</u>	
	1	100.00%	program evaluations
0	0.00%		0.00% None of the above

**35 Respondents**

**212 Responses**

***Q5. What national/regional/benchmarking surveys do you use? (Check all that apply)***

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
14	40.00%	22.58% NCHA (National College Health Assessment)
3	8.57%	4.84% Your Freshman Year
1	2.86%	1.61% Your First College Year
3	8.57%	4.84% College Senior Survey
1	2.86%	1.61% Healthy Minds Survey
3	8.57%	4.84% CORE Survey
19	54.29%	30.65% UCUES (University of California, Undergraduate Experience Survey)
8	22.86%	12.90% NIRSA (National Intramural Recreational Sports Association)
6	17.14%	9.68% Other (please specify)

	<u>Count</u>	<u>Percent</u>	
	1	16.67%	Alcohol Edu
	1	16.67%	CIRP
	1	16.67%	EBI - Educational Benchmarking
	1	16.67%	IHRSA
	1	16.67%	NACE
	1	16.67%	Surveys of Recent Alumni, numerous QuickSurveys on various topics, an new student survey on an irregular basis
4	11.43%		6.45% None of the above

**35 Respondents**

**62 Responses**

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**Q6. What clinical instruments do you use? (Check all that apply)**

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
2	5.71%	4.26% Outcome Questionnaire 45 (OQ-45)
6	17.14%	12.77% Patient Health Questionnaire (PHQ)
5	14.29%	10.64% Alcohol Use Disorders Identification Test (AUDIT)
8	22.86%	17.02% Clinic Specific Intake Questionnaire
8	22.86%	17.02% Other (please specify)
	<u>Count</u>	<u>Percent</u>
	1	12.50% BASICS
	1	12.50% BHM20
	2	25.00% Don't know
	1	12.50% General Health History Form
	1	12.50% K-PIRS
	1	12.50% Par-Q and health history
	1	12.50% UC Health Services Benchmarking Chart Audit Questionnaire
18	51.43%	38.30% None of the above

**35 Respondents**

**47 Responses**

**Q7. By what methods do you collect data? (Check all that apply)**

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
28	80.00%	32.18% Web survey
27	77.14%	31.03% Paper and pencil survey
1	2.86%	1.15% Handheld device survey
15	42.86%	17.24% Recordkeeping/tracking system
16	45.71%	18.39% Focus groups
0	0.00%	0.00% Other (please specify)
	<u>Count</u>	<u>Percent</u>
	0	0.00% None of the above

**35 Respondents**

**87 Responses**

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**Q8. What web survey tools do you use? (Check all that apply)**

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
16	45.71%	37.21% Survey Monkey
3	8.57%	6.98% StudentVoice
11	31.43%	25.58% Zoomerang
5	4.29%	11.63% Other (please specify)
	<u>Count</u>	<u>Percent</u>
	1	20.00% campus system
	1	20.00% Home grown
	1	20.00% in house
	1	20.00% own computer system
	1	20.00% self developed
8	22.86%	18.60% None of the above

**35 Respondents**

**43 Responses**

**Q9. What data analysis software do you use? (Check all that apply)**

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
17	48.57%	36.17% SPSS
1	2.86%	2.13% SAS
25	71.43%	53.19% Excel
1	2.86%	2.13% Other (please specify)
	<u>Count</u>	<u>Percent</u>
	1	100.00% SNAP
3	8.57%	.38% None of the above

**35 Respondents**

**47 Responses**

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**Q10. To whom do you present your assessment data? (Check all that apply)**

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
32	91.43%	24.24% Your unit staff
18	51.43%	13.64% Health and Wellness Cluster staff
12	34.29%	9.09% Registration Fee Committee
24	68.57%	18.18% Student Affairs staff
3	8.57%	2.27% Faculty
17	48.57%	12.88% Other university departments
11	31.43%	8.33% National conferences
2	5.71%	1.52% National publications
1	2.86%	0.76% Local government officials
4	11.43%	3.03% Media
8	22.86%	6.06% Other
0	0.00%	0.00% None of the above

