

# National Consortium for Building Healthy Academic Communities

## 4<sup>th</sup> National Summit Building Cultures of Well-Being



*Summit Abstracts*

## **THE HEALTHY HUSTLE- HOW TO LEVERAGE YOUR LIFESTYLE & USE YOUR HEALTH & ENERGY AS AN ASSET & NOT A LIABILITY.**

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Submitted 20 September 2018; accepted 1 March 2019

Keywords: health, lifestyle, stress

**Background/Significance of the Problem:** \$300 Billion is spent on Workplace Stress every year. The third Leading Cause of Death in the US is Medical Errors Made inside of the System. We're living in a culture of overwhelm with more and more science, information and technology than ever before. "We don't lack the science, information or technology to live healthy. We lack the ART to use these resources properly."

**Purpose/Aims:** To empower people to... 1. Assess their stress and approach their health holistically 2. build their all-star healthcare team and a powerful self-care strategy. 3. Leverage the latest science of behavior change to build healthy habits that matter

**Methods:** Democratize Top Science for Optimal Health Behavior Change through my process called The Health Hacker Method, Motivational Interviewing, 5 Stages of Change, etc. Daily Self-Tracking through my process called The 7 Day Health Hacker Tracker. The 5 P's of Health Hacking- Performance, Prevention, Preparation, Progress, Presence. Rate yourself on a scale of 1-5, with 5 being the best, in terms of how well you embody each of these 5 P's.

**Results:** Individuals (staff, students, faculty, etc.)... 1. Become more proactive in their own health, thus inspiring better health behaviors, less stress, and better energy in their work 2. Ditch the old 'work-life balance' adage (which causes work and life to compete with each other) and develop a work-life harmony by integrating self-care with high performance so they can do the Healthy Hustle!

**Implications for Real World/Future Research in Academic Communities:** The methods and approaches discussed in my presentation will not only inspire and empower people to have more reflection and action in their own lifestyle, but it will inspire them to transform how they communicate and relate to others around them. The result? Communities become more empowered, individually, and more supportive, collectively between each other, leading to lower workplace related healthcare costs.

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## EXPLORING KEY FINDINGS FROM THE COLLEGE PRESCRIPTION DRUG STUDY

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Submitted 24 January 2019; accepted 1 March 2019

Keywords: prescription drugs, students, misuse

**Background/Significance of the Problem:** The non-medical use of prescription drugs by college students raises numerous concerns relating to academic, social, legal and overall health-related consequences. Previous research has estimated that the highest rate of prescription drug misuse among 18-25 year olds is between 6% and 14% among the college student population (SAMSHA, 2014; Zullig and Divin, 2012).

**Purpose/Aims:** The College Prescription Drug Study (CPDS) is a multi-institutional survey of undergraduate, graduate and professional students that examines students' non-medical prescription drug use, including the reasons for and consequences of use, access to prescription drugs and perceptions of use among college students.

**Methods:** In spring 2018, CPDS was administered via an online anonymous survey to random samples of students attending 26 institutions across the U.S. Of the 113,999 students emailed, 19,539 responded for a response rate of 17.1%.

**Results:** This poster delves into the key findings from the CPDS, highlighting results such as 9.1% of students reported ever misusing pain medications, 9.4% reported ever misusing sedatives and 15.9% reported ever misusing stimulants. This poster also addresses findings related to access to prescription drugs and perceptions of use among college students.

**Implications for Real World/Future Research in Academic Communities:** By illustrating the depth and scope of the non-medical use of prescription drugs among college students, this poster can/will inform future prevention initiatives to ensure student safety and success. Future research could then evaluate the effectiveness of proposed social norming campaigns or permanent drug take-back boxes on campuses.

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## COLLEGE HEALTH NURSES' PERCEPTION OF THEIR ROLE IN NURSING PRACTICE

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Submitted 25 October 2018; accepted 1 March 2019

Keywords: college health, nursing

**Background/Significance of the Problem:** College health nurses (CHNs) play an essential role in student health services where they address a myriad of students' health concerns.

**Purpose/Aims:** The purpose of this study was to gain an in-depth understanding of the CHNs' perception of their role in nursing practice. The study focused on hearing nurses' perspectives on what they considered their role to be in college health (CH) practice, and the challenges encountered in their role performance.

**Methods:** This qualitative study utilized a phenomenological design to explore the lived experience of the CHN. The study comprised of 11 CHNs currently employed in five 4-year universities across a southeastern state. Interviews were the primary mode of data collection. Through the interviews, rich, in-depth descriptions of CHNs' perceptions were gathered. Data analysis resulted in six themes capturing the lived experience of the CHN.

**Results:** The study discovered that CHNs occupy a unique niche in nursing practice. In the college health environment, CHNs have institutional role expectations in addition to their professional role expectations. Study participants identified a lack of voice in the decision-making process, understaffing, low wages, increased workloads, conflicts with parents, and student's negative attitudes as challenges encountered in college health nursing practice. The benefits of college health nursing practice were identified as the unique campus setting, working with a predominantly healthy population, opportunities to teach life skills and being the fill-in parent.

**Implications for Real World/Future Research in Academic Communities:** The findings of this study provide implications for nursing practice and curriculum development along with recommendations for future research. This study will add new knowledge to the limited literature on college health nursing practice. In addition, the study may help identify factors contributing to role stress, role strain, and role overload. The study may help develop strategies to prevent job dissatisfaction and burnout.

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## OUTCOMES FROM AN INTER-ASSOCIATION COMMITMENT TO WELL-BEING

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Keywords: student affairs, wellbeing

**Background/Significance of the Problem:** In 2018, student affairs associations made a commitment to well-being programs and initiatives, and convened members and researchers to discuss the growing field of campus well-being programs and identify current research and areas for developing research.

**Purpose/Aims:** Presenters will review the well-being research symposium and its recommendations for student affairs, student recreation, and college health professionals.

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## THE ROLE OF MANAGER SUPPORT IN A WORKPLACE WELLNESS CHAMPION PROGRAM

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Submitted 2 November 2018; accepted 1 March 2019

Keywords: wellness, manager support

**Background/Significance of the Problem:** Workplace wellness programs (WWPs) have the capability to improve and maintain personal health and well-being among employees while reducing health care costs and increasing productivity. Wellness champions have been proposed as a high-reach strategy to facilitate these outcomes through increasing participation in WWPs, promoting a worksite culture of wellness, and positively impacting healthy lifestyle behaviors among employees. Studies show that with proper training, support, and ongoing guidance, peer support programs like worksite wellness champion teams can promote employee well-being. However, little evidence exists regarding factors that can impact the effectiveness of a wellness champion team.

**Purpose/Aims:** This study examines the relationship between employee engagement in a worksite wellness champion program and their direct manager's support of the wellness champion role.

**Methods:** A 9-item cross-sectional survey was developed and administered to wellness champions at a large academic institution.

**Results:** Two hundred and twenty-seven (40%) wellness champions responded to the survey. Disengaged wellness champions were more likely to report a low level of manager support for their role than champions moderately, very, or extremely engaged in communicating wellness initiatives ( $P=.0055$ ), motivating and encouraging colleagues ( $P<.0001$ ), and planning wellness activities ( $P=.0458$ ).

**Implications for Real World/Future Research in Academic Communities:** Findings suggest that the support wellness champions receive from direct managers is a key determinant of their level of engagement in efforts to improve their colleagues' health and well-being. As universities look to impact the health and productivity of their employees, and generate cost-savings, organizational leadership and manager support of wellness champion teams has the potential to increase employee engagement in WWPs.

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## EXAMINING THE EFFECTIVENESS OF A BRIEF, WEB-BASED SOLUTION-FOCUSED MODULE ON PERCEPTIONS OF SOCIAL WELLNESS AMONG COLLEGE STUDENTS

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Submitted 24 September 2018; accepted 1 March 2019

Keywords: web-based, wellness

**Background/Significance of the Problem:** College students present with various challenges related to wellness including: heightened levels of stress, academic pressures, adjustment concerns, lower perceived health, increased mental health problems, and poor performance and high attrition rates. The utilization of a solution-focused wellness group intervention, incorporating solution-focused coaching techniques and a common factors approach to wellness domains, has demonstrated effectiveness in changing perceptions of stress and wellness among college students. Although there is some support regarding effectiveness of online wellness academic courses, no studies have examined brief wellness-promoting interventions among this population using a web-based approach.

**Purpose/Aims:** The purpose of this research study was to examine the effectiveness of a web-based, solution-focused wellness module in changing perceptions of stress and social wellness among college students.

**Methods:** This pilot study utilized a quasi-experimental, longitudinal, no control design to assess change and lasting effects of the solution-focused wellness intervention. Data were collected for 130 college students at a mid-sized Western United States university at three time points (pre, post, six-week follow-up). In addition to the quantitative data, brief, semi-structured qualitative interviews were conducted to gain insight into personal experiences, perceived benefits, and inform future intervention modifications.

**Results:** This study is currently in the data collection phase. Initial data (pre-post) will be available for analysis by October 10th of this year, with follow-up analyses completed by mid-November.

