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*Voice*  
CAMPUS HEALTH PROJECT

**CAMPUS HEALTH – CONTINUED DEVELOPMENT  
AT UBC’S OKANAGAN CAMPUS**

*Annual Report*

*April 1st, 2016- March 31st, 2017*



THE UNIVERSITY OF BRITISH COLUMBIA



## **CAMPUS HEALTH – CONTINUED DEVELOPMENT AT UBC’S OKANAGAN CAMPUS**

*Annual Report*

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### **CAMPUS HEALTH TEAM**

**Joan L. Bottorff**, PhD, RN, FCAHS, FAAN (Principal Investigator, Campus Health; Director, Institute for Healthy Living and Chronic Disease Prevention; Professor, School of Nursing, Faculty of Health and Social Development, UBC Okanagan)

**Roger Wilson**, RPN, MA, RCC (Co Investigator, Campus Health), Director, UBC Okanagan Health and Wellness)

**Melissa Feddersen**, BSN, RN (Campus Health Specialist, Apr 2016 – Feb 2017)

**Casey Hamilton**, BSc, MSc, RD (Campus Health Specialist, UBC Okanagan Graduate Student)

**Chelsey Hartwig**, BScN, MEd, RN (Campus Health Specialist, Mar 2017)

### **INTRODUCTION**

The goals of the Campus Health project as outlined in our current contract are to:

- Improve the health of the student population
- Improve the health of the campus community
- Reduce acute and chronic health care costs
- Increase student success and retention

Campus Health is concluding its 21st year in promoting student health at UBC Okanagan (formerly Okanagan University College). Work to achieve the Campus Health goals is guided by population health and ecosystem theories, Labonte’s Health Promotion Model and the Okanagan Charter for Healthy Promoting Universities and Colleges.

The first section of this report describes important contextual influences on the Campus Health project during the past year. The second section of this report reviews the focus and methods that guide Campus Health work. The third section of this report includes a description of activities related to performance outcomes and statistical reporting.

### **1. CONTEXT (POPULATION/STAFFING/SPACE/GRANTS)**

In September 2016 the UBC Okanagan campus student population included 8718 undergraduate and graduate students. There were approximately 1676 students residing on campus, primarily first year students. The student population was characterized as follows:

- 19% of students were residing on campus, primarily first year students
- 31% of students were new to UBC



- 72% of new students were from outside the Okanagan area
- 14% of total student population were international students
- 5% of total student population were Aboriginal students

### 1.1 Campus Health Team Staffing and Resources

The work of the Campus Health project was supported this year with two part-time employees. These individuals were Casey Hamilton, a Registered Dietitian, and Melissa Feddersen, a Registered Nurse, both with extensive community-based health promotion experience. In February 2017, Melissa moved on to a new role in the community. Chelsey Hartwig, also a Registered Nurse, was hired in March 2017. During the 2016-2017 academic year students also contributed to the Campus Health work:

- 94 students joined the work for course credit
- 3 students joined for practicum experience
- 7 students hired as part of the campus work study program
- 8 VOICE student volunteers

To extend the work of Campus Health and meet the needs of our growing student population, we have leveraged our existing resources to obtain new funding and partnership opportunities. This year Campus Health was able to secure \$4150 from the UBC Equity Enhancement Fund to extend our understanding of food insecurity at UBCO, and \$4000 from the UBC Wellbeing Initiative Fund to identify ways to reduce sedentary behaviour among students. UBCO Student Services continues to provide in-kind space for Campus Health staff and students.

### 1.2 Wellbeing at UBC

Wellbeing at UBC is being conceptualized as a foundational element of the UBC strategic plan, that is, health and sustainability of people and environments. The Campus Health team has been a driving force behind the development of this initiative and continue to support the building momentum. The accelerating development of this initiative will be of benefit to students and provide further partnership opportunities for Campus Health, where interests and priorities align and resources permit. Wellbeing at UBC is being viewed as UBC's distinctive implementation of the *2015 Okanagan Charter for Health Promoting Universities and Colleges*, an outcome of the International Conference hosted at Okanagan campus. The Okanagan Charter was formally adopted by UBC in October 2016:

