

Center for Student Wellness

FY22

July 1, 2021-June 30, 2022

Annual Report

MESSAGE FROM THE DIRECTOR

Reflecting on this year's annual report, I am reminded of the resilience of a team that has navigated so much over the last two years. The CSW has shown immense adaptability and responsiveness to avoid disruption in service for the campus and I am continually humbled by the work and contributions from our staff and students. I know they make such a positive impact on those they serve every single day.

However, this past year was challenging. We experienced more staff turnover in just one year than in the previous 3 years combined. We struggled to focus and persevere. We felt rage, anger, and heartbreak losing more of our campus community to violence. We were tired and exhausted. We were frustrated seeing what was unfolding on a national and local stage and there were times we just had to close the doors, go home, rest, and come back and do it all again feeling more depleted than the day before. It was a really difficult year, even more difficult in my opinion, compared to FY21, and to say otherwise would be dishonest and not acknowledge the realities my team faced over the past year.

Despite the challenges, we still managed to show up every day – every single day. We did the work and struggled through it and we remembered what got us through before and that was acknowledging that we were humans first and foremost, before any role or title that we hold in this space. From there, normalizing self-compassion, showing empathy for others, and grounding ourselves with reminders that we do this work because we are dedicated to the well-being and safety of our campus - That's what got us through the year. That's what helped us to start finding our way back to seeing the joy in the work again and to find those sparks of creativity to build, dream, and innovate once again.

Compiling the accomplishments, data, and narratives from the year reminds me how each individual team member adds to our collective mission of supporting student well-being and success through holistic and inclusive programs that center wellness, safety, and healing. 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. We know there are areas for improvement and opportunities to strengthen what we do and I hope you see the tremendous efforts that come from this team. 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,



Brittany Kiyoko Badger Gleed, PhD(c), MCHES

Director

SECTION 1

PRIMARY PURPOSE

OUR MISSION

We support student well-being and success through holistic and inclusive programs that center wellness, safety, and healing.

OUR PURPOSE

We exist to serve and support the campus community as they navigate their academic journey. We offer several programs, resources, and services that center the whole student understanding that well-being is foundational for a student to thrive and excel during their time at the University of Utah. We address a spectrum of wellness and safety-related needs for the campus community including primary prevention education, health promotion initiatives, intervention programs, identity and experience-based community spaces, and direct support services for the campus community. We meet students where they are in their wellness, healing, or recovery process.

The team consists of educators, victim-survivor advocates, program coordinators, 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 data-driven decision making and evidence-informed innovation in its delivery. 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.

FUNCTIONS

The CSW includes prevention, education, intervention, and support resources and programs including but not limited to:

- Wellness Education and Training
- Victim-Survivor Advocacy
- Campus-Wide Awareness Campaigns
- Collegiate Recovery Program (Recovery at the U)
- Men's Engagement Initiative (THEM)
- Safer Sex Services
- Student Leadership and Training Programs
- Wellness Coaching

Professional Staff at end of FY22

Brittany Badger Glead, Director
Char Leary, Victim-Survivor Advocate*
Kay Collins, Marketing and Communication Program Assistant
Mahalia Lotz, Victim-Survivor Advocate
Matthew Downes, Recovery Program Coordinator
Myra Gerst, Engagement Coordinator
TeMerae Blackwater, Health Educator
Vivean Smith, Executive Secretary

Professional Staff who Vacated Position within FY22

Benta Opiyo, Victim-Survivor Advocate
Ellie Goldberg, Assistant Director of Advocacy/Victim-Survivor Advocate
Jenna Templeton, Assistant Director of Health Education
Jessi Burns, Health Educator
Lindsay Wetzel Polin, Health Educator

Student Staff and Graduate Student Interns for FY22

Karly Ackley, Graduate Assistant/Wellness Coach
Makenna Jones, Student Office Assistant
Rebekah Rees, Graduate Assistant/Wellness Coach*

**Position changed with CSW during FY22, **Started position with CSW during FY22*

ACES Peer Health Educators FY22

Alexia Arrendondo
Alice Anaya
Alice Snelling
Ashley Sand
Bianca Laura
Brenda Payan
Cathleen Zhang
Cloe Butler
Diana Fierro
Eleanor Asma
Elnaz Tahmassebi
Ethan Ramos
Kinzey Brice

Madeika Vercella
Melody Liu
Sakina Masud
Shalini Kasera
Will Slattery

THEM Ambassadors FY22

Arza Helm
Jacob Martin
Kaden Hendrickson
Rome Aguilar
Sean Kuo
Titus Larrieu

SECTION 2

DEPARTMENTAL OUTCOMES

CSW aligns the departmental outcomes with both Student Affairs' Strategic Themes (Adapting to Student Needs) and the University's Strategic Goals (Strategy 25). These are listed below.

STUDENT AFFAIRS STRATEGIC THEMES

Read more about Student Affairs strategic plan, Adapting to Student Needs, [here](#).

- Student Support and Advocacy
- Operational Excellence
- Student Engagement
- Inclusive Excellence

UNIVERSITY OF UTAH STRATEGIC GOALS

Read more about the University's strategic plan, Strategy 25, [here](#).

- Student Success
- Generate Knowledge
- Engage Communities
- Ensure Vitality

The following are the primary departmental outcomes for the Center for Student Wellness and their alignment with Student Affairs and the University of Utah's strategic plans. The programs and services that help us to achieve these departmental outcome are described in more detail under Section 3.

Outcome 1: Improve wellness attitudes, skills, and behaviors among students who engage in CSW programs and services.

Student Affairs Alignment

- Student Support and Advocacy
- Inclusive Excellence

University of Utah Alignment

- Student Success
- Generate Knowledge

CSW has a central focus on elevating the knowledge, attitudes, and skills for the campus community as it relates to well-being, healing, and recovery. Several programs within CSW directly focus on this outcome. Specifically, we aim to:

- Reduce stigma surrounding mental health/help-seeking behaviors, alcohol and other drug use, and sexual wellness (workshops/trainings)
- Improve knowledge regarding safer sex behaviors (e.g., regular STI testing, contraceptive use, conversations regarding consent and pleasure) (workshops/trainings, STI/HIV testing program, Pleasure Pack Delivery Service)
- Improve attitudes regarding authentic expressions of masculinity as it relates to mental health and violence prevention (Men's Engagement program)
- Improve self-efficacy among bystanders to intervene when witnessing problematic or potentially problematic situations (workshops/trainings)
- Improve stress management skills among students to cope in healthier ways throughout the semester (workshops/trainings)
- Improve knowledge and skills to create safer party environments and engage in lower-risk drinking and drug use (workshops/trainings)
- Improve self-efficacy and confidence to support others who may be experiencing mental health challenges (Mental Health First Aid training)
- Improve self-efficacy and confidence to support others who disclose experiencing relationship, sexual, or family violence (Workshops/trainings)
- Reduce victim-blaming attitudes that uphold rape culture and deter survivors from seeking support (workshops/trainings, Victim-Survivor Advocacy program)
- Improve skills to build wellness-related goals and plans for action (wellness coaching)
- Improve skills and knowledge related to recovery as a college student (Recovery at the U)

We are working to update our assessment strategies to ensure that we are collecting the data necessary to better determine our impact with these objectives.

Outcome 2: Increase awareness and utilization of CSW services and programs.

Student Affairs Alignment

- Student Support and Advocacy
- Operational Excellence
- Student Engagement
- Inclusive Excellence

University of Utah Alignment

- Student Success
- Generate Knowledge
- Engage Communities

Utilization data informs us that there are opportunities for us to improve our communication strategies to the campus community as well as consider how to tailor our marketing to better reach students. Underserved students and those who hold marginalized identities may find it more difficult to connect with our services so being thoughtful in how we better reach those students is incredibly important. We also acknowledge that faculty, staff, and student leaders are vital in referring students to our programs and intentional efforts are underway to streamline these processes and improve our outreach to key stakeholders across campus.

Objectives for this outcome include:

- Increase awareness and utilization of services to support survivors of relationships, sexual, and family violence
- Increase awareness and utilization of services to support students in recovery from alcohol and other drugs
- Increase awareness and utilization of services to support students sexual health
- Increase attendance for educational workshops and events
- Increase awareness and utilization of wellness coaching services
- Increase outreach through tabling opportunities for the campus community
- Increase Mission and Services presentations through academic departments, student organizations, and campus partnership meetings
- Improve marketing across campus to raise awareness of services through social media, print material distribution, posters, and other passive forms of marketing

As with all other departmental outcomes, we are working to update our strategic plan to incorporate a stronger focus on marketing and communication efforts to raise awareness for these important resources.

Outcome 3: Improved retention and graduation rates among students who engage in CSW support services

Student Affairs Alignment

- Student Support and Advocacy
- Inclusive Excellence
- Student Engagement

University of Utah Alignment

- Student Success
- Generate Knowledge
- Ensure Vitality

Student success includes both retention and graduation as a primary goal. CSW services and programs help support both goals through services that help students navigate challenging experiences, have their basic needs of safety met, and connect them to services that help them to remain in school.

Specific objectives for this departmental outcome include:

- Increased retention of survivors who access the VSA program and services
- Increased graduation rates for survivors who access the VSA program and services
- Increased retention of students in recovery who utilize supportive resources through the Recovery at the U program
- Increased graduation rates for students in recovery who utilize supportive resources through the Recovery at the U program
- Increased retention among students who access CSW services and programs
- Increased graduation rates among students who access CSW services and programs

CSW strongly believes (and evidence supports) that when students have access to and utilize services that support their overall well-being, academic performance improves thus improving retention and graduation rates. Furthermore, for students who have specific needs after experiencing violence and are navigating the traumatic aftermath of an assault, having access to supportive resources greatly improves their ability to remain in school as they are healing and processing their experience. The same is true for students who are in recovery from alcohol and drug use. As these students start their academic journey, the collegiate environment may not be conducive to a life centered on sobriety and recovery and having access to a recovery community and the subsequent, helpful resources to support them in their academic pursuits greatly improves the ability to stay in school and graduate.

Outcome 4: Increased leadership and professional skills among student trainees

Student Affairs Alignment

- Student Support and Advocacy
- Student Engagement
- Inclusive Excellence

University of Utah Alignment

- Student Success
- Generate Knowledge
- Engage Communities
- Ensure Vitality

CSW has added several student leadership and training programs that foster a positive learning environment to build professional skills as well as support the growth of future leaders. Our programs intentionally center skill-building and student-led initiatives to provide these opportunities to our students. Our office aims to meet the following objectives through our programs:

- Improve leadership skills among students in the ACES Peer Health Education program and THEM Ambassador program
- Improve self-efficacy among student trainees to design, implement, and evaluate wellness and safety programs
- Improve case management, note taking, boundary setting, and rapport building skills among VSA interns
- Improve wellness coaching, goal-setting, and motivational interviewing skills among graduate assistants (Wellness Coaches)
- Improve comfortability and confidence in discussing sensitive topics with other students
- Improve facilitation skills among ACES and THEM student leaders
- Improve critical thinking skills among all student trainees

While each student training program has unique goals and objectives, collectively these programs aim to assist students in their growth trajectory both academically, professionally, and personally. CSW is focusing on building a stronger evaluation process for each of these programs to better understand the impact of these programs for our students.

SECTION 3

PROGRAMS, SERVICES, AND RESOURCES

CSW aims to elevate the safety and wellness of the campus community through the alignment of the following programs, services, and resources: 1) Wellness Education and Training, 2) Victim-Survivor Advocacy, 3) Campus-Wide Awareness Campaigns, 4) Collegiate Recovery Program (Recovery at the U), 5) Men's Engagement Initiative (THEM), 6) Safer Sex Services, 7) Student Leadership and Training Programs, and 8) Wellness Coaching. Narratives, outcomes, contributions for success, and challenges to overcome are included below.

1) WELLNESS EDUCATION AND TRAINING

- ✓ **OUTCOME: Provided 118 educational workshops and trainings for the campus and greater Salt Lake community**
- ✓ **OUTCOME: Directly reached approximately 9,535 campus community members**
- ✓ **OUTCOME: Provided Bystander Intervention training to over 2,000 students representing 1,100+ student organizations**
- ✓ **OUTCOME: Provided 7 Mental Health First Aid Trainings to 122 campus community members**
- ✓ **OUTCOME: Presented to 43 campus and community entities by request**

Comprehensive wellness education and training 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 focus including violence prevention, sexual health, low-risk alcohol and drug use, healthy relationships, bystander intervention, and mental wellness.

