

UNIVERSITY of
HOUSTON

UH WELLNESS

Responses to

**SFAC Program
Questionnaire**

Fiscal Year 2019-2020

1. Please provide a one-page executive summary of your questionnaire responses. This summary should include, in brief terms: your unit's mission, how you accomplish your unit's mission, and a justification of your unit's student fee allocation in terms of benefits for students.

UH Wellness seeks to empower the campus community to make healthy choices across all dimensions of wellness through evidence-based programs and services that contribute to student success. SFAC funding supports all of these initiatives and helps us achieve our core mission.

We achieve this core mission through:

- Educational outreach: offering workshops and trainings on topics ranging from alcohol education, stress management, to sexual violence prevention - all focused on maintaining healthy behaviors and positive coping skills.
- Signature programs and on-going events: coordinating and participating in a variety of national campaigns and activities including weekly meditation sessions, Sexual Assault Awareness Month, Unwind with Wellness, Fresh Check Day, and World AIDS Day. We collaborate with other departments to minimize overlap and maximize cooperation, and are frequently invited to attend orientation, tabling, and general awareness events
- Peer education: advising the Cougar Peer Educators, a peer group dedicated to health and wellness issues on-campus. This group is formally trained with a national curriculum through NASPA (National Association of Student Personnel Administrators) and the Bacchus Network. Members of CPE assist UH Wellness with resource tabling, serving projects and facilitating workshops.
- Consultation: providing information and materials related to any number of wellness topics, and consultation related to those issues. As part of this, we also assist with referral of students, faculty and staff with health and wellness questions or concerns.
- Sanction programming: implementing three staff-facilitated programs for students who are in violation of UH's alcohol and drug policy: BASICS (Brief Alcohol Screening and Intervention for College Students), Marijuana 101, and Minors in Possession (MIP).
- Assessment: coordinating a large campus-wide survey each spring that examines a wide variety of health and wellness behaviors. Each odd year we conduct the National College Health Assessment (NCHA) which will allow us to benchmark our sample against national trends. In each even year we conduct our own standardized version of a Campus-Wide Survey. Both the NCHA and Campus-Wide surveys allow us to longitudinally study our student populations over time and provide ways to improve our programs and services.