<http://www.wellbeing.ubc.ca/okanagan-charter-signing/>

<http://www.hr.ubc.ca/benefits-fyi/tag/okanagan-charter/>

More information about Wellbeing at UBC is available online: including several brief statements from UBC leaders: <https://www.youtube.com/watch?v=3WHWRAPVtqI&feature=youtu.be>  
Two strategic priority areas were identified for Wellbeing at UBC in 2016 and were the main focus during the 2016-2017 academic year:

- Increasing mental health and resilience
- Increasing physical activity and reducing sedentary behaviour



## 2. CAMPUS HEALTH FOCUS AND METHODS

The work of Campus Health is informed by health promotion, population health and community health and ecosystem theories (e.g. WHO and T. Hancock). More specifically the work is framed through the lens of Labonte’s “Empowerment Holosphere,” thus our “health promotion practice is not restricted to work with individuals, nor to work with groups, nor to work with social institutions nor structures, nor to work with policies and political processes. It attends to all of these levels, with professional actions and program purposes that may be quite different at each level, yet be united by professional actions, program purposes, outcomes and effects that deliberately strive to link across all the levels” (Labonte, 1993, p. 57). New theories such as social innovation also are tested for their usefulness in the campus setting. Campus Health also utilizes the Okanagan Charter as a foundational and guiding document.

We continue to utilize VOICE research methods and results to guide our Campus Health work. Specifically, we use community-based participatory action research (CBPAR) methodology with student/non-student partnerships and health promotion strategies from the Ottawa Charter. Using this approach, the community or research population participates in conducting research to identify priorities and creating change relevant to their community, as opposed to being exclusively the subject of other’s research and the recipient of services and programs.

## 3. WORK ACCOMPLISHED DURING 2016-2017

The focus of the Campus Health team each year is informed by current evidence about campus priorities. Priorities are determined by: VOICE data, National College Health Assessment, other institutional surveys, reports from the clinic/residences, as well as, student/campus issues that emerge throughout the year. This section of the report we will highlight selected activities and outcomes for the 2016-17 academic year in relation to the Outcome Reporting requirements in our contract.

### 3.1 Improved health behaviour, knowledge and status of students

Although all of our activities relate to this outcome, we highlight several broad initiatives that reflect both ongoing and new activities that are directly or indirectly targeted at improving health behaviour, knowledge and status of students:

- **Campus Health - Health and Research Fair (GritFest)**

Campus Health hosts an annual health and research fair. This year’s theme was based on “grit” or resilience. VOICE co-researchers and other campus community members were invited to host a booth and share information about their work. This year, over 40 students participated in the organization and implementation of Gritfest. Over 100 other students visited the fair. At this event, we hosted our first Golden Apple Awards (see below).

- **Engaging Faculty in Promoting Classroom Wellbeing**

Campus health has been working with campus stakeholders on addressing wellbeing in the classroom setting. How our classroom environments are structured (the physical space, teaching style, curriculum development, classroom size, etc.) greatly influence the success and wellbeing



of students. Campus Health presented at the 2016 UBC Teaching and Learning Conference to build awareness about the importance of classroom wellbeing, how professors and instructors may improve wellbeing in the classroom, and put forth a call to action inviting UBCO professors and instructors to enact principles of wellbeing into their classrooms. In addition, a community of practice group was struck at the beginning of the 2016-2017 academic year for professors and instructors to share practical ideas and research about implementing wellbeing in the classroom.

- **Golden Apple Awards for promoting classroom wellbeing**

The Golden Apple Awards was a student led initiative to acknowledge and honour professors and instructors for their efforts to promote and increase wellbeing in the classroom setting. Research has demonstrated that the classroom setting greatly influences a student's wellbeing and ability to be successful throughout their studies. 54 professors and instructors were nominated and presented an award.

- **Participation in UBC Wellbeing initiative**

UBC Wellbeing is the approach and body of work that UBC is engaged in to enact the Okanagan Charter (<http://www.wellbeing.ubc.ca/>). UBC Wellbeing work has advanced dramatically over the last year. Campus Health has been involved in the 3 working groups charged with developing the frameworks guiding the work in three of the five UBC Wellbeing priorities: increasing physical activity and reducing sedentary behaviour, food and nutrition, and mental health and resilience. Campus Health is using this opportunity to influence the planning, implementation, and evaluation of Wellbeing at UBC as it relates to student wellbeing. In addition, we are leveraging the progress of Wellbeing at UBC as an opportunity to further the reach and impact of Campus Health work.