**Implications for Real World/Future Research in Academic Communities:** The results of this pilot study will be utilized to inform future research related to multidimensional wellness promotion using a web-based platform. Given the wellness-related challenges experienced by college students, as well as the evolution and ubiquitousness of online education, evidence-based wellness interventions in web-based formats are essential. While this study focused on improvement of social wellness among college students, future studies will examine alternative domains of wellness (e.g. spiritual, emotional, physical) utilizing similar platforms.

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## AN EFFECTIVE MODEL TO BUILD A CULTURE OF WELL-BEING

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Keywords: well-being, culture

**Background/Significance of the Problem:** Healthy academic communities have higher graduation rates, improved academic performance, better productivity, and a healthier population. Despite the desire for improved health, frameworks for the creation of a culture of well-being are less common. Most existing frameworks focus on problem elimination. Unintegrated ideas about improvement are not helpful, so models and theories that integrate research findings enable professionals to better understand environments and improve the prediction of variable interactions. Evidence suggests the need for a health promoting model to guide the development of a healthy campus culture.

**Purpose/Aims:** The primary purpose of this presentation is to present a published framework, the Paneugensis Model for Health Promotion, to facilitate the application of prospective hindsight to create effective theory-based strategies for building a culture of well-being

**Methods:** This presentation outlines a published logic model for improved outcomes. The paneugensis model for health promotion was developed by studying the successes of multiple organizations and projects. The model provides an effective framework for how to build a culture of well-being.

**Results:** Improved vision of the future and of possible risks and barriers provided with prospective hindsight enabled professionals to better devise and implement effective processes. Improved outcomes from organizations such as Interface International and projects to create a healthier campus that used this framework will be described during the presentation.

**Implications for Real World/Future Research in Academic Communities:** Planning is difficult but necessary to create a desired outcome. Cultures that support well-being result from implementing effective plans and designs. Effective models assist university personnel decision processes by providing evidence-based theory to direct those decisions. In addition to helping build a culture of well-being, this model also provides assessment and evaluation steps to guide continued efforts toward a healthier campus.

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## TEXTING AS A HEALTH PROMOTION METHOD

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Keywords: texting, health promotion

**Background/Significance of the Problem:** Innovation, flexibility and adaptability, in the educational arena, means meeting people where they are with the information they need. More than ever, families want to access reliable, evidence-based information at their convenience. A subgroup of the Live Healthy Live Well (LHLW) Team organized a text messaging service for adults who opt-in wanting tips and motivation to live a healthier lifestyle. Research shows 98% of all text messages are opened. The systematic review of weight management studies done by Siopis, Chey and Allman-Farinelli (2015) concluded text message interventions promoted weight loss, but lacked long-term results. With questions on long-term effects of influencing behavior change and reducing chronic disease, the LHLW team decided to test the use of texting using a control group and intervention group. With success of the pilot the team initiated a year-around texting program called LHLW365. Twice-weekly text messages about health and wellness are texted through a service called Remind, which is a website and a mobile app.

**Purpose/Aims:** 1. During the presentation the team will reveal how the texting affected behavior and what participants liked or disliked about receiving wellness text messages. 2. Discussion will be held on research and texting in educational programming and also in the length and frequency of the text messages to the participants. Participants in this session will learn how to use this method and how it can be easily implemented to educate about other wellness topics. 3. Attendees of this session will be able to use their devices to sign-up for Remind right onsite, and practice sending and receiving texts through Remind. Participants will leave with a new tool to enhance their programming, and tips and best practices to launch a successful educational texting program working to build a culture of well-being.

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## DEVELOPMENT OF THE ADOLESCENT AND YOUNG ADULT WELLNESS SCALE (AYAWS)

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: adolescent, wellness

**Background/Significance of the Problem:** Health habits established during adolescence transition into adulthood. As one quarter of the nation's population approaches adulthood, it is economically imperative for this cohort to practice wellness behaviors to avoid chronic illness in later life. Wellness occurs through a set of purposeful behaviors and should be actively pursued as a skill.

**Purpose/Aims:** The aim of this study is to develop a multidisciplinary psychometrically sound wellness instrument.

**Methods:** The study design is a 3 round Delphi. Round 1 included open ended questions derived from focus groups with adolescents and young adults. Sampling method was purposeful. Thirty-nine experts which included nurses, physicians, licensed counselors, fitness trainers, adolescents, and young adults were selected for the sample. For this study, adolescents and young adults were considered experts. Relevant and unique statements were created from the data and developed into a Likert scale survey for round 2. A consensus of 80% agreement will be sought. Each unique item that meets consensus will be evaluated for content validity by calculation of a DCV score. A final survey will be developed in round 3. Psychometric properties of the wellness scale will be validated using exploratory factor analysis and internal consistency reliability testing.

**Results:** Eleven experts responded in round 1. From survey responses, a total of 48 statements were created. Domains of wellness were ranked from most to least important. Eight experts responded in round 2 and ranked importance of the statements. DCV scores will be calculated. Items greater than 80% will be considered consensus.

**Implications for Real World/Future Research in Academic Communities:** It appears that adolescents and young adults have different perspectives than researchers about wellness. Development of a multidisciplinary instrument may be the first step in providing a unified approach to improve wellness behaviors in adolescents and young adults.

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## CREATING HEALTHY CAMPUS NETWORKS THROUGHOUT THE UNIVERSITY OF CALIFORNIA

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Submitted 1 August 2018; accepted 1 March 2019

Keywords: healthy, networks

**Background/Significance of the Problem:** University environments can have a significant impact on its internal and external communities. To further its mission of teaching, research and service, creating healthy campus networks can transform the health and well-being of university students, staff, and faculty by infusing health into everyday operations, business practices and academic mandates, thereby creating a health promoting university. The University of California (UC) system—one of the largest public universities in the nation with 10 campuses and 5 medical centers in the most populace state, is leading the way in creating the healthiest campuses in the country to learn, live and work. The UC Healthy Campus Network's (HCN) objective is to build a central organization structure for each campus, supported by the Chancellor's Office, to house programs and activities related to health and well-being while providing a unifying space for sharing innovations, lessons learned and networking. The Healthy Campus Network is an inclusionary model where all members of the University will have access to resources, activities and programs so that healthy choices become the easy choice and each campus is able to respond to their community's core health and wellbeing needs. This session will provide an overview of the University of California's Healthy Campus Network and share best practices and lessons learned around healthy campus strategies and initiatives and collaboration opportunities from 2 UC campuses.

**Purpose/Aims:** Share lessons learned that have helped promote a culture of health and wellbeing for the student, staff and faculty. Provide an overview of systemwide and local successes and outcomes that showcase the breadth and scope of the UC campuses. Engage in discussions with the audience to share best practices and strategies to create a culture of well-being at higher education institutions throughout the US.

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## JOYFUL TEACHING AND LEARNING – ACTIVE LEARNING FOR CULTIVATING A SENSE OF WONDER

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Submitted 29 October 2018; accepted 1 March 2019

Keywords: joy, teaching

**Background/Significance of the Problem:** Research indicates that joy is a critical to engaging learners and to enhancing their self-efficacy, competence, intrinsic value, goal proficiency, and higher levels of cognition. Reports of incivility, and thus lack of joy are increasing in the academic literature at alarming rates. Teaching and learning should be joyful experiences.

**Purpose/Aims:** The session will be an active learning presentation and will provide attendees from all settings with a toolkit of resources. The goal of the toolkit is to provide tools for educators to cultivate a sense of wonder, using an experiential, appreciative teaching approach that inspires powerful, joyful teaching and learning experiences.

**Methods:** Attendees will be provided an evidence-based toolkit of experiential and innovative strategies to foster resilience in teaching, and interventions to foster curiosity, innovation, and joy in learning. Additionally, attendees will discuss the science and theory of joy in teaching and learning. Attendees will experience an appreciative teaching approach and have the opportunity to apply strategies during the presentation.

**Implications for Real World/Future Research in Academic Communities:** Joy in teaching and learning are essential for top of class academic performance and healthy academic environments.

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## USING A SUPPORTIVE INTERVENTION TO PROMOTE HEALTHY LIFESTYLES IN SOPHOMORE NURSING STUDENTS

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Submitted 31 January 2019; accepted 1 March 2019

Keywords: supportive intervention, nursing students, health

**Background/Significance of the Problem:** Nurses have a primary responsibility in promoting health in the United States, and in this capacity serve as role models, educators, and providers of care. The American Nurses Association (ANA) introduced the HealthyNurse, HealthyNation™ initiative that emphasizes nutrition, activity, stress management, sleep, and healthy living choices for all registered nurses (RNs). Nursing students will become the future healthcare workforce and need to understand the importance of personal health and wellness, even before they enter the profession.

**Purpose/Aims:** The purpose of this research was to describe health perceptions and lifestyle behaviors of nursing students and to examine whether supportive interventions improved students' healthy lifestyle behaviors.

**Methods:** This descriptive, longitudinal study used a convenience sample of sophomore nursing students ( $N = 65$ ), and measured motivators and barriers of a healthy lifestyle, perceived difficulty to a healthy lifestyle, perceived stress, and risk behaviors. Participants were offered a variety of supportive interventions throughout the study that promoted physical activity, nutrition, and stress management. Technology via the Remind application encouraged students to participate in healthy lifestyle behaviors.