Students are the primary target audience, and our menu of educational offerings aims to build wellness skills, raise awareness for campus resources, encourage utilization of services, and empower students to engage in safer behaviors and choices. Staff and faculty education are also offered to strengthen the referral process to CSW (and other campus) services, educate on signs of distress, and teach trauma-informed and role-specific skills to best support students in need. As staff and faculty often serve as first responders for students of concern, there is a growing demand to provide this education and training. A strong focus on wellness education and training has a direct impact on student retention, academic success, campus safety, and overall well-being. While CSW hosts ongoing and open-registration workshops for the larger campus, **43 unique departments and groups requested CSW workshops and trainings** specifically.



The Huntsman Mental Health Initiative has also allowed for an expansion of Mental Health First Aid 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. CSW is the primary trainers for this course and during FY22, **7 courses were offered to 122 campus community members.**

Bystander Intervention (Check on U-tah) is a common workshop that is requested by the campus community. In 2019, the state of Utah signed into law, SB134 which requires Bystander Intervention training for student organizations. CSW developed a shortened version of our flagship workshop to meet this new requirement. In FY22, **1,897 students representing over 1,100 student organizations completed this requirement through our online, asynchronous presentation.** Students are encouraged to bring the full training to their entire group (or attend an open training) for more in-depth skill building and discussion. This data is included in our overall reach for this workshop below. Outside of this online workshop, 10 Check On U-tah workshops were hosted to an additional 200 students. Workshop and training data are outlined in Table 1:

*Table 1
CSW Workshops and Trainings, FY22*

	# WORKSHOPS	# SERVED
MISSION & SERVICES	14	1,568
CHECK ON U-TAH: (BYSTANDER INTERVENTION)*	10*	2,097*
JOINING THE COMMUNITY**	17	4,000
HEALTHY RELATIONSHIPS (IT'S A MATCH)	4	50
LET'S TALK ABOUT SEX	0	0
SAFE(R) PARTY CULTURE	2	40
CHALLENGING RAPE CULTURE	1	15
STRESS CARE	10	100
MASCULINITIES 101	3	29
SUPPORTING STUDENTS IN DISTRESS	6	120
COMPASSIONATE RESPONSES	3	22
MENTAL HEALTH FIRST AID	7	122
OTHER/TAILORED	41	1254
TOTAL	118	9,535

***THIS INCLUDES STUDENTS WHO COMPLETED THE ONLINE RECORDED VERSION OF BYSTANDER INTERVENTION IN COMPLIANCE WITH SB134 (AN ADDITIONAL 1,897 STUDENTS)**

****JOINING THE COMMUNITY WAS DELIVERED AS A VIRTUAL PRESENTATION FOR SUMMER OF FY22. THE END OF FY22 (JUNE) SAW A RETURN TO SYNCHRONOUS, IN-PERSON ORIENTATION WORKSHOPS.**

Contributions to Success and Addressing Barriers

While we saw a decline in what is generally anticipated for requests throughout the year, the expansion of the ACES Peer Health Education team continued to add to our capacity to meet the need for workshop and tabling requests. Furthermore, utilizing the peer-to-peer education model allowed for more relevant and tailored education to be provided during a year that continued to be difficult to navigate and unprecedented. The ACES program and the associated impacts are described in Section 3, Part 7 (Student Leadership and Training Programs).

Using a data-driven approach to our educational programming allowed for us to adjust and tailor our workshops and trainings to best support a campus community that was still feeling the physical, psychological, and emotional impacts of a pandemic and national unrest. In addition to focus groups and other internal assessments, the CSW conducts the National College Health Assessment (NCHA)¹ biennially, and the 2021 surveys 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)
- 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.

This data gives us unique insights into some of the areas CSW must address moving forward more intentionally through our educational workshops and trainings.

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.

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.

Acknowledging that there was a decline in typical workshops and training requests for the year, we know that some of the barriers included, but were not limited to:

- New and Transfer Student Orientations shifting to all virtual programs and our normal outreach and educational training was removed for FY22 (this has been re-instated for FY23)
- Numerous Welcome Week activities going virtual or being cancelled
- Zoom fatigue impacting the interest for students and departments to request additional education that was delivered through a virtual format
- Shift of student interest from time-bound, synchronous education towards more open and community-based events for flexibility
- Shift in wellness needs to address that focused more specifically on mental wellness and social isolation. Programming had to be created to meet this need.

Addressing these barriers as we move forward into FY23 is central to our strategic planning process as we re-evaluate the mix of offerings to the campus. Additionally, we acknowledge that many of these barriers were only time bound for FY21 and FY22 and as the University continues to shift towards more regular programming, the decline that we have seen over the past 2 years will correct itself. We are already seeing several campus partners re-instate their training and educational requirements for students to pre-pandemic levels (e.g., all orientations are back in person and CSW provides specific training for each session) and seeing an increase in outreach to our office just in the first month of FY23 is promising. Furthermore, feedback from students has helped us to innovate our methods of educational delivery as well as expand our strategic marketing and outreach plans to better advertise our services and offerings to a broader audience on campus. Improving strategic partnerships with campus entities and academic departments is also a priority for CSW to better integrate our educational programming into the academic schedule.

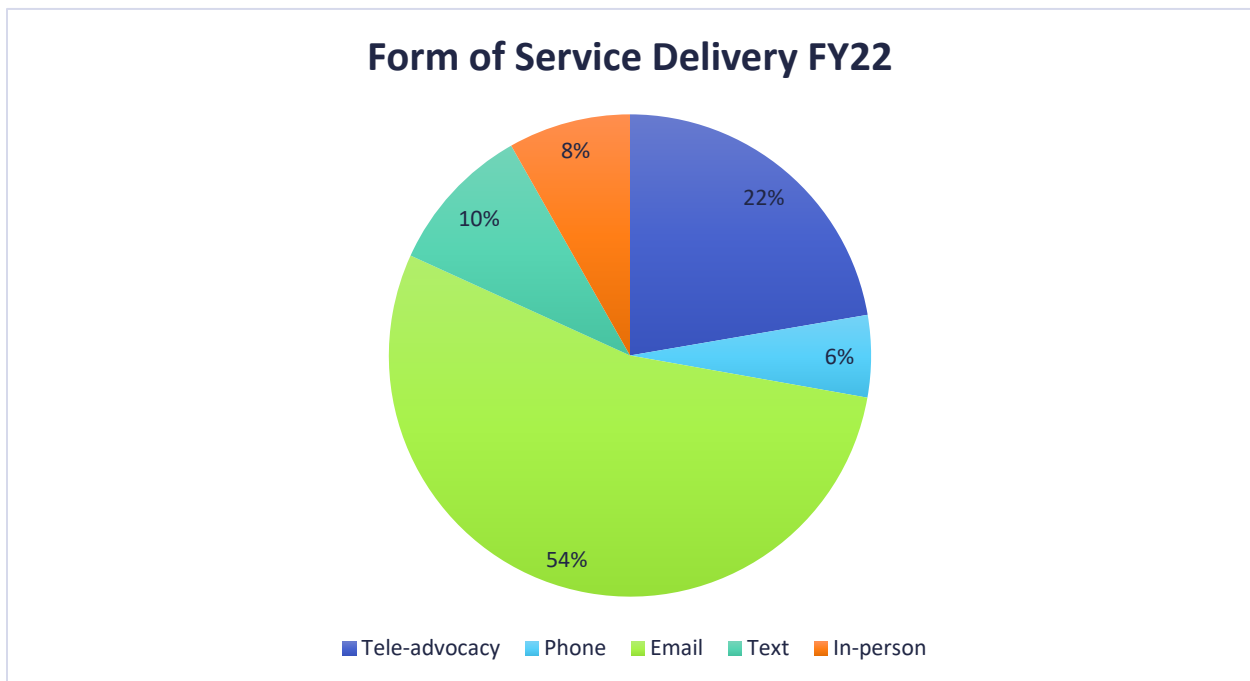
2) VICTIM-SURVIVOR ADVOCACY

- ✓ **OUTCOME: Provided outreach to 531 referrals regarding our confidential services**
- ✓ **OUTCOME: Provided new intake appointments to 142 clients**
- ✓ **OUTCOME: Served 192 clients (new and current)**
- ✓ **OUTCOME: Provided 46.7% of all new client intakes through tele-advocacy**
- ✓ **OUTCOME: Provided over 90% of all services through virtual or remote platforms**
- ✓ **OUTCOME: Provided 3,333 comprehensive advocacy supportive measures and services**
- ✓ **OUTCOME: Provided 17.4 services/client on average (increase from 13/client for FY21)**
- ✓ **OUTCOME: Increase in case management for complex and high danger cases (73.4% increase in Title IX investigation assistance, 23.5% increase in criminal/civil investigation, and 8.7% increase in safety planning supports)**
- ✓ **OUTCOME: Developed 4 support and psychoeducational groups**
- ✓ **OUTCOME: Developed and implemented survivor affinity events (Solidari-Tea)**

The Victim-Survivor Advocacy (VSA) program is a free, confidential, and trauma-informed service for students, faculty and staff who have experienced relationship, sexual, and family violence (e.g., rape, sexual assault, sexual harassment, stalking, dating and domestic violence). This program provides comprehensive case management and 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. 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. This is not a clinical program.

FY22 saw the return to in-person services, however, many clients still requested tele-advocacy or virtual services. This form of service delivery was offered through a HIPAA-compliant Zoom platform for tele-advocacy (22.3%), phone (5.5%), email (54%), or text (10%). In-person services accounted for 8.2% of all service provided for FY22. For new client intakes, 50% were in-person intake meetings with the remainder being offered through tele-advocacy (46.7%) or phone (3.3%). This is depicted in Figure 1 below.

Figure 1
Form of Service Delivery by type, FY22

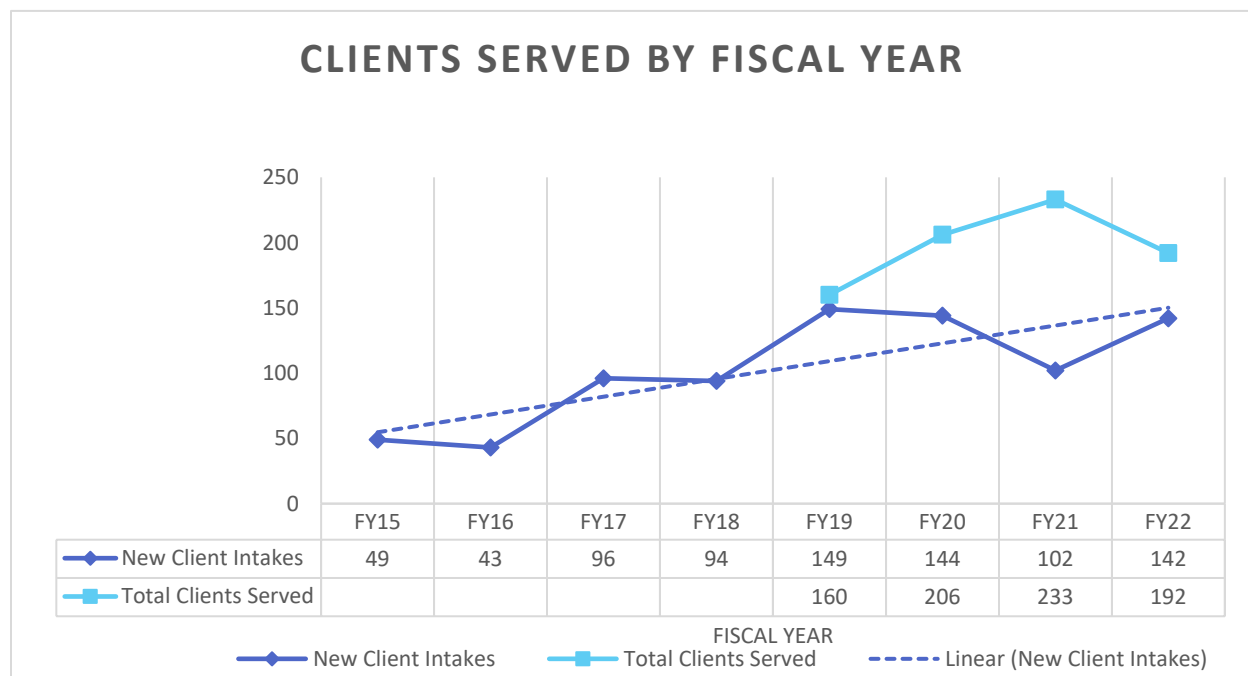


During FY22, we saw a **32% increase in requests to our office to provide outreach to survivors sharing information about our confidential and free VSA services.** Most referrals come from the Office of Equal Opportunity (OEO) who receive mandatory reports for sexual misconduct but can also come from 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 through 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, separate from OEO services.