- **Participation in UBC Strategic Planning**

Campus Health staff and VOICE student co-researchers participated in the community engagement sessions for the UBC Strategic Plan update. Wellbeing was identified as a core principle in the strategic and participants took the opportunity to influence how wellbeing is incorporated into the strategic plan.

### 3.2 Reduced behavioural and environmental risk factors

There was significant interest in establishing new programs and policies related to reducing risks regarding sexual health and sexual assault during the past year, providing an ideal opportunity for our Campus Health team to continue to provide education and leadership on these topic areas.

- **Sexual Health**

Sexual health is always an important topic with students. A group of nursing students partnered with us in the fall to create a peer team for sexual health promotion. This team received certification and was activated when requests from campus groups occurred. Campus Health also mentored nursing students to host a sexual health fair. They also hosted a sexual health workshop specifically for international students.

- **Sexual Assault**

During the past year, UBC responded to national and campus pressures to address the issue of sexual assault and so work on this topic area was prolific. Campus Health was an active participant in subsequent meetings which led to significant outcomes including:

- 1) Development/implementation of "Responding to Disclosures" workshop



- 2) Development of a large scale communication release of “Responding to Disclosure,” a two-page resource for staff and faculty
- 3) Large scale consent campaign
- 4) Two institutionally funded sexual health events
- 5) Development of a UBC Okanagan specific procedure document
- 6) Development of a three-year education plan for both campuses.

### 3.3 Decreased injury and illness; Earlier referral/treatment at appropriate services; Decreased use of emergency and acute care resources

Although the majority of our efforts are focused at the population level to promote campus health and wellbeing, during the past year several of our activities relate to these performance outcomes – particularly in the context of reducing risk and increasing awareness of needs for early intervention for overdose/substance use.

- **Efforts related to Substance Use**

Our substance use interventions usually focus on reducing alcohol risk and promoting low risk marijuana use. This year the priority became the fentanyl explosion and the declaration of a public health emergency related to overdoses. Campus Health organized social media blitz, poster campaign and at booths to educate the students about fentanyl. There seems to be a trend towards ‘heavier’ drugs on campus. For example, we had a fentanyl-related student death (student believed he took oxycontin) and a heroin overdose of a residence student. While these deaths did not occur on campus, they did signal the need to continue to monitor and respond to this issue. We continue to take advantage of opportunities to raise awareness about how to respond to fentanyl-related overdoses.

Campus Health has also participated as a stakeholder at the UBCO Large Event Committee. This committee has been struck to manage large events and increase overall safety. Large events such as Recess and Frosh are large parties where students are often exposed to illicit substances, alcohol, and a hypersexualized environment. At the UBCSUO parties, it was also noted anecdotally that more students were taken to hospital than usual with drug reactions to what they thought was ecstasy but seemed to something else. We will continue to monitor this issue and intervene with educational campaigns. Campus Health has been contributing to the conversation on improving overall party culture and ensuring resources and services are available to students who attend these large events.

We have also initiated conversations with Outreach Health Services to consider having a needle exchange program within our clinic. Our Campus Health team sees this as an excellent opportunity to reduce drug-related risk and build relationships with student using heroin and other drugs.

- **Smoking**

Initiatives related to smoking this year included participation in National Non-Smoking Week. We activated a large social media initiative and hosted booths around campus (and providing information and quit kits). Advocacy work related to reducing the visibility of smoking and exposure to secondhand smoke continues as the development of a plan for moving problematic gazebos. Renewed interest in strengthening efforts to reduce smoking rates in Canada, prompted by discussions related to the introduction of a new tobacco control policy (including the



introduction of plain packaging) and the goal to reduce smoking to 5% by 2035, will provide opportunities to open discussions about a smoke-free campus.

### 3.4 Enhanced self-reliance and community responsibility

In the area of self-reliance and community responsibility – our focus was on mental health and wellness this year. Throughout this reporting period, mental health was a topic that student co-researchers were passionately concerned about. More than 20 student joined us to work on this topic, taking leadership roles and shared responsibility for enhancing mental health on campus. Our work included the following:

- **Advocacy to Senate**

Work continues to advocate for using a mental health (and wellbeing in general) lens to inform decisions at a Senate level. The UBCO Senate includes students and 2 members of our VOICE student team ran for Senate with a mental health platform. These student senators will graduate this year and so we will create new partnerships at a senate level in order to move this work forward.