**Results:** The sample reported moderate perceived stress at both data collection points ( $M = 23.92, 23.38$ ). Correlations revealed a moderate inverse relationship between students' health rating and barriers of health behaviors ( $-.317, p = .013$ ;  $-.398, p = .001$ ). Pre/post mean scores found statistically significant differences for students' health rating ( $M = 5.05, 4.78$ )  $p = .037$ , and barriers of health behaviors ( $M = 19.95, 22.20$ )  $p = .000$ . Open-ended responses noted that students identified time and money/cost as the biggest barriers to making healthy lifestyle decisions.

**Implications for Real World/Future Research in Academic Communities:** Findings suggested that students' reported moderate stress and their health rating decreased slightly while barriers increased. Future research must examine student health including stress, and seek ways to provide student support to promote healthy lifestyles.

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## AN ACADEMIC NURSING PROJECT TO ADVANCE MILLION HEARTS®

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Submitted 28 October 2018; accepted 1 March 2019

Keywords: Million Hearts, lifestyle

**Background/Significance of the Problem:** This presentation describes an academic nursing project developed at Hood College in Frederick, MD to provide student learning opportunities in cardiovascular disease prevention, while advancing goals within the national Million Hearts® initiative.

**Purpose/Aims:** Nursing faculty and students were trained through The Ohio State University College of Nursing's Million Hearts® Fellowship modules and were funded by the College to participate in a 2018 Summer Research Institute (SRI).

**Methods:** This SRI was the launch of the Hood College Million Hearts® Program that provides free home blood pressure monitors, Million Hearts® screenings, and coaching to measure the impact on participant blood pressure, heart-healthy lifestyle scores, and perceived stress over eight weeks.

**Results:** Results from the SRI (N = 20) showed a statistically significant improvement in mean lifestyle and perceived stress scores. The program continues this fall as part of the community health nursing course with additional students and participants (N = 15). Data from participants (N = 35) will be available by the end of 2018.

**Implications for Real World/Future Research in Academic Communities:** The Hood College Million Hearts® program provides the opportunity for students to learn about a nationally-led, population health initiative, participant achievement of measurable outcomes related to heart-health, and the College's involvement in the National Interprofessional Education and Practice Consortium to Advance Million Hearts®. Students presented this work at the August 2018 Million Hearts Collaboration In-person Meeting in Washington, D.C., have helped to develop a manuscript, and are drafting a proposal to the College's health insurer to request funds to cover the cost of the home blood pressure monitors. As word of the program has spread, nursing faculty and students have begun to work with the College's new Director of Wellness and community partners to offer Million Hearts® screenings at campus and community events.

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## FOOD INSECURITY AS A GROWING COLLEGE STUDENT HEALTH CONCERN

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Keywords: food insecurity, students

**Background/Significance of the Problem:** Food insecurity on college campuses is a well-documented issue facing today's student population. While numbers vary, some studies estimate nearly 50% of some college learners must choose between educational expenses (tuition, books, rent) and food (Dubick, Mathews, & Cady, 2016; Feeding America, 2014). Being a person of color or being counted among first generation college students are 2 factors influencing these statistics (Nellum, 2015).

**Purpose/Aims:** With the primary goal of reducing food insecurity for its student body, the project also hopes to increase the research body of knowledge for identifying this significant health concern and the factors which influence it, as well as increasing the knowledge of successful strategies that other college campuses may implement to address this growing issue on their own campuses. Some critical lessons learned additionally will be identified, such as the importance of collaboration and support from college administrators, faculty and staff, the need for ongoing fundraising strategies, and the early establishment of outcome measures and tracking methods.

**Methods:** The University of Akron School of Social Work addressed this concern by creating a field placement at its Wayne College campus for an MSW student to act as a food pantry coordinator and resource manager. Collaborating with a local food bank and a college committee of faculty and staff, the MSW intern established a food pantry on campus and acting as a case manager, directs students to other community resources that may improve their financial well-being. In addition, the intern provides food snacks for any student who stops by her office in search of daily nutrition. Items such as ramen noodles, fruit cups, popcorn, trail mix and tuna and crackers are among the favorites students often choose. Fundraising efforts by the student social work organization and donations by students, faculty and staff have also helped supply personal hygiene and toiletry items for the food pantry. Toilet paper, laundry detergent, shampoo, toothpaste & toothbrushes, and body wash are among the most requested products.

**Results:** In its initial year of operation (Sept. 2018 through Jan. 2019), the project to date has distributed 662 snacks, 108 weekly bags of food and 365 toiletry items. It is currently being evaluated to assess its effectiveness in addressing food insecurity for the regional campus students, with the students being served offering early positive reports.

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## **SUPPORTING BLACK MALE FACULTY THROUGH A WELLNESS-INTEGRATED PROFESSIONAL DEVELOPMENT PROGRAM**

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Submitted 31 January 2019; accepted 1 March 2019

Keywords: black faculty, cardiovascular health

**Background/Significance of the Problem:** Due to the limited number of black faculty at institutions of higher education, wellness is critical to ensuring these faculty can succeed and grow into tomorrow's leaders. This research investigates the links between leadership and mentorship through the integration of leader/protégé partnerships around health and wellness.

**Purpose/Aims:** An intervention strategy examining the integration of professional development and wellness for black male faculty at an R1 university was conducted. The intervention was directed at supporting the retention and academic promotion of black male faculty through minimizing the impact of culturally relevant physical (i.e., hypertension, obesity) and cognitive (i.e. John-Henryism, social isolation, discrimination, etc.) challenges. The implications on the participants are presented here.

**Methods:** A 24-week intervention brought together black male faculty of differing ranks at a university fitness center twice per week. Each session included a 45 min trainer lead exercise session followed by a 30 min semi-guided discussion on culturally relevant professional development topics. A series of assessments implemented in a pre-/post-structure around the intervention included cardiovascular measures including central aortic pressure, brachial blood pressure (BP) and carotid-femoral pulse wave velocity (cf-pwv) measured via the Sphygmocor Xcel Device, body composition via BodPod, strength and cardiorespiratory fitness via graded exercise treadmill test. Pre-post analyses using paired T-tests were performed. Leadership practices were measured using the leadership practices inventory (LPI) also implemented in a pre/post structure.

**Results:** Among 9 participants, the mean age was 40.4 +/- 4.1 years. Cardiovascular measures improved including Aortic Systolic Pressure; Brachial systolic; Brachial diastolic; and Cf-pwv. Adiposity measures improved including body mass index; waist circumference; and body fat percentage. The impacts of the intervention on leadership practice as determined via LPI are presented.

**Implications for Real World/Future Research in Academic Communities:** Changes in the physical health of participants indicate that this intervention shows promise for supporting the physical wellness of black male faculty in parallel with culturally relevant leadership development. Further investigation is warranted.

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## CREATING WELLNESS THROUGH AN INNOVATIVE CLINICAL PLACEMENT MODEL

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Keywords: clinical sites, community

**Background/Significance of the Problem:** Ideally, clinical rotations are enriching experiences for students as their passion for nursing becomes ignited in the real world. This is also true ideally for Clinical Instructors (CIs) who are enriched by fostering and witnessing this spark. Community health nursing clinical placements for pre-licensure nursing students can be challenging to find and sustain: 1) sites report being overwhelmed with student placement requests and are often unable to provide meaningful experiences; 2) competitiveness among nursing schools can result; and 3) student evaluations frequently relate frustration that placements do not feel meaningful or “related to nursing”.

**Purpose/Aims:** To improve the wellness of students, faculty, school administrators, and community partners by simultaneously employing an innovative placement approach for a population health course and leveraging the skills of the students to benefit underserved communities.

**Methods:** We identified agencies: without a history of hosting students, the ability to accommodate eight students at once, and strong on-site support. We approached these agencies asking if they had a need for 720 hours of volunteer nursing student service, which would occur under the on-site leadership of a RN Instructor.

**Results:** The nursing school challenge of obtaining hard-to-find placement sites was reframed as an “opportunity” for community agencies in four ways: 1. The site felt the placement context was changed from “half empty” to “half full.” The perception of the community partner was that we were offering them an extraordinary resource, versus us asking a favor from them to place our students. 2. Students felt welcomed, appreciated and valued. They felt deeply engaged in meaningful work that changed lives. 3. The impact on the agency’s members was significant and meaningful. The site reported being able to accomplish things they would not have otherwise been possible. Additionally, the site found the presence of the students to uplifting and energizing. 4. We partnered with another nursing school to provide continuous support of the site by providing nursing students throughout the year.

**Implications for Real World/Future Research in Academic Communities:** New clinical sites would be developed that would address the shortage of placements. Student skills would be leveraged to benefit the community member, thus providing a meaningful experience. Coordinating a hand off to other nursing schools would foster cooperation and provide continuity of service to sites.