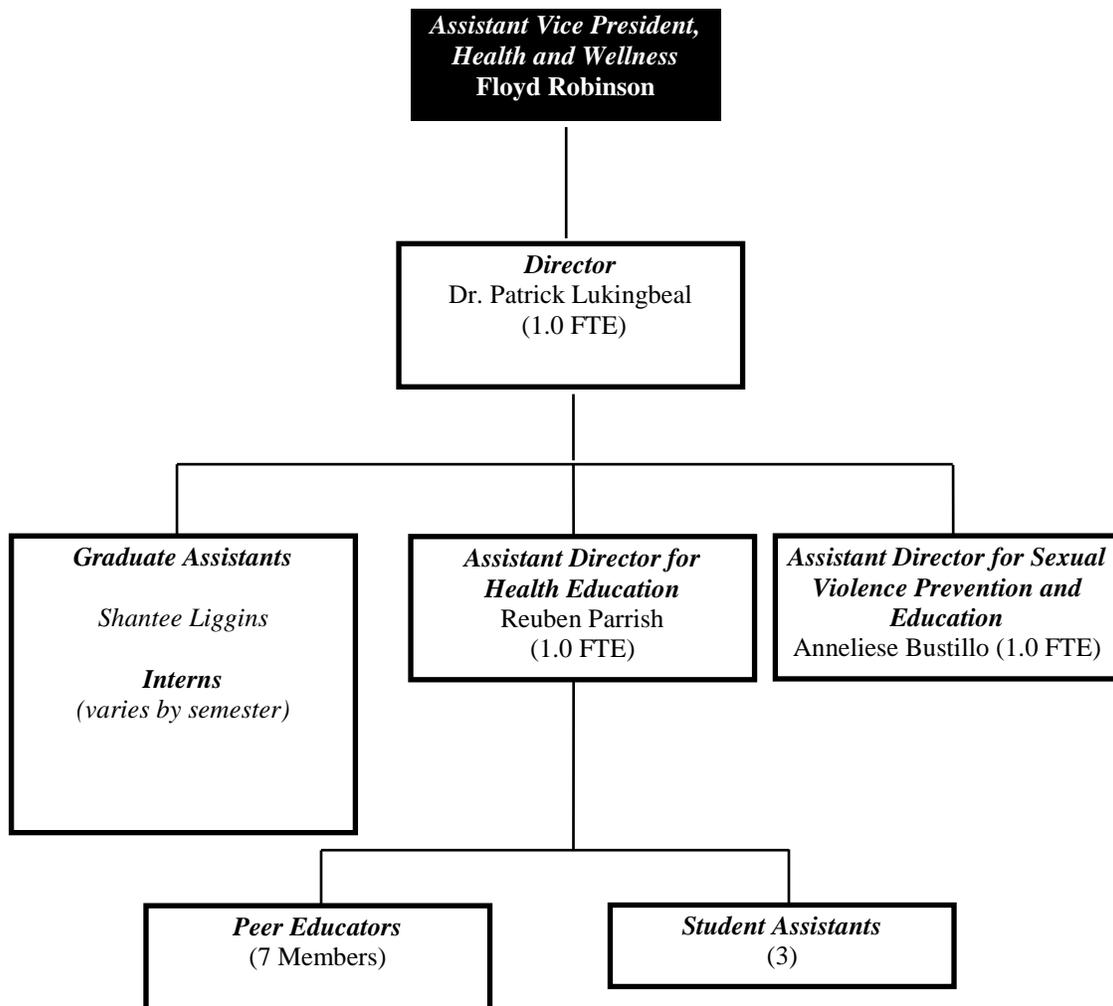
Our FY18 contacts totaled 25,335– a 14.6% increase from FY17. Unique from other departments, we promote wellness in all dimensions (physical, social, intellectual, emotional, cultural, spiritual, occupational, financial, and environmental) and actively involve students in their own well-being through peer education, internships, and student employment and training. Our department is essential to the university in that we support retention, student engagement, and student success through the lens of health and wellness.

Question #2

UNIVERSITY of
HOUSTON

STUDENT AFFAIRS & ENROLLMENT SERVICES
UH Wellness

ORGANIZATIONAL CHART
(3.0 FTE)



3. List your unit's strategic initiatives and action steps identified for the 2017-2018 academic year and cite the specific Division of Student Affairs and Enrollment Services (DSAES) Values and University of Houston Strategic Goals to which they relate. Please comment on your success in achieving these strategic initiatives/action steps. If a strategic initiative/action step changed during the year, please note this and explain. Also, list any new strategic initiatives/actions steps, the rationale for the addition, and comment on your success in achieving these items.

Our strategic initiative is to empower the campus community with health education – our slogan “choose well, do well, be well” is meant to inspire students to make changes in their daily life that will impact their overall well-being. We seek for students to understand that the decisions they choose to make have direct impact (positive or negative) on their performance in all aspects of their life. Our mission is unique in three ways: (a) prevention and education is all that we do; (b) nine dimensions of wellness are emphasized; (c) and we seek to involve students in their own well-being. Our specific strategic initiatives and action steps are as follows:

***Strategic Initiative 1:** To facilitate student development and the student learning process through education on alcohol and other drugs, mental health, sexual violence and sexual health (UH 1,2; DSAES Empowerment).*

Student development can occur in a myriad of ways. UH Wellness has facilitated student development by infusing various NASPA/ACPA professional competencies into programs, workshops and outreach events. This is true for our workshops that focus on topics ranging from alcohol and drug education, sexual violence prevention, and mental health education – we provide opportunities for students to reflect on their own behaviors, perceptions, or habits, and how those decisions may be impacting their academic and social success. We encourage this reflection so students can grow and develop into more mature individuals. One of the theories used in this vein is the Theory of Reasoned Action. Simply stated, it is more probable for a person to act on an intention to change behavior by simply writing or saying what action they are going to implement in their life. We also frequently rely on the Stages of Change model, which provides understanding on how habits and behavior change over time; we recognize some students may come to us ready to make a change or wanting to get back on track with a healthy habit, while others may not realize they have an issue impeding their lives.

