

Center for Student Wellness

2021

July 1, 2020-June 30, 2021

Annual Report



*PREPARED BY BRITTANY KIYOKO BADGER AND
JENNA TEMPLETON*

CENTER FOR STUDENT WELLNESS

8/31/2021

MESSAGE FROM THE DIRECTOR

Reflecting on this year's annual report, I am both humbled by the talent and resilience of this team and inspired by the contributions and passion from our students. This past year was full of exciting opportunities and tough challenges that tested our ability to adjust, innovate, and at times, just weather the storm. A devastating pandemic, the continued conversation of social injustices, and the blending of the personal and the professional added layers of complexity. Through it all, one thing kept us grounded and focused and that was a genuine care for each other and a dedication to do our part to help our campus become more well, just and safe.

This past year was like no other that I have experienced before - we found ourselves making multiple program contingency plans and navigating new technology and service delivery methods to ensure students could continue to engage with us and access necessary services. It was stressful and difficult and took an emotional toll on many. We continued to witness civil unrest and violence against black and brown bodies. I was both enraged and devastated by what I was seeing. We began to feel the weight of processing this new "normal" and the impact it was having on our own wellness and safety. We continued to see the impact that COVID-19 had on our community, our students, and within our team and it was frightening, devastating, and at times, felt hopeless. However, as a team, we leaned on each other for support and guidance and made sure that we allowed space for us to show up unapologetically as our authentic selves each day. Some days we just needed someone to listen and others we just asked for space so we could hunker down and do the work. All feelings were fair and welcome in our space.

One important lesson I have learned and have used to anchor us during this pandemic is that this office is more than just a bunch of colleagues. We are human beings who are living through an incredibly challenging era and the climate of our country, communities, campus and home impact us as professionals and influence how we show up to do this work. To tease all of that apart is near impossible right now. When I reflect back on this past year I see the ups and downs, the laughs and the tears, and ultimately, the genuine care and respect this team has for each individual colleague or rather as an individual human being whose wellness was/is always a top priority. Seeing each other as humans first is a core and foundational value for how we operate as a team and I am proud that we hold tightly to this ideal.

Over the past year, I see the individual and collective efforts from each team member and know that the investments we put into building a strong foundation for this office has continued to support us through such a challenging time. I also know that each person on this team has a strong sense of justice and to

do what's right, even when it's hard. We are all putting in the work and supporting each other every step of the way. We showed up this past year authentically and unapologetically and I am honored to serve in this role as we continue moving forward. This team gives me hope during a time that has felt very dark for so many.

In this report, you will find the spectrum of services and programs we provide to improve wellness and safety on our campus. You will also learn about our new initiatives and plans for the future. Furthermore, you will also see how this team responded to the challenges of this past year and came together as one cohesive unit. We know there are areas for improvement and opportunities to strengthen what we do. I hope you see the tremendous efforts that come from this team and that it showcases the comprehensive programming that is provided to best support the campus community. These efforts align with the objectives and goals of Student Affairs and the University at large, and I am both proud and inspired by the work my team does to empower our students and support the campus community.

In gratitude and health,

A handwritten signature in blue ink, appearing to read "Brittany Badger Gleed". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Brittany Kiyoko Badger Gleed, PhD(c), CHES
Director

OVERVIEW

CSW MISSION

CSW's mission is to cultivate a holistically well and safe campus community. We believe that wellness and safety is foundational for success and that equitable access to inclusive wellness services, education and support will create a more resilient, thriving University of Utah. We exist to promote campus wellbeing, provide support for victims and survivors of interpersonal violence, and engage the next generation in creating a more well, just and empowered campus community.

THE TEAM

CSW is a small but growing team of prevention, education, and support specialists. We regularly engage students throughout the year for various opportunities including student internships and a cohort of peer health educators (ACES).

Professional Staff

Benta Opiyo, Victim-Survivor Advocate
Brittany Badger Gleed, Director
Char Leary, Victim-Survivor Advocate**
Ellie Goldberg, Assistant Director of Advocacy/Victim-Survivor Advocate
Jenna Templeton, Assistant Director of Health Education
Katie Boonkrataung, Marketing and Communication Program Assistant ***
Lindsay Wetzels Polin, Health Educator
Mahalia Lotz, Victim-Survivor Advocate
Matthew Downes, Recovery Program Coordinator**
Maya Jolley, Health Educator***
Myra Gerst, Engagement Coordinator**
TeMerae Blackwater, Health Educator**
Vivean Smith, Executive Secretary

Student Staff and Graduate Student Interns

Kay Collins, Graduate Assistant/Wellness Coach*
Maureen Meyer, MSW Victim-Survivor Advocate Intern
Victor Sam Zizumbo, MSW Victim-Survivor Advocate Intern

ACES Peer Health Education Scholars

Alexia Arrendondo, ACES Peer Health Educator
Eleanor Asma, ACES Peer Health Educator
Tayler Bseiso, ACES Peer Health Educator
Cloe Butler, ACES Peer Health Educator
Cooper Gale, ACES Peer Health Educator
Farah Hamouda, ACES Peer Health Educator
Shalini Kasera, ACES Peer Health Educator
Indigo Mason, ACES Peer Health Educator
Lexy Nestel, ACES Peer Health Educator
Ethan Ramos, ACSE Peer Health Educator
Johnny Rivera, ACES Peer Health Educator
Leslie Salamanca, ACES Peer Health Educator
Fig Schwartz, ACES Peer Health Educator
Connor Simper, ACES Peer Health Educator
Will Slattery, ACES Peer Health Educator
Elnaz Tahmassebi, ACES Peer Health Educator
Daniela Zamora, ACES Peer Health Educator
Cathleen Zhang, ACES Peer Health Educator

**Position changed with CSW during FY21*

***Started position with CSW during FY21*

****Ended position with CSW during FY21*

ACCOMPLISHMENTS

In FY21, the Center for Student Wellness (CSW) took great strides in converting service delivery, creating new programs, and being responsive to the change in student needs. Prioritizing staff wellness and sustainability allowed for our programs to persevere during a pandemic.

The CSW addresses a spectrum of wellness and safety-related needs for the campus community including primary prevention education, intervention programs, and direct support services for the campus community. The team consists of educators, victim-survivor advocates, prevention specialists, support staff, and a team of students. Established in 1988 as the Alcohol and Drug Education program the office has evolved, developed, and expanded to address a more comprehensive variety of collegiate wellness concerns remaining committed to best practices and innovation in its delivery. With the impact of COVID-19, CSW has shown immense adaptability and responsiveness to avoid disruption in service and support for the campus and new opportunities to reimagine programming have emerged. CSW's core responsibilities continue to include wellness education, trainings and workshops; victim-survivor advocacy services and support; STI/HIV testing for students; and student involvement opportunities.

CSW strives to support the mission of the University of Utah by prioritizing student safety, wellness, and success through each of our initiatives and programs.

In order to launch new and important initiatives added capacity was prioritized in FY21. This past year, CSW was able to successfully ***add 2.0 FTE staff positions (2 unique positions) and an additional 3 peer health educators for a team of 18.***

As the primary wellness education/resource office, the CSW team addresses relevant and increasingly more concerning collegiate wellness topics such as violence prevention and response, impacts of trauma, bystander intervention, sexual health, harm reduction (low-risk alcohol and drug use), stress care, and healthy relationships. During the previous year, ***156 workshops, trainings and presentations were provided to over 4,300 students, faculty and staff.***

The home of the Victim-Survivor Advocacy program, for students, faculty and staff who have experienced interpersonal violence (e.g., sexual assault, rape, sexual harassment, stalking, dating and domestic violence), the VSAs provides free, confidential and trauma-informed support services and resources. During the previous fiscal year, ***CSW supported 230 new and existing clients (students, faculty and/or staff) and provided over 3,000 support services.***

Student involvement within CSW is a growing priority. Throughout the year, students can fulfill undergraduate and graduate internships that focus on wellness and safety, volunteer with CSW-hosted events, serve as wellness ambassadors and liaisons to improve programming, or apply to join the ACES Scholars program to become a trained peer health educator. These opportunities help advance the mission of CSW while working side by side with students to create a safe and well campus. In the previous year, ***over 3,400 hours from volunteers, interns and peer health educators were dedicated towards CSW initiatives.***

As we reflect on this previous year, we are encouraged by the investments we've made to enhance our programming and adhere to best practices as we set up our team for success in the upcoming years.

ONE UNIVERSITY

Throughout the year, CSW identified various opportunities to partner and collaborate with campus entities to best serve the campus community at large. We recognize that in order to solve the complex problems we face at the U we must find new ways to work together to optimize resources, share ideas, and break down silos of service. CSW is committed to and engages in collaborative opportunities year-round. A few ways that we have fostered One University include:

- CSW is a prevention partner with the recipients of the OVW grant at the U to better address interpersonal violence on our campus. This interdepartmental group includes representatives from Department of Public Safety, Academic Affairs, Student Affairs, McCluskey Center for Violence Prevention, Utah Domestic Violence Coalition, and the Office of Equal Opportunity.

- Staff serve on various interdisciplinary committees to address many wellness and safety concerns including the McCluskey Center for Violence Prevention, Behavioral Intervention Team, The Title IX Processing Group, the Alcohol and Drug Network, and more.
- Graduate internships have been created in partnership with the College of Social Work and the College of Health. Ongoing recruitment from these two academic departments helps to provide relevant training opportunities for future graduates while also supporting the larger advocacy and health education goals of CSW.
- The annual Wellness Fair aims to bring several wellness resources together to provide education and direct services to students. Casting a wide net for collaboration, partners include representatives from Student Affairs, U of U Health, various academic departments and colleges, student clubs and organizations, and community agencies.
- CSW supports several wrap-around support initiatives across the campus. One such program is the new Basic Needs Center. Evolving from efforts of the Homeless Student Task Force, this new program initiative required support and collaboration from various offices campus wide. CSW serves on the taskforce which is aiming to bring comprehensive resources and services to students in a convenient one-stop shop.

EQUITY, DIVERSITY & INCLUSION

Equity, diversity, and inclusion initiatives have been an active area of focus for CSW. As systemic racism and deeply rooted inequities within our communities have become centralized in the national conversation and exposed more publicly due to a global pandemic, CSW acknowledges that we must act more intentionally, proactively, and unapologetically. CSW is actively prioritizing efforts to better center EDI and anti-racism work within our office understanding the impact that it has on wellness and safety. Some highlights of new and current initiatives include:

- Up to 4 hours a week can be dedicated specifically to anti-racist, equity, diversity and inclusion work, professional development, and education for full-time staff members. Staff are encouraged to block this time out on their calendars
- During FY21, 1 staff member served on the Student Affairs Diversity Committee
- CSW has calendared EDI Action meetings 2x a month for all staff to workshop projects, share research, and discuss EDI and anti-racist work together
- All social media communications have been altered to include alt text captions and are continually assessing these channels to identify areas of improvement to create more inclusive and accessible messaging

We acknowledge that the work is never complete and you don't "arrive" at a final destination. CSW continues to assess, implement, and evolve as we aim to hold ourselves accountable to better serve and centralize the needs of our campus community members more equitably, inclusively, and diversely.

COVID-19 IMPACTS

COVID-19 brought unprecedented challenges that tested our resilience and ability to be responsive to an ever-changing situation. As traditional service and program requests decreased, we saw an opportunity to evolve programs, change service delivery, and address the changing needs of our students differently. Additionally, prioritizing staff well-being was essential as the impacts of COVID-19 were far-reaching and unknown. Many of these changes will be continued as a sustainable program or initiative within CSW. Some examples of efforts prioritized and developed in response include:

- Implementation of virtual Tele-Advocacy Services (TAS) via HIPAA-compliant Zoom
- Implementation of virtual wellness workshop offerings including discussion and facilitation guides for lay facilitators and faculty members to utilize
- Development of a Virtual Services page via website
- Coordination of Virtual Office Hours for office and Student Affairs
- Virtual delivery for Wellness Fair, DVAM, and SAAM campaigns
- Creation of new wellness programs that focus on mental health, social connections, and building community
- Utilization of new technology platforms to improve communication efforts
- Remote work setups have temporarily alleviated the physical space limitations CSW staff have been facing over the previous year
- Staff wellness prioritization by creating a buddy check-in programs, self-care workshops, and flexible work schedules

DEPARTMENTAL CORE OBJECTIVES

The CSW strategically aligns their departmental core objectives, goals, and outcomes to both the Student Affairs Strategic Objectives and the University of Utah Four Big Goals. These goals and objectives are listed here and described in more detail through the hyperlinks provided.

STUDENT AFFAIRS STRATEGIC OBJECTIVES

Read more about Student Affairs strategic plan and objectives [here](#).

- 1) Student engagement and support
- 2) Student health and wellness
- 3) Strategic enrollment management
- 4) Inclusivity and equity
- 5) Facilities and resource management
- 6) Staff excellence

UNIVERSITY OF UTAH FOUR BIG GOALS

Read more about the University's goals [here](#).

- 1) Develop and transform new knowledge
- 2) Promote student success to transform lives
- 3) Engage communities to improve health and quality of life
- 4) Ensure long-term viability of the University

CENTER FOR STUDENT WELLNESS CORE OBJECTIVES

CSW aims to elevate the safety and wellness of the campus community through the alignment of the following core objectives: 1) Wellness Education and Outreach, 2) Victim-Survivor Advocacy and Support, 3) Wellness Services and Support 4) Student Involvement and Development, and 5) Equity and Accessibility of Services. Goals and outcomes for each core objective are described in their respective sections.