- **Thrive Week**

Thrive Week (promoting positive mental health for all) continues to expand and grow. This year 6 nursing students joined in our efforts with Thrive week. The projects included expanding the classroom wellbeing project, attempting to create a more robust social media presence (Tumblr, Twitter, Facebook), and creating a new Instagram movement entitled #myvoiceok. Of these the most exciting was the increased momentum within the classroom setting. This term more than 40 faculty members engaged with us, with a student reach of over 2000. Each day of Thrive week participating faculty were provided with PowerPoint slides (to add to their lecture deck) related to the theme for that day. Themes included food and stress, exercise and stress, social support and stress, stress management.

- **Mental Health Action Network**

This network (consisting of staff, faculty, students, student union and others) continues to meet once monthly to discuss current issues and explore collaborative ways to make a difference. The Wellbeing at UBC initiative continues to help support systems thinking as we explore ways to enhance mental health on campus.

### 3.5 Increased capacity to promote and manage health and wellbeing (self and others)

In the area of promoting and managing health and wellbeing, we profile two of our activities that provide an important foundation for improvements in student health – physical activity and reducing sedentary behaviour, and food insecurity.

- **Promoting Physical Activity and Reducing Sedentary Behaviour**

With funding from the UBC Wellbeing Initiative Fund, we undertook an initiative to evaluate the use of a treadmill desk in the UBCO library to reduce sedentary behaviour among students. The project began in April 2016 and will continue into the next year. This project is a collaboration between Campus Health, UBCO Library, and UBCO Risk Management. With the new Learning Centre under construction, the findings of this study will be used to guide decisions about including an active study room in this new building. Campus Health has also been an active



participant in UBC's cross-campus Physical Activity Working Group, working to organize group efforts to increase physical activity and reduce sedentary behaviour on our campus.

- **Food Insecurity**

Use of the Food Exchange, UBCO's food shelf and food bank, has increased each year. Little is understood about the users of the Food Exchange and UBCO does not have any metrics that give insight into the prevalence or incidence of food insecurity. With funding support from the UBC Equity Enhancement Fund to investigate food insecurity at UBCO, we hired a student to complete a literature review on the topic of university food banks, and held group "breaking bread" dinner meetings with students to discuss the findings and identify opportunities to address the problem of food insecurity.

Food insecurity was also a major topic of interest for students this year. For example, Campus Health worked with students enrolled in the Geography of Food Systems course, nursing students, and VOICE student volunteers on several projects intended to assist students with food budgeting and meal preparation. Two student cookbooks were produced in addition to a resource to assist students with budgeting with a meal plan card. Campus Health also collaborated with the Nutrition Education Centre during Nutrition Month to communicate healthy eating tips to students.

### 3.5 Increased protective factors

Our focus this past year has been on exploring system factors that protect (and put at risk) mental wellbeing on our campus. This work has taken the form of a community-based, participatory action research (CB-PAR) project, VOICE 4. The focus of VOICE 4 (2016-2018) is to understand the relationship between the UBC Okanagan campus environment (e.g. built environment, social environment, policy environment, university culture, economic environment, classroom environment, etc.) and the mental wellbeing of the campus community. During the past year we developed a research plan in consultation with an advisory group, obtained ethical approval for this research, pilot tested data collection methods, conducted co-researcher training (n=4 sessions), and collected over 4,000 surveys in addition to interviews, photovoice and story capture data. Data analysis and report writing will occur over the summer of 2017. Results will be shared with campus community this fall. Campus Health will then work with the campus community to address the issues identified.

### 3.6 Improved community liaison and collaboration

Students, faculty and staff are involved in all of our activities. In particular, our VOICE 4 research over the past year has strengthened our collaborations across the campus. In addition, our work with the Okanagan Charter has also strengthened our collaborations. The Okanagan Charter is now being widely disseminated and will be used to mobilize health promotion action both on and off campuses to address increasingly complex issues about health, wellbeing, and sustainability of people for years to come. The Campus Health team continues to be viewed as a leader in the health promoting universities movement. As such we have taken integral leadership/community development roles within the activation mandate of the charter. Currently there is a UBC activation committee, a Canadian network and an International network. The Campus Health team is also represented on groups forming at the regional, national and



international levels. Presentation invitations have resulted as the Okanagan Charter gains recognition and traction. We presented (with partners from SFU and UBC V) on this work to the Canadian Association of College and University Student Services on April 28, 2016.

