



Reflection Questions for Health Education & Wellness Program Review

2020-2021

1. Overview: Assess program, services, division during the **2019-20** year. Describe **accomplishments, challenges** and how challenges were addressed. Include **evidence that illustrates** accomplishments and challenges:

The 2019-2020 year's goal was to sustain the program activities with reduced staffing (from 3 to 1 people). The staffing challenges were addressed with creative planning/organization, reaching out to community partners and student support. It was necessary to reconfigure events and activities with the possibility of just one supporting individual - if students or community partners were not available or "no showed." This was not ideal, but worked well enough. HE&W events & activity combined student contacts for 2019-2020 were # 4177 – 4287 students. This number is slight decreased from the prior year, presumed in response to changes in enrollment. Event count data: Welcome Day #109; Inform & Direct # 300-350; Healthy Relationships/Club Day #855; Flu Clinic #620; Blood Drive #344; Chill City #385-490; Health Zone canceled - rain; HIV/AIDS awareness workshop#30; Movie4 for Mental Health #93; HIV Stigma: Let's Talk About It #30; Classroom visits [30] #1359; Smoking cessation #7.

2. Describe how program plans were met, including **evidence that illustrate** how these program plans were met...see **2020/21** plans and address how they were met...and **adjusted with remote learning/adjusted**.

This year's (2020-2021) task was initially to sustain and expand outreach in ways possible with the continued reduced staffing, but the arrival of the pandemic in the middle of winter quarter reduced the focus further - to rapidly create an online presence. The goal was to design methods to reach student and address ongoing/growing college health issues, and the most recent physical/emotional/mental impacts of COVID19. The year's Fall 2019 and Winter 2020 events were divided into four campus wide events (Outreach 1st weeks inform/direct, Healthy Relationships -aka Club Day, Blood Drive, Chill City), as well as two seasonal events Fall 2019 and Winter 2020 quarter (Flu Clinic, and Movies 4 Mental Health). The large events were adjusted and refined to function with volunteer or outside community partners in response to limited staffing. During outreach events, in classroom presentations, and tobacco cessation counseling, my goal was to educate students (and faculty/staff) of the services of each arm of Health Services (medical clinic, psychological services and Health, Education & Wellness) on campus, as well as applicable campus and community resources. Classroom and club outreach was expanded this year to increase student contacts, to connect with faculty - offering guest visits to educate the campus towards health topics, services, and events. The pandemic shelter in place order resulted in limited student contact (only via zoom/phone) and a rapid reconfiguration of student outreach and contact in times of remote learning. I quickly developed and recorded many zoom presentations (similar to my in-person classroom presentations) addressing services and wellness/mental health issues and emailed out to faculty/clubs to use during their meeting times. Additional zoom recordings have been developed to help student: to identify symptoms (anxiety, stress, depressions) and seek support; offer different mental health coping strategies; self-care during COVID; reorganize study space/habits and how to connect with campus student services in the new (remote) way.

3. Describe **your experience related to transition of remote work**, including online services, instruction, and supporting students offsite during the pandemic. Fold questions 2 & 3 together.

Professional Development Office (Dawn Lee Tu) and training staff (Heidi King & Dave Garrido) did herculean efforts to train me in rudimentary skills over (non) Spring Break and weeks following. Their workshops and guidance clarified what options might work best for Health Education & Wellness and resulted in the many zoom recorded presentations and frequent emails to instructors offering options for helping students deal with the current wellness issues. I expanded my skills set with technology, making use of new training opportunities/sites to address the new remote learning platform. I reached out through professional organizations (HSACCC, ACHA and NCHA) to network with peers about their success/failures. I also reached out to my community partners to examine ways to bring updated options to students in light of current restrictions. It became clear that individual personal connections were even more important and offering events/activities that offer acceptance of the student – wherever they are on the health continuum of coping, was essential.

4. Describe how **Student Equity goals were met and any improvements that were made**. Include evidence that illustrate how goals were met using institutional data.

By reaching out to other cohorts and programs and groups affected by the equity gap I was able to lift up events like Movies for Mental Health (M4MH), offering it three time/year instead of once because of the greater demand. M4MH, which was adapted to online, addressed the stigmas and barriers concerning mental health especially prevalent in many underserved populations and cultures. Mental health issues have grown exponentially during the pandemic/shelter in place, such as relationship violence, self-harm, addiction/unhealthy coping strategies and depression/suicide. Offering students information and connection to community partners expands support options and addresses health/wellness issues that greatly impact student cohorts. By illustrating how students can use remote on-campus and off-campus services for themselves and their family, helps the student success and the family that surrounds them. The data available is the student evaluations and responses listed below.