CORE OBJECTIVE #1: WELLNESS EDUCATION AND OUTREACH

SA STRATEGIC OBJECTIVES ALIGNMENT

- Student Engagement and Support
- Student Health and Wellness
- Inclusivity and Equity

U OF U GOALS ALIGNMENT

- Develop and Transform New Knowledge
- Promote Student Success to Transform Lives
- Engage Communities to Improve Health and Quality of Life

CSW PROGRAMS & INITIATIVES

- Wellness Workshops, Presentations & Trainings
- Awareness Events & Campaigns
- Marketing & Communication Outreach Efforts

Comprehensive wellness education and outreach is an essential focus of this office. While there are many wellness topics that impact a student's health, safety and well-being, CSW has strategically identified key areas of educational focus including violence prevention, sexual health, low-risk alcohol and drug use, healthy relationships, bystander intervention, and supporting peers through crisis and times of distress. Furthermore, proactive outreach to the campus community to raise awareness of these issues and share how to access these services confidently and safely is also a central goal. Tabling at events, presenting during orientations, and effective marketing and communication strategies are key in disseminating this information to the campus.

Data informs the development of these educational programs and the services provided to best support students, faculty and staff. CSW conducts the National College Health Assessment (NCHA)¹ biennially, and the 2021 survey revealed the following trends among University of Utah students:

- Stress is the most common factor that negatively impacts academic performance (46% of students reported; up from 40% in 2019)
- 24% of students were classified as experiencing moderate psychological distress with the Kessler 6 Non-Specific Psychological Distress Score; 24% were classified as experiencing severe psychological distress
- 57% of students scored positive for loneliness on the UCLA Loneliness Scale
- 48% of students consumed alcohol in the past 3 months; 16% of students reported drinking 5 or more drinks the last time they drank in a social setting
- Students reported that they perceived 95% of their peers used alcohol in the past 30 days (NCHA 2019)

¹ The National College Health Assessment (NCHA) is a nationally recognized research survey designed to assist schools in collecting precise data about their students' health habits, behaviors, and perceptions.

- Only 30% of students used a condom or protective barrier during vaginal intercourse (down from 45% in 2019) and only 10% for anal intercourse (down from 29% in 2019)

Furthermore, the 2020 Campus Climate Survey² revealed that our undergraduate students report experiences of harassment (36%), stalking (8%), interpersonal violence/domestic violence (8%), sexual assault (13%) and sexual misconduct (12%). Unfortunately, for students who shared that they had experienced sexual misconduct or sexual assault, the majority did not seek support or resources because they did not think it was serious enough to report but did disclose the experience to a close friend, roommate or partner.

Coupled with national wellness and safety trends, this evidence integrally informs and drives the development of new educational programs and provides justification for expanding current initiatives to reach a broader campus community. Staff, peer health educators, and student volunteers dedicate thousands of hours to providing wellness education and outreach. Furthermore, strategic wellness events throughout the year raise awareness for important collegiate topics such as sexual assault and domestic violence and help educate the campus community on resources, support services, and the impacts on safety and wellness. While students are the primary audience for this education and outreach, staff and faculty workshops are offered to improve trauma-informed and compassionate support for students who have experienced a traumatic event such as sexual assault.

GOAL 1A: PROVIDE COMPREHENSIVE AND EVIDENCE-BASED WELLNESS WORKSHOPS AND EDUCATION TO THE CAMPUS COMMUNITY

- ✓ **OUTCOME: Provided 156 educational workshops and trainings for the campus and greater Salt Lake community**
- ✓ **OUTCOME: Reached 4,378 campus community members**
- ✓ **OUTCOME: Presented to 23 campus and community entities by request**
- ✓ **OUTCOME: Provided 2 individual health education conversations (sanctions)**
- ✓ **OUTCOME: Developed virtual workshops with 3 options for student engagement**

Over the previous fiscal year (FY21), CSW fulfilled requests for **156 presentations**, workshops or trainings on a variety of topics. Through those requests, we reached over **2,400 campus community members with 20+ specific requests from campus entities**. CSW dedicated over 130 direct presentation hours for these workshops but that does not include the development and preparation time needed for each workshop. Hundreds of hours are dedicated to educational workshop creation and preparation through evidence-based teaching and facilitation strategies. Routine evaluations of these programs allow CSW to adjust the delivery and content of these workshops to engage attendees through active learning pedagogies. Details for CSW educational workshops and trainings are provided in Table 1.

² For the 2020 administration of the Campus Climate Survey on Sexual Assault and Misconduct, the University of Utah administered the American Association of Universities (AAU) Survey to allow benchmarking with Pac-12 peers.

Table 1
Total CSW Presentations for FY20

	# EVENTS	# HOURS	# SERVED
MISSION & SERVICES	21	10.5	821
CHECK ON U-TAH: (BYSTANDER INTERVENTION)*	9	13.5	224
JOINING THE COMMUNITY**	0	0	Unk.
HEALTHY RELATIONSHIPS (IT'S A MATCH)	12	12	316
LET'S TALK ABOUT SEX	4	4	306
SAFE(R) PARTY CULTURE	1	1	75
CHALLENGING RAPE CULTURE	1	1	45
STRESS CARE	5	5	74
SUPPORTING STUDENTS IN DISTRESS	4	7	72
COMPASSIONATE RESPONSES	7	7	219
HARM REDUCTION 1:1 SANCTIONS	2	2	2
MENTAL HEALTH FIRST AID	9	63	165
OTHER/TAILORED	6	7	120
TOTAL	156	133	2,439

**This includes students who completed the online recorded version of Bystander Intervention in compliance with SB134 (an additional 1,939 students)*
***Joining the CommUnity became a virtual presentation. CSW assisted in developing and recording a presentation for all incoming students to view via Canvas.*

The expansion of the ACES Peer Health Education Scholars program expanded the capacity and offerings of these wellness workshops for the campus community through a peer-to-peer education model. The ACES program and the associated impacts are described in Core Objective #4.

While students are the primary participants for these educational workshops, staff and faculty trainings are also provided to raise awareness for student support services and to foster skill-building to better support students, especially during times of distress and need. As staff and faculty often serve as first responders for students of concern, there is a growing demand to provide this education to raise awareness of issues that impact students and empower staff and faculty through trauma-informed, best practices in providing support. Requests for workshops and trainings that teach practical skills, provide education, explore roles and duties, and strengthen the resource referral process are a priority for CSW. Having a growing number of campus employees feeling more confident to offer support, will no doubt, impact a student's ability to succeed academically by supporting them as they access and utilize support resources that will influence school retention.

The Huntsman Mental Health Gift also allowed for 2 staff members to be trained in Mental Health First Aid and provide the training at no cost to campus community members. This 8-hour certification course. Is evidence-based and aims to educate lay persons in developing skills to assist individuals experiencing

crisis or other mental health challenges – we equate it to how physical First Aid teaches a general population how to help in the moment until professional support arrives. This important training is offered regularly throughout the year for students, faculty, and staff.

Due to the virtual nature of our workshops during FY21, CSW offered 3 alternatives for student engagement to best meet the needs of the requestors class format (e.g., synchronous or asynchronous). Option 1 was for synchronous virtual facilitation via Zoom. Option 2 was the creation of a discussion guide where participants were provided a PDF with questions to answer as they followed along with the workshop. Option 3 was for the class to preview the workshop pre-recorded and then a follow up group discussion facilitated by the ACES team.

While workshops are provided through CSW-hosted events they are primarily requested by campus entities for an intact student group/class. Throughout FY21, 20+ unique departments and groups requested CSW workshops and trainings. A few of these departments include:

- Academic Departments, Programs, and Classes
 - Communications
 - Gender Studies
 - Genetic Counseling
 - Human Sexuality
 - Physics
 - Population Wellness
 - Undergraduate Studies (Pre-Med, Pre-PA, Pre-Dentistry)
- Asia Campus
- Athletics
- Beacon Scholars
- Campus Recreation Services
- College of Pharmacy
- College of Science – EDGES Fellows
- Facilities
- Fraternity and Sorority Chapters (Alpha Chi Omega, Beta, Delta Gamma, Sigma Nu)
- Housing and Residential Education
- Learning Abroad
- Resource Center
- Office of Equal Opportunity and Affirmative Action
- Office of Orientation and Transition
- Rape Recovery Center
- Utah Coalition Against Sexual Assault
- Women’s Resource Center

Workshop descriptions are included below.

CSW Mission and Services

This short presentation serves to increase the campus community’s understanding of the office, how it functions, and what services and resources it provides. In FY21, CSW offered **21 “Mission & Services” presentations for 821 campus community members**. Providing these presentations clarifies students’ expectations of the services CSW offers.

Check on U-tah (Bystander Intervention)

This training is our most requested workshop and aims to empower students to intervene in problematic situations (such as interpersonal violence, high-risk alcohol consumption, discrimination, emotional distress, and more) to de-escalate harm. Through discussion and practicing with scenarios,

attendees build confidence in the skill of intervention. For FY21, Student Organizations were required to complete a Bystander Intervention training in compliance with SB134 (Campus Safety bill). This was provided as a pre-recorded workshop and delivered through a partner office. During the previous year, **9 workshops were provided to 224 campus community members and an additional 2005 students representing various student organizations, viewed and completed the recorded training.**

Joining the Community

CSW co-facilitates an interactive presentation (“Joining the Community”) alongside representatives from the Office of the Dean of Students for every Orientation session (New Student, Transfer, and International Student Orientations). Topics include an overview of common collegiate wellness challenges (mental health, alcohol and other drug use, relationship violence), associated resources, an introduction to bystander intervention, and student rights and responsibilities. In FY21, orientations were held virtually. Despite this change, CSW was still able to contribute to orientation by writing a script for the recorded version. At the time of this report, CSW did not have that supplemental data for the total reach of the virtual version but it can be expected that more students are being reached through this medium. This is CSW’s largest outreach to students as all incoming freshman and transfer students participate in orientation.

Healthy Relationships: It’s a Match!

“It’s a Match!” was **provided 12 times and reached 316 students.** In this workshop, attendees learn about relationships, any relationship, through its natural trajectory. Attendees learn how to identify what makes a relationship “healthy,” what you want out of your relationships, and how to respectfully and safely end a relationship.

Let’s Talk About Sex

“Let’s Talk About Sex” was **provided 4 times and reached 306 students.** In this workshop, students learn about healthy communication strategies, consent, pleasure, protection methods, STI prevention and treatment, and more. The approach to the content is based in pleasure, which allows space for students to think about what they want (and by extension, think about what they do not want). This approach fosters healthy boundaries and provides a hopeful and positive approach to violence prevention.

Safe(r) Party Culture

Alcohol and drug misuse can have lasting impacts on a student’s wellness. This workshop takes a harm reduction lens by providing education about low-risk use and how to create a safer party culture. This workshop aims to empower students to make safer decisions around drugs and alcohol. Over the fiscal year, it was offered **1 time and reached 75 students.**

Challenging Rape Culture

This workshop aims to educate attendees on how rape culture exists in our society, methods to unlearn harmful myths, and the reality of sexual violence on college campuses. This workshop was provided **1 time and reached 45 students.**

Stress Care

CSW offers a stress management presentation to support students in learning how to identify personal stressors, how to cope with them in the moment and manage them long-term, and different resources available at the University of Utah. The University Counseling Center also provides stress management presentations and due to the increase in demand for other wellness topic presentations this past year, we referred many requests to our partner office but still provided this workshop **5 times for 74 students**.

Supporting Students in Distress (formerly Intervening with Distressed Students)

In partnership with the Office of the Dean of Students and the University Counseling Center, faculty and staff can receive training by request to learn more about identifying students in distress, explore strategies to intervene, and how to report disruptive behaviors to the proper office or resource. This collaborative presentation was given **4 times and reached 72 campus community members**.

Compassionate Responses to Disclosures of Interpersonal Violence

Staff and faculty regularly share that it can be difficult to know what to do and how to feel when someone shares that they have or are experiencing interpersonal violence such as sexual assault, domestic or dating violence, sexual harassment, or stalking. To improve self-efficacy among staff and faculty to support students in a trauma-informed way, this presentation aims to help participants:

- Understand how interpersonal violence impacts wellness
- Understand how to compassionately respond (and what not to say) when someone tells you they have experienced interpersonal violence
- Know whether they are a University of Utah mandatory reporter and how to report if they are
- Be familiar with resources available for survivors
- Be able to access the resources and support for themselves

During the previous year, **7 presentations were provided, which reached 219 campus community members**.

AOD 1:1 Education Training

The University of Utah is a dry campus and does not allow consumption of alcohol on university grounds, even for those who may be legally allowed to drink. For those who engage in alcohol use on campus, an educational sanction may be applied by our referring partners (e.g., Housing and Residential Education, Office of the Dean of Students). CSW provides a sanctioned alcohol education course or one-on-one educational sessions for students who receive this sanction or are referred to the program by our partners. During the previous fiscal year, additional AOD sanctioning tools were used by campus partners as a first-level sanction including EVERFI's AOD Sanction Course which reduced the number of referrals to CSW. Staff or ACES peer educators provided **2 alcohol education sessions for 2 individual students**. During these education classes and/or session, health education staff provided information on high-risk drinking, tolerance, signs of alcohol poisoning, and resources. Staff also worked with each

student to assess their individual drinking behaviors and create a custom low-risk drinking plan to keep themselves and their community safe.

Future assessment strategies will continue to determine evidence-based and effective options to support students who exhibit higher risk behaviors.

Mental Health First Aid (MHFA)

Thanks to the generous grant from the Huntsman Mental Health Institute, CSW began providing Mental Health First Aid (MHFA) training for interested students, staff, and faculty for free in Fall 2020. Similar to medical first aid training, MHFA is an international education program proven to be effective in teaching adults how to recognize and respond to signs and symptoms of mental health and substance use challenges. Since December 2020, CSW ***provided 9 sessions of MHFA for 165 campus community members.***

GOAL 1B: IMPLEMENT AND PARTICIPATE IN EDUCATIONAL AWARENESS INITIATIVES CAMPUS-WIDE

- ✓ ***OUTCOME: Planned and implemented a virtual Domestic Violence Awareness Month (DVAM) campaign hosting 6 events and 15 curated communication pieces***
- ✓ ***OUTCOME: Coordinated the first virtual Wellness Fair with over 50 people attending live synchronous virtual events***
- ✓ ***OUTCOME: Hosted first-ever Stalking Awareness Week***
- ✓ ***OUTCOME: Planned and implemented a virtual Sexual Assault Awareness Month (SAAM) campaign with over 62,000 impressions***
- ✓ ***OUTCOME: Promoted mental health awareness and resources through MHFA trainings, a collaborative partnership with M4MH, and hosting Men's Mental Health Week***

In partnership with other offices and departments, students, and community agencies, large-scale events and campaigns are coordinated strategically throughout the year. Elevating awareness for key wellness and safety issues that students face is a challenge but coordinating broadly and working in partnership with students, enhanced CSW's ability to reach a larger audience.