Of these referrals (n=531), **142 new clients engaged with our office and completed a new client intake appointment with a VSA staff member. This is a 39% increase in NEW clients seeking service from our office over the past year. Over the course of the year, the VSA team served a total of 192 clients and provided 3,300 unique advocacy supportive measures and services.** Client eligibility is determined as being a current University of Utah student, staff, or faculty. If an individual is a member of the campus community, they can receive services from this program regardless of when their experience occurred. Between FY18-19, the client database was changed which has allowed for better data reporting but unfortunately poses limits with including full data points to identify trends, in particular, for total number of clients served prior to FY19. This is depicted in Figure 2 below.

Figure 2
Victim-Survivor Advocacy Clients Served by Fiscal Year



Primarily, clients identified as students (86.5%), female-identified (90.7%), and white (73.2%). Just over 40% of clients reported that they identified as LGBTQIA+. In stark contrast to previous years where new vs current clients served were more equal, FY22 saw the vast majority of clients served as new to our services (73.6% reported being a new client). 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.

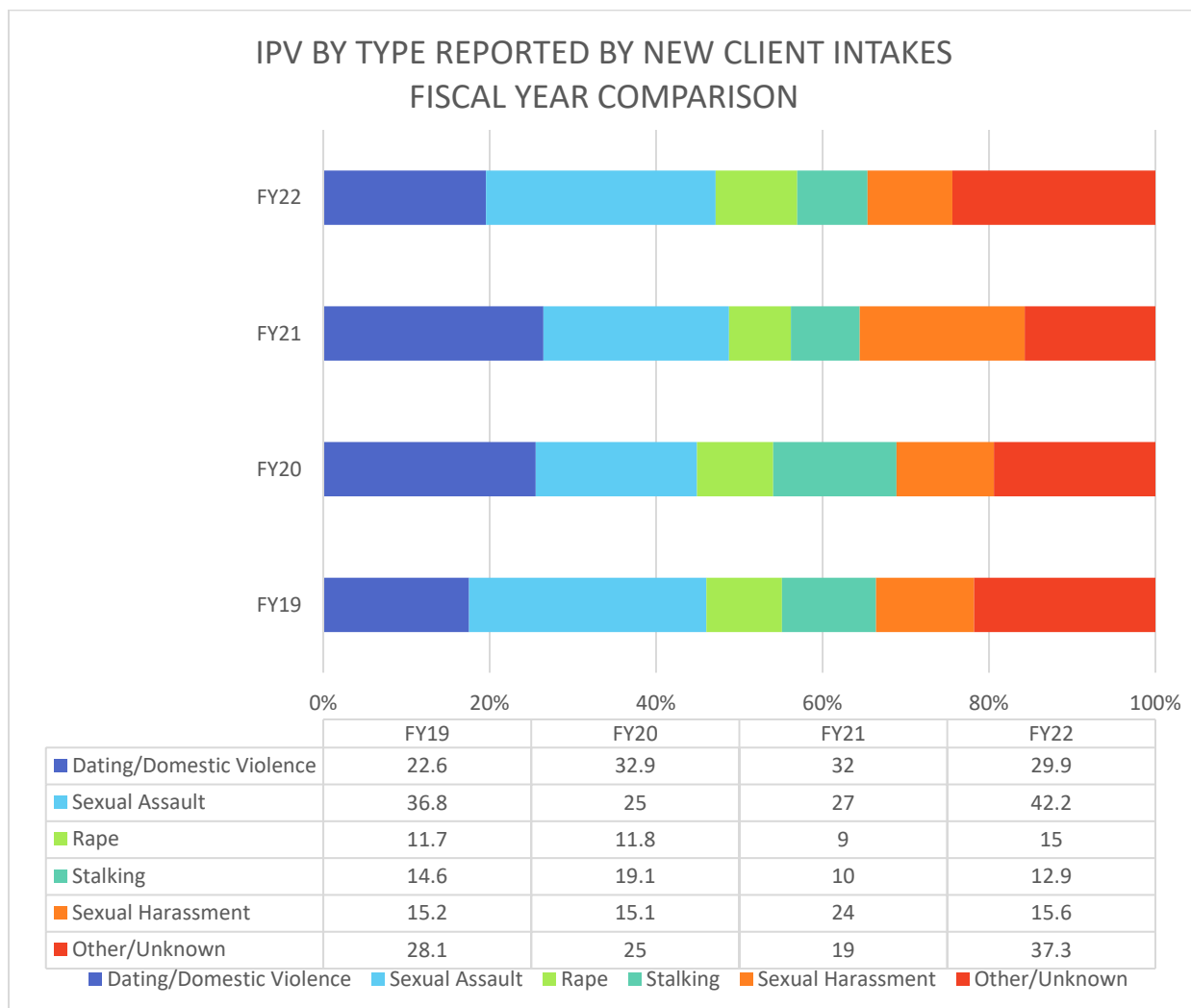
Table 1
Victim-Survivor Advocacy Client Demographics and Affiliations for FY22

CLIENT DEMOGRAPHICS*	%	AFFILIATIONS	%
GENDER		CLIENT STATUS	
FEMALE	90.7	NEW	73.6
MALE	3.3	EXISTING	26.4
TRANSGENDER/NON-BINARY/GENDERQUEER/OTHER		CAMPUS AFFILIATION**	
PREFER NOT TO DISCLOSE	0.5	STUDENT ONLY	86.5
SEXUAL ORIENTATION		STAFF/EMPLOYEE	17.2
STRAIGHT	56.4	FACULTY	1.6
LESBIAN	4.3	OTHER	2.6
GAY	3.7	OTHER AFFILIATIONS+	
BISEXUAL	18.4	VETERAN/ACTIVE DUTY	2.1
QUEER OR OTHER	14.7	ATHLETICS AFFILIATED	-
PREFER NOT TO DISCLOSE	2.5	SORORITY/FRATERNITY	10.1
RACE		NOTES	
AFRICAN AMERICAN/BLACK	-	*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 WITH THE OTHER CATEGORY. CLIENTS ARE ALSO ABLE TO SELECT MORE THAN ONE IDENTITY SO TOTALS MAY EXCEED 100%	
ASIAN AMERICAN	5.4	**CLIENTS MAY IDENTIFY AS BOTH A STUDENT AND EMPLOYEE SO TOTALS MAY NOT EQUAL 100% TOTALS MAY NOT EQUAL 100%	
HISPANIC/LATINX	13.1	+AFFILIATIONS ARE SELF-REPORTED BY CLIENT DURING INTAKE	
NATIVE AMERICAN	-		
PACIFIC ISLANDER/SOUTH ASIAN	-		
WHITE	73.2		
2+ RACES/OTHER/	12.0		
PREFER NOT TO DISCLOSE	2.4		

New client cases ranged in the type of interpersonal violence (IPV) they reported. **We saw 133% increase in the number of rape and sexual assault cases (57.2%) and continued to see dating and domestic violence (29.9%) as an increasingly more common experience of violence for campus community members.** Other types of IPV reported included stalking (12.9%), sexual harassment (15.6%), and other (29.3%). “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 3 for a fiscal year comparison of the previous 3 years for new clients.

Figure 3

Interpersonal Violence Type Reported by New Clients FY19-FY21 comparison



DIRECT SERVICE PROVISION

The VSA program provides several supportive measures and services that include education regarding trauma, safety planning, information and support for reporting, academic and employment interim support, medical and mental health referrals, campus or community resource referrals, and secondary survivor support. These support services are critical for students, faculty and staff, who have experienced relationship, sexual, or family violence to safety plan, prioritize their healing, and access necessary resources so that they may continue their academic careers at the University of Utah.

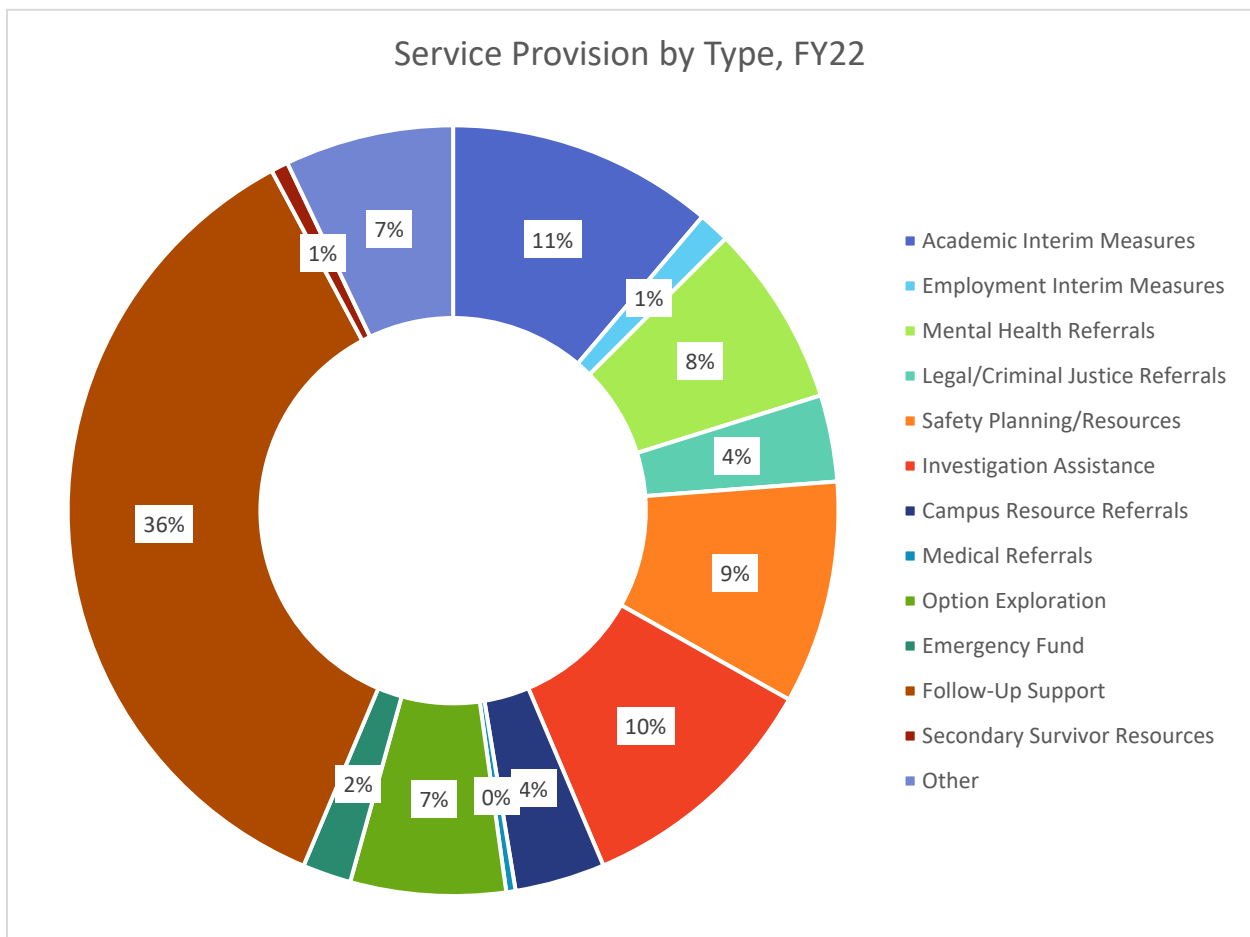
During FY22, 3,333 unique comprehensive advocacy supportive measures and services were provided to both new and existing clients. ***This averages to 17.4 unique services/client which is an increase from FY21 (13 services/client).*** Detailed descriptions of each type of support service include:

- 373 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. ***This is a decrease of 21.8% from FY21.***
- 44 employee interim measure request were provided. These may include schedule change requests or supervisor change requests. ***This is an increase of 51.7% from FY21.***
- 255 mental health support services provided. ***This is a decrease of 10.8% from FY21:***
 - 225 referrals were provided to both on-campus (e.g., University Counseling Center, Women’s Resource Center) and off-campus providers.
 - 30 Crisis Response Planning services were provided. Examples include supporting students in crisis with mental health crisis referrals.
- 121 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. ***This is an increase of 23.5% from FY21.***
- 312 safety planning and support services were provided. This includes both campus-based and community measures. ***This is an increase of 8.7% from FY21.***
 - 156 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.
 - 134 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.
 - 22 Lethality Assessments were administered for clients who disclosed concerning details of their assault that may escalate or raise their risk for lethality.
- 349 investigation assistance services were provided. Examples include reporting and investigation assistance for Title IX (OEO), law enforcement, and student conduct (ODOS). ***This is an increase of 75.4% from FY21.***
- 126 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. ***This is a decrease of 20.3% from FY21.***
- 13 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. ***This is a decrease of 27.8% from FY21.***
- 24 secondary survivor resources were provided. Examples include education about trauma and referrals for support in processing. ***This is a decrease of 27.3% from FY21.***
- 68 emergency fund services were provided. Examples include financial assistance for security cameras, key/lock changes, short-term service needs, and academic tutoring. ***This is an increase of 119.4% from FY21.***
- 217 option exploration services were provided. Examples include education about investigative processes. ***This is an increase of 14.2% from FY21.***

- 1195 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. **This is an increase of 19.3% from FY21.**
- 236 services categorized as “other” were also provided. This could include faculty consultations, DCFS reporting assistance, connections to support/psychoeducation groups, etc. **This is an increase of 7.3% from FY21.**

Type of service provided is depicted in Figure 4. 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 so they can continue to pursue their academic goals.