**35 Respondents**

**132 Responses**

**Q11. To which specific departments do you present data? (Check all that apply)**

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
4	26.67%	14.29% AS
6	40.00%	21.43% Academic departments
2	13.33%	7.14% Summer sessions
6	40.00%	21.43% Housing
0	0.00%	0.00% Library
3	20.00%	10.71% Academic advisors
7	46.67%	25.00% Other (please specify)

<u>Count</u>	<u>Percent</u>
1	14.29% none
1	14.29% none of the above
1	14.29% student affairs
1	14.29% Student Affairs Departments

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1 14.29% various student affairs departments as requested/needed  
 1 14.29% Worker's Compensation Rate Additive; CHR

**15 Respondents**  
**28 Responses**

***Q12. Which position coordinates the assessment activity within your department?***

<i>Count</i>	<i>Percent</i>
31	100.00%
	<u>Count</u> <u>Percent</u>
1	3.23% Acting Director, Wellness Initiatives
1	3.23% Assessment Coordinator
2	6.45% Assistant Director
1	3.23% Business & Finance Manager
1	3.23% Communication analyst
1	3.23% Coordinator
2	6.45% director
5	16.13% Director
1	3.23% Director of Fitness and Wellness
1	3.23% Director, Clinical Director, Training Director (depends on the area of assessment) but 3 administrative staff perform many of the data runs
1	3.23% Director, Student Activity Center
1	3.23% DS Coordinator
1	3.23% Fitness & Wellness Coordinator
1	3.23% FITWELL Program Assistant/Admin Assistant
1	3.23% Health Educator
1	3.23% Health Promotion Coordinator
1	3.23% marketing, coordinators, Assistant/Assoc. Directors
1	3.23% Multiple people
1	3.23% No one at the moment
1	3.23% Our Vice Chancellor of Finance
1	3.23% Research and Evaluation Coordinator
1	3.23% research associ0,000ate

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1	3.23% SHS Director, Health Ed. Director, ATOD coord
1	3.23% unit managers
1	3.23% We all do some level of assessment in our office - but the primary person who does assessment for the division is not in our office

## 31 Respondents

### *Q13. What percentage of that person's job is devoted to assessment?*

<i>Count</i>	<i>Percent</i>	
31	100.00%	
	<u>Count</u>	<u>Percent</u>
	5	16.13% 10
	1	3.23% 12
	3	9.68% 15
	3	9.68% 2
	1	3.23% 20
	1	3.23% 25
	2	6.45% 30
	10	32.26% 5
	5	16.13% 50

## 31 Respondents

### *Q14. Please estimate the amount of time spent on assessment each year (in hours).*

<i>Count</i>	<i>Percent</i>	
31	100.00%	
	<u>Count</u>	<u>Percent</u>
	1	3.23% 10
	3	9.68% 100
	2	6.45% 1000
	1	3.23% 200
	1	3.23% 25
	1	3.23% 250

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1	3.23% 30
3	9.68% 300
1	3.23% 312
1	3.23% 350
7	22.58% 40
2	6.45% 400
2	6.45% 50
1	3.23% 50-70
1	3.23% 600
1	3.23% 70
1	3.23% 80
1	3.23% 90

**31 Respondents**

***Q15. Please estimate the amount of money spent on assessment each year (including administration, promotion, incentives, etc.).***

<i>Count</i>	<i>Percent</i>
31	100.00%
<u>Count</u>	<u>Percent</u>
1	3.23% 0
1	3.23% 1
2	6.45% 100
3	9.68% 1000
1	3.23% 12000
1	3.23% 15,000
1	3.23% 2,500
1	3.23% 200
2	6.45% 2000
1	3.23% 2500
1	3.23% 3,000
1	3.23% 30,000
3	9.68% 3000



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1	3.23% 5,000
1	3.23% 50
2	6.45% 500
3	9.68% 5000
1	3.23% 60,000
2	6.45% 7000
1	3.23% 8,0000
1	3.23% 800