It should be noted that the decrease in participation for various events was due to the pandemic. While we could not gather in large crowds, we offered varied ways of engaging in our content to suit the participant (both live virtual events and asynchronous content). Participation rates in our events during such a difficult year, proved that we must redefine that idea of a "successful" event in the face of COVID, isolation/quarantine, virtual/remote access, and the often severe impacts of each.

Domestic Violence Awareness Month (DVAM) Campaign

October is the nationally recognized month to raise awareness for domestic violence. During October, CSW developed and implemented the third campus-wide Domestic Violence Awareness Month (DVAM) campaign with a theme of "One Thing U Can Do". This month-long campaign focused on awareness and education for the campus community about domestic and dating violence (DV), by asking them to think about ways they can contribute to ending DV and supporting DV survivors. Information about DV as well as prevention and support resources were shared throughout October with daily social media posts, content in @theU, and several campus events. Highlighted events included CSW-hosted Healthy Relationships workshop and Bystander Intervention trainings, and panel discussions with survivor

support offices. A digital ambassador toolkit was also created to encourage partner offices and student groups to host/promote their own events utilizing curated messages, event ideas, and marketing tools. Ambassadors attended DVAM Info Sessions to learn more about this issue and how to use the toolkit. ***In total, 6 unique CSW-hosted events were offered to the campus community in addition to a month-long social media campaign utilizing #UofUDVAM and #OneThingUCanDo.***

Wellness Fair

Wellness Fair is an annual event that encourages students to consider their wellness holistically. Historically, we've done this by providing services and resources that address the various aspects of wellness (e.g., depression screenings and therapy dogs from the University Counseling Center; free flu shots from the Student Health Center; blood pressure screenings by the School of Pharmacy; free STI testing for gonorrhea and chlamydia by CSW).

Typically, the fair has brought in 500+ students eager to utilize free services, health screenings, and learn about local wellness resources. However, the past year warranted a different approach to Wellness Fair. 2020 unleashed a pandemic, unfurled natural disasters, and reignited the movement for racial and social justice. Each of these events highlighted the importance of health, wellness, safety, and equity for all and asked us to reconsider how we take care of ourselves in order to take care of one another.

To do this, we found it important to consider what wellness meant beyond the bounds of whiteness. Wellness, as it is often portrayed in industry and media, is narrowly defined and largely whitewashed, a portrayal that significantly impacts our BIPOC communities.

Our hope for Wellness Fair 2020 (WF2020) was to provide a (virtual) space for students and staff to dialogue about wellness at the University of Utah: how we define and approach it, accessibility of wellness resources, and the impact these realities on our community. Ultimately, we believed discussing these issues could inspire positive change so that our entire campus community could be well. We also wanted to provide space and activities for students to boost their wellness in ways not offered in the past—through peaceful movement, reflection, mindfulness, music, and dance.

So, for WF2020, we chose the theme *Wellness Beyond Whiteness*. The virtual Fair included:

- Staff and faculty panel discussion of the theme
- Student panel discussion of the theme
- Various mindfulness recordings by UCC's Change Coalition (Introduction to Mindfulness; Mindfulness of Emotions; Meditation on Fear, Discrimination, and Violence; Body Scan for Burnout)

A black rectangular graphic with white text. At the top, it reads "Wellness Fair" in a large, bold, sans-serif font. Below that, "Wellness Beyond Whiteness" is written in a slightly smaller, bold, sans-serif font. Underneath, the dates "November 9 - 13" are displayed. Below the dates are four white circles, each containing a black digit: "2", "0", "2", and "0", representing the year 2020. At the bottom, the website "wellness.utah.edu/wellnessfair" and the social media handle "@uofuwellness" are listed in a smaller, sans-serif font.

Wellness Fair
Wellness Beyond Whiteness
November 9 - 13
2 0 2 0
wellness.utah.edu/wellnessfair
@uofuwellness

- Dance tutorial by K-Pop @ UofU
- 30-minute recording of gentle yoga by local practitioner, Princesse DesRose
- A collaborative playlist to listen to while moving, meditating, studying, and more

Attendees gave positive feedback about the various components of the fair:

“I love the varied offerings, that some were synchronous and others not. I really enjoyed the staff/faculty panel because it gave a space for us to discuss our own wellness and not just the wellness of our students. We don't have enough space to do that!”

“I liked that the Wellness Fair elevated voices of students of color. I think that's so important, since people of color are not proportionately represented, especially in issues relating to health and wellness.”

“I like how accessible it was and there were ways to engage with wellness beyond the live events.”

“I think this was an wonderful array of options to be engaged in the discussion of wellness beyond whiteness. I would have loved to participate in the yoga! The Spotify playlist was a really awesome way to connect with the rest of our community.”

Overall, the Fair's live events had **46 participants**. **During the week of the Fair, traffic to the Fair's webpage included 764 users for 963 sessions. On Instagram, teaser videos with the staff/faculty panelists were viewed over 680 times. During the week of the Fair, the CSW account was viewed 54 times, gained 14 new followers, reached 3,969 new accounts, and had 12,328 impressions.**

Stalking Awareness Week

In January 2021, CSW promoted Stalking Awareness Week. Two ACES peer health educators spent the end of fall semester preparing information to combat harmful myths around stalking. During the first week of the spring semester, they posted interactive content on social media to address myths and share information. In addition, the ACES curated a watch party for the Netflix Series “You” and provided a powerful critique on the response it's received. In their related content, they addressed stalking via social media, the problem with romanticizing the stalker in the TV show, and resources for survivors.

Altogether, we hosted 4 Instagram posts, 1 blog post, and 3 social media takeovers during Stalking Awareness Week. The “You” watch party engaged over 20 people and collectively, the week's content had over 282 interactions (likes, shares, saves, and story post interactions).

Sexual Assault Awareness Month (SAAM) Campaign

Every April, CSW coordinates a campus wide initiative to raise awareness for sexual assault. Throughout the month, several educational events, resource information and more is shared to the campus community. The 2021 SAAM initiatives were guided by a committee co-chaired by an ACES peer health educator and a VSA Intern. The campaign theme was #UListenToSurvivors, to spread awareness of sexual assault and encourage people to practice consent – a key step in preventing sexual violence. We added a new project to this year's SAAM campaign: raising money to create care packages for victim-survivors of interpersonal violence. Care packages included: a soft blanket, a fidget toy, chocolate, and

essential oils. Each item was chosen to engage with the senses (touch, taste, smell) to help ground the survivor. The project was carried out by 3 Bennion Scholars. Through their efforts, they **raised over \$900 to create 50 care packages. Additionally, SAAM-specific social media content during the month of April resulted in over 23,000 impressions were seen via social media, reaching 1350 accounts with 39 website clicks and 526 profile views.**

Virtual events during the month included a social media competition (275 actively participated), Instagram stories, #UAskForConsent photo challenge, and peer-led wellness workshops that focused on healthy relationships and challenging rape culture. Multiple blog posts were created during SAAM to help share additional education to the campus community.

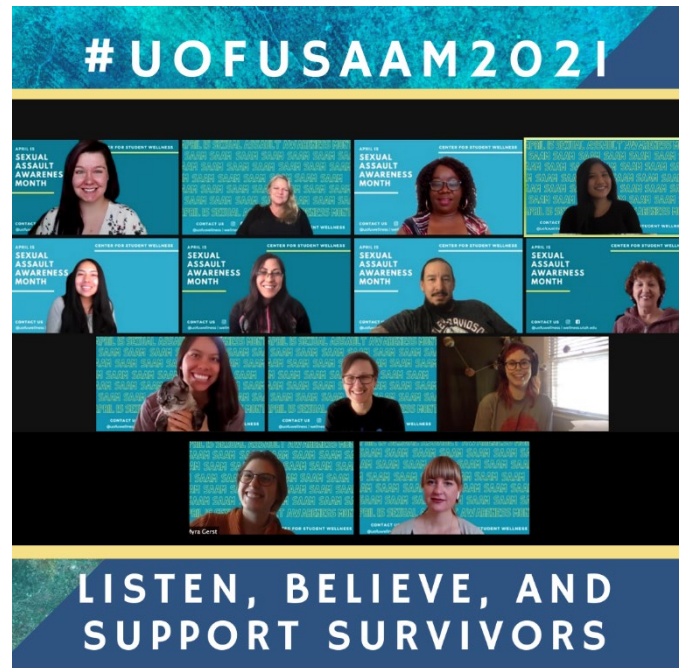
Mental Health Awareness & Resources Promotion

Thanks to a gift from the Huntsman Family, CSW began offering Mental Health First Aid (MHFA) Training for the University of Utah campus community in November 2020. In addition to building practical skills to notice mental health challenges and intervene to support an individual, MHFA provided a necessary space for participants to become more aware of 1) mental health challenges and their impact on our community members, and 2) mental health resources on campus and in the community. In order to best serve participants, we have created a listserv for all certified Mental Health First Aiders. Additionally, CSW has curated a mental health resource guide that we make available to them.

In September 2020, a collaborative event was hosted titled Movies for Mental Health in partnership with the University Counseling Center, ASUU, and a non-profit organization named Art with Impact. The purpose of the workshop was to destigmatize mental illness, increase dialogue about mental health issues among college students and provide information about the resources available to students both on and off campus. The workshop centers around 2 or 3 short films that focus on mental health concerns and includes small group discussions, skill building exercises to help with emotion regulation and wraps up with a panel Q & A. ***This virtual event saw over 80 students attend.***

During finals week for the fall semester, the Mental Health Intern put together self-care kits for students in the residence halls that included a healthy snack, tea, "U are Loved" stickers, and information about the importance of prioritizing mental health during this stressful time. ***Over 100 kits were distributed to students.***

In March 2021, for Men's Mental Health Week, two ACES peer health educators collaborated to write a blog post to address mental health challenges among folks who identify as men. In the piece, the



students addressed troubling statistics around men’s mental health and suicide. They encouraged readers to destigmatize reaching out for help, promoted resources that help folks detect and treat mental health challenges, and plugged local and national resources (crisis lines, therapy, and suicide prevention resources).

GOAL 1C: DEVELOP THE FIRST MEN’S ENGAGEMENT PROGRAM

- ✓ **OUTCOME: Hired 1.0 FTE Engagement Coordinator**
- ✓ **OUTCOME: Completed Healthy Masculinity training and Mental Health First Aid Instructor Training**
- ✓ **OUTCOME: Plan and develop the Engagement Program activities for FY22**

The CSW has partnered with the recipients of the Office on Violence Against Women grant (OVW) to provide partial funding for a staff member to develop the Men’s Engagement activities on campus with the remaining funding coming from the Student Mental Health Fee. This new program has been in development since 2019 but with full funding has allowed for the first Engagement Coordinator to be hired to oversee the planning and development of this initiative. This program aims to engage men at the U in efforts to improve mental health and reduce violence on our campus.

The staff member was hired in April 2020 and has since completed various trainings such as the Healthy Masculinity Institute’s Men Can Stop Rape and the Mental Health First Aid instructor training. These two priority areas are critical to address to create a healthier and safer campus community.

The FY22 report will include additional details and updates for this program.

GOAL 1D: IMPLEMENT AN ACTIVE AND COMPREHENSIVE COMMUNICATION AND MARKETING PLAN

- ✓ **OUTCOME: Maintained an active social media presence via Facebook, Instagram and Twitter**
- ✓ **OUTCOME: Formalized marketing and communication platforms use**
- ✓ **OUTCOME: Increased social media followers to 1,811 on Instagram and 928 on Facebook**
- ✓ **OUTCOME: Reached 13,764 unique individuals via social media**
- ✓ **OUTCOME: Published 24 blog posts and 192 social media posts on various wellness topics**
- ✓ **OUTCOME: Engaged ACES in 17 takeovers to promote ACES recruitment, Sexual Assault Awareness Month, and CSW workshops**
- ✓ **OUTCOME: Increased subscribers to email listserv by 16%**
- ✓ **OUTCOME: Raised \$19,030 from 121 unique donors through giving campaigns**

CSW is committed to providing accurate and engaging wellness announcements, information and education via our various communication channels. As the U campus community engages with information in several different ways, employing a comprehensive, coordinated and responsive marketing and communication strategy is important.

During FY21, CSW prioritized formalizing the marketing and communication platforms utilized to improve efficiency, streamline communication efforts, and increase brand awareness and engagement. To do so, the Marketing and Communications Program Assistant (the first professional staff member dedicated to this work specifically within CSW) built an efficient structure for information dissemination through the following platforms and channels:

- Facebook, Instagram, and Twitter
- Campus Connect
- Later (social media scheduler)
- Emma (email listserv manager)
- Website



By streamlining our marketing and communication efforts, CSW was able to increase brand awareness, disseminate health and wellness information regularly, build partnerships across campus to share information, and streamline tasks to reduce duplication of efforts.

CSW social media channels are the primary route for communication with students and during FY21, we were able to **increase our social media followers to 1.8K on Instagram and 928 on Facebook. These channels reached 13,764 unique accounts between Facebook and Instagram.**

Other avenues for disseminating wellness information are included through CSW's Wellness Blog and email listserv. During FY21, **24 blog stories were posted** focusing on various safety and wellness topics including domestic violence awareness month, the Campus Contraceptive Initiative, men's mental health, healthy relationships, sex during COVID, and more. Monthly newsletters also shared important updates, wellness tips, and events which **reached 1,183 subscribers. Our subscriber list increased 16% from FY20.**

In addition, CSW now regularly participates in gift-giving opportunities to raise funding for important wellness and safety initiatives. During FY21, two specific campaigns for the U's U Giving Day and for Sexual Assault Awareness Month, **raised \$6,530 from 121 unique donors.** The U Giving Day event raised important funds for the VSA emergency fund and the ACES Scholars program. For #UofUSAMM, a student project was developed to raise funding for survivor care packages to distribute throughout the year. You can read more about this effort under Core Objective 1, Goal 1B.