Figure 1
Victim-Survivor Advocacy Services Provided by Type During FY22



SUPPORT GROUPS AND COMMUNITY EVENTS

Using data-driven strategies, the VSA program determined that there were gaps for two very important services for survivors that should be prioritized for FY22: support and psychoeducation groups; and community spaces/events for survivors. Survivors have continued to share that in addition to direct advocacy, the opportunity to engage with a community of survivors would be integral for their healing and sense of belonging.

Responding to feedback from survivors, the VSA program held its first survivor and ally community building event titled Solidari-Tea. This event was hosted once a semester as a drop-in event for campus community members who have experienced relationship, sexual, or family violence including their allies to join in solidarity while they built community with others who had shared experiences and understanding. Attendees came together to share space, listen to music, relax in a safe space, enjoy refreshments, and craft self-care items like heating pads and fidget toys. These events have attracted nearly 50 participants.

During FY22, four support groups were designed and three were implemented. One group (Women of Color) was postponed due to staffing shortages and high need cases that needed to be prioritized during the fall semester. The following groups were offered during FY22:

Queer Survivors Group (16 registered): This group was offered both in the fall and spring semester and met weekly for 6 weeks. The group was facilitated virtually and included topics such as understanding triggers, the impact of trauma on the brain, and navigating healing. The advocacy program received positive survey feedback for increasing visibility for queer-identified survivors on campus and for the quality of the trauma-informed curriculum.

Trauma Triage Workshop (30 registered): This workshop in partnership with the University Counseling Center was offered for the campus community during June of FY22. It was designed to strengthen participants' skills to manage the impacts of difficult events. This 4-week virtual workshop aimed to provide an accessible space for campus members as a first step before accessing longer-term supportive services or as a refresher for individuals who may want to increase their supportive resources.

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

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

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."

The success of this program is supported by the strong partnerships we hold with both campus and community agencies to provide efficient and coordinated client support through the VSA program. Case coordination with these partners provides a more seamless service plan for clients as they access 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 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.

The addition of community-based programs and services (support groups, Solidari-Tea events) added capacity and opportunity to reach a larger audience of survivors so that they can leverage the support from each other to continue their path towards healing. Additionally, we learned that many survivors felt that their healing and ability to succeed at the University could be better supported through community-centered spaces and activities specifically designed for survivors. This data-driven strategy has seen positive feedback from attendees as they share the added value of these spaces and programs as they continue their academic journeys. Adding these programs helped to extend a different type of service option for clients who may not have been in need of direct service, but would benefit from the support of being among peers.

Lastly, the addition of tele-advocacy services has contributed greatly to our ability to improve access for our services. Prior to 2020, all intakes were provided only in-person and with limited space for private meetings, this capped the number of clients we could meet with each day. With the addition of a HIPAA-compliant Zoom option, we have expanded our ability to offer clients with more meeting times that may work better for their schedule.

This program has also seen its fair share of barriers over the last year which has been attended to as best we can. First staffing issues, turnover, and burnout has been a major concern over the past fiscal year. With such a small team of advocates, if one staff leaves that depletes our capacity by nearly 40% immediately. Furthermore, the intensity and complexity of the cases seen during FY22 required more case management than in previous years as clients were navigating highly lethal and dangerous situations throughout the year. The increase in investigation assistance and safety planning alone, requires far more time and energy than what this staff can sustainably handle. For example, one Title IX hearing can block out an entire day for an advocate and their client, and often the impact these hearings have on clients necessitates additional time to offer support with navigating the experience and

connecting with important mental health or safety resources as they can be incredibly overwhelming. We aim to creatively increase our capacity however, without the support for additional staff, this team will continue to burnout quickly.

Data analysis is also a challenge as the confidentiality of our data requires us to internally analyze data rather than coordinate more directly with our assessment team within CSW. This adds additional capacity to an overworked team and unfortunately, in-depth analysis of our data is limited. CSW plans to prioritize improvements both in our data collection and assessment strategy to determine long-term impacts of this program including student retention and graduation, wellness, and resiliency. Additionally, if we are able to better assess our current data, our prevention and education programs can better tailor workshops, training, and other activities to address trends we are seeing across campus in a coordinated way.

3) CAMPUS-WIDE AWARENESS CAMPAIGNS

- ✓ **OUTCOME: Planned and implemented 35 awareness events through 7 unique campaigns**
- ✓ **OUTCOME: Coordinated the first Men's Week campaign to center the intersection of masculinity and mental health**
- ✓ **OUTCOME: Raised \$4,785 (U Giving Day) and \$900 (SAAM) to support several CSW needs**
- ✓ **OUTCOME: Raised awareness for CSW services through 34 unique tabling outreaches**
- ✓ **OUTCOME: Increased social media followers to 1,988 (+314) on Instagram and 941 (+30) on Facebook**
- ✓ **OUTCOME: Reached 12,795 unique individuals via social media through 484 stories and 185 posts**
- ✓ **OUTCOME: Published 20 blog posts, 185 social media posts, and 484 social media stories on various wellness topics**
- ✓ **OUTCOME: Maintained active listserv of 1,282 subscribers for CSW email list**

In partnership with campus departments, students, and community agencies, large-scale awareness campaigns are coordinated strategically throughout the year. Elevating awareness for key wellness and safety issues and services provided through the CSW is a major goal of our office. Partnerships and key communication strategies help CSW to reach a broad audience and increase our visibility across campus. Proactive outreach through event tabling also allows for CSW representatives to connect with students to share resources and raise awareness for the services we provide. Furthermore, maintaining an active social media presence and prioritizing a broad communications strategy helps improve our reach to students while also raising awareness to the larger community about our programs and services.

During FY22, CSW **hosted 6 campus-wide campaigns which included 35 unique events** which are described in more detail below. In addition to CSW-curated events, we **participated in 34 tabling opportunities** to share information about our services for students. We also raised awareness for our office by growing our social media presence. **Over the last year, we added 314 followers on Instagram**

(30 on Facebook), reached 12,795 people on social media, published 20 blog posts, shared 484 stories (185 posts) and shared monthly newsletters with nearly 1,300 subscribers.

Domestic Violence Awareness Month (DVAM) Campaign

Every October, CSW hosts the campus' annual Domestic Violence Awareness Month (DVAM) campaign. This year marked the 4th year of this initiative with the theme of "Love Shouldn't Hurt". This month-long campaign emphasized the belief that the prevention of domestic violence will require a large-scale improvement in healthy relationships education to stop potential perpetrators from becoming abusive. During this campaign, we also sought to include the men's engagement program and encourage men on campus to actively speak out against domestic violence. Primary goals of the campaign were to encourage campus reflection on the intersections of privilege, identity, and power; skill-building to more actively intervene and speak out when witnessing the normalization of domestic violence; and raise awareness for services to support survivors.

FY22 DVAM included 10 events and directly reached 241 participants through our events but thousands more engaged online with our social media campaign and our online digital partner toolkit. This toolkit gave campus partners a step-by-step guide on how to raise awareness for this issue within their own community through events, education, and partnerships with CSW. The following events were specifically curated:

- **DVAM Kickoff:** Clothesline Project: Open tabling events that encouraged students to decorate squares of fabric in honor of survivors or for their own experiences surrounding domestic violence.
- **It's a Match:** Healthy Relationships workshop focusing on the importance of self-care, pleasure, communication, and consent for all types of relationships.
- **Safer Party Culture:** Workshop focusing on building skills and creating a safer party environment.
- **Purple Thursday:** Campus-wide day to raise awareness for domestic violence. Open tabling events distributed information, resources, and purple bracelets for the campus community.
- **Masculinities 101:** Workshop dedicated to exploring the nuances of masculinity and unpacking the definition of authentic masculinity/masculinities.
- **Never Have I Ever:** In collaboration with FSL, this event was focused on discussing strategies for "calling in" when we notice others' words or actions are creating a sexist or unsafe environment, as well as resources to use if we or someone we care about is experiencing domestic violence.
- **Challenging Rape Culture:** Workshop for students to learn how rape culture exists in our society, methods to unlearn harmful myths, and the reality of sexual violence on college campuses.
- **STI Clinic:** Free Gonorrhea and Chlamydia testing for students that included additional information regarding signs of healthy/unhealthy relationships and survivor supports.
- **Campus Resource Panel:** Open to the campus community to learn about the variety of resources and support programs available for survivors.

- **VSA Animal Therapy Safe Space:** In collaboration with UCC, this was a space for survivors, those interested in VSA services, or those interested in supporting survivors to drop in throughout the day to engage with the animals, meet the VSA team, enjoy snacks/tea/coffee, and write support notes to survivors that will be included in care kits for future VSA clients.

Wellness Fair

Every fall, the CSW hosts an annual Wellness Fair for the campus community and includes partners from Campus Recreation Services, University Counseling Center, Student Health Center, and more*. This event aims to bring wellness services to the students and raise awareness about how to utilize them proactively throughout the year. For FY22, student leaders from the ACES and THEM Ambassador teams curated events that focused on each of their topical areas including sexual wellness, mental wellness, identities (masculinities), AOD (alcohol and other drug) harm reduction, and violence prevention. The theme for the FY22 Wellness Fair was “Take Care of U” and included 6 unique events and 114 students participated directly with many more engaging online with our social media:



- **STI Clinic:** Free Gonorrhea and Chlamydia testing for students that included additional information regarding healthy relationships and information about reducing risk for STI transmission.
- **Mental Wellness Resource Day:** Resource tabling that included partners from UCC, PEAK, and CSW. Massage chairs and therapy dogs were present throughout and students were encouraged to learn about nutrition and mental health (PEAK); creation of self-care bags and writing notes of support to a friend (CSW); and complete a depression screening (UCC).
- **IDENTITIES:** In collaboration with the Financial Wellness Center, this discussion was about individuals' relationship with money and how their gender(s) intersects with that financial relationship.
- **Mocktail Social:** Student social and space for students to make upscale mocktails, play games, and learn about safer party culture tips.
- **Sex Ed Screening and Discussion:** Netflix screening and discussion of an episode of the show “Sex Education”. This event included a discussion of campus safety and how to challenge rape culture.
- **Virtual Debrief:** Open discussion to discuss student response to the question: how do you take care of your wellness.

*Previous Wellness Fairs have included a flu vaccination component and resource tabling from many more partners. Due to the increase in COVID-19 cases, CSW scaled this event back and referred students to other services for both flu and COVID-19 vaccinations and spread the events out during a week (rather than one day) to reduce the risk for exposure.

International Men's Week

This past November, the Men's Engagement program planned and implemented the first campus Men's Week which comprised of 3 events hosted in November coinciding with International Men's Day. These events aimed to engage men and masculine students by celebrating authentic masculinities and disrupt the social limitations that men face today. Overall, 25 students attended events but dozens more were reached through tabling and through a curated blog on men's mental health. Specific events included:

- **Men's Mental Health Panel and Discussion:** An event focusing on taking a deeper dive into the disparities men face regarding mental health challenges, help-seeking behaviors, accessing resources, and fostering a sense of compassion and empathy.
- **Masculinities 101:** In partnership with Fraternity and Sorority Life, the Masculinities 101 workshop was provided to students from various FSL chapters.
- **International Men's Day:** In partnership with Campus Recreation Services, students were invited to come visit the Eccles Student Life Center and engage in various activities hosted at the building.

Stalking Awareness Week

Every January, CSW hosts Stalking Awareness Week that engages the campus through social media and campus events. This year, the campaign focused on myth busting, education on stalking and what it looks like for college students, improve media literacy surrounding the normalization of stalking, and raise awareness for supportive resources. Our efforts consisted of a social media campaign, resource tabling, a Netflix show screening and discussion of "You", and a Stalking Awareness workshop facilitated by an ACES peer health educator.