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## ASSESSING THE INAUGURAL EFFORTS OF A WELLNESS INITIATIVE TO DECREASE BURNOUT AND IMPROVE THE OVERALL WELL-BEING AMONG HEMATOLOGY AND MEDICAL ONCOLOGY FELLOWS

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&

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Submitted 1 March 2019; accepted 1 March 2019

Keywords: fellows, wellness, burnout

**Background/Significance of the Problem:** In 2018, the Accrediting Council for Graduate Medical Education (ACGME) formally recognized in its Common Program Requirements that psychological, physical, and emotional well-being are critical in the development of the competent, caring, and resilient physician. The American Medical Association also acknowledges the high level of burnout among physicians, particularly among its trainees.

**Purpose/Aims:** Consequently, The Ohio State University's Hematology and Medical Oncology Fellowship Program set upon the mission of creating a program to develop an optimal culture of well-being for its fellows.

**Methods:** ACGME surveyed the fellows' well-being in spring 2018, and the program followed up with the Maslach Burnout Inventory and Areas of Worklife Survey. A committee with the coordinator and fellows was formed to plan educational programming. OSU experts presented psychological first-aid and crisis intervention, building cultures of well-being, and effectively dealing with bad outcomes. Fellows participated in small-group roundtable discussions with the medical center ombudsman, and curriculum was developed with a certified counselor in the Employee Assistance Program to meet the fellows' needs.

**Results:** The spring 2018 ACGME assessment showed 36.8% of the Hem/Onc fellows only "sometimes" reflect on how their work makes the world a better place, and 15.8% "rarely" or "sometimes" feel vitality to do their work. 21.1% of these fellows are "rarely" or "sometimes" eager to come back to work the next day. Educational programming was well received by the fellows, and 57.14% of them were "highly satisfied" with the experience of the roundtable discussions, which culminated in a SWOT analysis for the program.

**Implications for Real World/Future Research in Academic Communities:** The committee is actively planning for future wellness experiences that will engage fellows and faculty, such as an upcoming panel discussion on the emotional burden of coping with death and wellness events for 2019-20 that will reduce burnout and promote wellness. Through ACGME and other survey instruments, the committee will monitor results. Results - the ACGME assessment show 36.8% of the Hem/Onc fellows only "sometimes" reflect on how their work makes the world a better place, and 15.8% "rarely" or "sometimes" feel vitality to do their work. 21.1% of these fellows are "rarely" or "sometimes" eager to come back to work the next day.

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## **A PILOT NUTRITION INTERVENTION FOR UNIVERSITY EMPLOYEES: ARE YOU EATING ENOUGH TO LOSE**

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: nutrition, fiber, weight

**Background/Significance of the Problem:** A healthy diet focused on increased fiber intake is attributed to decreased incidences of obesity and obesity-related chronic diseases. Only one in 10 adults eat the recommended fiber-rich fruits and vegetables for optimum health outcomes. The health benefits ascribed to dietary fiber include the prevention of obesity, type 2 diabetes, and heart disease. There is evidence to support that medical management is not a substitute for nutritional excellence in the treatment of these leading causes of mortality in the United States.

**Purpose/Aims:** The purpose of this study was to determine the feasibility and effectiveness of a novel evidence-based nutrition education intervention to improve healthy eating habits using the Full Plate Diet program as part of an overall university health and wellness initiative.

**Methods:** Participation in the program was limited to the first 30 university faculty and staff who registered for the pilot nutrition intervention. A one-group pre-posttest study was conducted to determine whether an 8-week nutrition intervention affected body mass index (BMI), fiber intake such as fruits and vegetables, emotional eating, motivators, and barriers to health behaviors.

**Results:** A sample of (N = 28), primarily females, were included in the data analysis. There were significant differences between baseline and post-intervention in several outcome variables including BMI, fruit intake, vegetable intake, barriers, and emotional eating.

**Implications for Real World/Future Research in Academic Communities:** The Full Plate Diet is a structured, evidence-based nutrition program that is feasible to implement in an academic setting and may decrease incidences of obesity and improve healthy eating habits. Future research studies should be conducted with a larger sample of faculty and staff on university campuses to increase the intake of high fiber foods to improve the health of the academic workforce.

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## **BUILDING CULTURES OF WELL-BEING: STUDENTS ON THE AUTISM SPECTRUM**

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Keywords: well-being, autism

**Background/Significance of the Problem:** Students with autism entering Binghamton University are cognitively capable students, as proven by their academic standings and standardized test scores. While it is important to recognize autistic students as individuals, with varying supportive needs, our experience at Binghamton has helped us focus on specific areas which impact well-being. Of particular impact is the difficulty in transitioning to college life. Understanding the complexity and nuances of human interactions is one of the most profound areas in which autistic individuals often struggle. How can we build into our residential communities a way to address this challenge with the well-being of these students in mind? What does neurodiversity mean and look like on a college campus?

**Purpose/Aims:** This presentation will acknowledge the increasing number of students on the Autism Spectrum arriving on campuses nationally and the challenges our university has encountered. Through interactive discussion, participants will identify the challenges for students and campus professionals in supporting healthy acceptance to the collegiate environment, academic success and personal growth. Defining well-being through individual circumstance while considering purpose, social, financial, physical and community health, the presentation will empower participants to share strategies for a comprehensive campus response to support well-being for students on the Spectrum. Presenters will share programs and initiatives at Binghamton University.

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## **TOWARD AN ADVANCED UNDERSTANDING OF CRPS: IDENTIFYING STUDENT NEEDS AND EMPLOYEE ROLES**

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Submitted 30 October 2018; accepted 1 March 2019

Keywords: Collegiate Recovery Program, students

**Background/Significance of the Problem:** Research on Collegiate Recovery Programs (CRPs) is emerging. There is a need to examine aspects of CRPs to highlight program efficacy and best practices within local settings.

**Purpose/Aims:** As distinct cycles within a larger action research study, two small inquiries within a local university setting assessed: 1.) how student members of the organization “Students for Recovery” defined their needs, 2.) how student employees of the CRP described their roles and success in their work.

**Methods:** Semi-structured interviews examined students in recovery and student CRP employees.

**Results:** Thematic analysis for each group produced two sets of qualitative results. Members of the student organization “Students for Recovery” described their needs as social support and safety, awareness and advocacy. Student employees of the CRP described their role as outreach and one-on-one support as well as strategic program planning. Instances of success were described as the departmental support, and their unique peer perspective.

**Implications for Real World/Future Research in Academic Communities:** Small-scale studies such as these are needed to understand the impact of local CRP programs and can provide context to guide informed, responsive programming and best practices.

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## AN INTENTIONAL MOMENT OF MINDFULNESS BEFORE LECTURES; DO UNDERGRADS FIND THIS USEFUL?

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: mindfulness, stress, mental health

**Background/Significance of the Problem:** National surveys of college counseling centers report that mental health conditions including anxiety and depression are increasing in students. While mindfulness training in college has resulted in improved mental health outcomes, limited numbers of students can add these 4-8 week courses. Alternatively, incorporating a mindful moment (MM) before lectures has been anecdotally reported to improve awareness and stress management skills.

**Purpose/Aims:** Over the past 4 years, two faculty trained in mind-body therapies have been delivering MM before lectures to students at a large mid-western university. While a formal comparison to non-MM control classes is being planned, our purpose is to describe student perceptions of the value and impact of MM obtained from anonymous surveys, to assess themes within these responses and to use these data to shape future investigations.

**Methods:** At semester end for the past 2 years of undergraduate classes, students were asked to “please provide any suggestions and comments about the course or on the use or value of the mindful moment for yourself this past semester.” While reviewing anonymous responses (N = 238), a volunteer team of six students, who experienced MM, independently grouped comments about MM into themes (94/238).

**Results:** Subsequent discussion resulted in agreement around 4 themes that MM had provided 1) ‘effects’ on students for focus, anxiety, stress, & relaxation (34/94); 2) ‘enjoyment’ and ‘looking forward to this time’ (37/94); 3) ‘continued use outside classroom’ (22/94); and 4) ‘counter-considerations’ (1/94).

**Implications for Real World/Future Research in Academic Communities:** Qualitative data support the notion that MM builds capacity for resilience since students report MM helped them 1) “shake off worry,” 2) have enhanced learning by being “better prepared for lecture ahead,” or 3) were “able to handle stressors” outside class. These preliminary results warrant continued research to evaluate more fully.

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## **BUILDING A CULTURE OF WELL-BEING AT PACE UNIVERSITY: HOW THE COLLEGE OF HEALTH PROFESSIONS IS PROMOTING SELF-CARE EDUCATION**

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Submitted 30 October 2018; accepted 1 March 2019

Keywords: health promotion, self-care

**Background/Significance of the Problem:** College students are reporting increasing levels of stress, anxiety and depression. This problem is compounded in health professions programs where students learn how to care for others, but rarely learn how to care for themselves.

**Purpose/Aims:** Given healthcare providers' high propensity for burnout and compassion fatigue, students need to learn evidence-based health promotion strategies for self-care. The goal of this initiative was to increase opportunities for students to engage in health promotion activities and learn about self-care.

**Methods:** Using a health promotion framework, we pursued a multi-prong strategy to enhance student knowledge of self-care including: 1) experiential workshops conducted in first year student seminars that included mindfulness tools; 2) a workshop on mindfulness and cultural intelligence in graduate student orientations; 3) undergraduate elective courses including: a course on reducing stress using complementary therapies; a Mindfulness-Based Stress Reduction (MBSR) course; and a course focused on mindfulness and cultural intelligence; and 4) wellness workshops offered to all students throughout the academic year.