### 31 Respondents

#### *Q16. What assessment topics would you like to learn more about? (Check all that apply.)*

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
9	29.03%	5.66% Basic assessment overview
12	38.71%	7.55% Benchmarking
14	45.16%	8.81% Choosing appropriate methods for data collection
11	35.48%	6.92% Conducting program reviews
17	54.84%	10.69% Data analysis
12	38.71%	7.55% Developing assessment plans
12	38.71%	7.55% Developing learning outcomes
12	38.71%	7.55% Effective reporting
12	38.71%	7.55% Integrating data from multiple data sources
13	41.94%	8.18% Interpretation of data and application to planning and decision-making
2	6.45%	1.26% IRB and research ethics
9	29.03%	5.66% Qualitative methods (interviews, focus groups)
15	48.39%	9.43% Survey design and implementation
5	16.13%	3.14% Using rubrics
0	0.00%	0.00% Other (please specify)
	<u>Count</u> <u>Percent</u>	
4	12.90%	2.52% None of the above

### 31 Respondents

### 159 Responses

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**Q17. What is (are) your campus definition(s) of "wellness?"**

Count	Percent
31	100.00%
Count	Percent
1	3.23%
1	3.23% A healthy balance of physical, emotional, social, intellectual, spiritual & occupational practices & behaviors
1	3.23% Be well. Designed to support the six dimensions of student health: physical, social, spiritual, psychological, occupational and intellectual.
1	3.23% Being balanced and giving attention to all the dimensions of wellness. Wellness is holistic and transdisciplinary.
1	3.23% Getting healthier can help you do everything from studying more effectively and having more energy to feeling better about yourself and enriching your UCR experience. Here at UCR, we believe that living a well-balanced and healthy lifestyle is about making positive choices. Whether it's Yoga or a Pilates class, managing stress, a health screening, fitness and nutritional advice, or counseling about alcohol and eating disorders, the Well has partnered with the Campus Health Center, the Student Recreation Center and the Counseling Center to ensure your total body wellbeing.
1	3.23% holistic balance
1	3.23% Holistic wellbeing. Students are physically and mentally well; able to maintain a sense of balance.
1	3.23% I don't think we have a single definition - but we talk about creating a culture of wellness through activity engagement, prevention, education, support and use of the wellness network which includes the student health center, Counseling and Psychological Services, Office of Residential Life, Student Development, etc.
1	3.23% It varies widely across the campus.
1	3.23% Mental, physical and social well being of the student
1	3.23% No single definition, though there is a "wellness wheel" with 6 dimensions (community, physical, intellectual, spiritual, emotional and career) that encourages one to balance all dimensions in one's life.
1	3.23% No specific definition, but generally overall health of the mind, body, and soul.
1	3.23% Optimal performance in multiple domains of one's life.
1	3.23% Overall health of individuals and the community
1	3.23% physical, emotional, social, intellectual, etc.
1	3.23% Physical, mental, social and environmental well being.
1	3.23% Successful functioning mentally, physically, socially

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- 1 3.23% The holistic development of life-long skills for personal well-being and success. This includes physical, emotional, and mental health along with intellectual and occupational development.
- 1 3.23% The key to wellness is balance. Wellness as broad term including, but not limited to, the following dimensions: physical, emotional, social, intellectual, cultural, and environmental.
- 1 3.23% The pursuit of flourishing.
- 1 3.23% The Wellness Center provides programs and services to support and expand the physical, emotional, social, cultural, and intellectual development of students, staff, faculty and retirees.
- 1 3.23% There are several departments who consider 'wellness' their product. The only written definition I have seen is from Campus Life Services (Fitness & Recreation) as a mission statement. Campus Life Services (CLS) Wellness initiative is dedicated to stimulating and supporting comprehensive wellness programs and resources designed to promote mental, physical, social and cultural balance. Working together with our partners, we strive to become a leader in health promotion programs, empowering people to lead healthier, more productive lives through:
- Partnerships with UCSF clinical units, Human Resources departments, student services, work-life providers and public education entities.
  - Collaboration with clinical and educational elements in the development of wellness programs.
  - Activities that support wellness education programs for the application of individualized self-care behavior and habits.
  - The establishment of a funding base that will sustain and evolve a comprehensive wellness program at UCSF.
- 1 3.23% To instill a diverse environment that promotes the holistic development of life-long skills for personal well-being and success.
- 1 3.23% To provide a balanced and proactive wellness program of the highest quality that empowers students to impact their individual health behavior patterns and produce tangible improvements in their use of wellness services, enhance their well-being, and fulfill their personal and academic goals.
- 1 3.23% UCR defines wellness as your overall well-being that includes physical, emotional, cultural and spiritual health.
- 1 3.23% varies between 6 to 8 domains of wellness wheel
- 1 3.23% We will create a safe, supportive, and connected campus environment and promote healthy minds, bodies and communities. Objectives: To help students take control of their UCR experience To provide a caring campus environment in which all students feel comfortable, accepted and positioned to succeed To create a network of professionals, peers, and services that are well-known and easily accessible To provide resources that will encourage students to live a more balanced lifestyle and become healthy, skilled, successful members of the UCR community. To create physical space and virtual presence where all students can go to receive