5. Describe the **impact of the 2020 pandemic** and all of the associated events have had on the students served by the program. Share what the **program review data reveals about the corresponding impacts** of the current circumstances.

Most students have dealt with/are still dealing with mental health concerns due to increased stress, anxiety, depression, sleep issues on top of the stressors from the pandemic. Social isolation, fear-based information, historic/catastrophic deaths, loss of schedule and routine have made mental health issues of greatest concern. Thus Health Education & Wellness focus is directed not only to the student, but indirectly (community services for) their family which affects the student's success. If the students have basic needs addressed (food, housing, health care) with knowledge of tools and resources for themselves and their family, they are better able to direct their energies toward academic success. Continuing to offer information and support in different ways, through different vehicles (events/classes/clubs) increases the chance the student will be ready and receptive to accept and act.

6. Describe resource needs based on current programs and services to effectively and efficiently serve students.

Health Education & Wellness program needs to return to 2016 staffing with 1-2 (20-40 hour) employees to assist with health coaching, events and outreach. Currently, the program is supported by one 30hr faculty, working in one small office. Optimally, when we return to campus, space is needed to accommodate more staff, areas to meet with students, prep for events and store supplies/equipment. The program's one employee - director of HE&W will need to be replaced (Mary Sullivan is retiring in June 2021) if the college wishes to program's work to continue.

7. Other Relevant Information, including future anticipated goals.

DATA

Movies 4 Mental Health (M4MH) – feedback and charts

2/10/21 Number of attendees #112

Student feedback:

- 97% of students not already receiving mental health support reported an increased likelihood to reach out for help
- 97% of students said that the workshop reduced stigma related to mental health
- 76% of the students felt the event created awareness of mental health issues.

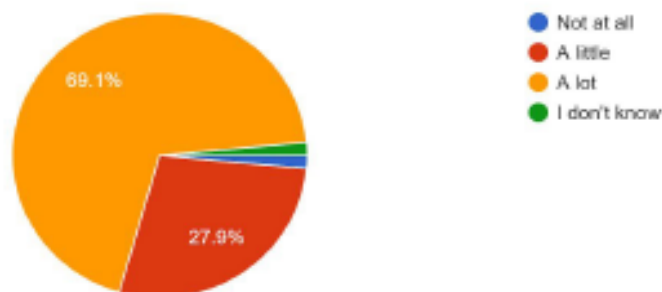
A few quotes from student evaluations:

- A good experience to learn more about mental health and resources available to students.
- The main takeaway for me was the fact that I was able to bond and realize that there are people out there fighting the stigma against mental illness. For the longest time, I felt alone because my culture does not understand mental illness, so this made me happy. Plus, I got some resources that could potentially help me when things get rough.
- The use of art and video is important for sharing information around mental health issues and de-stigmatizing.
- A great way to communicate anonymously and receive insights and perspectives regarding mental health from other people in your community.
- Today just gave me more perspective from other people's point of view. I only have my experiences, and hearing other people's experiences from today can help me try and understand others, be more aware of triggers and don't be afraid to speak up or back away from uncomfy things
- I learned about a lot of resources. So if it ever came about where I met someone that could use some of them I would definitely pass them the links and information!
- I am more likely to ask for help, and look out for signs in my friends and those around me.
- I feel way more comfortable reaching out a step further and getting professional help while at school

Charts from M4MH evaluations:

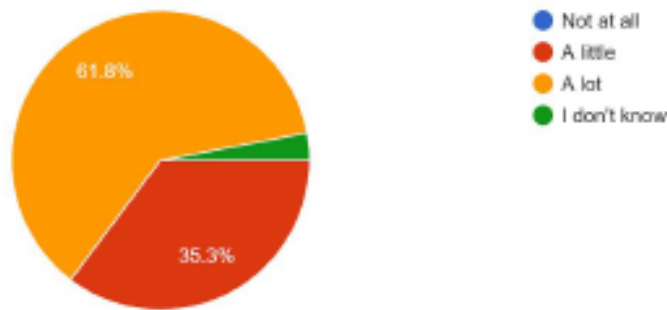
In your opinion, did this workshop increase your awareness of mental health issues?