**Results:** Participation in the elective courses has been robust, suggesting these courses are meeting a student need for information on self-care. Course evaluations reveal the transformative impact of self-care practices on students. Freshman and graduate students exposed to mindfulness practices express the need for additional exposure and experiences.

**Implications for Real World/Future Research in Academic Communities:** Initial evidence suggests there is a need for more opportunities for health professions students to learn how to engage in health promotion activities that support their wellbeing and teach self-care strategies. Research is needed to measure the effect of these strategies on student self-care education.

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## **BUILDING HEALTHY ACADEMIC COMMUNITIES (BHAC) JOURNAL PUBLISHING: ESSENTIALS TIPS FROM EDITORS AND AUTHORS**

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&

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Submitted 23 August 2018; accepted 1 March 2019

Keywords: publishing, healthy academics

**Background/Significance of the Problem:** There is a substantial amount of important work centered on building healthy academic communities within college and university campuses nationally. The BHAC Journal publishes articles that promote comprehensive, evidence-based practice for faculty and staff wellness, student wellness, academic medical centers, and wellness innovation. The Journal presents a unique opportunity to disseminate this work to populations of interest.

**Purpose/Aims:** The purpose of this presentation is to review journal guidelines and identify ideas and strategies for successful, peer-reviewed publication in the BHAC journal.

**Methods:** In this session, participants will be introduced to the BHAC journal as a potential medium for dissemination of science around healthy academic communities. The BHAC Journal Editor-in-Chief and a journal author will present an overview of the journal guidelines and discuss best practices for manuscript development, submission and revision in accordance with reviewer suggestions. Potential manuscript topics and tips for success will also be explored.

**Implications for Real World/Future Research in Academic Communities:** The BHAC Journal presents an ideal avenue for disseminating scientific knowledge and best practices in building healthy academic communities. Participants in this session will receive valuable information on how to increase their involvement with the journal by publishing, editing, or peer-reviewing. As a result of this session, potential BHAC authors will be empowered to develop successful manuscripts that will have strong implications for building healthy academic communities nationally and abroad.

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## IMPACT OF A FULL TIME FACILITY DOG ON UNIVERSITY CAMPUS

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Submitted 26 October 2018; accepted 1 March 2019

Keywords: dog, university, students

**Background/Significance of the Problem:** Literature reviews have frequently reflected the positive effects dogs have on college students, typically highlighting the effects and stress reduction during final exams. However, the effects of a canine available to students year-round have not been explored because none have existed. In 2016, the University of Southern California adopted the first full-time facility dog on a university campus.

**Purpose/Aims:** This research study aims to understand the impact of a full-time facility dog on a university setting and its students through qualitative research.

**Methods:** This study will therefore use a multi-method qualitative research design to gain a deeper and robust understanding of how a full-time facility dog is impacting the campus and university students. Data collection methods will include observations, focus groups and semi-structured interviews during the 2019 spring semester (January- May). Thematic coding analysis will be utilized to find common themes and draw conclusions on the effects of his services and presence on the university campus.

**Implications for Real World/Future Research in Academic Communities:** The results of the study will also provide research and understanding for other universities to implement full-time facility dogs on their campuses and contribute to building healthy academic communities.

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## GOUSF-UNIVERSITY OF SAN FRANCISCO'S HOLISTIC WELLNESS PROGRAM

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Submitted 7 June 2018; accepted 1 March 2019

Keywords: wellness, body, mind, spirit

**Background/Significance of the Problem:** USF's 21st-century mission to fashion a more humane and just world is rooted in Jesuit values, come alive in our diverse learning community and is broadened by our global orientation. Students are challenged to reach higher standards and to use their education to promote justice and serve the common good. USF's students are challenged to "change the world from here."

**Purpose/Aims:** USF's HR team recognizes that to continue to be a leading academic institution and to continue to deliver on our unique mission for the next 150 years, we need to support the physical balance and emotional engagement of our faculty and staff. The GoUSF wellness program supports our faculty and staff in the endeavor to balance mind, body and spirit.

**Methods:** Through surveys, we have discovered what people would like to see offered in order to further their wellness endeavors.

**Implications for Real World/Future Research in Academic Communities:** One size does not fit all so GoUSF provides a variety of events and activities with various themes. The GoUSF wellness program supports our faculty and staff in the endeavor to balance mind, body and spirit.

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## **INTEGRATING A COLLABORATIVE PERSPECTIVE TO ENHANCE STUDENT WELL-BEING BY BRINGING MULTIPLE CAMPUS PROGRAMS TOGETHER TO ENHANCE STUDENT WELL-BEING**

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Submitted 22 October 2018; accepted 1 March 2019

Keywords: collaborate, student, well-being

**Background/Significance of the Problem:** High rates of wellness related concerns, across all dimensions, plague our college campuses. Through collaboration, this study integrated information from multiple programs and resources on campus to deliver a whole-person Physical Activity and Wellness course to undergraduate students. It is important for leaders of programs on campuses to recognize and engage in collaborative efforts to help students live with high level wellness and build a healthy academic community. A truly holistic approach to well-being is difficult to effectively foster through one individual or program. Collaboration of experts and resources across campus can deliver a comprehensive and effective approach to wellness promotion in academic affairs.

**Purpose/Aims:** The purpose of this study is to bring together multiple programs/departments on campus to deliver a course that empowers and equips students to live well, across all dimensions of well-being.

**Methods:** Established stakeholders across campus contributed to the Physical Activity and Wellness course. Some of these programs included; Health Promotion, CARE, Gerontology, Exercise Science, Athletic Training and Crossroads. Assessments were conducted using the Wellness Inventory at the beginning and end of the semester. The Wellness Inventory assesses 12 dimensions of wellness; Self-Responsibility, Breathing, Sensing, Eating, Moving, Feeling, Thinking, Playing/Working, Communicating, Intimacy, Finding Meaning and Transcending.

**Results:** Results showed that from the beginning of the semester to the end, all 12 dimensions assessed by the Wellness Inventory showed significant increases.

**Implications for Real World/Future Research in Academic Communities:** Programs across campus can collaborate to provide an environment of health and well-being. Future research may include assessing the influence different programs may have on health and well-being of students in this setting. Other future studies should include paired control groups to assess if the tutorials are actually having an effect on well-being of students, or is this a naturally learned process that comes in college.

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## BUILDING RESILIENCE INITIATIVE AT THE UNIVERSITY OF IOWA

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Submitted 21 September 2018; accepted 1 March 2019

Keywords: resilience, stress management

**Background/Significance of the Problem:** In 2015, the University of Iowa campus community faced significant challenges slated to unfold over a period of 2-3 years and beyond, including leadership changes, and employees and departments being asked to do more with less. Data collected in health survey reveals: 16% of faculty/staff are not practicing stress management strategies, and faculty/staff report primary contributors of decreased performance as having too much to do, personal problems/worries, and financial stress.

**Purpose/Aims:** An educational campaign for building resilience skills throughout the workforce was identified as a positive proactive initiative to address these concerns, minimize the negative stress impact of these challenges, and maximize individual energy and performance.

**Methods:** Program framework was based on researched best practices, existing workplace resilience programs (including OSU's EAP), and deeper collaboration were developed within Health & Productivity units. Information was tailored to address specific departmental concerns across campus including with our health care enterprise as burnout in healthcare becomes an increasingly important topic. New offerings include: Workshops on 12 resilience themes such as Emotional Awareness and Resilient Leadership, creation of a 4-session Resilience 101 course, 15 skill-building videos that employees can access at any time, quarterly newsletter articles, and 3-year pilot with Carver College of Medicine, Intensive Care Unit fellowship program

**Results:** Videos received 9,000 views in the first two years and continue to be the top ranked videos through UI Learning & Development's video library. 87% of workshop participants have indicated that their ability to effectively respond to challenges and move forward in a positive way has increased as a result of participation. 2018 data on stress and productivity barriers is to be shared at the conference.

**Implications for Real World/Future Research in Academic Communities:** As Universities seek to attract, recruit and retain top talent across the board (faculty, staff, students) an environment that is supportive of personal and professional fulfillment is an attractive culture for high performers to thrive. Developing and sustaining Building Resilience programs is fairly low-cost and can drive huge rewards.

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## INVESTIGATING THE INTERSECTIONS OF POSITIVE PSYCHOLOGY AND ACADEMIC WELLNESS

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&

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Submitted 4 December 2018; accepted 1 March 2019

Keywords: positive psychology, wellness

**Purpose/Aims:** The purpose and significance of this study is to (1) present the latest scientific literature and applications at the intersection of academic health, wellness, and positive psychology and (2) to frame new discussion about the future of research and practice in this area.

**Methods:** This study aimed to achieve a comprehensive meta-analysis led by a team of three principal investigators along with 17 literature analyzers. The objectives of the meta-analysis were to identify main research findings and gaps to date, suggest future directions for research and practice, and highlight opportunities for continued research in the development of the field.

**Results:** The pattern of studies reviewed indicated unique contributions and connections to life and death matters in academic medicine and health settings to positive emotions, character strengths, physician and health provider wellness, spirituality, and resilience, among other areas of study.