As CSW continues to leverage the power of social media to share information with a larger audience, improved analytic data will be collected to assess our reach and impact. The previous year, CSW more intentionally focused our efforts online and team members dedicated more time in curating content and messaging. The initial impact we have seen from better utilizing our social media channels has encouraged us to seek out additional strategies to improve.

COVID-19 IMPACTS FOR CORE OBJECTIVE 1

CSW was responsive to the evolving impacts of COVID-19 on in-person events and education. As the campus transitioned to virtual and online engagement and education, CSW worked to not just offer workshops virtually but to diversify the ways that this education could be delivered.

While CSW was able to convert all existing workshop requests to a virtual and online format, participation and requests for workshops did decline as expected. With an entire campus community facing various challenges and continued wellness concerns due to COVID-19, CSW decided to shift priorities to support student's foundational needs for safety and wellness. This included adjustments to the social media calendar (e.g., highlighting emergency services, food pantries, and mental health crisis supports), holding virtual office support hours, and proactive outreach to students about virtual service provision as we anticipated an uptick in student safety issues who may have been forced to quarantine in unsafe home environments.

Events and campaigns were also impacted by COVID-19 as all in-person activities had to be designed for virtual and online platforms. During a time where Zoom fatigue impacted online engagement, blending the delivery of events for both synchronous and asynchronous access proved to be important. Even with the change in delivery, encouraging students to attend optional events online during a socially isolating and stressful year was challenging. Regardless, CSW was committed to maintaining a high level of visibility of services and programs for students to remind them that we were still available to support them. CSW is strategizing other ways to connect and engage with students to continue providing outreach and raise awareness for services that are provided.

As FY21 concluded, and a return to campus in-person was being prioritized the new workshop developments will continue as an added feature of our office's programmatic efforts. Developing our programming to better address mental health and social connections is a major goal for the upcoming year.

Furthermore, FY21 solidified the importance of having a professional staff member focus specifically on marketing and communication efforts. With the previous year operations being 100% remote, leveraging our various communications channels was critical in maintaining an active presence with the campus community. However, the past year also proved that one 0.5 FTE position is not enough to support the growing marketing and communication needs for the office in a sustainable way.

RETENTION AND GRADUATION

CSW believes that wellness and safety are foundational for a student's academic success. Being exposed to healthy messages about wellness and safety during college is incredibly important as students are navigating new experiences, new relationships, and new independence. Cultivating a foundational culture of wellness at the University is key to supporting students in their academic pursuits. Holistically supporting students is a growing value within institutions of higher education as it is recognized that students who are safe and well, are more likely to succeed academically and complete graduation. Students who can engage in healthy behaviors, recognize early signs of distress, and feel confident in accessing wellness and safety resources are better equipped to navigate stressful experiences in a healthy and positive way.

CORE OBJECTIVE #2: VICTIM-SURVIVOR ADVOCACY

SA STRATEGIC OBJECTIVES ALIGNMENT

- Student Engagement and Support
- Student Health and Wellness
- Inclusion and Equity

U OF U GOALS ALIGNMENT

- Develop and Transform New Knowledge
- Promote Student Success to Transform Lives
- Engage Communities to Improve Health and Quality of Life

CSW PROGRAMS & INITIATIVES

- Victim Survivor Advocacy Services
- Survivor Support Groups

The Center for Student Wellness (CSW) supports the campus community through direct service and support programs. The Victim-Survivor Advocacy (VSA) program provides free, compassionate, and confidential support services for students, faculty and staff who have experienced interpersonal violence. This program adheres to evidence-based best practices and utilizes a client-centered empowerment approach with all service delivery. Strong coordination with partners ensures wrap-around support and warm handoffs with every student, faculty and staff member who seeks service.

GOAL 2A: PROVIDE DIRECT ADVOCACY SUPPORT AND COMPREHENSIVE SERVICES FOR STUDENTS, FACULTY AND STAFF WHO HAVE EXPERIENCED INTERPERSONAL VIOLENCE

- ✓ **OUTCOME: Provided timely outreach to 402 referrals and inquiry emails within 2 business days**
- ✓ **OUTCOME: Provided new intake appointments to 102 clients**
- ✓ **OUTCOME: Provided new and continued support services to 230 clients**
- ✓ **OUTCOME: Launched Tele-Advocacy Service to 100% of clients**
- ✓ **OUTCOME: Provided 2,023 unique comprehensive advocacy supportive measures and services**
- ✓ **OUTCOME: Developed and implemented two Survivor Support Groups**

The Victim-Survivor Advocacy program is a free, confidential, and trauma-informed service for students, faculty and staff who have experienced interpersonal violence (i.e., rape, sexual assault, sexual harassment, stalking, dating and domestic violence). This program provides comprehensive support services to victims and survivors as they access and navigate any resources, processes, and/or services that they feel would be relevant and helpful to them. Empowering clients to make informed decisions around their healing and justice is foundational to this program.

In the past year, all advocacy services were delivered virtually through a HIPAA-compliant Zoom platform as the CSW office moved to remote services. During FY21, **402 students, faculty and staff were referred** to our office to provide outreach of VSA services. Most referrals come from the Office of Equal Opportunity (OEO) who receive mandatory reports for sexual misconduct but can also come from self-referrals (through website, email, phone call or walk-in), U of U's Department of Public Safety, and other Student Affairs partner offices. Any referral that is sent to CSW is provided outreach within two business days. A follow-up for those individuals who have not engaged with the VSA program is provided a second outreach 10 days later. Due to changes in Title IX regulatory requirements, OEO provides the first outreach to a referral from a mandatory report and within two business days, the VSA program provides a follow-up outreach informing the individual of the confidential and free services that are available to them.

Of these referrals, **102 new clients engaged with our office and completed a new client intake appointment with a VSA staff member.** The number of clients that engaged with our office did decrease from the previous fiscal year which was expected as advocacy service providers nationally saw a decrease of engagement due to the pandemic.

However, we did have re-engagement from existing clients through FY21 (N=128) for **a total of 230 clients who were provided direct support services throughout the year.** Client eligibility is determined as being a current University of Utah student, staff, or faculty. As long as an individual is a member of the campus community, they can receive services from this program.

Overall, in the past 7 years (since the inception of the Victim-Survivor Advocacy program in 2014) there have been 677 unique clients who have engaged with our office. See Figure 1. As awareness and utilization of this service increases, we are confident that providing this free and confidential service to the campus community positively impacts academic success, student retention, and graduation.

Primarily, clients identified as students (80.4%), female-identified (87.8%), and white (72.4%). Over half (58.4%) of clients report their sexual orientation as straight. Other affiliation and demographic information are listed below in Table 2. Because this data was self-reported and optional, not all totals equal 100%. Furthermore, to protect the privacy and safety of VSA clients, any demographic information less than 2% is combined with other categories as noted. Continued improvements in data collection and assessment are being prioritized for the upcoming year to identify trends and improve service delivery to the campus community.

Figure 1
Victim-Survivor Advocacy New Client Intakes by Fiscal Year

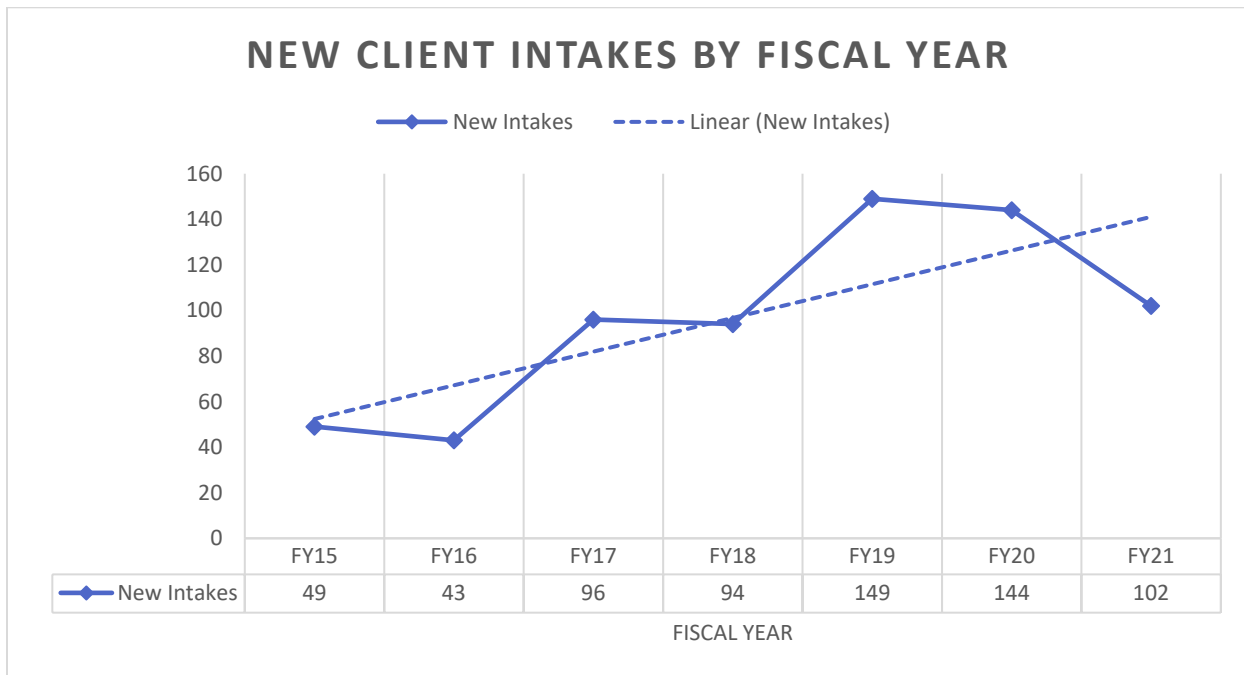


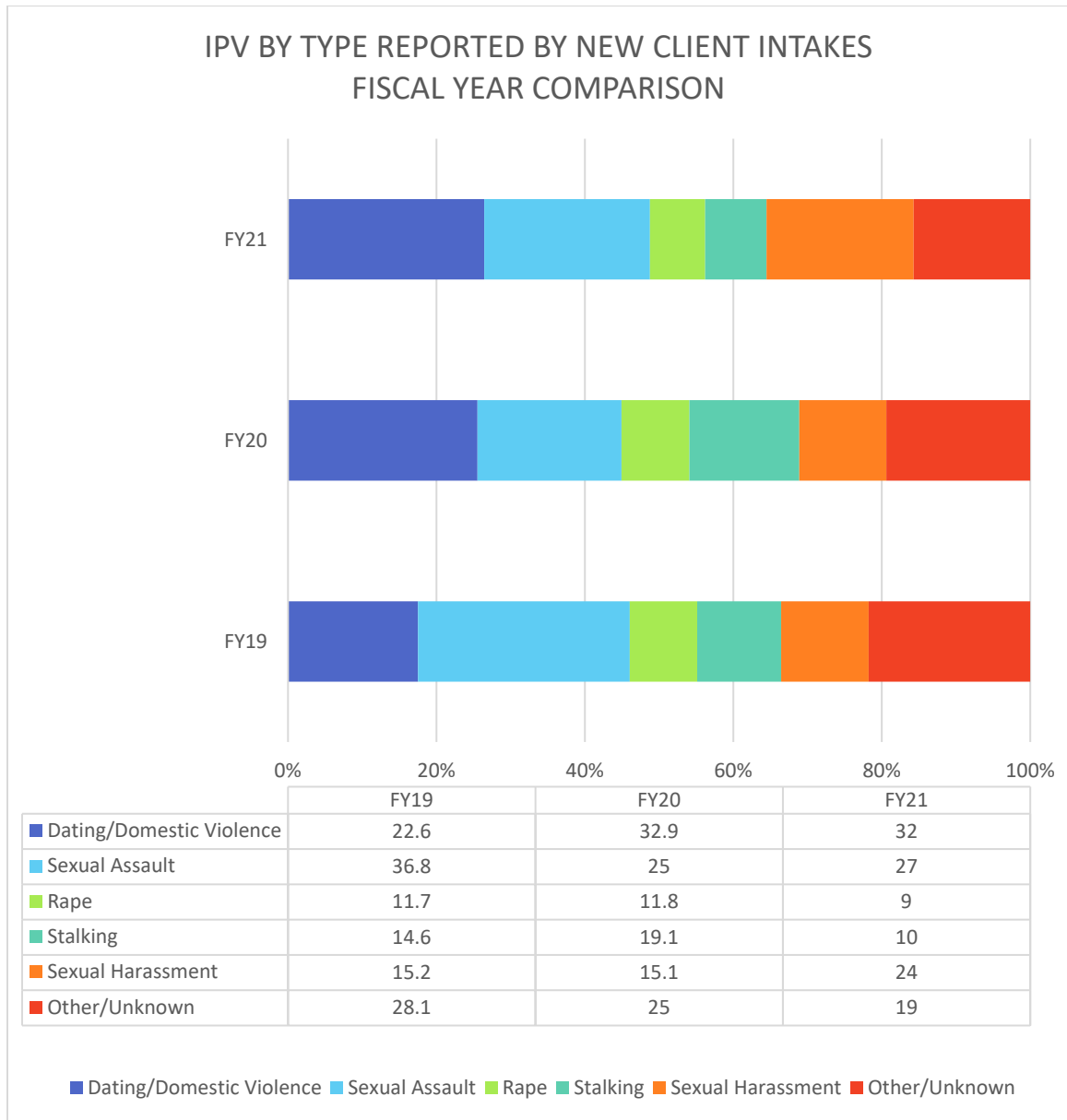
Table 2
Victim-Survivor Advocacy Client Demographics and Affiliations for FY21