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information, guidance and support in the areas of Physical, Social, Emotional, Spiritual, Intellectual, Multicultural, Occupational and Environmental Wellness.

- 1 3.23% Wellness is a state of optimal well-being that is oriented toward maximizing an individual's potential.
- 1 3.23% Wellness is an expanded idea of health. Wellness is the pursuit of optimal health, encompassing physical, emotional, intellectual, spiritual, occupational, financial, social, and environmental well-being. Below is a short description of the eight areas of wellness.
- 1 3.23% Wellness is state of balanced being we help our students to aspire to and maintain. It encompasses many areas of their lives as students and as individuals.
- 1 3.23% Wellness Mission To educate and empower our campus community to improve and maintain overall health and well-being and to advocate for a campus-wide culture of wellness by providing a centralized location for the many integrated programs and resources at UCI that promote wellness.

## 31 Respondents

### ***Q18. What dimensions of wellness do you include in your definition of wellness? (Check all that apply.)***

<i>Count</i>	<i>Respondent %</i>	<i>Response %</i>
31	100.00%	12.92% Physical
30	96.77%	12.50% Emotional
31	100.00%	12.92% Social
25	80.65%	10.42% Intellectual
20	64.52%	8.33% Occupational
22	70.97%	9.17% Cultural
23	74.19%	9.58% Spiritual
15	48.39%	6.25% Financial
22	70.97%	9.17% Environmental
21	67.74%	8.75% Mental

## 31 Respondents

## 240 Responses

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**Q19. Do you have any suggestions on how the UC Living Well for Students wellness assessment sub-committee can help you?**

<i>Count</i>	<i>Percent</i>
12	38.71% Yes (please explain)
	<u>Count</u> <u>Percent</u>
1	8.33% Create data driven benchmarks and work with campuses to effectively assess their community.
1	8.33% Finding an effective way for us to share thoughts, ideas and challenges with each other. In these difficult budget times, I don't think a conference/meeting is possible, so finding ways we can continue to effectively communicate and network with each other for support and guidance.
1	8.33% I am particularly interested in integrating "wellness assessment" as part of overall student transition to postsecondary campus environment and subsequent student services intake processes. Another aspect of this would be capturing data relative to measuring how an understanding of "wellness" by a student changes over time, such as an initial wellness assessment measured against a student graduating from UCM.
1	8.33% It could be helpful for the subcommittee to recommend system-wide assessment strategies including specific instruments
1	8.33% ongoing collaboration and sharing of ideas among campuses
1	8.33% Please define wellness for UC students. That would help each campus target common themes for all UC students. Despite being the only graduate campus, many UCSF students come from undergrad UC campuses. Having some commonality would be immensely beneficial in developing programs and services.
1	8.33% Sharing data collection, evaluation and data reporting methods
1	8.33% Standard assessment instruments for measuring student community health...and assessment instruments for measuring healthy environments (ex. facilities, policies, practices, campus nutrition, etc.)
1	8.33% standardized definition, goals, outcomes, interventions, and assessment measures such as strengths
1	8.33% We are at the very beginning of our assessment process!
1	8.33% We are interested in learning more about the tools you use for effective assessment
1	8.33% working with students is so complicated and varies so much between campuses that I would find more opportunities for networking helpful but attempts to standardize to all campuses would not be helpful
19	61.29% No