**Implications for Real World/Future Research in Academic Communities:** The study offered a framework to guide future methodological approaches and practical ways to apply positive psychology to academic health and wellness settings.

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## **POSITIVE LEADERSHIP PSYCHOLOGY FOR THE HOPE OF IMPROVED CAMPUS MENTAL HEALTH AND WELLNESS**

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Submitted 1 February 2019; accepted 1 March 2019

Keywords: positive psychology, mental health

**Background/Significance of the Problem:** The rationale for selecting the topic is the gap in the literature on positive leadership psychology to improve mental health and wellness on campus for future generations.

**Purpose/Aims:** The question to be answered as a result of the scholarly reading and analysis will be: what do prognostications indicate as positive leadership psychology motives in higher education for the hope of improved mental health and wellness on campus?

**Methods:** An argument will be constructed on the basis of an extensive literature analysis examining prognostications on positive leadership psychology in higher education for the hope of improved mental health and wellness on campus.

**Results:** The key points of the argument as supported by the literature include positive leadership psychology based on being a high quality role model of balanced mental health and wellness, wanting to mentor and empower faculty, staff, and students for their pursuit of mental health and wellness interventions on campus, aiming to be a leader of high positive psychology virtues, and caring about the mental health and wellness of humanity around the world.

**Implications for Real World/Future Research in Academic Communities:** This project significantly contributes to the literature on higher education by synthesizing various sources from multiple disciplines on the positive leadership psychology needed to prepare people to mentally, physically, and spiritually flourish into the future on campuses and build lifelong psychological skills.

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## ADVANCING EQUITY IN THE MENTAL HEALTH SUPPLY CHAIN: EMPIRICAL EVIDENCE FROM A MOBILE APP

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Submitted 24 October 2018; accepted 1 March 2019

Keywords: app, mental health

**Background/Significance of the Problem:** Disparities exist among varying gender, racial, and sexual orientation groups when it comes to mental and emotional health resource consumption. Some communities such as African and Asian Americans consume services roughly half or one third as often as their Caucasian peers respectively. Masculinity, cultural, and social norms exist within these various populations that could be inhibiting consumption of mental health services. This lack of consumption of mental health services could be a contributing factor to lower graduation rates, decreased productivity, or increased adverse events associated with mental illness such as suicide as increased rates of depression has been linked to all of the above. These barriers to accessing care may be able to be traversed by online interventions, particularly mobile applications, to traverse disparities in resource consumption and get more people access to care.

**Results:** Using a system of equations and an analysis of multiple different app user inputs, we've seen statistically significant patterns of utilization within these groups. Analysis of the Marblesapp ([www.livebeyondthelabel.com](http://www.livebeyondthelabel.com)) data has showed increased utilization and benefit for men, African Americans, Latinos, and Asian Americans. Certain app features, different from traditional face-to-face mental health services, such as the anonymity of the app and exposure to a new peer groups could contribute to these benefits for users.

**Implications for Real World/Future Research in Academic Communities:** The research may lead to further research on how to build products and services that traverse well-documented disparities in resource consumption to create more inclusive and equitable mental health services online and in-person.

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## **BUILDING CULTURES OF WELL-BEING: THE HAPPINESS APPROACH**

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Keywords: happiness, well-being

**Background/Significance of the Problem:** Institutions of higher education are one of many organizations to focus more attention on happiness in recent years (Cockell & McArthur-Blair, 2012; Mather & Hulme, 2013). The reasons for such a focus are extensive, but ultimately pertain to developing healthy, productive, and thriving students (Mather & Hulme, 2013; Twilley, 2017). In 2014, it was estimated 9.3 percent of adults between the ages of 18-25 had at least one major depressive episode in the past year (NIH, 2014). Among college students, emotional health is at its lowest point in three decades, with nearly 10% of the 2014 freshmen class who responded to the American Freshman Survey indicating they “frequently felt depressed” (New, 2015). Additionally, more than half of college students said they have experienced “overwhelming anxiety” in the last year, and 32% said they have felt so depressed “that it was difficult to function” (American College Health Association, 2013). In an effort to provide students with additional tools to overcome mental health issues, in 2014, UNCW developed and implemented its first course (3 credit hours) related to happiness, “Creating Happiness & Well-Being.” The course was designed to provide students with various tools and strategies to assess and improve their subjective well-being.

**Purpose/Aims:** In this session, we will provide participants with the framework, processes, and benefits of designing and implementing a university studies’ happiness course. To inspire interest and ideas for faculty, staff, and administrators to collaborate on happiness interventions, the following insights and lessons learned from an academic example will be discussed: buy-in from upper administration, navigating the curriculum committee, narrowing course content, developing in-class, campus-wide, and online activities, and managing perceptions among students, faculty, and parents.

**Implications for Real World/Future Research in Academic Communities:** The presentation is positioned to provide faculty, staff, and administrators in higher education an evidence-based academic example for successful facilitation of subjective well-being on a college campus.

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## **BALANCING PARTNERSHIPS TO ACHIEVE HARMONIZED RESULTS: MIAMI UNIVERSITY'S APPROACH**

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&

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Submitted 4 March 2018; accepted 1 March 2019

Keywords: partnerships, harmonization

**Purpose/Aims:** Healthy Campus 2020/2030 Departmental Partnership Models: Separate vs. Integration/Collaboration vs. Hybrid. Hybrid: expand upon and mention concept of harmonization. Implications to consider when one partner is outsourced: Potential concerns/considerations: Outside vendor not understanding unique culture of healthcare delivery in higher ed setting, Management of group angst within other departments (i.e., will they be outsourced next), Differing large-scale motivators and associated expectations (i.e., financial/meeting bottom-line versus student development), Reporting structures – possibility of many cooks in the kitchen; Advantages: Increased accessibility to resources (financial, personnel, knowledge-base, technology), Contributes to university's financial resources, especially important in these unsteady times in higher ed, Sharing of risk Background of Miami University's Model, Brief history with current status at MU (Hybrid working towards harmonized) o

**Implications for Real World/Future Research in Academic Communities:** Need for very clear role/expectations of outside vendor, Importance of soliciting feedback and involvement from all staff/disciplines regarding partnership model, Honoring differences between disciplines (i.e., medical, psychological, and health promotion/prevention), Importance of face time and transparency, Tracking and measuring actions and outcomes, Developing and nurturing true partnership.

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## STUDENT RESILIENCE, BELONGING AND COMMUNITY

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: resilience, online, mental health

**Background/Significance of the Problem:** Those who seek to help students to make a smooth transition into college life must also take into account the likelihood that many students have experienced early life stressors, including adverse childhood experiences (ACEs). Campuses can also benefit from integrating their existing wellness resources in easy-to-navigate ways.

**Purpose/Aims:** This presentation will describe the development of a new psychoeducational universal prevention resilience program (<https://strong.fsu.edu>) designed to complement existing mental health services at a large public university. The project is unique in that it addresses prior students' prior trauma and opportunities for healing. The first set of descriptive data ( $n = 229$ ) from the project's student surveys is discussed.

**Methods:** Participants will be shown videos and content from the new campus Student Resilience website. The voluntary and anonymous online questionnaire that was used to determine student attitudes toward the new program will be discussed. The use of peer to peer restorative narrative videos will be discussed and demonstrated.

**Results:** A large majority of participants (more than 80%) perceived the website to be credible, rating it as believable, trustworthy, and accurate. 90% believe the university resources included in the project would help themselves and others overcome struggles and challenges. Other results are also discussed.

**Implications for Real World/Future Research in Academic Communities:** This data shows the promise of using an online, integrative tool for a campus resilience initiative. More specifically, it offers a framework for other colleges to use restorative narratives to communicate wellness messaging to students.

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## CREATING A CULTURE OF WELLNESS BY NURSES FOR NURSES

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Submitted 24 October 2018; accepted 1 March 2019

Keywords: nurse, wellness

**Background/Significance of the Problem:** Nurses are historically a tough population to reach and program for. They have unique schedules including long shifts and atypical work hours and highly demanding jobs, which make timing and communication a challenge. In addition, the nature of their work is to care for others, which often means that their own health and wellness isn't a priority.

**Purpose/Aims:** The Nurse Wellness Resource Partner role was designed as a way to engage nursing units as a whole and create a culture of wellness in our hospitals. Units are allowed two resource positions and nurses (or anyone that reports up through nursing) are allowed up to four hours each month to dedicate to wellness. Partners meet once a month with the wellness team and nurse liaison to share ideas and tailor the overarching wellness programming to meet the needs of their units.

**Methods:** The wellness team had regular meetings with nursing leadership to develop a programming initiative that fit for nursing. This position was developed based off our traditional Wellness Partner role but tailored to nurses with the help of a nurse liaison and the nursing resource council. The partner position was promoted by leadership and all new partners must secure approval by their nurse manager. Currently this resource role is the second most popular resource position, behind the charge nurse role.

**Results:** Thirteen hospital units currently have a Nurse Wellness Resource Partner in place. Survey data is being collected to determine if units that have a partner in place score higher on employee engagement surveys or report better work/life balance and less stress.