CLIENT DEMOGRAPHICS*			AFFILIATIONS		
	#	%		#	%
GENDER			CLIENT STATUS		
FEMALE	195	87.8	NEW	102	44.3
MALE	10	4.5	EXISTING	128	55.7
TRANSGENDER/NON-BINARY/GENDERQUEER/OTHER	14	6.5	CAMPUS AFFILIATION**		
PREFER NOT TO DISCLOSE	3	1.4	STUDENT ONLY	185	80.4
SEXUAL ORIENTATION			STAFF/EMPLOYEE	52	22.6
STRAIGHT	118	58.4	FACULTY	5	2.2
LESBIAN	8	4.0	OTHER	19	9.2
GAY	7	3.5	OTHER AFFILIATIONS+		
BISEXUAL	28	13.9	VETERAN/ACTIVE DUTY	4	2.0
QUEER OR OTHER	21	10.4	ATHLETICS AFFILIATED	5	2.4
PREFER NOT TO DISCLOSE	20	9.9	GREEK (SORORITY/FRATERNITY)	24	11.3
RACE			NOTES		
AFRICAN AMERICAN/BLACK	5	2.4	*CLIENT DEMOGRAPHICS ARE COLLECTED DURING INTAKES AND ARE OPTIONAL TO COMPLETE. TO PROTECT THE PRIVACY AND SAFETY OF OUR CLIENTS, FOR DEMOGRAPHIC COUNTS BELOW 2% THEY ARE INCLUDED IN AN INDICATED CATEGORY. CLIENTS ARE ALSO ABLE TO SELECT MORE THAN ONE IDENTITY SO TOTALS MAY EXCEED 100%		
ASIAN AMERICAN	11	5.2	**CLIENTS MAY IDENTIFY AS BOTH A STUDENT AND EMPLOYEE SO TOTALS MAY NOT EQUAL 100% TOTALS MAY NOT EQUAL 100%		
HISPANIC/LATINX	22	10.4	+AFFILIATIONS ARE SELF-REPORTED BY CLIENT DURING INTAKE		
NATIVE AMERICAN	5	2.4			
PACIFIC ISLANDER/SOUTH ASIAN	5	2.4			
WHITE	153	72.4			
2+ RACES/OTHER	12	5.7			
PREFER NOT TO DISCLOSE	11	5.2			

New client cases ranged in the type of interpersonal violence (IPV) they reported. Rape and sexual assault were the most frequently reported experience (36%) but closely followed by a growing rate of dating and domestic violence (32%). Other types of IPV reported included stalking (10%), sexual harassment (24%), and other (19%). “Other” includes violation of protective orders and/or no contact directives, retaliation, secondary survivor, family violence, sex trafficking, sexual exploitation, childhood sexual abuse, fondling or undisclosed forms of IPV. Reporting the type of interpersonal violence experienced is not required to seek service and some clients reported more than one type of IPV so totals do not necessarily equal 100%. See Figure 2 for a fiscal year comparison of the previous 3 years for new clients.

The impact of trauma on wellness, healing and academic success can be nuanced and complex. Encouraging students, faculty, and staff to seek support after an IPV experience can provide urgent case management support and trauma-education so that clients feel empowered to make individualized decisions to begin/continue their healing, support their wellness and safety, and maintain their academic pursuits.

Figure 2
Interpersonal Violence Type Reported by New Clients FY19-FY21 comparison



CSW plans to prioritize improvements in our data collection and assessment strategy to determine long-term impacts of this program including student retention and graduation, wellness, and resiliency. Additionally, as we continue to assess our current data, our prevention and education programs can better tailor workshops, training, and other activities to address trends we are seeing. This information will also be utilized over the coming year to identify new areas of program development.

GOAL 2B: PROVIDE COMPREHENSIVE SUPPORT AND SAFETY SERVICES FOR VSA CLIENTS

- ✓ ***OUTCOME: Provided 3,028 unique comprehensive advocacy supportive measures and services***
- ✓ ***OUTCOME: Coordinated service plans in partnership with 35+ campus and community partners***

The VSA program provides several supportive measures and services that include education regarding trauma, safety planning, information and support for reporting, academic support, employment support, medical and mental health referrals, campus or community resources, and secondary survivor support. These support services are critical for students, faculty and staff, who have experienced IPV to safety plan, to seek healing, and continue their academic careers at the University of Utah.

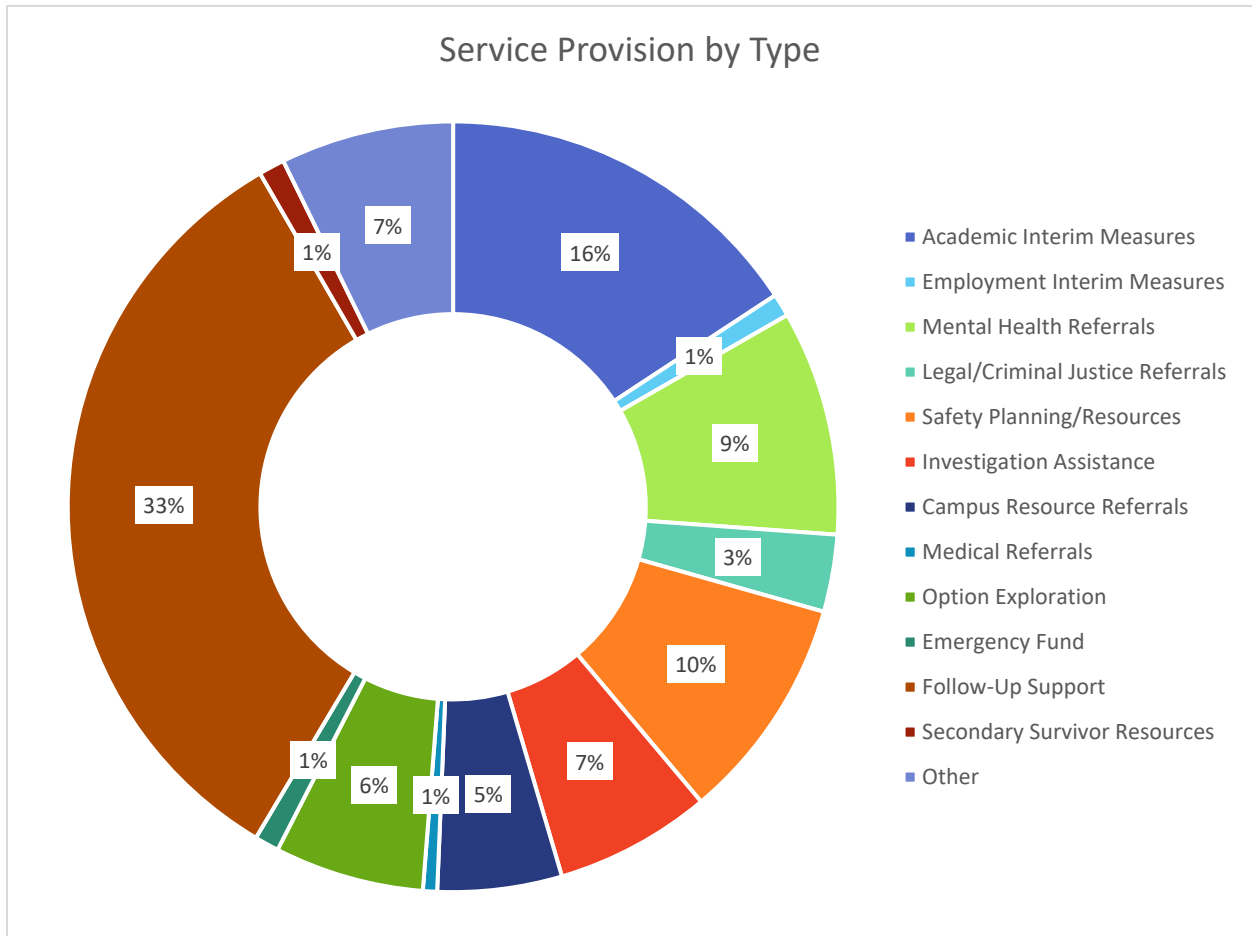
During FY21, ***3,028 unique comprehensive advocacy supportive measures and services were provided to both new and existing clients. This averages to 13+ unique services requests/client.*** Detailed descriptions of each type of support service include:

- 477 academic interim measure requests were provided. Examples include faculty requests, retroactive withdrawal, late withdrawal, tuition reimbursement, scholarship reinstatement, re-admission, academic advising, and request for incomplete class status.
- 29 employee interim measure request were provided. These may include schedule change requests or supervisor change requests.
- 286 mental health support services provided:
 - 263 referrals were provided to both on-campus (e.g., University Counseling Center, Women's Resource Center) and off-campus providers.
 - 23 Crisis Response Planning services were provided. Examples include supporting students in crisis with mental health crisis referrals.
- 98 criminal and/or civil justice resources and referrals were provided. Examples include referrals to Legal Aid or Utah Office for Victims of Crime, assisting with stalking injunctions and protective orders.
- 287 safety planning and support services were provided. This includes both campus-based and community measures.
 - 172 campus safety planning supports were provided. Examples include general safety planning, assistance with No Contact Directives, emergency housing, and referrals to UUPD's Courtesy Escort program.
 - 105 community-based safety planning supports were provided. Examples include off-campus housing needs, emergency shelter, and referrals to the Family Justice Center, YWCA, or South Valley Sanctuary.
 - 10 Lethality Assessments were administered for clients who disclosed concerning details of their assault that may escalate or raise their risk for lethality.

- 199 investigation assistance services were provided. Examples include reporting and investigation assistance for Title IX (OEO), law enforcement, and student conduct (ODOS).
- 158 campus resource referrals were provided. Examples include referrals to LGBT Resource Center, Center for Disability and Access, the Student Success Advocates, and the Learning Success Center.
- 18 medical referrals were provided. Examples include referrals to the Student Health Center, sexual assault forensic exams, strangulation forensic exams, pregnancy testing, STI testing, and abortion services.
- 33 secondary survivor resources were provided. Examples include education about trauma and referrals for support in processing.
- 31 emergency fund services were provided. Examples include financial assistance for security cameras, key/lock changes, short-term service needs, and academic tutoring.
- 190 option exploration services were provided. Examples include education about investigative processes.
- 1002 follow-up services were provided. Examples include checking in on inactive or unengaged clients, following-up for information by request of other partners, sharing updated information from a process or investigation.
- 220 services categorized as “other” were also provided. This could include faculty consultations, DCFS reporting assistance, etc.

Most services focus on various areas of wellness and safety including mental health, academic support, safety planning, investigation assistance and following up regularly with clients. This is depicted in Figure 3. Navigating these processes and services can be complicated and overwhelming, especially for individuals who have experienced violent trauma. The support from the VSAs helps empower clients to make informed decisions and offer stability and structure throughout their time at the U. Clients can utilize the VSA program at any time throughout their academic or professional time at the University as it is recognized that the impacts of trauma are far-reaching and can be unpredictable.

Figure 3
Victim-Survivor Advocacy Services Provided by Type During FY21



CSW maintains strong partnerships with both campus and community agencies to provide efficient and coordinated client support through the VSA program. Coordination with these partners assist CSW with mental health and medical referrals, strangulation and sexual assault forensic exams, hospital response, community-based advocacy, support with criminal and civil justice processes, expedited divorce, emergency shelter, protective orders, stalking injunctions, legal representation, and assistance with immigration issues. CSW also coordinates strongly with off-campus law enforcement agencies (e.g., SLPD, Unified, Murray, Midvale, Bountiful, Herriman) to provide streamlined support for clients. In addition, when pertinent, we partner with agencies in other states for case coordination, safety planning and support with criminal justice processes.

Partners included, but are not limited to:

Campus Partners

- Office of the Dean of Students
- Office of Equal Opportunity
- Department of Public Safety
- U Safety
- Housing and Residential Education
- USA Housing
- University Counseling Center
- Women's Resource Center
- Center for Disability and Access
- Student Health Center
- LGBT Resource Center
- Veteran Support Center
- Office of Equity, Diversity, and Inclusion
- Financial Wellness Center
- Student Success Advocates
- Learning Success Center
- Commuter Services
- Human Resources
- Employee Assistance Program

Community Partners

- WSU, USU, SLCC, BYU, UVU Victim Advocates
- FBI Victim Advocate
- Jewish Family Service
- Rape Recovery Center
- Salt Lake District Attorney Victim Services
- Salt Lake Police Department Victim Services
- South Valley Services
- Utah Domestic Violence Council
- Utah Crime Victim Legal Clinic
- Utah Office for Victims of Crime
- Legal Aid
- Utah Attorney General Office
- Utah Coalition Against Sexual Assault
- Family Justice Center + YWCA
- Wasatch Forensic Nurses

The VSA program has implemented standardized protocols and procedures to improve efficiency for outreach, assessment, and service provision. VSA staff and interns undergo extensive and ongoing training and professional development. As awareness for this campus service continues to grow, the VSA program will continue evolving and reassessing to best meet the needs of the campus community. To date, all advocates are required to complete the following trainings:

- 40-hour Sexual Assault Counselor (Utah Confidential Communications Act)
- Lethality Assessment Protocol (includes DV case management and strangulation)
- Clery Act: Campus Security Authority and internal protocol
- FERPA
- Crisis Response Planning
- Active Shooter
- Tele Advocacy Service
- Bystander Intervention
- Responding Compassionately to Disclosures of IPV
- Safety Planning
- Title IX investigation and hearing process navigation

- REDcap database
- Facilitating support groups

GOAL 2C: PROVIDE SURVIVOR SUPPORT GROUPS FOR STUDENTS WHO HAVE EXPERIENCED IPV

- ✓ **OUTCOME: Developed and implemented the IPV Survivor + Education Support Group**
- ✓ **OUTCOME: Developed and piloted the Men's Survivorship Support Group**

The VSA program developed and implemented the first CSW-facilitated support groups for survivors of interpersonal violence during FY21. While group curriculums were designed during FY20, the pandemic caused a pause in their implementation. The implementation of the FY21 groups highlighted the importance of offering this new service to support survivors in their healing journey and to build a sense of community with others. ***Two specific support groups were created by VSA interns as a part of their practicum projects and discussed further in Core Objective #4.***

Two groups were designed including the Men's Survivorship Support Group and the IPV Survivor Support + Education group. Both groups were developed as a 6-8 week group and included the following topics for survivors:

- The physiology of trauma
- Identifying and managing triggers
- Giving voice to our stories
- The healing process
- Mourning our losses
- Emotional and mental trauma reactions
- Survivor myths
- Process of healing
- This Survivor Group

The development of these groups has paved the way for continued survivor support groups to be offered during the upcoming year. Two additional groups will be offered in FY22 including the Queer Survivor Support Group and the Women of Color Survivors Support Group.