U-Giving Day

Every February, CSW participates in U Giving Day which is a 2-day fundraiser in the larger community. This year, we encouraged staff and students to create Champions pages to help share our well-being campaign with the larger community. FY22, we raised \$4,785 from 38 unique donors. This campaign helps CSW raise awareness to the larger community about the programs, services, and opportunities for students through our office. This funding is specifically being used for student leadership development, scholarships, and emergency funding for VSA clients for FY23.

Healthy Relationships Month

Every February, CSW hosts a month long campaign focusing on the healthy aspects of interpersonal relationships. This campaign aims to support students in building, maintaining, and/or strengthening healthy relationships in their lives. Acknowledging the continued impact of the pandemic on social wellness, this campaign included skill-building to help students understand the foundations of strong bonds. The theme of the campaign was #UnbreakableBonds and had an emphasis on maintaining



healthy relationships with friends, family, partners, and others. Healthy Relationships Month events consisted of 5 curated events and a reach of 172 students. Like many of our other campaigns, our social media reach and engagement extends well beyond this total. The following events were held during this awareness month:

- **Let's Get Sweet (Candygrams):** CSW hosted a Candygram table and students could write a note to their partner, friend or even for themselves! Afterward, our team attached the notes to a bag of treats and notified students via email to pick up their Candygram at Center for Student Wellness (ESLC 2100).
- **Partner Yoga:** In partnership with Campus Recreational Services, we hosted a partner yoga session with the intention of bringing students closer to one another, feeling better connected, and deepening trust and communication.
- **STI Clinic:** Free Gonorrhea and Chlamydia testing for students that included additional information regarding healthy relationships and information about reducing risk for STI transmission.
- **Let's Get Deep- Date Night:** Event for everyone in any type of relationship to participate in games, crafts, music, and the opportunity to learn about love languages and how to leverage them to strengthen their relationships.
- **Relate and Meditate:** These drop-in meditations were led by the Change Coalition. Sessions were specifically focused on building healthy relationships with self and others. This event was open to any student whether they came solo, with a partner, or friend.

Sexual Assault Awareness Month (SAAM) Campaign

Every April, CSW hosts a campus-wide campaign for Sexual Assault Awareness Month. This year's theme was "I Hear You" which encouraged the campus community to reflect on how we support survivors and provide space for them to ask for help. We recognize and emphasize the importance of listening to and believing survivors, while providing resources that exist both on and off campus. #UofUSAAM is a time to become aware of and reflect on the skillsets we have and how we can utilize them to reduce and even prevent sexual assault on campus as well as learn how to support survivors in a caring and trauma-informed way.

Overall, 7 SAAM events had 115 in-person participants and a robust social media campaign resulted in over 23,000 impressions, 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.



Additionally, over \$900 was raised to create 50 care packages for survivors who utilize CSW's Victim-Survivor Advocacy service. SAAM events consisted of the following:

- **Kickoff:** How to Support Survivors: Tabling event focused on our efforts to bring awareness to sexual assault on campus and identify our role within that. We welcome students to stop by one of our locations and evaluate how they can personally provide support to survivors.
- **Denim Day:** Students wore denim to show they stand in solidarity with those who have been victim-blamed in cases of sexual assault and rape. CSW hosted a tabling event to support Denim Day.
- **Boundaries Workshop:** In collaboration with It's On Us (student group), this workshop was an opportunity for students to create boundaries of the past, present, and future in a safe environment.
- **Letters to Community:** Students wrote letters to the community expressing their feelings regarding sexual assault on campus. The letters were displayed in the Union for the remainder of Sexual Assault Awareness Month.
- **Rape Myths and Facts:** Rape Recovery Center presented their popular Rape Myths and Facts presentation, which is a general overview of current prevalence rates, type of assaults, and "at-risk" population.
- **Survivor Kit Assembly:** In collaboration with Women in Business, students were able to volunteer their time and put together care kits for survivors of sexual assault and leave an empowering note to add to the kit. In total, 48 kits were assembled.
- **Pay It Forward at the Campus Store:** For the month of April 2022, customers at the University of Utah Campus Store can opt-in to Pay It Forward, a program that allows customers to donate money to a selected organization by rounding up their purchases to the nearest dollar amount. In honor of Sexual Assault Awareness Month, roundups during the month of April will go to the Center for Student Wellness. The funds will be used for our victim-survivor care packages and violence prevention programming.



General Tabling Outreach

Outreach and tabling helps to raise awareness of CSW services and programs and increases our visibility for the campus community. During FY22, CSW staff and students participated in 34 tabling outreach events including but not limited to:

- Vaccine Parties and Info Tabling (MUSS Event)
- Get Involved Fair
- Recovery Day

- USA Housing Block Party
- Take One for the Team Vaccine Party
- Clothesline Project - Domestic Violence Awareness Month
- National Residence Hall Honorary
- Stalking Awareness Week
- Healthy Relationships Month (Candygram Event)
- Philanthropy Fair for U Giving Day
- Granite Senior Day
- Sexual Assault Awareness Month
- Coffee with Cops
- Resource Fair (Office of Orientation)
- School of Dentistry Orientation

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

The return to campus brought both opportunities and challenges as the campus continued to navigate a “new normal”. An expanded student leadership team (THEM Ambassadors and ACES peer health educators) added innovative ideas for campaign events and ways to raise awareness for CSW programs and services. These student-led initiatives greatly contributed to the successes seen for these campaigns.

Additionally, our new Men’s Engagement program added an important perspective to our campaigns and encouraged the participation of men on our campus in a new and intentional way. We are excited to continue expanding this initiative to attract more students to engage in efforts to help raise awareness for these important topics.

Opportunities to expand our fundraising efforts was also a success, especially during a year of financial insecurity and conservative spending. The annual U Giving Day event still attracted several donors to support our office and we raised nearly \$5,000 to add to our emergency fund reserves for VSA clients, provide scholarships for students in need, and offer student leadership training for our student programs. Additionally, a partnership with Women in Business, helped fundraise to build survivor care packages for clients of the VSA program. These efforts instilled a sense of hope and gratitude from CSW as those who gave to our office helped us to prioritize important services for students without sacrificing other programming.

Barriers were also experienced as a campus community struggled with engagement all around and attracting large audiences to synchronous events was a challenge. Our student teams struggled with engagement themselves with added academic pressures and the continued impacts from a global pandemic. Acknowledging this, we shifted many of our events to drop-in style affinity spaces where the focus was more on being with community rather than direct education for a wellness topic. Moving forward into the next fiscal year, we plan to leverage this approach by strategically marketing the

community-building aspects of our campaigns and intentionally layering in wellness education in creative and innovative ways.

Additionally, the continued risks associated with the COVID-19 pandemic led CSW (and many other partner offices) to scale back numerous events or offer them virtually to prioritize the safety of both students and staff. Often, CSW had to develop a contingency plan for any in-person event just in case we had to pivot if case counts rose or students/staff had to quarantine. This was incredibly challenging both from a planning perspective but also from a bandwidth perspective as having to develop backup plans for all events or needing to adjust last minute, was stressful for the entire team. The reduction in campus events all around, led to decreased opportunities for CSW to participate in tabling and other forms of outreach which removed a traditional marketing and communications channel for our team to share information about our services.

As the campus settles into what appears to be a new normal for campus engagement and in-person offerings, we anticipate attendance for events improving as well as added bandwidth as we will no longer have to plan out events with numerous backup plans or continual concerns of needing to change events entirely at a moment's notice.

4) THEM – MEN'S ENGAGEMENT INITIATIVE

- ✓ **OUTCOME:** Developed and launched the inaugural cohort of seven Engagement Ambassadors (name changed to THEM Ambassadors in Spring 2022)
- ✓ **OUTCOME:** Hosted 12 THEM events during FY22 with a total of 134 participants
- ✓ **OUTCOME:** 75.6% of attendees of the Masculinities 101 workshop indicated they felt more comfortable talking about authentic masculinity with their peers, friends and family
- ✓ **OUTCOME:** Secured permanent funding for the Engagement Coordinator through the Student Mental Health Fee

FY22 saw the launch of a new program aimed to engage men on our campus in conversations surrounding masculinity and the intersection with violence prevention and mental health. Many college campuses recognize the importance of these types of programs but very few have the financial support to move these initiatives forward in an intentional way. The U's program is the first in the state of Utah and one of only a few in the region and specifically aims to intentionally include men and masculine students into these initiatives proactively. The U's Men's Engagement Program, titled THEM (Teaching

Healthy Expressions of Masculinity) includes a student ambassador program, educational events and workshops, and a growing network of strategic partners.

This initiative centers the importance of it being student-led so THEM Ambassadors were recruited to help lead out on these efforts. This cohort is comprised of students who commit to serve as leaders in engaging men and masculine students on campus in conversations surrounding these topics. Ambassadors are responsible for the following:

- Attending ongoing training on masculinity, violence prevention, and mental health
- Participate in discussions addressing masculinity, violence prevention, and mental health
- Advise and assist in content creation for the program
- Facilitate events in collaboration with Center for Student Wellness and campus partners
- Increase engagement with men and masculine students across campus



During FY22, this **cohort included 7 undergraduate students** (1 student left their position in the spring, leaving the cohort at 6). Students represented various identities and student statuses including transfer and international student status, first generation, fraternity presidents, and ASUU Senators. Students were enrolled in various degrees ranging from Communications, Political Science, Computer Science, Economics, QAMO, Music Performance and Physics. All ambassadors received a \$1000 scholarship award and were encouraged to complete trainings including Mental Health First Aid, Men Can Stop Rape's Healthy Masculinity Training Institute, and QPR suicide prevention.

Throughout the year, THEM hosted 12 educational events with an estimated reach of 150 students. Events with an "*" are included in Section 3, part 1 and 3. Events included:

- Men and #MeToo
- Never Have I Ever*
- Masculinities 101 (5 workshops)*
- IDENTITIES*
- Men's Mental Health Panel and Discussion
- International Men's Day*
- Movie Night: 22 Jump Street
- Men of Faith

In addition to hosting curated events and workshops, THEM Ambassadors also helped with data collection through focus groups regarding events and programming, mental health, and violence prevention and awareness. Students completed 25 interviews which helped reveal areas of focus, current beliefs among men on campus regarding these topics, and awareness of resources.

THEM Ambassadors have expressed the importance of this program by sharing:

“The Men’s Engagement Program has been, to me, an opportunity to honestly engage in the work of reconstructing masculinity in a space that understands the nuances of gender-based discourse as it is relevant today. This program has enabled me to work on and engage with my peers on issues of masculinity I have always been passionate in, and has empowered me to become even more learned on the topic of masculinity and male identity. Working with the team I have been with has been eye-opening, as our collective diversity brings to the table multiple views that contribute to an ever-shifting view on what “authentic masculinity” means to each of us.”

“This program is honestly life changing. I have been allowed the chance to understand masculinity, through hearing different perspectives and stories that without this program would have been impossible. It has given me the opportunity to have my eyes opened to a whole new world of understanding and acceptance.”

"The Men’s Engagement Program is a fantastic program that pushes for education about masculinity to the campus community: there are informative insights on topics ranging from mental health to interpersonal violence. The program helps (sic) inform students on how to help create an inclusive and healthy culture surrounding masculinity. As an ambassador, I've felt that I've gained vast leadership experience and a want to spread awareness of positive masculinity to spark change. Being a part of the program has not only led to me learning about the stigmas within masculinity, but to also be more comfortable being my true self and my identity as a man."

“I've gained confidence in my ability to be an advocate for the values of the program, such as encouraging authentic masculinities, through a development in my ability to talk about and discuss these issues in the appropriate language.”

The program coordinator also created the flagship workshop, Masculinities 101. This workshop helps participants begin to explore the nuances of masculinity and unpack the definition of authentic masculinity/masculinities. Participants reflect on their experiences with masculinities and how it has impacted their life and the world they live in. Participants who attended this workshop shared that:

- 81.82% indicated the presentation increased their awareness of the subject/issue
- 75.76% indicated they felt more comfortable talking about authentic masculinity with their peers, friends and family
- 96.97% indicated that the THEM ambassadors had a welcoming approach
- 84.85% indicated they were interested in future conversations about masculinity

These preliminary findings lend support to expand the outreach for this pilot workshop for FY23.