**Implications for Real World/Future Research in Academic Communities:** Nursing wellness and burnout is an issue at many if not all academic medical centers. Having a dedicated nurse to bring wellness to his or her unit, who has support from other nurses in the same position, and who has time and pay dedicated to doing so, could have a huge impact, not just on the wellness of nurses on that unit, but on patient care as well.

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## COMMUNICATING A CULTURE OF HEALTH FOR GRADUATE ASSISTANTS AT THE UNIVERSITY OF FLORIDA

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Submitted 24 October 2018; accepted 1 March 2019

Keywords: Graduate Assistants, insurance

**Background/Significance of the Problem:** Graduate Assistants at the University of Florida are a unique population with unique health needs. They function as both students and employees, and are provided health insurance as part of their employment. For many, this is the first time they have their own health insurance policy, and in addition, a large chunk of these students are international, making this their first experience with the American health system. As such, many do not understand the benefits provided by their health insurance, and therefore do not take full advantage of the resources available to manage or improve their health and wellness.

**Purpose/Aims:** In 2018, Graduate Assistants were offered an incentive to participate in a health screening and personal health assessment. About 900 students participated. This baseline data, along with claims data and anecdotal evidence, identified several areas of opportunity.

**Methods:** Stakeholders met to discuss areas of opportunity. These areas were targeted through email campaigns that were developed collaboratively to increase awareness and understanding and ultimately improve health.

**Results:** The following areas of opportunity were identified: nutrition, obesity, fitness and cancer/preventive services were the top four risk factors; many had not received a flu shot, annual exam, pap smear, or dental exam. From claims data and anecdotal feedback, the following were identified: lack of behavioral health care providers, confusion related to pregnancy benefits, and misunderstanding of where to go for care. Stakeholders met to discuss how best to address these areas and decided upon a communication campaign. Follow up health data will be collected in February of 2019 to determine success.

**Implications for Real World/Future Research in Academic Communities:** There is a lack of understanding for young adults as they move on to their own health insurance and few resources to aid in the transition. The lack of understanding can result in misuse or lack of use of their health benefits and can ultimately impact health status. Creating a forum for stakeholders to discuss areas of opportunity as identified by needs assessment data can be a great start to closing those gaps and increasing awareness. A communication campaign, as utilized in this example, can be an effective initiative to do so.

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## ASSESSING INDIVIDUALS' ATTITUDES AND BARRIERS RELATED TO WALKING FOR TRANSPORTATION ON A COLLEGE CAMPUS

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: walking, transportation

**Background/Significance of the Problem:** Obesity is one of the leading preventable health concerns across the United States. It can have a negative impact on an individual's physical, emotional, social, and occupational health. One of the most prominent causes of obesity is physical inactivity. Walking for transportation may provide individuals in academic communities adequate physical activity in order to lose excess weight or maintain a healthy weight.

**Purpose/Aims:** To qualitatively explore individuals' attitudes and barriers toward walking for transportation.

**Methods:** Non-experimental design, convenience sample. Qualitative data were collected through 10 focus groups comprised of 13 students, 23 staff, and 19 faculty on a college campus. Questions related to attitudes toward and barriers related to walking for transportation. Themes from qualitative data were identified.

**Results:** Preliminary analysis has revealed that individuals believe walking for transportation 1) is quicker and more time efficient, 2) allows them to be physically active, and 3) eases the difficulty of parking/traffic on campus. In addition, individuals refrain from walking for transportation due to 1) construction/poor sidewalk quality on campus, 2) improper footwear/attire/lack of shower facilities, 3) scheduling/time restraints, and 4) personal safety.

**Implications for Real World/Future Research in Academic Communities:** Walking for transportation appears to be a way for university employees and students to engage in physical activity and avoid transportation/parking barriers. Further research is needed to address barriers associated with walking for transportation and to ensure messaging being used to promote walking on campus is effective.

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## **PLAYING “WELL” IN THE SANDBOX: STRATEGIES FOR DESIGNING AND IMPLEMENTING EMPLOYEE WELLNESS PROGRAMS WITH FACULTY**

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Submitted 30 August 2018; accepted 1 March 2019

Keywords: employee wellness, students, collaboration

**Background/Significance of the Problem:** Creating opportunities that enable employees to perform their best is the essence of workplace wellness. “Playing well in the worksite wellness sandbox” creates a win for all. Traditional classrooms are moving towards real world opportunities for student learning. Utilizing faculty expertise, student engagement with employees is unique to university life and worksite wellness. Working “well” with faculty takes patience, strategy, and honest conversations.

**Purpose/Aims:** Participants will learn how to combine and leverage three major pillars of higher education (faculty, students and research) to provide programs that benefit employee wellness, student learning, and translational research outcomes. The session will provide a road map on tapping into faculty expertise, when it’s appropriate to offer student/employee engagement programs, tips for creating joyful employee wellness programs, and translational research opportunities.

**Methods:** This is an integrative review on promoting wellness in academic settings. Using research-based questions, quantitative and qualitative data was combined for 10 individual 10-week “Ready to Move” programs through pre/post program surveys over five years (10 semesters).

**Results:** Quantitative research outcomes included participants increasing the importance of physical activity/movement, confidence in ability to reach and sustain regular movement, and increasing overall number of physically active days. Qualitative data included statements such as, “I’ve never met a student, and they are actually pretty nice” taught us the value of student/faculty/staff engagement.

**Implications for Real World/Future Research in Academic Communities:** The labors of collaboration with faculty and students can take your program to new heights, provide real world applicable experiences for student learning and engagement, as well as publications that can be shared in translational research publications. These partnerships can create “win-win-win” situations for employees, faculty, & students, and assist with building a culture of well-being while at the same time enhancing the research mission of a university.

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## INNOVATIONS IN ACADEMIC HEALTH AND EDUCATION: COMMEMORATING THE 1918 SPANISH FLU

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: Immunization, Community-Based Health, Vaccination, Flu, Community Engagement, Vaccination stigma, Vaccination knowledge

**Background/Significance of the Problem:** In October, 1918 at least 195,000 people in the US died of the Spanish flu. Occupations like nursing and public health were forever changed by this tragedy. Almost 100 years later, many questions remain about whether or not the world is on the brink of such a pandemic.

**Purpose/Aims:** Identify innovations, best practices and program challenges in promoting campus wide flu vaccination. Discuss evaluation results and lessons learned in social marketing for influenza.

**Methods:** TCNJ mounted a campaign to raise awareness of and interest in the science, art and impact of the 1918 influenza pandemic. Specific activities staged to improve our vaccination rates by addressing myths, increasing knowledge and creating community ambassadors in the academic community. A cross sectional online survey was distributed via campus-wide email prior to (N=296) and after (N=319) events.

**Results:** At pre-test, students, faculty and staff respondents 71% reported that they were planning on getting a flu shot. Those correctly answering 5+ knowledge questions were most likely to report an intention to get vaccinated compared to those answering 4 or less (71%, 29%). At post-test, respondents correctly answering 5+ knowledge questions were most likely to report getting vaccinated compared to those answering 4 or less (83%, 17%). Higher levels of knowledge strongly predicted getting vaccinated in both bi- and multi-variate models. Surveyed faculty were more likely to report having the flu shot compared to students and staff (62.5%, 50.7%, 40.9%). Yet of the faculty who had not yet had a shot, they were least likely to intend to get a flu shot (6.9%, 79.3%, 13.8%). On the statewide website for reporting getting a flu shot, the TCNJ rate for reported flu vaccine administrations was 26% higher than the previous year (n=371, v. n= 266). This reported vaccination rate was the highest percentage in the state and meriting TCNJ the statewide award. Fully, 346 students, staff and faculty received flu vaccination at one of the 4 vaccine clinics offered over the campaign.

**Implications for Real World/Future Research in Academic Communities:** Fun events such as an Escape Room, Pandemic game competitions and student flu shot ambassadors can improve knowledge and vaccination; however, our survey reported overall rates (51.1%) remain lower than optimal for herd immunity. Faculty and staff vaccination rates are rarely reported so comparisons are difficult. However, these results indicate faculty may be amenable to knowledge interventions promoting vaccination. Future research should explore the impact of event engagement and ways to further increase vaccination rates. New techniques are needed to easily document actual vaccine status. Conclusion: Community-wide vaccination campaigns may boost vaccination rates through knowledge-based, engaging activities.

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## CREATING OFFICE ATHLETES

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Submitted 12 October 2018; accepted 1 March 2019

Keywords: worksite, wellness, mental health

**Background/Significance of the Problem:** Worksite wellness programs often focus solely on benefits of physical activity with regards to reduction in physiological health risks. There has been limited research on the mental health benefits to employees from engaging in consistent physical activity, even though mental health costs at universities make up a substantial portion of worker's compensation claims.

**Purpose/Aims:** To demonstrate that comprehensive lifestyle behavior change programs (i.e. Bruin Health Improvement Program) that include consistent physical activity not only benefit an employee physically, but also have tremendous positive impacts on the mental health status of the participant. From these findings, additional programs and outcomes have been delivered to further serve the campus population.