COVID-19 IMPACTS FOR CORE OBJECTIVE 2

The impacts of COVID-19 on direct advocacy support included both challenges and new opportunities. In alignment with national trends, victims and survivors of IPV faced unique concerns as the country quarantined. In particular those who resided in unsafe and unhealthy at-home environments were more at risk to experience continued or more lethal forms of violence. Leaving an abusive home is difficult. Interpersonal violence, and in particular domestic violence, is complex and in times of high stress, such as during a pandemic, rates of violence increase. Coupled with the Stay Home, Stay Safe measures from state leadership, factors that contribute to domestic violence are exacerbated. Isolation, inability to reach out for help safely, and financial instability are just a few of the byproducts of the COVID-19

pandemic that made it even more challenging to reach those in need and for those in need of support to reach out. Furthermore, for university community members who had limited or insufficient access to technology and internet, getting connected to resources was even more challenging.

The VSA team was able to successfully launch Tele-Advocacy Services through a HIPAA-compliant Zoom license. Being able to provide virtual service reduced barriers for some campus community members to receive service where historically meeting onsite could have been more problematic. TAS is now a streamlined and sustainable service option for students, faculty and staff. The development of online service provision enhances the ability of the VSA program to better meet client needs.

RETENTION AND GRADUATION

The direct services that CSW provides to the campus community have both direct and indirect impacts on student retention and graduation. In particular for students who have experienced IPV, having trauma-informed support services available greatly assists them as they navigate their individualized path for healing and justice. The impacts of trauma are far-reaching and academic success can be in jeopardy. The VSA program consistently receives feedback from clients sharing that without the support of this program, they may have dropped out of school or performed poorly in their classes. Being able to coordinate wrap-around support for students who are most in need is a primary function of the VSA program.

STUDENT QUOTES

Students, faculty and staff who utilize the VSA program and its services have shared how the program has supported them as they navigate a traumatic and challenging time. Both former and current clients have shared that:

"I was in a horrible and stressful situation, and these individuals were able to provide a calm and relaxing environment that helped me to overcome what I faced. "

"I felt welcomed, I never felt judged and most importantly I felt heard and believed."

"The meeting helped validate and heal a lot of emotions I was having through my healing process and gave me a safe space to turn to."

CORE OBJECTIVE #3: WELLNESS SERVICES AND SUPPORT

SA STRATEGIC OBJECTIVES ALIGNMENT

- Student Engagement and Support
- Student Health and Wellness
- Inclusion and Equity

U OF U GOALS ALIGNMENT

- Develop and Transform New Knowledge
- Promote Student Success to Transform Lives
- Engage Communities to Improve Health and Quality of Life

CSW PROGRAMS & INITIATIVES

- Pleasure Pack Delivery Service
- STI/HIV Testing
- Wellness Coaching
- Recovery @ the U

The Center for Student Wellness (CSW) provides free prevention and harm reduction services and programs for the campus community through STI/HIV testing for students, safe(r) sex supplies, wellness coaching, and is the new home for the Collegiate Recovery Program (Recovery @ the U) for students. All services are provided free of charge to reduce barriers to access.

GOAL 3A: OFFER ACCESSIBLE AND FREE SEXUAL HEALTH SERVICES*

- ✓ *OUTCOME: Paused the student-led Pleasure Pack Delivery Service, drop-in HIV testing, and mobile STI testing clinics*
- ✓ *OUTCOME: Changed delivery of safer sex supplies from PPDS program to distribution at various locations across campus*

**Due to the pandemic, the Pleasure Pack Delivery Service and STI/HIV testing were placed on hold.*

According to the 2021 National College Health Assessment, 51% of University of Utah students were sexually active in the past year. However, only 57% of students report using a condom during vaginal intercourse and only 11% during anal intercourse. In 2018, Campus Contraceptive Initiative (CCI) completed an assessment to learn more about students' sexual behaviors and attitudes. It revealed that 61% of sexually active students would use barrier methods (like condoms and oral dams) if they were available for free. The assessment also identified many obstacles to accessing barrier methods. These barriers were: money, time, stigma, embarrassment, and availability.

Furthermore, sexually transmitted infection (STI) rates have increased dramatically over the last 4 years (UDOH, 2019). Barrier methods are the only type of contraception that can prevent the spread of STIs. To lessen the risk of transmission among students, it is important to increase access to safer sex supplies, testing services, and information about sexual health. Research also shows that providing comprehensive sexual health education programs (based in medically and scientifically accurate information) to young people has far-reaching positive impacts. More specifically, those who participate in such programs are "more likely to: delay initiation of sexual intercourse; have fewer sex partners; have fewer experiences of unprotected sex; and increase their use of protection, specifically condoms" (CDC).

For students who are already sexually active, access and education encourages safer sex practices and for those who are not currently sexually active, provides an opportunity to become more informed and therefore make safer decisions when it comes to their sexual health when they do choose to become sexually active.

To encourage safer sex practices, CSW is the primary distributor of free protective barriers (e.g., internal/external condoms, oral dams) through the Pleasure Pack Delivery Service. Additionally, we offer free HIV testing for students through drop-in hours and free STI testing (gonorrhea and chlamydia) through the mobile clinics, during which ACES peer health educators provide sexual health peer counseling and education for the campus community.

Safer Sex Supplies (or Pleasure Pack Delivery Service, PPDS)

Historically, protective barriers (e.g., internal/external condoms, dental dams) were sold through CSW at a low cost (\$2 for 20) until Spring 2020. As of January 2020, CSW shifted to using the Pleasure Pack Delivery Service, which is a student-created program for discreet distribution of safer sex supplies. Students order “Pleasure Packs” online through a private form and choose one of 11 pre-customized options. In Spring 2020, those packs were delivered to student mailboxes in each residence hall. After a change in mail delivery system, CSW shifted from a delivery to a pick-up model, where students could pick up their packs at one of four locations across campus (CSW, Union, Kahlert Village, American Indian Resource Center).

Due to the pandemic and University closures, PPDS was put on pause in mid Fall 2020. In its absence, CSW stocked various locations with single condoms and lubricant for students to pass by and pick up. These locations included the Feed U Food Pantry and outside of the CSW suite in the Eccles Student Life Center.

STI/HIV testing

Due to the pandemic, CSW’s STI/HIV testing programs were put on hold. However, referrals to community partners assisted students in finding the necessary centers for regular testing. We provided referrals to the Student Health Center, Utah Aids Foundation, and Planned Parenthood as an alternative to our testing services.

GOAL 3B: OFFER WELLNESS COACHING SERVICES FOR INDIVIDUALS AND GROUPS

- ✓ ***OUTCOME: Provided 96 individual virtual wellness coaching sessions for 28 students***
- ✓ ***OUTCOME: Provided 10 virtual group wellness coaching sessions***

For FY21, CSW’s Graduate Assistant provided virtual wellness coaching services for students. In response to the growing mental health concerns of students during the pandemic, virtual group sessions were developed for both undergraduate and graduate students to attend. Wellness Coaching is designed to be a one-on-one or group format session where a coach supports their clients in achieving self-defined health and wellness goals. This growth-promoting relationship elicits motivation, increases the capacity to change, and facilitates a change process through visioning, goal setting, and accountability. The job of the coach is not clinical in nature but rather serves as an ally and resource for their clients. The wellness coach does refer to other medical, psychological, nutritional, and other health-related services if

appropriate. Students in need of more in-depth or clinical support are referred to other partners for service.

Individual sessions were popular during FY21. The top 5 reasons students sought out wellness coaching were around: school management, journaling, reframing mindset, self-care, and physical movement. ***During the fall semester, 14 students were seen over 34 sessions for an average of 2.4 sessions per student. In the spring, 14 students were seen over 62 sessions, for an average for 4.4 sessions per student.***

Group wellness sessions were also developed and offered during the year and these focused on group discussion and support through sharing experiences, participating in a focused group activity, and creating a plan to achieve an actionable wellness goal. Group sessions leverage the strengths of the group by sharing experiences which creates a sense of community, builds social connections, encourages self-efficacy, and lessens loneliness. The group format encourages others to share ideas for support and strategies to overcome wellness barriers with other attendees. Participation in the group activity is intentionally designed to provide tools/resources related to the session's wellness focus. Lastly, each attendee creates an actionable wellness goal that can be completed in a week to promote wellness in the topical area and build confidence.

Group wellness coaching sessions were offered on the following topics:

- Managing Anxiety in Academics
- Healthy Desk Habits
- Self-care*
- Time Management
- Avoiding the All-nighter/Sleep*
- Keeping a Schedule
- Desk Ergonomics*
- Setting Boundaries *
- Imposter Syndrome*
- Procrastination Busters

These group sessions were able to provide necessary support for students as they were attempting to navigate the conclusion of a very difficult semester. While some sessions did not see any participants, others were quite popular (indicated by *). ***In total, at least 14 students attended group wellness coaching sessions over the course of the year.***

GOAL 3C: DEVELOP THE COLLEGIATE RECOVERY PROGRAM

- ✓ ***OUTCOME: Hired a 0.5 FTE Recovery Program Coordinator***
- ✓ ***OUTCOME: Began developing Recovery @ the U structure for FY22***

In March 2020, the U's Collegiate Recovery program was transferred from being overseen by the College of Social Work to the Center for Student Wellness. The pandemic, change in staff, and student volunteer

graduations left the program in a dormant phase. The transfer to the CSW allowed for new growth and development in partnership with the College. In May, the CSW's first Recovery Program Coordinator was hired to help research and create the goals and objectives for this revived program.

To date, the coordinator has prioritized building a recovery community with newly scheduled events and engagement opportunities for the fall semester. We are excited to report in FY22 the efforts of this program during its first year housed within our office.

COVID-19 IMPACTS FOR CORE OBJECTIVE 3

The impacts of COVID-19 on direct advocacy support included both challenges and new opportunities. As FY21 saw the pausing of all HIV/STI testing as well as the PPDS program, the health education team had to shift to ensure that safer sex supplies were still available for students. Condoms were still provided to the campus at no cost at convenient pick up spots including the Union front desk and in the residence halls. These program cancellations removed a critical service for students and with similar closures throughout the state, very few testing services were available for students throughout the previous year. The funding costs typically associated to provide these services were redirected for the fiscal year to prioritize other urgent projects pertaining to student support and need due to the pandemic. HIV/STI testing will resume in FY22 and the Pleasure Pack Delivery Service is set to begin in September of 2021.

The wellness coaching service was also shifted to online and virtual platforms. For students who had inadequate access to technology and internet, this posed significant challenges. The focal areas for the wellness coach shifted to prioritize mental health and the impacts of COVID-19 on student's wellness goals.

RETENTION AND GRADUATION

The direct services that CSW provides to the campus community have both direct and indirect impacts on student retention and graduation. Programs such as PPDS and other safer sex programs, the impacts on retention and graduation are positive. Students are more likely to drop out of school when they experience unintended pregnancies as the stress and financial costs can be overwhelming. When students are able to lead healthy and safe sexual lifestyles, they are better equipped to excel in their academic pursuits.

STUDENT QUOTES

Students who have utilized the new Pleasure Pack Delivery Service have also shared:

"I think it's a swell idea! Especially when the closest grocery store (Smith's) hides all their sexy stuff behind a literal giant pillar like it's shameful. Pff. We're all adults here, Smith's."

“Thanks again for providing this service. Love to see people promoting an openness about sex and how to safely have it!”

“Honestly, I think it's great! You guys offer the perfect types of protection for safe sex. Thanks a lot!”

CORE OBJECTIVE #4: STUDENT INVOLVEMENT & DEVELOPMENT

SA STRATEGIC OBJECTIVES ALIGNMENT

- Student Engagement and Support
- Student Health and Wellness
- Inclusion and Equity

U OF U BIG GOALS

- Develop and transform new knowledge
- Promote student success to transform lives
- Engage communities to improve health and quality of life
- Ensure long-term viability of the University

CSW PROGRAMS & INITIATIVES

- ACES Peer Health Education Scholars Program
- VSA MSW Practicum Internships
- CSW Internships

Engaging students in CSW initiatives amplifies the impact and reach of these programs. Equally important, student voices are essential in informing new programs, providing relevant feedback for improvement, and identifying gaps in programming and services. Furthermore, CSW is committed to engaging the next generation of professionals, leaders, and advocates by offering skills-based training opportunities for experiential learning within real-world settings under the supervision and mentorship of professional staff.