The program coordinator also aimed to build strategic partnerships across campus to coordinate programming for specific student communities and/or topics. These partner projects included:

- **Fraternity and Sorority Life:** Established a strong partnership with the FSL community through collaborative events, workshops, and a tailored and intimate 4-week program dedicated to the Interfraternity Council. This program was designed to be a space where leaders within the Fraternities could ask questions related to harm reduction, violence prevention, and mental health. We discussed the following main topics:
 - Party culture
 - Starting dialogues and creating safe spaces
 - Identifying problematic behaviors and attitudes
 - Understanding campus resources
- **McCluskey Center for Violence Prevention:** The engagement coordinator serves as a co-chair for the MCVP's Engaging Men working group. This group meets monthly with campus community members to discuss literature and other resources related to engaging men to enhance violence prevention efforts.
 - Collaborated on Men and #MeToo event.
 - Collaborated on Interfraternity Council discussion series.
- **University Counseling Center and Women's Resource Center:** Established a partnership with UCC and WRC to aid in our men's mental health efforts. Specifically, we partnered with WRC for our Men's Mental Health Panel hosted during Men's Week and within that panel there was a representative from UCC. Additionally, members from the UCC served as guest speakers and presenters during our THEM Ambassador meetings and the Student Leadership Retreat.
- **Campus Recreational Services:** Collaborated for a featured Men's Week Event in ESLC to engage men on campus to participate in various activities in the Eccles Student Life Center.

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

This pilot program has shown great successes in its first year through stand-alone programs and events as well as integrating these important topics into larger campaigns (e.g., Sexual Assault Awareness Month). The first THEM Ambassador cohort has been vital to building out this program through a student-led framework with the support of a driven engagement coordinator. The structure for this program is firmly in place and FY23 brings a slew of opportunities to expand on these initiatives and increase our reach to the campus community. Furthermore, this program is now 100% funded by the Student Mental Health Fee and has become a sustainable program within CSW as the program is no longer supported by a time-limited grant.

Some barriers that lie within this work include that often, men's engagement programs struggle with misunderstandings of why these should be funded in the first place. Students may be misinformed and operate under the belief that these programs utilize finite resources that go towards supporting an already privileged and power-centered identity (i.e., cis, white, male) within the collegiate experience. Men's engagement programs however, are actually focused on engaging students who hold these privileged identities to be involved in programs and conversations that leverages this power for change and encourages those who hold this privilege identity to more proactively be involved in efforts that

address these topical areas. This misunderstanding of the intentions of these programs is challenging to overcome and does rely on strategic communication and planning efforts to attend to these concerns.

Moving into the next fiscal year, we anticipate continued challenges office-wide with engagement for events. However, we plan to address this through strategic partnerships and an innovative approach to engagement by leveraging alternatives to the traditional synchronous event structure. We also intend to be cognizant of the various identities held by our second cohort of ambassadors so that we may be thoughtful and intentional with our programming to ensure we are reaching a much broader audience and celebrating the spectrum of genders and identities that our campus holds.

5) COLLEGIATE RECOVERY PROGRAM (RECOVERY AT THE U)

- ✓ **OUTCOME: Recruited 6 students to join the RU program**
- ✓ **OUTCOME: Hosted 5 RU events throughout the year**
- ✓ **OUTCOME: Held bimonthly members-only meetings from November-May**

During FY22, the U's Collegiate Recovery Program (Recovery at the U - RU) was revived as the CSW's newest program. The RU program had been transferred to the CSW from the College of Social Work in spring of FY21. **During its first year, 6 members joined the RU community and 5 events were held across campus that were open to the larger campus community.**

Collegiate Recovery Programs have become increasingly more important on a college campus as they are recognized to help support students in their academic pursuits while maintaining a lifestyle of recovery. According to the National College Health Assessment in 2021, 3.2% of students at the University of Utah indicated that they are in recovery for alcohol and/or drug use.

The Association for Recovery in Higher Education (ARHE), also shares that 95% of students who participate in these programs maintain their recovery and avoid relapse. In an environment where alcohol and drug use is common and considered a "normal" part of the college experience, for students in recovery, having access to support services and to a community of other peers also in recovery ensures that that they do not have to sacrifice their academic pursuits or their recovery.

RU, provides a safe, caring, and affirming space for students who are in recovery or are seeking recovery from substance use. We strive to foster a supportive recovery community where students can feel empowered, resourced, and engaged to achieve academic and personal success.

SOBER-CURIOUS

adjective [sow-br kyur-ee-uhs]

1. Curiosity about how sobriety or moderation may look.
2. Being intentional about how, when, and why we consume substances.

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We are not a clinical program but we work to support students in recovery through referrals to campus resources, RU events and activities, and more.

The U's Collegiate Recovery Program (CRP) all started with students in recovery. In 2016, the CRP was initially funded by in-kind donations and received a grant that was submitted to Transforming Youth in Recovery (TYR) which resulted in \$10,000 of funding to begin building a CRP here at the U. In the spring of 2016, Recover at the U (RU) became an official student organization within the university's ASUU student leadership and involvement program. Beginning in the summer of 2017, Recover at the U's faculty advisor (Dr. Jason Castillo) and members of leadership began work on seeking state funding by way of 2018 Utah state legislative session. In March of 2018, on the last day of the session, RU was awarded the necessary funds in order to house a CRP to stay, making RU the first CRP in the nation to receive state funding. Jim Carroll, the director of the office of national drug control policy heard about this achievement and personally met with the students and faculty of RU to learn more about who RU is and what RU does. Today, the program continues to evolve as the heart and soul of this cause thrives with each new member to the newly named, Recovery at the U program.

RU provides several services and opportunities for community including:

- Access to member-only meetings.
- Connection to a community of peers in recovery.
- 1:1 coaching meetings with RU staff
- RU-sponsored events and activities
- Leadership opportunities
- (Coming soon) Support and psychoeducational groups

During its revival year, RU raised awareness for the new program through various tabling and outreach opportunities and hosted several events to promote RU and provide space for new members to meet the growing community. These activities included:

- Recovery Day
- Yoga for Recovery
- Sober Tailgate (vs Washington State)
- RU Bowling
- Climbing with RU
- Coffee Break meetings

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

As this was the first year of operation within the CSW and since the pandemic began, there was a lot of rebuilding and outreach that was necessary. All of the previous RU members had since graduated which left the program without any members. However, as the framework was being built we prioritized outreach to the campus community to raise awareness. Tabling in common areas (e.g., Union), attending partner events (FSL Resource Fair), and hosting open events for the campus (e.g., Climbing

with RU) started to get the word out to the campus that this program was available for students in recovery.

We acknowledge that reaching students in recovery can be challenging so there are several strategies we plan to employ including leveraging strategic partnerships for referrals (e.g., academic advisors, student support services, student organizations, local treatment centers); expanding marketing and outreach, and added community building events. Additionally, many students may not be in recovery but may be engaging in high-risk alcohol and drug use that is impacting their overall well-being. To ensure that we are reaching these students, we will continue to use approaches that reduce stigma, encourage harm reduction, and normalize recovery.

6) SAFER SEX SERVICES

- ✓ **OUTCOME: Distributed 131 safer sex supply packages for students (Pleasure Pack Delivery Service)**
- ✓ **OUTCOME: Hosted 6 STI testing clinics with 210 students attending**
- ✓ **OUTCOME: Provided 39 HIV tests for students**
- ✓ **OUTCOME Distributed 5,000 safer sex supplies across campus**

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. **During FY22, over 200 students attended our free STI testing clinics, 39 attended drop-in appointments for HIV testing, and over 5,000 safer sex supplies were distributed across campus.**

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.

Safer Sex Supplies (Pleasure Pack Delivery Service, PPDS)

The Pleasure Pack Delivery Service, born from a student project, offers discreet distribution of safer sex supplies to students. Students order “Pleasure Packs” online through a private form and choose one of 6 pre-customized options. On a weekly basis, Pleasure Packs are delivered to several locations across campus for students to pick up their discrete order. Currently, pickup locations include the Eccles Student Life Center, Union, Kahlert Village, and the Black Cultural Center.



Outside of the PPDS locations, free condoms are distributed through partner offices and departments including various residence halls, the student Union, and the Basic Needs Collective/FeedU Pantry. During FY22, nearly 5,000 condoms, dental dams, and internal condoms were distributed across campus for students at no cost.

STI/HIV testing

Students are encouraged to get tested regularly through our free mobile STI testing clinics (Gonorrhea and Chlamydia). During these clinics, students are able to meet with a peer to learn about STI transmission and treatment, strategies to engage in safer sex practices, healthy relationships, consent, and supportive options if a student may think they are in an unsafe relationship. Testing is free and if a student tests positive for either Gonorrhea or Chlamydia, their treatment is covered at no cost to them. During FY22, 6 mobile testing clinics were held at various locations across campus and 210 students were tested.

HIV testing is completed using a rapid test during drop-in hours every other Tuesday. Students are able to stop by during designated hours and receive their results within 20 minutes. During FY22, 39 students attended a drop in session.

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

The return to campus allowed us to reinstate our safer sex programs in full for the campus. However, for a student population that had spent the last 18 months isolating, we didn't anticipate the discomfort for many students in accessing these services, let alone discussing them. Acknowledging the impact that the pandemic had on social skills and relationships, encouraging safer sex practices was met with some new challenges. It was already known to us that 51% of University of Utah students report being sexually active, however, only 57% of students report using a condom during vaginal intercourse and only 11% during anal intercourse (NCHA, 2021). 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).

Understanding the data from our student population provides clarity on the issues that this demographic faces. Approaching education and access through a values-neutral lens provides an approachable service that can address stigma and offer education for students on a topic that may be perceived as embarrassing or uncomfortable.

Even though there were challenges in re-starting our safer sex services, we were able to expand our pick up locations for the PPDS program and we intend to continue adding new locations for students so that they become more accessible during FY23. Furthermore, passive distribution points through the Union, residence halls, and the Basic Needs Collective aims to normalize the use of these supplies among students who are sexually active. We are excited about continuing to expand on these programs during the upcoming year and strategically market these services through new student channels.

7) STUDENT LEADERSHIP AND TRAINING PROGRAMS

- ✓ **OUTCOME: Expanded ACES Peer Health Education program to 20 students and added a Mental Wellness team**
- ✓ **OUTCOME: Created first Men's Engagement Ambassador program with 7 students (THEM)**
- ✓ **OUTCOME: Student leaders (THEM and ACES) provided over 2000 hours of volunteer time to CSW-related efforts**
- ✓ **OUTCOME: Offered 4 student internship opportunities which contributed 410 hours to CSW-related projects**
- ✓ **OUTCOME: Offered the first Student Leadership Retreat for CSW student leaders**
- ✓ **OUTCOME: Paused VSA MSW Intern Practicum for FY22**

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. 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.

ACES Peer Health Educators

The ACES program started with 6 students as a pilot 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 program. This program follows evidence-informed 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. During FY22, the team was expanded to 20 students who are divided into 4 subgroups that focus on sexual wellness, alcohol and other drug (AOD) harm reduction, violence prevention, and now, mental wellness.

ACES meet weekly and topics include 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. ACES are trained to facilitate CSW workshops for the campus community, are the primary team that tables during events, plans campus-wide events, and staffs STI testing clinics. The success of this program has allowed for a revision to the program structure to hire students for these positions rather than have them volunteer their time.

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.

ACES members volunteered over 1,000 hours over the academic year, helped table at 16 events, facilitated 15 workshops, planned 21 events, and hosted 6 mobile testing clinics.

THEM Ambassadors

THEM Ambassadors were created during FY22 as a part of our new Men's Engagement program. THEM stands for Teaching Healthy Expressions of Masculinity. Ambassadors were recruited during the fall semester and began planning events and activities for spring 2022.

THEM Ambassadors volunteered nearly 400 hours towards these efforts and planned 8 unique events for the campus community during its first year. These events aimed to raise awareness of the intersections of masculinity with mental health and violence prevention and engage men into these conversations. This program is discussed in more detail in Section 3, Part 1 and 3.

Victim-Survivor Advocate Interns

For FY22, our MSW 1st year practicum internships were paused due to limited staff available who held appropriate licensure to supervise these students. The VSA Intern program has proven to be a mutually beneficial opportunity to add needed capacity to the advocacy program while also providing relevant real-world experience for students to meet their practicum requirements. This program is being restarted for FY23.

The VSA program did however, ***pilot a 200-hour summer internship placement for an associate's level social work student from Salt Lake Community College.*** During the internship, the student contributed to the program and furthered their own education by observing client services, conducting client outreach, and developing a safety planning guide for clients experiencing mental health crises. Future (SLCC) students placed within the advocacy program will gain experience in service provision and survivor experiences in the University setting and may be supported in applying for the Bachelor of Social Work Program at the University of Utah. This partnership with SLCC is being explored to be added as a sustainable summer internship within the VSA program.