**Methods:** Data from the Bruin Health Improvement Program (BHIP) from Jan. 2013- Aug. 2014: This free, voluntary program for UCLA faculty and staff entails a 12-week intensive lifestyle behavior change curriculum, with 3 group workout classes per week, as well as nutritional content sent via email and occasional nutrition workshops. Out of 599 participants that completed these cohorts during this timeframe (Jan 13 – Aug 14), 281 completed both assessments that were then analyzed for mental health impacts

**Results:** Data showed statistically significant changes in all areas of mental health assessed: stress, concentration, energy, satisfaction with social roles, and self-efficacy.

**Implications for Real World/Future Research in Academic Communities:** Given that mental health both predicts absenteeism and mediates the relationship between work strain and physical illness, emphasizing positive impacts on mental health may lower healthcare costs and increase workplace productivity at a much more significant rate than focusing on physical activity alone. Comprehensive worksite wellness programs (i.e. BHIP) offer much to a campus demographic both by serving the population's need for access to health education and physical activity, and by generating savings by reducing a multitude of health risk factors.

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## **THE WELL BUILDING STANDARD AND HOW FLOORING IMPACTS HEALTH AND WELL BEING**

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Submitted 22 October 2018; accepted 1 March 2019

Keywords: floor, well-being

**Purpose/Aims:** This presentation explores how design, operations and behaviors within the places where we live, work, learn and play can be optimized to advance human health and well-being. This course reviews specific features of the International WELL Building Standard, discusses how organizations like the WELL Living Lab are contributing to testing and developing future requirements of the standard and explains the ways floor covering can impact the health and welfare of the building's occupants. Key criteria such as aesthetics, comfort, acoustics, indoor air quality and moisture management are discussed along with certain behavioral and organizational modifications that can contribute to improving health and wellbeing.

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## HEALTH RISK ASSESSMENT AND EARLY INTERVENTION PROGRAM FOR STUDENTS

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Submitted 30 January 2019; accepted 1 March 2019

Keywords: alcohol, health risk

**Background/Significance of the Problem:** Over the past decade, there has been substantive evidence that students at the University of Iowa (UI) drink more heavily than college students nationally. In 2009, the high-risk drinking rate at the UI was 70.3%, almost double the national rate. Since 2010, campus and community partners have been engaged in work to create conditions that decrease high-risk drinking and related consequences. A three-year Alcohol Harm Reduction plan guides this work.

**Purpose/Aims:** One strategy of the UI Alcohol Harm Reduction plan is a health risk assessment and early intervention program. The health risk assessment aims to provide personalized feedback to sophomore students on many health behaviors. A one-on-one intervention aims to lower high-risk drinking behaviors.

**Methods:** Students in the sophomore class were invited to take part during the 2017-2018 school year. Students who met specific alcohol criteria on the survey were invited to participate in two one-on-one appointments utilizing motivational interviewing. Students were invited to take follow-up surveys 3 months after the health risk assessment, and 3, 6, 12 and 24 months after appointment completion.

**Results:** Of 5,822 eligible students, 1,987 (34.1%) completed the online health risk assessment. Of those, 511 completed the 3-month follow-up survey. Over 95% could name one thing they learned and one thing they had done to improve their health after taking the assessment. Of the 1,987 who took the initial survey, 1,129 (56.8%) had high-risk alcohol behaviors and were invited for one-on-one appointments. 259 completed the one-on-one appointments. Significant reductions were found in number of high-risk drinking occasions, typical number of drinks, typical blood alcohol concentration, and negative consequences 3 and 6 months after the alcohol intervention.

**Implications for Real World/Future Research in Academic Communities:** An online health risk assessment and early intervention appointments are effective in changing high-risk behavior among students.

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## INVESTIGATING BUILT ENVIRONMENT INFLUENCES ON HEALTH AND WELL-BEING: A CASE STUDY OF THE FITWEL CERTIFICATION SYSTEM

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Submitted 30 January 2019; accepted 1 March 2019

Keywords: built environment, health, wellbeing

**Background/Significance of the Problem:** Columbia University's 17-acre Manhattanville campus, currently undergoing development, is the first university campus plan in the United States designated LEED-Neighborhood Development (LEED-ND) Platinum. Positioned to extend its scope beyond environmental sustainability to human sustainability, the campus is an opportunity to invest in people by actively advancing a culture of well-being through the design of healthier places.

**Purpose/Aims:** To assess the degree to which the central administrative building on Columbia's Manhattanville campus supports the health and well-being of its occupants.

**Methods:** Following a review of standards and certifications that address impacts of the built environment on health, the Office of Work/Life selected the Fitwel Certification System to evaluate the first occupied building on the Manhattanville campus. Fitwel is a user-led benchmarking tool developed by the U.S. Centers for Disease Control and Prevention and the General Services Administration. The Fitwel Workplace Scorecard—consisting of 63 evidence-based strategies categorized into 12 sections—was completed through firsthand investigation of building characteristics and documentation and in consultation with various University stakeholders.

**Results:** The building earned 75 points, 15 points below the minimum requirement to be Fitwel-certified at One-Star (achievement of a basic level of health promotion). The building demonstrated areas of strength in location, outdoor spaces, and stairwells. Areas of opportunity were prominent in the following sections: workspaces, shared spaces, food services, and vending machines/snack bars. Specific recommendations were proposed for fulfilling an additional 12 strategies to attain points corresponding to a One-Star Rating.

**Implications for Real World/Future Research in Academic Communities:** While Fitwel provides insight on health impacts of a building, application of a single built environment standard or certification to enhance occupant well-being presents limitations in diverse academic communities. Adaptation of multiple tools to meet needs and influence health outcomes may offer a more tailored approach for departments, buildings, schools, and campuses.

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## ADVANCING FACULTY AND STAFF HEALTH AND WELL-BEING THROUGH THE BUILT ENVIRONMENT: DEVELOPMENT OF WELL-BEING DESIGN PRINCIPLES AT COLUMBIA UNIVERSITY

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Submitted 31 October 2018; accepted 1 March 2019

Keywords: building design, well-being

**Background/Significance of the Problem:** The Office of Work/Life engaged with Steelcase, Columbia University's preferred furniture vendor, and their Applied Research + Consulting team to explore how the workplace built environment can enhance faculty and staff well-being. As space shapes behavior and behavior over time becomes culture, space designed for well-being has the potential to foster a culture of well-being, though there are limited examples to date of the practical progression of that process.

**Purpose/Aims:** To develop design principles that support the health and well-being of Columbia University's faculty and staff and to advance a larger University-wide well-being strategy.

**Methods:** The Office of Work/Life and Steelcase facilitated two half-day interactive workshops with two multidisciplinary Wellness committees of faculty and staff, the Wellness Advisory Committee and the Computer Workstation Ergonomics Working Group, to gather insights on eight dimensions of human well-being from an individual and an organizational perspective. Workshop inputs were then thematically coded and categorized using theoretical concepts and terminology emerging from related peer-reviewed literature, white papers, and building standards. Proposed design principles were refined through a shareback meeting with the participating Wellness committees.

**Results:** The Office of Work/Life and Steelcase developed five Columbia University Well-being Design Principles to inform the design and redesign of new and existing spaces at the University. The Principles and their corresponding Design Application Concepts address the following well-being themes: Formation of meaningful connections and relationships; Movement, ergonomic comfort, and accessibility; Concentration, mindfulness, and rejuvenation; Learning, collaboration, and mentoring; and Sustainability and connection to nature.

**Implications for Real World/Future Research in Academic Communities:** Advancing well-being strategy in academic communities should include engagement of internal stakeholders, assessment of the operational landscape, and consultation of evidence-based research. Strategic and measurable implementation of well-being design principles is crucial to long-term adoption and integration into processes and culture.

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## **BUILDING A HEALTHY COMMUNITY ONE PAW AT A TIME**

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Keywords: walking, health, dogs

**Background/Significance of the Problem:** Nursing is the largest group of healthcare workers, where there are close to 3.6 million nurses in the United States. Unfortunately, beginning early in their careers, some nurses do not meet the suggested weekly activity guidelines; thus obesity is one of the most common health concerns among nurses along with, arthritis, chronic pain, irritable bowel syndrome, and mental health problems, such as anxiety and depression. Schools of nursing are in a position to promote health initiatives within the academic setting that are faculty driven to engage students and fellow faculty. One innovative approach incorporates canines into school wellness to encourage physical activity early in the student nurse's career. A school of nursing in the Southeastern United States decided to utilize the school's animal assisted therapy (AAT) program to not only assist in therapy, but exercise with faculty, staff, and students.

**Purpose/Aims:** The purpose of creating this type of program involving dogs is to promote wellness among faculty and students. By creating a community where individuals feel supported and encouraged, faculty and students will be eager to maintain a healthy lifestyle.

**Methods:** A review of literature emphasized the importance of walking groups to initiate and sustain programs; therefore, the school of nursing formed walking groups consisting of faculty, staff, students, and dogs.

**Implications for Real World/Future Research in Academic Communities:** Studies have shown the benefits of dog walking include commitment and adherence to walking programs, increased physical activity, and the feelings of enjoyment. Through a dog-walking program incorporated into campus events, faculty and students can also encourage each other to maintain healthy lifestyles in an academic community. Further research is needed to evaluate the effectiveness of dog-walking on student health.

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