**31 Respondents**

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**Q20. Do you have any additional comments or suggestions?**

<i>Count</i>	<i>Percent</i>	
4	12.90%	Yes (please explain)
		<u>Count</u> <u>Percent</u>
1	25.00%	I consider education a valuable tool for helping persons understand healthy lifestyles, but I think it is not effective in producing healthy lifestyles. Rather, I think that "engineering healthy environments" produce more healthy lifestyles, and we should be moving in this direction. Let's explore how best to do it. (ex. no smoking campuses, no junk in vending machines, walk-don't ride on campus, heart-healthy meal options, etc.)
1	25.00%	Survey difficult to complete because in a few cases I wanted to answer "don't know" or "not applicable" but survey wouldn't allow me to. Thanks.
1	25.00%	Thanks!
1	25.00%	updates from the committee regarding purpose of this assessment and resources available from this group
27	87.10%	No

**31 Respondents**

## Wellness & Mental Health (*in draft*)

Sabina White

University of California, Santa Barbara

### The purpose of this report is twofold:

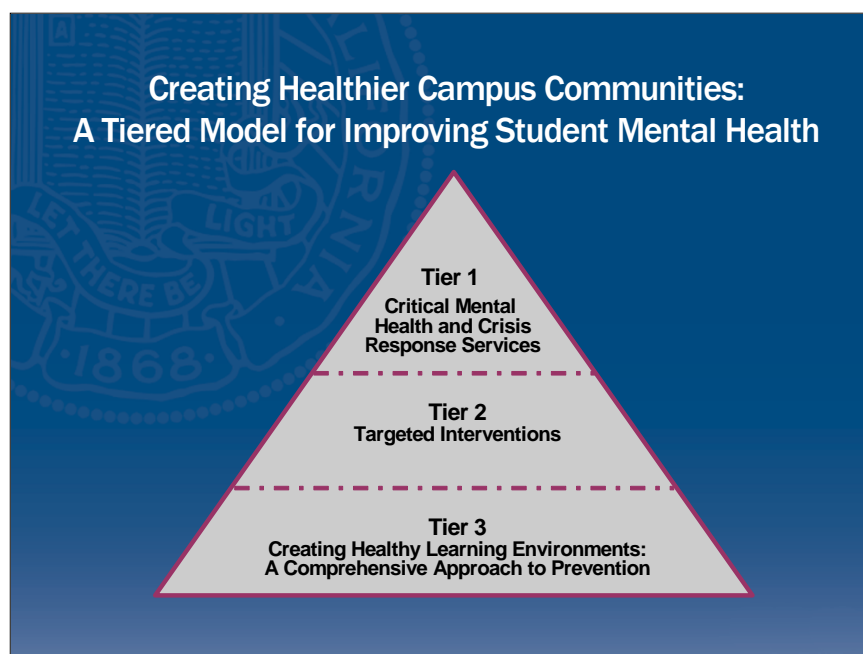
- To establish a common understanding of Tier 3 interventions that promote the well-being of all UC students
- To guide the University of California in its goal of utilizing wellness as the foundation for providing a healthy learning environment for all students.

### Background

Protecting and enhancing the mental health of college students is a priority nationwide. Evidence suggests college students are more vulnerable to depression than other populations because of the high demands they face (Bayram & Bilgel, 2008). According to the 2008 National College Health Assessment, over 16% of students were diagnosed with depression sometime in their lifetime, and 32.5% of this group reported receiving this diagnosis in the past school year (American College Health Association, 2009). Here at the University of California, Santa Barbara, (UCSB), visits to the Student Health Center for mental health care have more than doubled in the past 12 years (University of California, 2006). The extant literature demonstrates the harmful effects depression has on college students including: decreased academic success, relationship problems, drug and alcohol abuse, and increased suicidality (Eisenberg, Gollust, Golberstein, & Hefner, 2007; Garlow et al., 2008)