Summer Internships

Each summer, internships are available for ACES members and THEM Ambassadors to help with planning early fall events. For FY22, 3 interns were selected to help with planning for Domestic Violence Awareness Month, Suicide Prevention and Awareness Month, and International Men's Week. ***Each student provided ~70 hours (5-7 hours/week) of service for these projects.***

Student Leadership Retreat

After receiving a Parent Fund award to provide a more in-depth leadership opportunity for our students, we developed the Student Leadership Retreat for spring of 2022. During this full day event, students engaged in activities that would foster growth and development. Breakout sessions were offered throughout the day and covered such topics as perfectionism, self-compassion, and management of energy and time. Students shared meals together and had opportunities for reflection and skill-building during the retreat. The success of this retreat has led the team to include this for upcoming years as a part of our student trainee experience and it has been funded again through the Parent Fund.

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

Our student training programs revealed both successes and challenges during FY22. These programs did offer students a positive and prosocial way to engage in developing professional and leadership skills. Furthermore, students were able to add additional skills that were unplanned for the year including being adaptable to sudden change and being responsive to student needs.

We did struggle however with engaging students into these programs throughout the entire year as engagement university-wide was low as an entire campus was still navigating an incredibly stressful and unprecedented time. Low attendance at our student-led events also posed a challenge as it impacted the confidence of our student teams. Moving forward, we have re-envisioned the structure and format of some of these programs to better center the student experience and are excited to implement them for FY23. Some major revisions include the ACES program from a volunteer, scholarship-based program to a reduced team of paid student staff and adjusting our VSA practicum experience to give students more hands on responsibilities much earlier in the semester.

8) WELLNESS COACHING

- ✓ **OUTCOME: Provided 139 individual wellness coaching sessions (300%+ increase from FY21)**
- ✓ **OUTCOME: Provided wellness coaching for 76 unique students**
- ✓ **OUTCOME: Delivered 84% of sessions virtually**
- ✓ **OUTCOME: Provided 10 virtual group wellness coaching sessions**

For FY22, CSW's Graduate Assistants provided in-person, virtual, and group wellness coaching services for students. This service has grown tremendously to fill a gap in service offerings for students to support them with non-clinical wellness needs, easing some of the pressure from clinical mental health services on campus. The Graduate Assistants are placed in partnership with the Wellness Coaching program through the Department of Health and Kinesiology. Two students were placed with our office as half-time GAs and included a 2nd year student and a 1st year student to utilize a train the trainer model to avoid disruptions in Wellness Coaching services.

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 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.

We saw an increase in the number of students served throughout the year (14 in FY21 to 76 students in FY22) for a 308% increase in the number of sessions provided throughout the year. The top 5 reasons students sought out wellness coaching were around: time management, school management and study habits, stress management, emotional wellness, and physical wellness.

In addition to individual sessions, the wellness coaches provided group wellness events including a Speed Coaching event that aimed to introduce students to the idea of wellness coaching through a mini session. These group events were able to provide added support for students as they were attempting to navigate a re-entry to college after a challenging 18 months of the pandemic.

CONTRIBUTIONS TO SUCCESS AND ADDRESSING BARRIERS

Wellness Coaching is a trainee program within the Center for Student Wellness which historically has included one full-time GA. In assessing this program, it was recognized that the Graduate Assistant would not have the skills necessary to provide this service until their second semester which unfortunately means that when a new GA starts within the CSW, the first semester would require a pause in wellness coaching services until the student was trained on how to offer this service. Approaching this with innovation, it was decided to bring on two Graduate Assistants at half-time, one

first year student and one second year student. Employing this model allowed for a train-the-trainer framework so that the first year student could be trained up by the second year student without a gap in service. Furthermore, the first year student would be invited back for the following academic year which creates a consistency in service delivery and a sustainable wellness coaching program.

FY22 showed CSW the importance of this service as a record number of students engaged with this program. Focusing on strategic marketing and communication for the upcoming year will allow us to continue to offer this service to a broader audience. Enhanced data collection will be prioritized to determine impact and behavior change among students who utilize this service.

PART 4

IMPACT DATA

Assessment and evaluation are important goals for CSW. Data-driven decision making is a primary focus of the office and the following strategies are currently in place to help us measure our impact, reach, and opportunities for growth:

- Learning Outcome Assessments for workshops and trainings (QR codes at the end of each workshop)
- Feedback and satisfaction surveys for events, VSA services, Wellness Coaching, and safer sex services
- Knowledge, skills, and behavior change surveys
- Focus groups to determine student needs and wants
- Utilization data
- Service provision data (Victim-Survivor Advocacy)

Data collected throughout the year is analyzed at key time points to determine changes needed for services and programs, gaps in reach, and process evaluations. For example, focus groups are often used to provide important insights from stakeholders for any new programs being proposed in our office. Feedback surveys are collected with all PPDS orders, STI/HIV testing, and Wellness Coaching sessions to help us improve our services for students. Satisfaction surveys are sent at the end of each semester to VSA clients to learn about their experience using our services and areas we can improve.

Efforts to improve our data collection are underway as we acknowledge that our utilization data for some programs/services does not accurately reflect the true reach and engagement from the campus community. Barriers to collecting UIDs at large scale events and workshops is challenging and currently we are assessing ways we can improve. Internally, CSW reports its own outreach and workshop data and that can be found in Section 3, Part 1. Furthermore, some data that we do collect (e.g., VSA client service data) is confidential and is housed in a separate database that to date, cannot be shared through the utilization data process. This is currently an ongoing conversation within the Health and Wellness portfolio as many departments face similar challenges. Thus, VSA data is reported separately and can be found under Section 3, Part 2.

For FY23, the following strategies are being implemented to improve our data collection strategies:

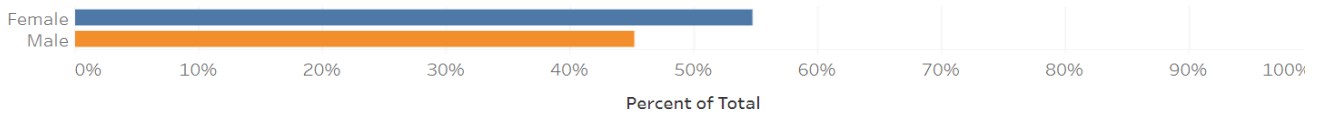
- Workshop requests from partners, professors, or student groups will have a specific follow-up request for the requestor to submit the UIDs of all who attended rather than have attendees encouraged to complete our learning outcome assessment (which is optional) during the workshop. This is historically how we have collected utilization for workshops however completion rates range significantly.

- Events will have a clear sign-in process and streamlined processes using technology will be considered for use to expedite this process to collect UIDs
- Intake forms are being re-assessed to simplify and collect only data that is necessary

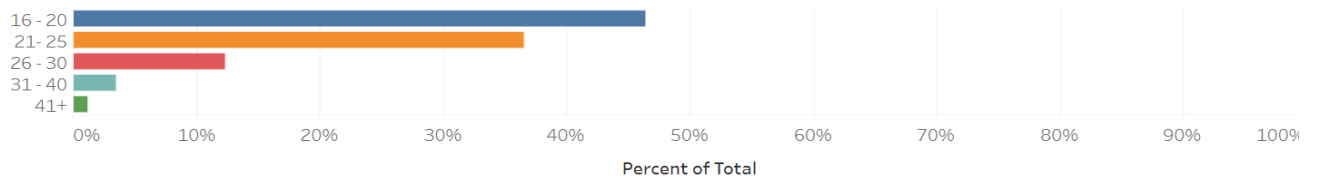
From the utilization data that we can collect, that information is reported in this section. For FY22, 2,689 total student UIDs were collected to include in this utilization data section. However, as mentioned above, this does not reflect the true reach and scope of our services.

Utilization Data FY22 (N = 2,689)

