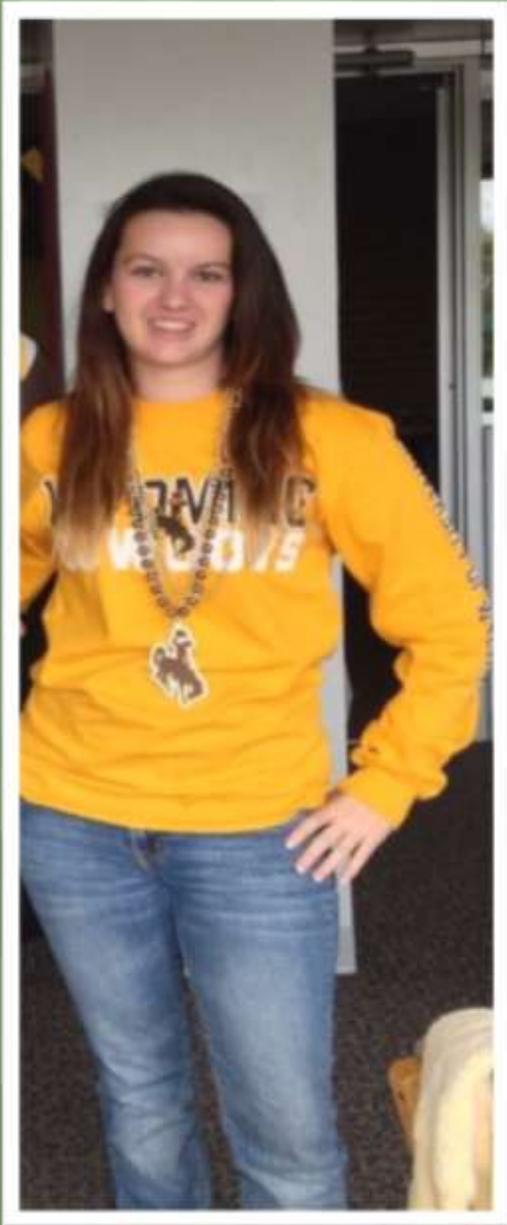


Comparative Effectiveness Research: Campus Wellness Programs

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About Me



- Kinesiology and Health Promotion
- University of Wyoming Wellness Center Intern
- Interests in campus wellness and corporate wellness



Comparative Effectiveness Research: Campus Wellness Programs

- Traditionally this refers to the direct comparison of existing health care interventions to determine which work best for which patients and which pose the greatest benefits and harms
- Instead of comparing health care initiatives or pharmaceutical treatments, I looked at campus wellness programs. I compared 5 very different programs to this university's. I chose schools from various regions, of different sizes, and with new and well-established wellness programs.

The Value

- My own passions expressed
- To improve the University of Wyoming Wellness Center
- For future Wellness Center Interns to continue
- The growth and success of the Wellness Center

Methods- What I Did

- Selected a variety of schools to compare. Various regions, sizes, type of institution, new/old wellness programs
- Reach out to wellness directors to learn more about their program/services
- Compiled responses and information gathered from their websites
- Compared to the University of Wyoming's Wellness Center
- Arrived at some conclusions and recommendations for the future UW Wellness Center Interns and Wellness Center in general

University of Wyoming Wellness Center

- New! Opened November 2015
- Campus of approximately 14,000 students
- Website offers mission statement, definition of health and wellness, menu of resources, programs/services

Unique to UW

- Financial Wellness
- Massage therapy for students***
- Programs for students, staff and community members
- Personal training, athletic training within Wellness Center





Schools Compared

- Simmons College, Boston, MA; 5,000 students
- Grand Rapids Community College, Grand Rapids, MI; 15,000 students
- Colorado State University, Fort Collins, CO; 30,000 students
- Appalachian State University, Boone, NC; 18,000 students
- Arizona State University, Tempe, AZ; 80,000 students

Common features:

- Definition of health and wellness
- List of dimensions of wellness and/or areas of focus
- Menu of on-campus and outside resources
- 4/5 offer a peer education program of varying involvement
- Mindfulness, program/presentation outreach menu, bike safety

Questions Asked

- How long has your institution had a wellness center/program/services available to students?
- Which of your wellness programs/services has been the most successful with your student population?
- How do you market your wellness offerings to your student population?
- Is your peer educator position a selective position that students apply for? (Simmons)
- How long has your peer education program been established? (Simmons, ASU, CSU)
- How many students out of the total student population utilize your wellness services during the school year?
- How do you measure the success of your programs? Do you utilize needs assessments and program evaluations on a regular basis?

Results-What I Learned

ASU- Karen Moses, Director

Well established program, 30+ years

Market with less print, more digital (graphic design team)

No more presentation outreach, online education for freshmen academic success classes

Peer education program, 4 years in. Live in residential colleges

Social media, online education, e-newsletters, events/outreach (big numbers attending/using)

Focus groups, surveys, “give us a grade” evaluations, participant interviews

Massage-associated with fitness center

CSU- Christina Berg, Director of Health Ed. And Prevention Services

She has been there for 5 ½ years

Strong public health approach

Utilize Ram Orientation and Ram Welcome to market

Utilize all University channels of communication

The YOU@CSU portal, promotes resources, skill building, and self-awareness

Online education modules

CREWS- peer education (Creating Respect, Educating Wellness (by and for) Students)

Massage-associated with fitness center

What I learned cont.

Simmons College

All women undergraduate,
private school

Wellness Ambassadors

Ask a Wellness Ambassador

Large resource menu
including:

-LGBTQ, bullying, bike safety
and sleep plus

Grand Rapids Community College

Associates degree or certificate
programs

Mindfulness and physical
wellness programs

Exercise programs

Seven Dimensions of wellness

Appalachian State University

Wellness Peer Educators,
outreach presentation menu

Mental Health Ambassadors

Six dimensions of wellness

Seven wellness areas of focus

Fairly new

Discussion-Why This is Important

- Learning about other campus programs will help better our own
- We can learn about new ideas and programs
- Valuable for program evaluation
- I learned a lot myself, and want to pass it on to future interns

Limitations and Recommendations

- Small sample size

- Student populations will vary

- Other questions

- Continue research externally and internally

- Work on varied marketing

- For special programs, tabling in highly visible locations around campus,

- Ask professors of relevant classes (freshman success classes, health focused classes) to offer credit or extra credit to their classes to attend.

- Health/Wellness programs are hard to evaluate success. We can give you numbers for program attendance and website visits, but that doesn't paint the full picture of how our programs impact.

- Wellness Ambassadors: figure out a point system for involvement, bring more structure and prestige to the organization, make them more visible

- Online education

What's Next?

FOR THIS RESEARCH

- Continued research efforts
- Further program evaluation for UW
- Future Wellness Center Intern work

FOR ME

- Graduation! –Harry Potter World!
- In Laramie for the summer
- Internship with the Office of Senator John Barrasso in Cheyenne
- Hope to work in campus wellness/worksites wellness
- Maybe Master's?
- Ultimate goal: Corporate Wellness

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Thank You!
Questions?

THE END

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