#### 4. STATISTICAL REPORTING (for additional details see Appendix A)

<p>Number and type of personal care visits</p>	<p>The Clinic and Counselling units at UBCO provide the majority of personal care visits for students. However, the Campus Health team responds to emergent needs on campus – e.g., providing emergency community care with the intent to reduce complicated grief responses and to diminish spread of fear-based information. This year Campus Health responded to 2 student deaths (that occurred off campus) including one related to fentanyl overdose. An education campaign was launched on campus to intervene in the event ‘bad drugs’ were still in the hands of our students.</p>
<p>Number and type of internal and external community liaison collaborations</p>	<p><u>Internal (n=11)</u>          Wellbeing at UBCO – Advisory committee (n=30)          Campus Food Advisory Committee (n=11)          Cross Campus Sexual Assault Committee (n=40)          Cross Campus Physical Activity Working Group (n=20)          Mental Health Action Network (n=25)          Substance Use Network (n=25)          Thrive Week Planning Committee (n=30)          Res Life Committee (n=16)          Classroom Wellbeing Action Group (n=10)          UBCO Volunteer project (n=20)          Campus Programmers meeting (n=30)          UBCO large event committee (n=20)  <u>External (n=2)</u>          Canadian Charter Activation Group (n=10)          International Charter Activation Group (n=12)</p>
<p>Number and types of small and large groups aimed at promotion and management of health and wellbeing and prevention of illness and injury</p>	<p>Small and large group educational sessions (n=23) were conducted across a range of topics including sexual health, responding to sexual assault, suicide prevention, mental health, healthy eating, and responding to suspected fentanyl overdose. A total of 4,104 students/staff/faculty participated in these sessions.</p>
<p>Participation numbers in group activities</p>	<p>Wellbeing Health Fair – GritFest (n=100)          VOICE 4 –over 4,000 completed surveys by students, staff, faculty</p>



Participation numbers and types of student involvement in the development and implementation of health and wellness related activities on campus and in residences	<ul style="list-style-type: none"> <li>- 94 students joined the Campus Health team to work with us for course credit</li> <li>- 3 students joined for practicum experience</li> <li>- 7 students hired as part of the UBCO work study program</li> <li>- 8 VOICE student volunteers</li> </ul>
Numbers and types of healthy campus development activities	<ul style="list-style-type: none"> <li>- VOICE 4 CB-PAR project (2016-2018) focusing on mental wellness (n=&gt;4000)</li> <li>- Active Study Station project (2016-18) focusing on reducing sedentary behavior (n=44)</li> <li>- Food Insecurity project (2016-2018) focused on improving food security (n=25)</li> </ul>

## 5. CONCLUSION

The Campus Health project continues to undertake critically important work in the area of health promotion, and is meeting the goals set out in the contract. The Campus Health Project continues to be highly relevant to improving health in our region and province:

- Post-secondary settings may be the last setting where there is an opportunity to address the health of a significant proportion of young adults.
- At this time of transition and increased autonomy, university students are establishing health behaviours that will shape their future health and the health of future generations through their roles as parents and community leaders.
- Health promotion efforts in university settings during this life transition are essential because it is a time when young adults may start to engage in health-risk behaviours (e.g., tobacco, marijuana, alcohol use) and reduce health-protective behaviours (e.g., physical activity and healthy eating).

System-wide and population level, comprehensive health promotion efforts that engage young adults in creating a healthy campus community are directly aligned with the BC Ministry of Health goal to “support the health and welling of British Columbians to make long-term sustainable changes for improved health across the province” (BC Ministry of Health 2017/18-2019/20 Service Plan, p. 7). The Campus Health project is clearly focused on “targeted and effective primary disease prevention and health promotion,” a key objective related to this goal.

We look forward to building on our successes over the past year to create system-level changes that will improve student mental wellbeing, reduce sedentary behaviour, enhance healthy eating, and reduce health risks related to substance use with the goal of promoting healthy lifestyles and creating a healthy campus environment. As we move into the final year of our current Campus Health contract, we look forward to discussing contract renewal.