GOAL 3A: EXPAND EVIDENCE-BASED PEER HEALTH EDUCATION PROGRAM

- ✓ ***OUTCOME: Expanded program into ACES Peer Health Education Scholars program with a cohort of 18 students***
- ✓ ***OUTCOME: ACES facilitated 38 hours of educational workshops***
- ✓ ***OUTCOME: ACES provided 40 peer-led wellness events, workshops, and services***
- ✓ ***OUTCOME: ACES reached an estimated 1266 students through workshops***
- ✓ ***OUTCOME: ACES engaged peers on social media through 17 takeovers, contributed to or curated content at least 17 times, and wrote 5 blog posts***

The ACES Peer Health Education Scholars Program first began with 6 students funded by the Parent Fund during FY19. The pilot program’s success signaled its ability to expand and the Student Mental

Health Fee allowed for the creation of a more robust Scholars Program. This program follows evidence-based models for peer-to-peer programs. ACES provide a range of educational opportunities for their peers, in the form of workshops, outreach, and campus-wide events. The team is divided into 3 subgroups that focus on sexual wellness, alcohol and other drug (AOD) harm reduction, and violence prevention and meet weekly for their ACES class. Weekly course topics included developing facilitation skills, the Utah opioid crisis and public health approach (Utah Naloxone), implicit bias and its impact on Bystander Intervention, intro to mindfulness, LGBTQIA+ inclusive practices, building our brand, and fake news vs reality. **For FY21, the team was expanded to 18 students.**



Once trained, ACES facilitated workshops (e.g., Safe(r) Party Culture, Bystander Intervention Training), events (e.g., Drug Takeback, STI Testing Clinics), and outreach (e.g., tabling) across campus. ACES members were asked to co-chair the Sexual Assault Awareness Month (SAAM) planning committee, which helped create a student-driven campaign for the campus community. Even with a disruption in their wellness offerings due to COVID-19, **ACES provided 38 educational workshops and reached 1,266 students through workshops. It is estimated that hundreds of additional students were reached through social media Instagram takeovers, virtual programs and education, and other outreach opportunities.**

The success of this program has allowed for a continued expansion for the upcoming year with three additional members and an extended focus on mental health.

Data collection and assessments are being tied closely to this program to determine our impact in extending outreach, improving wellness outcomes among students, and building leadership and wellness skills among the ACES team members.

GOAL 3B: PROVIDED VICTIM-SURVIVOR ADVOCACY INTERNSHIPS THROUGH THE COLLEGE OF SOCIAL WORK MSW PRACTICUM PROGRAM

- ✓ **OUTCOME: Offered VSA Internships with two 1st year MSW Practicum students**
- ✓ **OUTCOME: Interns completed 900 hours of advocacy-related services and education**
- ✓ **OUTCOME: Interns developed and implemented two new support groups for survivors**
- ✓ **OUTCOME: Interns assisted in planning #UofUDVAM and #UofUSAAM campaigns**

In FY19, CSW identified an urgent need to expand capacity within the advocacy program to best serve the needs of the campus community, to better prioritize and support staff well-being, and aid in burnout prevention. For FY20, CSW launched a Victim-Survivor Advocate training program that allowed for two

graduate students from the College of Social Work to complete their practicum requirements through the CSW VSA program. These two interns added valuable support to the VSA program including expanded service provision, IPV education, and outreach efforts. This program also provided a cost-effective way to generate capacity for the program while providing a high-level training opportunity for graduate students. Due to its success, 2 new practicum students joined CSW for FY21 as VSA Interns.

The interns ***completed 900 hours (450 per student) for direct service, outreach and IPV education efforts.*** Practicum requirements ask for interns to complete direct practice with individuals and groups as well as dedicated hours for a macro-level or community-based project.

Direct Practice

Interns complete training and supervision to provide trauma-informed and compassionate advocacy services for clients of the program which increases capacity to support the growing needs of students, faculty, and staff who have experienced IPV. Each intern is mentored and trained by professional staff and receives weekly supervision from a licensed staff member (Assistant Director of Advocacy).

As a part of their practicum, VSA interns are required to complete direct practice for groups which included the development and implementation of a support group for survivors of IPV. Interns for FY21 completed the creation of an IPV Support + Education group and a Men's Survivorship group and are discussed in more detail under Core Objective 2.

Macro/Community Project

Each intern was assigned to co-chair either the Domestic Violence Awareness Month campaign or the Sexual Assault Awareness Month campaign. Interns were tasked with meeting with their co-chairs regularly, outlining activities and key messages for the month, and implementing a specific event for the campaign. These campaigns are campus-wide efforts and are CSW's two largest awareness programs for the year. Additional details are included under Core Objective 1.

GOAL 3C: OFFER STUDENT INTERNSHIP OPPORTUNITIES

- ✓ ***OUTCOME: Four student internships were completed***
- ✓ ***OUTCOME: Interns completed 3,400 hours of wellness-related projects***

CSW provided four student internship opportunities during FY21. Student interns are mentored by professional staff and strategic goals and objectives were developed to serve CSW's mission and the personal or academic goals of the student. With the expansion of the ACES Peer Health Education Scholars program, additional internship opportunities have decreased over the year.

Mental Health Internship

A one semester internship was awarded to address mental health-related efforts at the U. This internship was funded by the Student Mental Health Fee.

During the fall semester, a 50-hour internship was completed focusing on raising awareness for mental health resources and education including:

- Social media posts on mental health resources
- Wellness Blog post on mental health and suicide prevention
- Participation in the Movies for Mental Health event with 80+ attendees

ACES Summer Internships

In Summer 2021, 3 ACES interns volunteered to work on 3 projects:

- Preparing a lesson plan, Stress Care, for the newest ACES team (mental wellness)
- Planning events for Domestic Violence Awareness Month (DVAM) for October 2021
- Developing a second lesson plan to complement the existing workshop, “Challenging Rape Culture”

Each intern contributed 2-5 hours per week over the summer (which spanned FY20 and FY21), amounting to nearly 100 hours of work. Their work over the summer helped prepare CSW for the ACES expansion and intentional programming in FY21.

COVID-19 IMPACTS FOR CORE OBJECTIVE 4

The transition to a full year of remote learning for the campus had various impacts on our student involvement programs. For many of our students, we found that balancing the roles as both student and student leader/intern was challenging. Prioritizing self-care, completing coursework as a student and still fulfilling the commitments of the student role within CSW had to be evaluated and adjusted throughout the fiscal year. Shifting training, social connection opportunities, and supervision to a strictly virtual format was doable, however, can never replace in-person activities.

RETENTION AND GRADUATION

CSW’s student involvement opportunities directly supports the retention of students and ultimately their graduation. The ACES Peer Health Education Scholars program and MSW internships include a scholarship that supports their academic efforts financially which can help to offset the rising cost of a higher education degree. Furthermore, these programs provide relevant training and mentorship for the next generation of professionals and leaders. Students who are engaged and find value in extracurricular opportunities tend to be more likely to continue their academic pursuits.

CORE OBJECTIVE #5: EQUITABLE ACCESS TO INCLUSIVE SERVICES

SA STRATEGIC OBJECTIVES ALIGNMENT

- Student Health and Wellness
- Inclusivity and Equity

U OF U BIG GOALS

- Develop and transform new knowledge
- Promote student success to transform lives
- Engage communities to improve health and quality of life
- Ensure long-term viability of the University

CSW PROGRAMS & INITIATIVES

- EDI education and discussion group
- Student Development
- Program expansions
- Accessibility considerations

Addressing accessibility barriers to our services and programs and exploring strategies to build equitable access for underserved and underrepresented campus community members, has been a major focus for CSW this previous year. Program assessment has helped staff identify gaps and barriers and to determine steps needed to create more inclusive practices and approachable services. Centering CSW's work on equity and access prioritizes efforts that will better serve campus community members whose identities or lived experiences are underrepresented. We recognize that there is much work to be done and efforts should always continue to improve both as individuals and as an office.

GOAL 5A: PRIORITIZE EDI EDUCATION AND GROWTH WITHIN CSW TEAM

- ✓ *OUTCOME: Supported staff to prioritize individual EDI work and education for up to 4 hrs/week*
- ✓ *OUTCOME: Prioritized regular and ongoing EDI team education and discussion with scheduled bi-monthly meeting times*
- ✓ *OUTCOME: Centralized EDI education within student development training*

Education, learning, and growth in regards to equity, diversity, and inclusion (EDI) work has begun a primary and central goal within the office. Centering and interweaving EDI within the development and implementation of all programs is critical to ensure that all students have equitable access to representative services. For FY21, staff were encouraged and supported to dedicate up to 4 hours/week of regular work time towards EDI education and professional development. Staff were encouraged to block this time off on their calendar and hold themselves accountable each week to prioritize this work. Team members attended events, watched films and webinars, consumed literature, and engaged with critical discussions with each other for various topics. For example, some staff members connected weekly for a book discussion of *Hood Feminism* by Mikki Kendall whereas others spent time engaging with other SA colleagues for the Wisdom Wednesday series hosted by the SA Diversity Committee. How staff chose to utilize this time was up to their discretion.

Every other Wednesday, the full CSW team also held space for a recurring EDI Action meeting which included discussion of pre-assigned readings or films, meet and greets with partner offices, or workshopping program elements to improve accessibility. Some of these meetings included:

- Dream Center meet and greet
- American Indian Resource Center meet and greet
- International Student and Scholar Services meet and greet
- Housing and Residential Education (Whiteness + Professionalism)
- Health Literacy Workshop
- University Counseling Center (EDI Embedded Counselors)
- Film Discussion: The Death and Life of Marsha P. Johnson
- Podcast Discussion: Shifting the Lens on Race, Dr. Yaba Blay
- Microaggression Training by Office of Inclusive Excellence

Furthermore, students who worked with the CSW this past year received additional training and education on EDI topics including the social determinants of health and identity and allyship training.

GOAL 5B: ASSESS AND ADDRESS BARRIERS TO ACCESSING CSW PROGRAMS AND SERVICES

- ✓ *OUTCOME: Workshopped materials and language of marketing/program materials for accessibility and readability*
- ✓ *OUTCOME: Continued Language Access Program to provide more accessible services for campus community members*
- ✓ *OUTCOME: Added captions to all recorded workshops*
- ✓ *OUTCOME: Re-vamped efforts for the traditional Wellness Fair to address whiteness and privilege within wellness*

During one of the EDI Action meetings, CSW staff received a training on health literacy. This training launched efforts within the office to more intentionally review our materials for readability and accessibility issues. During this workshop, staff identified various communication pieces to alter to remove professional jargon and confusing language. Staff were asked to bring something to workshop collaboratively. Email templates, marketing postcards, website pages, and more were all assessed to identify barriers to access and readability. This workshop provided a starting point for staff to better center this with future developments.

The Language Access Program was also continued over FY21 to offer interpretation services to students who may benefit from this service. Supported by the Parent Fund, this program started as a service just for VSA clients but has now been expanded to all services within CSW.

With the adjustment to workshop delivery, pre-recorded presentations were prioritized at the beginning of FY21 so that they could be offered to classrooms throughout the year. Working with the Center for Teaching and Learning Excellence, all recordings were submitted to have captions included to assist student who may be in need.

Lastly, as programs and events were being innovated for a virtual delivery, CSW felt it important to approach FY21's Wellness Fair differently. Acknowledging the impact that a whitened wellness narrative has on how one navigates wellness resources and engages with them, the theme for the fair was

Wellness Beyond Whiteness. A more detailed description of this event is included in Core Objective 1, Goal B.

GOAL 5C: UTILIZE BEST PRACTICES FOR EQUITABLE, INCLUSIVE AND ACCESSIBLE PROGRAM EFFORTS

- ✓ *OUTCOME: Participated in Alternatives to Police panel event*
- ✓ *OUTCOME: Standardized guidelines for accessible social media communications*
- ✓ *OUTCOME: Provided all safer sex supplies free of charge*
- ✓ *OUTCOME: Provided all wellness coaching services free of charge*

Identifying best practices for equitable, inclusive and accessible program efforts is ongoing within CSW. CSW has identified that for many students there is severe discomfort and fear in reaching out to law enforcement with safety concerns. With the Black Lives Matter movement illuminating the continued murder and violence against black and brown bodies in addition to the increase of mental health crisis supports being requested, it became evident that alternatives to law enforcement needed to be prioritized. During FY20, the VSAs created a new guide for alternatives that included crisis support specialists, crisis link lines, and additional safety planning considerations for clients and in the spring of FY21, the VSA team participated in a panel that explored this exact topic with the campus community.

While it is acknowledged that law enforcement may be the best choice in certain situations, having alternative support options ready is key to empowering students to make informed and safe decisions for their wellness and safety. Conversations within CSW regarding this topic are ongoing.

Other areas where best practices have continued include the utilization of best practices for social media to center inclusive and accessible communication. To date, all social media posts include alt text, language is reviewed for inclusivity, and continued research into best practices for accessible communication continues.

Lastly, CSW continues to offer all services free of charge. Condoms and safer sex supplies no longer have a charge associated to remove the financial barriers often cited by students. Wellness Coaching services are also now provided free of charge for all students.

CSW recognizes that improving accessibility of programs and services and centering our work on diversity, equity and inclusivity is a never-ending mission. We recognize that campus community members who are underserved typically experience some of these wellness concerns more frequently and deeply. We are committed to continue assessing our work and our impact to improve and create more approachable and relevant services.

COVID-19 IMPACTS FOR CORE OBJECTIVE 5

The impact of COVID-19 unearthed and brought to the forefront inequities within our campus community and the accessibility gaps for many students. Students impacted more deeply by COVID-19 often experienced compounding concerns of racism and inequitable access to resources. The pandemic revealed gaps in CSW programming and service provision for students who hold marginalized identities

and a renewed commitment to address these issues was prioritized. Additional information can be found in CSW's Anti-Racism Action Plan.

RETENTION AND GRADUATION

Centering equity, diversity and inclusion efforts is critically important for retention and graduation of our students. While CSW aims to prioritize initiatives that create more equitable and inclusive resource access, there is much to be done to ensure that we are best serving students and supporting them as they achieve academic success.

PLANS FOR THE FUTURE

As the Center for Student Wellness continues to grow and evolve, we are excited for what the future holds. We are eager to launch new initiatives, expand current programming, and engage more students in our office. As we address the anticipated challenges, we do so optimistically and strategically. We believe that with each challenge, an opportunity emerges for growth and innovation. Rather than discuss challenges and opportunities separately, we discuss them collectively to share our actionable strategies to use our strengths and opportunities to minimize weaknesses and attend to challenges. As a new office with new leadership, this upcoming year is being met with optimism and confidence.