In 2006 a UC system-wide committee on student mental health issued a report in which a three-tiered model of student service delivery was proposed (University of California 2006). This approach, used through-out the University of California, supports healthier learning environments through the provision of three levels of student services. These services include the treatment of mental illness (Tier 1), the support of mental health (Tier 2) and the promotion of student well-being (Tier 3). This three-tiered approach is based on a logic model developed in the late 1950s to describe chronic disease prevention (Sugai, 2007). In 1996 the model was presented as a triangle with three tiers representing interventions of increasing intensity. The top tier called tertiary or intensive, depicts specialized services for individuals with greatest needs; the second tier, often referred to as secondary or targeted, depicts intensive interventions for at-risk individuals; and the first tier, often called primary or universal (referred to as Tier 3 in the 2006 Student Mental Health Committee Report;), depicts interventions intended to benefit all individuals by preventing the development of problem behaviors (Sugai, 2007). This model was presented in the University of California's Mental Health Report:

**Figure 1: Tiered Model to Improve Student Mental Health**



The inclusion of wellness in the UC Student Mental Health Committee’s three-tiered approach to mental health is supported by the World Health Organization’s 2001 definition of mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community” (Herman, Saxena, Moodle, 2005). In this definition, well-being is presented as the foundation for mental health. Existing evidence suggests that people high in well-being function more effectively, have more successful relationships, are more productive at work, and have better physical and mental health (Diener, Seligman, 2004). For these reasons, wellness provides the basis from which the University of California supports a healthy learning environment for all students.

### **Tier 3 wellness interventions support the well-being of students**

Currently all 10 campuses provide Tier 3 interventions that support the well-being of their students. Well-being is defined as frequent positive affect, high life satisfaction, and infrequent negative affect (Lyubomirsky, Sheldon, and Schkade, 2005). Thus wellness interventions are those strategies that benefit students by decreasing negative affect and increasing positive affect and life satisfaction. Such interventions are of great interest to college health professionals for a variety of reasons.

First, increased positive affect leads to broadened mindsets and to greater ability to learn. According to Fredrickson’s (2003) Broaden and Build Theory, negative emotions tend to narrow individuals’ mindsets while positive emotions tend to broaden them by promoting



greater creativity and integrative, flexible thinking. Although positive emotions and broadened mindsets are usually temporary, they help people build meaningful and enduring personal resources based on new ideas, actions, social bonds, and psychological resilience (Fredrickson, 2003).

Furthermore, positive emotions have been shown to “undo” the harmful effects of negative emotions. In a study in which participants watched films that elicited negative emotions, subjects who subsequently experienced positive emotions returned to baseline physiological levels more rapidly compared to those experiencing negative emotions (Frederickson, 2003). This has important implications for college students, who often experience sustained levels of negative emotions, such as stress. According to the 2008 National College Health Assessment (American College Health Association, 2009), stress was listed as the number one health impediment to academic success, affecting almost 34% of college students. Thus, it is important to study interventions that will “undo” the harmful effects of stress and other negative emotions commonly experienced by college students.

Finally, increasing life satisfaction, defined as cognitive and global evaluation of the quality of one’s life, has a significant effect on the well-being of college students (Pavot & Diener, 2008). The extant literature indicates that higher life satisfaction is associated with greater mental and physical health, higher self-esteem, perceptions of having a good social support system, optimism, high levels of ego strength, self-efficacy, and having an internal locus of control. On the other hand, low levels of life satisfaction are associated with depression, loneliness, anxiety, alexithymia, general emotional distress, and social dysfunction (Pilcher, 1998; Paolini, Yanzez, & Kelley, 2006).

Tier 3 wellness interventions promote these goals through positive student involvement, defined as the extent to which students participate in extra- and co-curricular activities (Law, 2007). Numerous researchers have reported on the positive associations between student involvement and academic achievement and development as measured by GPA, test scores, problem-solving skills, critical thinking skills, and cultural awareness (Astin and Sax, 1998; Marsh and Kleitman, 2002, Hughes and Pace, 2003, Kuh reporting on the National Survey of Student Engagement, 2003; Eccles et al, 2003, Mahoney et al 2005). Engaging in leisure activities also helps many students cope with stress and provides a buffer against exhaustion (Law, 2007). Finally, engagement is positively associated with self-concept and negatively associated with depression (Law, 2007).

For these reasons, Tier 3 wellness interventions are those that enhance the mental health of students at the University of California through positive involvement.

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