## Appendix A

The tables below organize the statistical reporting. The first table reports on:

- Number and types of health campus development activities (A)
- Number and type of internal and external community liaison collaboration (B)
- Participation number and types of student involvement in the development and implementation of health and wellness related activities on campus and in residences (C)

The second table reports on:

- Number and type of small and large groups aimed at promotion and management of health and wellbeing and prevention of illness and injury (D)
- Participation numbers in group activities (E)

**Table 1 – Healthy campus development activities, collaborations, and student participation in development and implementation of activities**

Healthy campus activity (A)	Number of community liaison collaborations in project or event development and implementation (B)	Sectors represented by Collaborators (external partners are <b>bold</b> ) (B)	Number of students involved in development and implementation (C)
VOICE 4 Research Team <i>The research team has been planning and overseeing the execution of VOICE 4.</i>	5-10 (student reps change based on their availability)  20 meetings	<ul style="list-style-type: none"> <li>• School of Nursing</li> <li>• School of Health and Exercise Sciences</li> <li>• Barber School of Arts and Sciences</li> <li>• Equity and Inclusion office</li> <li>• Students</li> </ul>	Over 90 student co-researchers have assisted with VOICE 4
VOICE 4 Advisory Group <i>The advisory group has been providing guidance for the VOICE 4 research team.</i>	>25  2 meetings	<ul style="list-style-type: none"> <li>• AVP, students</li> <li>• Campus Life</li> <li>• Equity and Inclusion office</li> <li>• Aboriginal programs and services</li> <li>• International programs and services</li> <li>• UBCSUO (student union)</li> <li>• Campus Planning</li> </ul>	3



		<ul style="list-style-type: none"> <li>• Facilities Management</li> <li>• Disability Resource Centre</li> <li>• Campus Recreation</li> <li>• Food and Parking services</li> <li>• Risk Management</li> <li>• University Relations</li> <li>• Health and Wellness</li> </ul>	
Active study project <i>Campus Health has purchased a treadmill desk to provide library patrons with an opportunity to reduce sedentary behaviour while studying.</i>	10	<ul style="list-style-type: none"> <li>• UBCO Library</li> <li>• Risk Management</li> <li>• Students</li> <li>• University Relations</li> </ul>	7
Golden Apple Awards <i>This awards program was developed to honour faculty who have contributed significantly to the wellbeing of students in the classroom setting.</i>	6	<ul style="list-style-type: none"> <li>• DVC office</li> <li>• Students</li> <li>• University Relations</li> </ul>	9
THRIVE week <i>Weeklong event to promote mental health.</i>	>50	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• Students</li> <li>• Peer support network</li> <li>• Risk Management</li> <li>• Security</li> <li>• Health and Wellness</li> <li>• Student Senate</li> <li>• Faculty</li> </ul>	>25
Fentanyl <i>Education and awareness of fentanyl at UBCO, naloxone training.</i>	10	<ul style="list-style-type: none"> <li>• Health and Wellness</li> <li>• Campus Security</li> <li>• AVP students</li> <li>• UBCSUO</li> <li>• Students</li> </ul>	>10
Substance use action group <i>Campus stakeholders gathered to discuss</i>	20	<ul style="list-style-type: none"> <li>• Health and Wellness</li> <li>• Students for sensible drug policy</li> <li>• <b>Mom Stop the Harm</b></li> </ul>	9



<i>advocating for a good Samaritan policy.</i>		<ul style="list-style-type: none"> <li>• RCMP</li> <li>• Students</li> </ul>	
Smoking <i>A smoking gazebo was removed to reduce second hand smoke exposure to pedestrians near bus loop.</i>	15	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• Students</li> </ul>	5
Sexual assault – responding to disclosure workshop	1	<ul style="list-style-type: none"> <li>• Equity and inclusion office</li> </ul>	0
Classroom Wellbeing	10	<ul style="list-style-type: none"> <li>• School of Health and Exercise Sciences</li> <li>• Barber School of Arts and Sciences</li> <li>• Students</li> <li>• University Relations</li> </ul>	4
Food Security	>25	<ul style="list-style-type: none"> <li>• Food Exchange</li> <li>• Students</li> <li>• University Relations</li> <li>• Barber School of Arts and Sciences</li> <li>• <b>Lake Country Food Bank</b></li> <li>• <b>Okanagan Fruit Tree Project</b></li> <li>• <b>Central Okanagan Food Policy Council</b></li> </ul>	>40
Gritfest <i>Campus Health's annual health fair.</i>	>40	<ul style="list-style-type: none"> <li>• Students</li> <li>• University Relations</li> </ul>	>40
<b>Total numbers of campus partners</b>	<b>222</b>	<b>Total student involvement in planning and execution</b>	<b>&gt;242</b>