68 responses



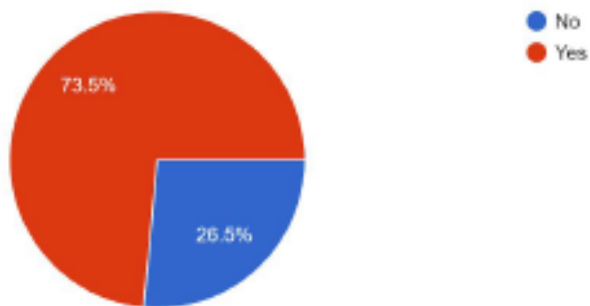
In your opinion, did this workshop help you confront and address stigma related to mental illness?

68 responses



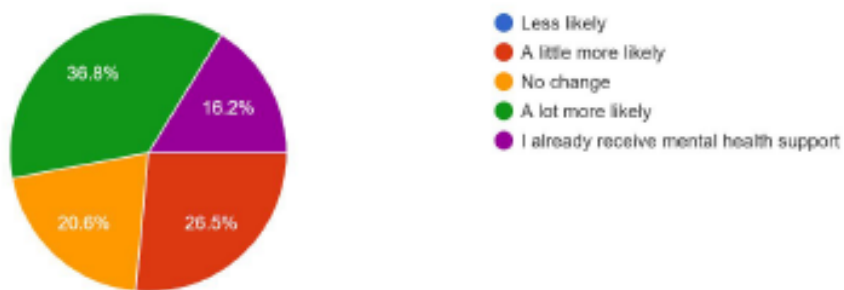
Did you know about your school's counseling services before this event?

68 responses



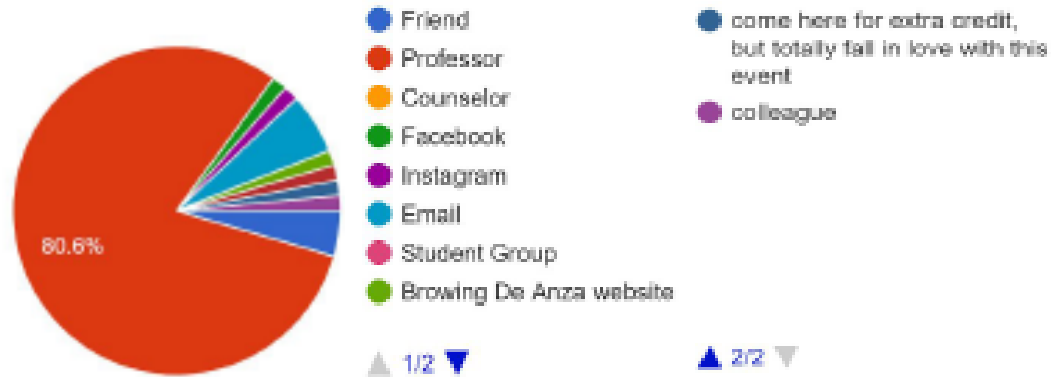
After this event, are you more or less likely to seek support for your mental health?

68 responses



How did you hear about this event?

67 responses



Health Minds Survey: initial data

1/26-2/19/2021 with **#593** student respondents. Purpose- examining mental health, service utilization, and related issues among students.

Initial student/participant data:

What year are you in your current degree program? 1st 37%; 2nd 39%; 3rd 14%; 4th 5%; 5th 2%; 6th 0.5%; 7th 2%

What is your race/ethnicity? Asian American/Asian 42%; White 25%; Hispanic/Latin(x) 22%; African American/Black 4%; Middle Eastern, Arab, Arab American 3%; Self-identify 3%; American Indian or Alaskan Native 2%; Native Hawaiian or Pacific Islander 2%

Full data report from Active Minds organization expected in late June 2021.

Upcoming 2021 activities:

- Update and expand alcohol and other drug (AOD) websites in progress with Brandon Bailey and the Office of Communication;
- Black+Mental Health+Matters (B+MH+M) event 4/23/21 (similar to M4MH, but smaller, more intimate, in collaboration with BFS, MC3, Umoja and BSU);
- Mental health awareness week 5/17 through 5/21/21 (week long online events include M4MH, QPR, self-care, and mental health speakers).