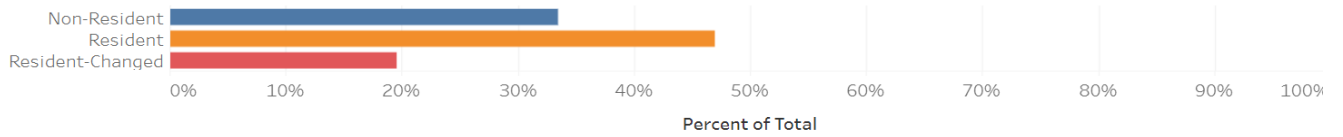
Gender



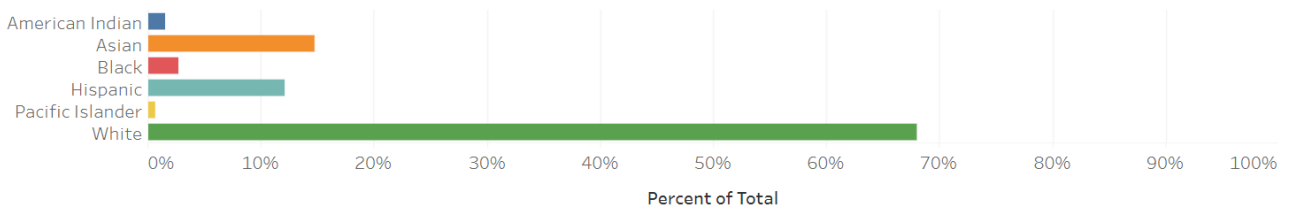
Age



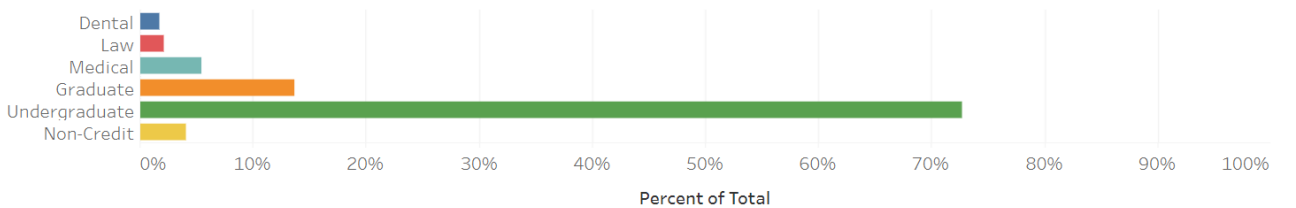
Residency



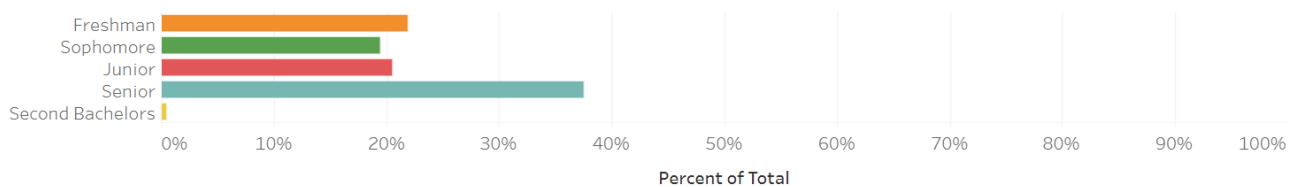
Race/Ethnicity



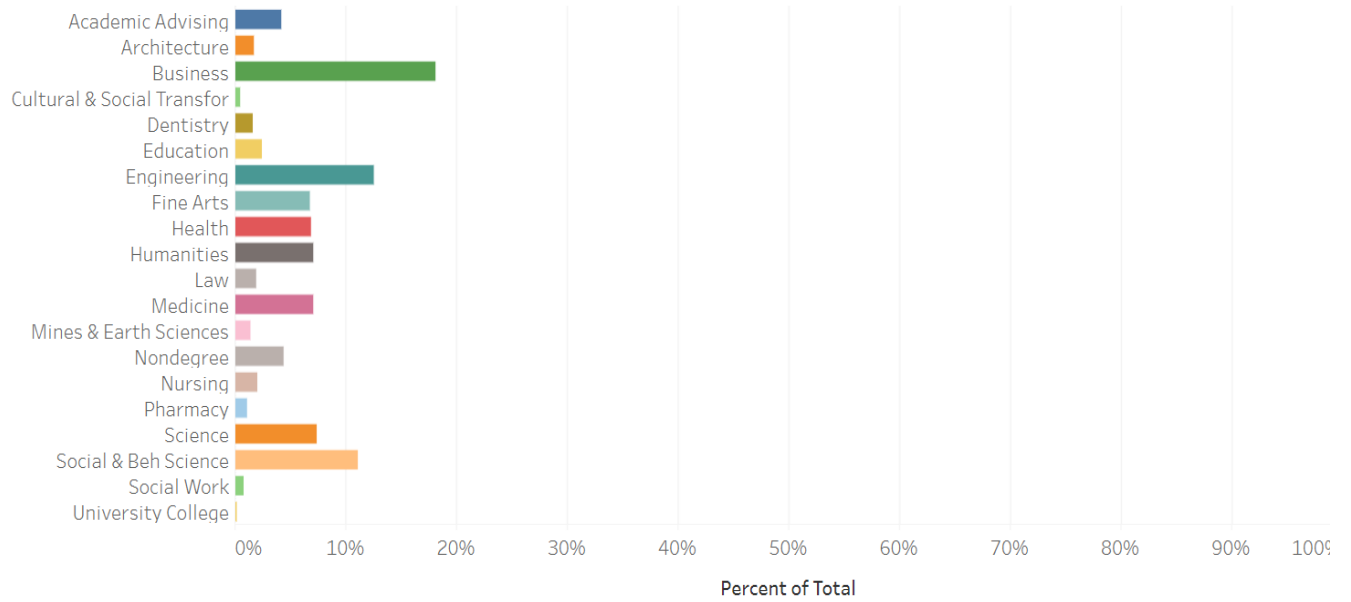
Academic Career



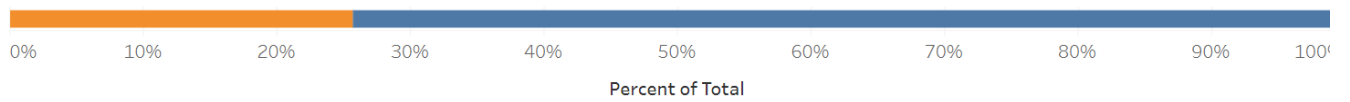
Undergraduate Academic Level



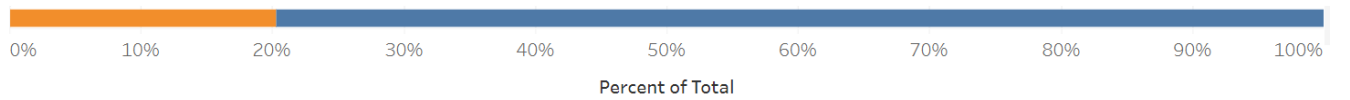
College



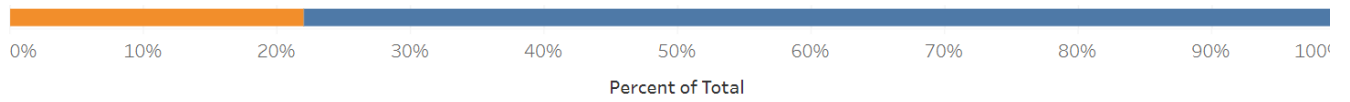
Fraternity / Sorority Members



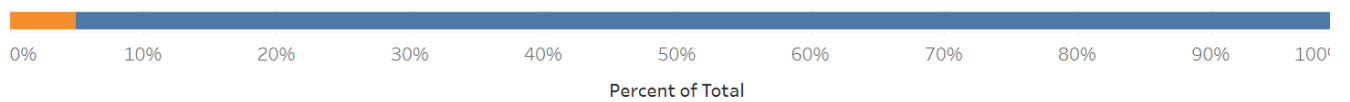
Honors



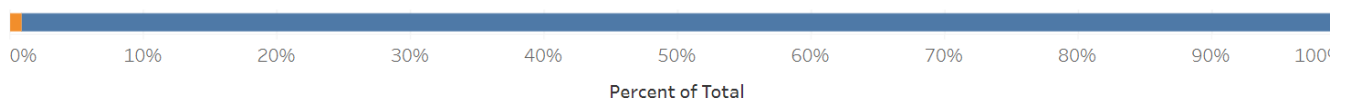
HRE



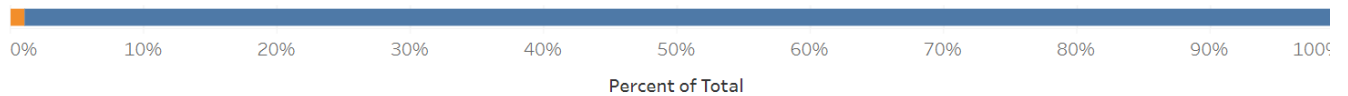
International Student



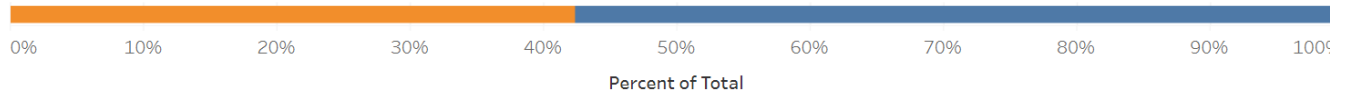
NCAA Athlete



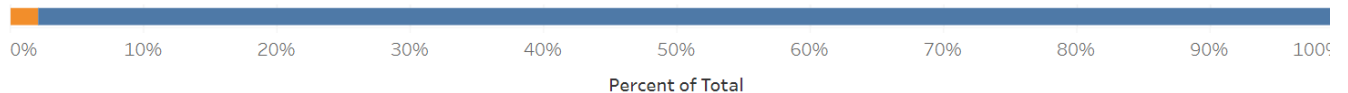
TRIO



University Employee



Veteran



In analyzing our utilization data, it is revealed that:

- 55% of our participants identify as female
- 83% of our participants are under the age of 25
- 68% of our participants identify as white
- 73% of our participants are undergraduate student status
- 38% of our participants are seniors

This analysis gives us some insight into populations of students that we need to do better to reach and opportunities to improve our marketing and communication efforts. For example, with such a high percentage of our participants identifying as seniors, we can plan on more intentional efforts to reach freshman and sophomore students through orientations, general education courses, and in 1st or 2nd year residence halls.

PART 5

MAJOR ACCOMPLISHMENTS

In FY22, the CSW took great strides in formalizing new methods of service delivery, creating new programs, and continued to be responsive to the change in student needs. Celebrating these accomplishments, especially during a year that included a variety of challenges and concerns, helps us to recognize the continued impact we have on the campus community and acknowledge the resilience and strength of the CSW team.

New Service Delivery Methods

A blend of service delivery options (e.g., virtual, in-person, group) allowed for more students to engage with services and programs that supported their overall well-being. Being able to offer multi-modal access expanded the reach and the capacity of a team that had already been overextended during the pandemic. Zoom allowed for virtual service delivery for both Victim-Survivor Advocacy and Wellness Coaching as a sustainable option and was requested frequently by students, even with in-person service resuming.

Furthermore, VSA added regular support and psychoeducational groups to their service mix which allowed for clients to receive needed support through a different format which added value to their service plan and path for healing. These groups are now a re-occurring offering for this program.

These added delivery methods were introduced during FY21 by necessity but were formalized during FY22 in a sustainable and positive way. Moving into FY23, we plan to continue offering these services through these mediums more intentionally through strategic marketing and communication methods.

New Programs

Several new programs were developed and implemented during FY22 that addressed critically important needs of the campus including:

- Men's Engagement Initiatives
- THEM Ambassador Program
- Collegiate Recovery Program
- Solidari-tea Events for Survivors
- Student Leadership Retreat

Each of these programs contribute to the overall mission of CSW in unique and impactful ways. Driven by data and developed by innovative and passionate staff and student leaders, these programs have taken root and a strong framework was developed for each new addition to our comprehensive service

offerings. During a year of depleted bandwidth and capacity with continued unknowns, the ability to add new and innovative programs was a major accomplishment.

Responding to Student Needs

Since the beginning of the pandemic, the importance of student mental health has been thrust to the forefront of collegiate wellness conversations. Prioritizing student mental health is both a central and necessary component for student success and CSW recalibrated their entire year of program offerings to better center this need within our campaigns and initiatives. Proactively adding a Mental Wellness team to the ACES Peer Health Education program, offering Mental Health First Aid to the campus community, and adding specific topics to the Student Leadership Retreat that addressed student mental health were just a few of the ways that we actively responded to these needs.

Furthermore, student-led data collection efforts revealed that finding community and building relationships was an important need that wasn't being met by students and the CSW responded by adding survivor affinity spaces, identity-based support groups, open drop-in style events, and closed events just for students with shared experiences provided new opportunities for students to engage with our programs in ways that felt comfortable and supportive to them. This newer format for engagement will be replicated during FY23.

Lastly, as the campus experienced devastating trauma related to relationship and sexual violence, partners called upon CSW to provide important and tailored education to affinity groups, offer consultations to partners working to reconcile secondary trauma and compassion fatigue with the need to support their students, and provide direct services for survivors triggered by these events. This quickly overloaded the team however, we recognized that we could not say no to these requests and we worked to support each other as we responded to this urgent need. While included as an accomplishment for this Annual Report, it is acknowledged that this had a major impact on this team that included burnout, staff turnover, and a depletion of resources that may not be replenished.

PART 6

MAJOR CHALLENGES

FY22, was not without major challenges for CSW though as we work to address them, we do so optimistically and strategically. We believe that with each challenge, an opportunity emerges for growth and innovation. Rather than discuss challenges independently, we include opportunities and strategies for action and innovation.

Changes in Division, Administration or Political Priorities

The University is undergoing major changes in leadership, development of new offices and requests for data-driven strategies to show impact. For some, change can feel intimidating but for CSW, as a newer office developed because of the necessity for change and innovation, we welcome this as an opportunity to identify strategies to improve what we do and opportunities to better tell our story and the impact we have on 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. As public health and human rights continue to be politicized, it will become ever more challenging to ensure that we are best supporting the campus community in a safe and responsible way so that all students have access to the health and wellness resources they should.

Furthermore, as the primary office that addresses interpersonal violence, sexual health, alcohol and drug use, and recovery, 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-informed 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.

Increased Complexity and Severity of Service Provision

More complex case coordination continued to emerge within our Victim-Survivor Advocacy program. While the total number of clients accessing our services resumed to pre-pandemic levels, the average number of services per client increased. The type of services requests also shifted with a higher

percentage of students in need of complex investigation assistance (e.g., Title IX or police investigations), urgent safety planning (e.g., emergency housing), and financial assistance to meet basic needs. Over 3,300 unique services were provided by the VSA team and these more complex and at times, highly lethal cases, required ongoing and long-term support, strong coordination from multiple partners (both campus and community), and urgent attendance to safety planning needs. We know that this shift requires more staff time and attention and current staffing levels are not sustainable to meet this demand. With a campus of over 30,000 students and just as many staff/faculty, meeting the demand will continue to pose major challenges. 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

FY22 continued to tax the mental, emotional, and physical capacity of an already overworked and overwhelmed team. The pandemic and the subsequent return to campus continues to leave a residual impact on 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 being understaffed and overloaded with additional priorities for the campus has left CSW stretched thin as they aim to continue programmatic efforts while simultaneously being responsive to this changed landscape. We recognize that these challenges will likely continue through FY23 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. We continue to advocate for increased staffing while simultaneously working to assess strategies to build capacity and work more efficiently with new technology and sunseting out of date programs.

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.

PART 7

GOALS

(STRATEGIC INITIATIVES)

CSW will be prioritizing the following goals for FY23 that aligns with Student Affairs, Adapting to Student Needs strategic plan.

Initiative 1: Assess opportunities to automate and/or improve efficiency for CSW internal processes, data collection, information databases, and appointment scheduling.

The purpose of this initiative is to identify and implement tailored platforms and technology for programming and client/student information management that automates functions as necessary, streamlines reporting functions, reduces redundancy or inefficient use of staff time. CSW has identified this as an important priority for FY22 as we have determined that an exorbitant amount of staff time is used for the coordination of programmatic elements that could be streamlined with technology and/or more efficient processes.

Initiative 2: Formalize staff wellness plans that center burnout prevention, employee satisfaction, and self-care values both for the individual and for the department as a whole

The purpose of this initiative is to improve staff wellness, retention, morale, and productivity through a wellness and prevention-based framework. Funding has already been allocated to prioritize this goal for CSW. The leadership team will be assessing strategies to implement for both a team-wide plan as well as work with individual staff members to determine their own strategy to prioritize overall well-being throughout the year.

Initiative 3: Integrate data-driven decisions by analyzing utilization and campus-wide data assessments and improving our current data collection processes for satisfaction, feedback, and learning outcome assessments.

The purpose of this initiative to improve our data collection processes regarding student experiences with our services to identify areas for improvement and opportunities for growth. Furthermore, analyzing the data collect more efficiently will allow us to better identify trends and barriers for students engaging and not engaging in our services, to prioritize partnership building, and to tailor our programming/communication for more inclusive, equitable and representative services.