**TABLE 2 – Small and large groups, participants engaged**

<b>Small group (D)</b>	<b>Description of small group (D)</b>	<b># people engaged (E)</b>
Naloxone training	3 sessions	50 people trained
Speedfriending	Hosted in lower EME	40 people
Resilience workshop	How to increase personal resilience	25 people
#ubcgrittygirls	Photo installation of young women overcoming adversity to thrive at UBCO	20 people attended viewing
Test anxiety workshop	To teach test anxiety management strategies	30 people
Dinner with friends	Dinners where students cook together and meet new people	2 dinners, 27 people total engaged
Smoking	1 meeting with smoking action group. Group observed smoking happening on campus and advocated for recycling cigarette butts.	8 attendees
Sexual assault – responding to disclosures	1 workshop Created an online module and a script for a movie (meetings with UBCO TV, faculty, IT, Campus Life, Equity and Inclusion Office)	8 attendees
Sexual Health Fair	Multiple students groups engaged campus members about a variety of sexual health topics: SARA, are you sexually healthy?, birth control starts, etc	20 attendees
Sexual health for international students	Group dialogue about sex and sexuality specifically for international students	12 attendees
VOICE student training	Sexual health Mental health Food, nutrition Physical Activity	35 27 4 20
Food exchange student training	Training for food exchange (food bank/shelf) volunteers about food security	12 students



Food exchange dinners	Food Exchange students hosted meals where students prepared and ate a meal together, and shared dialogue about food security	25 students engaged over 4 dinners/breakfasts
	<b>Total small group participation</b>	<b>363</b>
<b>Large group</b>	<b>Description of large group</b>	<b># people attended</b>
Active study station education and promotion	Active study student leads hosted booths on campus to educate and raise awareness about the dangers of sedentary behavior. Promotion of new treadmill desk in library	~ 600 people engaged over 11 booth days
UBCO SportFit	Facebook page developed to post all things related to physical activity on campus	71 pages like as of March 31 <sup>st</sup> , 2017
Classroom wellbeing	Slides were presented during THRIVE week by a number of faculty members. Another group conducted a survey about what makes a well-being promoting env't.	It is estimated that approx. 40 profs showed the slides to their classes 67 responses to survey
#gritfest	Campus Health's annual fair, this year's focus was on mental wellbeing.	100
Golden apple awards	Awards ceremony for faculty who promote student wellbeing in the classroom.	100
THRIVE	Booths around campus during THRIVE week to promote various aspects of mental health	At least 400 people engaged though the week.
Fentanyl salt challenge	Challenge for students to estimate how much salt, if it were fentanyl, could be deadly.	~75 people
Naloxone kits advertising	Social media and poster campaigning. Booths to promote naloxone training.	~200
Suicide awareness day	Social media promotion and booth set up on campus to	100



	connect with students about suicide.	
VOICE 4 co-researcher training	Training provided to student co-researchers to assist with VOICE 4 research.	~95
	<b>Total Large event participation</b>	~3741
	<b>TOTAL participation (large and small events)</b>	~4104



## Appendix B

### LIST OF PRESENTATIONS

- Bottorff, J.L., Hamilton, C., Hartwig, C., & Wilson, R. (2017, March). *Campus Health and VOICE 4 update*. Presented to UBC Okanagan Leadership Team, UBC, Kelowna, BC.
- Feddersen, M. & Hamilton, C. (2016, May). *Creating classrooms and campuses that promote wellbeing: Utilizing the Okanagan Charter*. Presented at the UBC Okanagan Teaching and Learning Conference. Kelowna, BC.
- Feddersen, M. & Hamilton, C. (2016, December). *VOICE co-creating the healthiest campus possible: 10 years of lessons and theory development*. Presented at the Public Health Association of BC Annual Conference. Vancouver, BC.