ANTICIPATED CHALLENGES AND OPPORTUNITIES

Changes in Division, Administration or Political Priorities

The University is undergoing major changes in leadership, development of new offices and requests for accountability and measurable impacts. For some, change can feel intimidating when it challenges the status quo. For CSW, as a newer office developed because of the necessity for change and innovation, change and innovation are welcome as we consistently work to identify areas for improvement, new directions, and opportunities to tell our story and the impact of our work for students and the campus community. With change, comes opportunities to reflect on what is working and what is not, to revisit best practices, and re-center our work on those we serve and those we need to be serving better. As the University moves forward under new leadership, we are excited to improve our data collection practices and strengthen our partnerships across campus to be more effective.

Beyond the University, the political landscape is ever-changing and CSW must remain responsive yet advocate for best practices and resource allocation to best support students and the rest of the campus community. For example, as a wellness and safety office we have been following best practices for safety during the pandemic and recognize that public health measures have been politicized dangerously. This creates a challenge to ensure that we are best supporting the campus community in a safe and responsible way and we continue to navigate this landscape day to day.

Furthermore, as the primary office that addresses interpersonal violence, sexual health, and alcohol and drug use, there is recognition that these topics may evoke strong feelings and that CSW's approach may contradict the personal belief and ideology for some. We feel strongly in our approach to these topics through a public health, harm reduction, social justice, student-centered and evidence-based lens but understand that our approach may not align with the beliefs of others who are not practitioners in the field or view these topics as "political". As CSW utilizes best practices in order to reduce harm and empower personal choice, we will remain advocates for what we know is in the best interest of the student for their wellness and safety and will continue educating and showing our impact through robust data collection.

Increase in Service Need

While the pandemic impacted utilization of services, we know that as in-person services resume that we will see an increase in service requests. With a campus of over 30,000 students, meeting the demand has been challenging and we anticipate an increase in need. Prioritizing building sustainable capacity, addressing staff burnout, and setting the office up for success has been of great importance during FY21. The expansion of the ACES Peer Health Education Scholars program has greatly helped to secure sustainable capacity within health education and allowed for the development of new programs within the office. Furthermore, identifying more efficient platforms for program and service delivery has helped meet the campus need without overwhelming staff. These challenges, we meet with self-compassion and confidence as we analyze and pilot new mediums for service delivery, expand student initiatives to extend our reach, and advocate for additional resources to support this growing demand.

During FY21, we were able to hire 2.0 FTE positions and increase the ACES team to 18 students to provide added support for new and existing programs. These key positions have greatly added to our ability to more efficiently manage a growing demand for services. We are also working to more efficiently utilize online platforms, investing the resources and time needed for an extended ACES Peer Health Education Scholars program for a new Mental Wellness team, and using technology to simplify and streamline data collection. The continued piloting of new initiatives adds to the excitement of innovating our programs. New opportunities arise to build partnerships with academic departments and leverage the ideas of students in creative ways to maximize the use of existing resources. Building capacity in our office through these key hires, expanding student training programs, building graduate internships with academic departments, and identifying new sources of funding for new staff will continue to be a primary focus of ours over the coming years.

Increased Complexity and Severity of Service Provision

As seen in previous years, more complex case coordination continued to emerge within our Victim-Survivor Advocacy program. The pandemic has mirrored an uptick in cases of domestic violence within our campus community. While the total number of clients accessing our services decreased in FY21, services provided did not. Over 3,000 unique services were provided by the VSA team and we saw an increase in clients needing support with more complex and highly dangerous cases that required ongoing and long-term support, strong coordination from multiple partners (both campus and community), and urgent attendance to safety planning needs. The commitment needed to manage these heavily involved cases left our advocates with little time to recoup between cases, prioritize other projects, and focus on self-care.

We anticipate that this trend in coordinating more complex cases will continue as the campus community learns more about our office, our services and red flags of interpersonal violence. However, we are hopeful for opportunities to raise awareness, expand efforts to reduce violence on our campus, and train student leaders, faculty and staff in being trauma-informed active bystanders to support their campus community members. Furthermore, while challenging to attend to these complicated cases, new partnerships have been forged and we continue to seek out opportunities to enhance current partnerships and build new ones to better serve our clients. An invigorated dedication and commitment

to self-care also emerges as an opportunity to foundationally support the culture of our office and the expectations we hold for our team.

Staff Burnout

FY21 was taxing on CSW staff mentally, emotionally, and physically. COVID-19 has and continues to leave residual trauma among staff both in their personal lives and in the more complex work supporting students. Burnout, compassion fatigue, secondary trauma, and vicarious trauma are very real challenges that CSW continues to face. While efforts have and continue to be made to address these challenges, the impacts of staff burnout from an unprecedented year have left CSW stretched thin as they aim to continue programmatic efforts while simultaneously being responsive to an ever-changing landscape. We recognize that these challenges will likely continue through FY22 but strategic and proactive steps can be taken to minimize the impacts and build resilience among staff and student team members.

Opportunities exist to improve our data collection and assessment; to encourage and support work-life balance; and develop self-care plans for both the team at large and for individual staff. Currently, encouragement and normalization of self-care as a team value, and structured opportunities for team building and process supervision for difficult cases are being developed and prioritized. Within health education, encouragement of new program development and increasing capacity through student involvement programs has shown promise.

Dual Location and Physical Space Limitations

CSW experiences a very real and tangible challenge of being co-located on opposite sides of campus and having difficulty building capacity (even if funding is present) because of office space limitations. These physical limitations pose challenges to build team cohesiveness, to cultivate informal platforms for program development and cross-learning across teams, and to streamline communication and marketing to the campus community on how to seek resources. We recognize that these challenges may not ideally be resolved in the short term, but in order to continue meeting the requests and demands charged to our office, overcoming this barrier is necessary. Creative opportunities exist to explore flexible schedules, consider expanding hours to accommodate flexed schedules, and hybrid schedules. We will continue looking into creative solutions to support a growing team in the short term and actively advocate for more support for an alternative office space option to house the entire CSW. Improvements in signage and communication strategies will also be prioritized over the coming year to attend to this challenge.

Duplication of Services

As many of the areas of focus from CSW are integrally connected within other office's missions, we recognize that duplication of services is always a challenge. The University of Utah is a large institution and though efforts are being made to de-silo and align with the mission of One U, duplication of efforts is almost expected. CSW understands there are limitations to the work we do and the reach we have across a larger campus. However, we see these challenges of service duplication as an opportunity to build partnerships strategically so that fellow offices and programs can coordinate intentionally to better serve all students, faculty and staff. As CSW identifies duplicated services, we proactively seek out opportunities to build relationships so that we can mutually support other program missions and learn

from others to avoid “recreating the wheel”. Additionally, as CSW continues to expand our marketing and communication channels, we hope that other partners will seek us out to start conversations to enhance what we all do to better serve the campus community.

Gaps in Data Collection

Improvements to our data collection strategies are still needed. It can be difficult to share the impact that an office like CSW has on long-term wellness and safety outcomes because of the complexity of behavior change, impacts of trauma, and challenges quantifying attitudes and beliefs regarding these wellness topics. As practitioners, we recognize that many of these impacts aren’t always captured through quantifiable data or may not be seen until long after a student leaves the university. As we strive to tell our story and build support for the initiatives we provide and hope to provide for the campus community, there is opportunity to innovate and elevate our data assessment plans. For the upcoming year, CSW is prioritizing our data collection plans and will be working closely with the Assessment, Evaluation and Research office to provide recommendations.

NEW GRANTS OR CONTRACTS

Office on Violence Against Women (OVW) grant – partner

GIFTS AND NEW REVENUE

Community Gifts: The Center for Student Wellness received a total of \$19,030 in donations from local community members during the previous year.

Parent Fund: The Development Office approved a program proposal of \$5,000 to expand the Language Access Program for FY21

Legislative Funds: In March 2020, the recurring state funds dedicated for the collegiate recovery program were transferred to CSW

Student Mental Health Fee: A new proposal to fund the new Men’s Engagement Program was approved in FY21 by the Student Fee Committee

STAFF EXCELLENCE

AWARDS AND RECOGNITION

The Center for Student Wellness' Katie Boonkrataung and Lindsay Wetzel Polin were both recognized for two distinct Student Affairs Awards.

Staff Member	Award
Katie Bookrataung, Mktg. & Comms Pgm. Assistant	Innovative Student Affairs Hero Nominee
Lindsay Wetzel Polin, Health Educator II	Student Affairs Change Navigator Award

COMMITTEE MEMBERSHIPS

CSW team members served in 41 different committee membership roles during the previous year.

Staff	Membership 2019-2020
Brittany Badger Gleed	U of U: McCluskey Center for Violence Prevention (Advisory Board Member)
Brittany Badger Gleed	U of U: Blue Sky Mental Health Committee (member)
Brittany Badger Gleed	SA: SA Staff Wellness Committee (co-chair)
Brittany Badger Gleed	SA: Student Affairs Diversity Committee (co-chair)
Brittany Badger Gleed	SA: CRS Search Committee (member)
Brittany Badger Gleed	U of U: COVac Presidential Challenge Committee (member)
Brittany Badger Gleed	U of U: JED Campus (member)
Brittany Badger Gleed	U of U: Clery Compliance Team (member)
Brittany Badger Gleed	U of U: Healthy Campus Initiative (member)
Brittany Badger Gleed	U of U: Title IX Process Team (member)
Brittany Badger Gleed	U of U: BIT (ad hoc member)
Ellie Goldberg	U of U: BIT (inner circle member)
Ellie Goldberg	SA: CSW Search Committee (chair/member)
Ellie Goldberg	Utah: Utah Higher Education Wellness Network (Co-Chair)
Ellie Goldberg	U of U: Racist and Bias Incident Response Team (member)
Ellie Goldberg	UDVC: CSW Liasion
Ellie Goldberg	U of U: U of U College of Social Work Community Advisory Board (member)
Ellie Goldberg	U of U: Title IX Process Team (member)
Ellie Goldberg	U of U: Clery Compliance Team (member)
Jenna Templeton	U of U: Alcohol and Other Drug Network (member/chair)
Jenna Templeton	Utah: Utah Higher Education Wellness Network (Co-Chair)
Jenna Templeton	NASPA Strategies Conference SVPR track planning committee (member)
Jenna Templeton	U of U: Basic Needs Collective (member)
Jenna Templeton	SA: Bennion Scholars Advisory Committee (member)
Jenna Templeton	SA: CSW Search Committee (chair)
Jenna Templeton	U of U: MCVF Working with Students who Cause Harm Working Group (member)

Jenna Templeton	SA: LGBT RC Search Committee (chair)
Jenna Templeton	SA: Student Affairs Diversity Committee (member)
Jenna Templeton	SA: Professional Development Committee (member)
Jenna Templeton	SA: Balanced Scorecard Communications Committee
Maya Jolley	U of U: Basic Needs Collective (member)
Maya Jolley	U of U: Women's Leadership Summit (co-chair)
Benta Opiyo	SA: Professional Development Committee (member)
Benta Opiyo	WRC: Search Committee (member)
Mahalia Lotz	UCASA: Sexual Assault Response Team (member)
Mahalia Lotz	U of U: MCVP Perpetrator Intervention Working Group (member)
Mahalia Lotz	SA: Social Connections Committee (member)
Mahalia Lotz	SA: OEO Hearing Coordinator Search Committee (member)
Myra Gerst	U of U: MCVP Men's Working Group (chair)
Lindsay Wetzel Polin	SA: CSW Search Committee (member)
Lindsay Wetzel Polin	SA: SA Employee Wellness Committee (member)

CONFERENCES ATTENDED

Professional development opportunities are encouraged among staff members. During FY21, the following conferences were attended by staff.

Conference	Staff Members Attended
NASPA Strategies	2(Mahalia Lotz,)
NASPA General Assembly	2 (Lindsay Wetzel Polin, Maya Jolley)
NASPA Annual Conference	3 (Ellie Goldberg, Jenna Templeton, Brittany Badger Glead)
Institute for Critical Perspectives and Practices on College Masculinities	1 (Myra Gerst)
Virtual Rocky Mountain Campus Safety Summit	1 (Mahalia Lotz)
SUNY Spectrum Conference	1 (Lindsay Wetzel Polin)
Virtual Technology Summit	1 (Benta Opiyo)
Campus Sexual Misconduct: Preventing and Responding to Perpetration	1 (Jenna Templeton)

TRAINING

Ongoing staff training is offered and encouraged throughout the year. The following trainings were completed by staff during FY21.

Training	Staff Attended
40-Hour Sexual Assault Counselor Training	1 (Sam Zizumbo)
Lethality Assessment Protocol Training	2 (Sam Zizumbo, Maureen Meyer)
Healthy Masculinity Training Institute	2 (Jenna Templeton, Myra Gerst)
UDOH Harm Reduction Navigator	1 (Lindsay Wetzel Polin)
Mental Health First Aid Instructor Training	1 (Myra Gerst)
Mental Health First Aid Training	1 (Myra Gerst)

NEW HIRES

The Center for Student Wellness filled two vacant professional staff positions, added two new professional staff roles, and added two new graduate student interns for FY21.

The following positions were filled:

Existing Vacant Positions:

- Health Educator 1.0 FTE: TeMerae Blackwater (March 2021)
- Marketing and Communications Program Assistant 0.5 FTE: Kay Collins (May 2021)
- MSW Practicum Student Interns: Sam Zizumbo and Maureen Meyer (August 2020)

New Positions:

- Engagement Coordinator 1.0 FTE: Myra Gerst (April 2021)
- Victim-Survivor Advocate 0.5 FTE: Char Leary (May 2021)
- Recovery Program Coordinator 0.5 FTE: Matthew Downes (May 2021)

Student involvement opportunities grew to include 4 interns and an expanded ACES Peer Health Education Scholars program with 18 students.

Other notable accomplishments have been outlined and shared in this annual report. As we move into the upcoming year, we are energized and motivated to continue this trajectory as we build capacity, innovate our programming, build partnerships, and improve our visibility and recognition on campus and in the larger community.

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