Overall, our quantitative data and qualitative conversations with students consistently show that they are identifying changes that they can make in their daily lives and anticipate challenges with implementing them – thus leading them to increase their well-being. Simply stated, it is more probable for a person to act on an intention to change behavior by simply writing or saying what action they are going to implement in their life. This helps students understand how they can change for the better and possibly how supporting others can lead.

***Strategic Initiative 2:** Expand collaboration and networking within the university and surrounding community by expanding the message of who UH Wellness is and what we offer through increased programming and campus involvement and that appeal to a wider audience (UH 2, 5; DSAES Collaboration).*

To reach beyond the Campus Recreation and Wellness Center building, strong collaborations have been critical to the mission of UH Wellness. Several of the signature events and programs our department leads are collaborative in nature with other department, such as Fresh Check Day, World AIDS Week, LeadWELL, Unwind with Wellness, or Sexual Assault Awareness Month.

Additionally, we are frequent guests of campus departments, offices, and student organizations who want us to present on a particular topic or help lead discussions. Due to a strong reputation of collaboration and follow-through, this past year has continued to see a continuing increase of not only the collaborative partners we have worked with or have been invited to work with, but also the number of events that were implemented with those partners.

Strategic Initiative 3: Increase the use of programs that use research based, theory driven prevention model (UH 2, 4; Accountability).

UH Wellness currently has three programs that are research based and theory driven: IMAGE (Intent & Motivation: Alcohol Group Exercise), Mental Health First Aid (MHFA), and BASICS (Brief Alcohol Screening and Intervention for College Students). In FY19, we will add an additional two programs, including the Peer Body Project focusing on self-esteem and body positivity in college aged women, and CASICS (Cannabis Screening and Brief Intervention for College Students), bringing our total of these models to five.

1. IMAGE is an alcohol prevention program that targets cohorts in high risk groups as well as the campus at large. This prevention program is a model that comes from sound theory and research in the field. It is based on National Institute of Alcoholism and Alcohol Abuse (NIAAA) strategy recommendations for comprehensive programs.
2. Mental Health First Aid is an internationally-recognized 8 hour training that teaches participants how to identify, understand and respond to signs of mental illnesses and substance use disorders. Research has shown that this training reduces the social distance created by negative attitudes and perceptions of people with mental illness, and is included in the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Registry of Evidenced-based Programs and Practices. Since implementation in October 2016, this program has trained 424 faculty, staff and students at UH, including all Resident Advisors and Community Mentors in Student Housing and Residential Life as part of their Fall 2018 training.
3. BASICS, also implemented in Fall 2016, is a nationally recognized alcohol education program that allows sanctioned individuals to examine their personal values and goals regarding alcohol consumption and reflect on risk-reduction strategies in two one-on-one conversations with a trained facilitator. This program is seen as one of the most effective alcohol education intervention for college students, and has also been named by SAMHSA as an evidence-based model program.

Strategic Initiative 4: Promote comprehensive campus wellness by offering a variety of programs and services that seek to educate and develop the nine dimensions of wellness (UH 2, 3; DSAES Empowerment and Innovation).

UH Wellness implements a myriad of education and preventative programs, as well as in-person consultations that address an array of health topics. By expanding to a model of nine dimensions of wellness, it has been easier for us to educate about wellness holistically, but also be able to focus on individual topics or student concerns. FY18 saw an increase of new offerings including Relaxation Station, Wellness for the Health of It Speaker Series, expanded offerings of our

weekly Mindfulness Meditation, and an array of trainings from our Sexual Violence Prevention and Education program area. Additionally, since January 2018, we highlight one of our nine dimensions of wellness each month of the academic year through our programming, social media, and our “Potty Talks” educational poster campaign in campus bathrooms.

***Strategic Initiative 5:** Promote professional and student staff progression toward advanced professional competencies by maintaining a culture of assessment before, during and after employment (UH 6, DSAES Empowerment).*

Professional staff at UH Wellness are not only evaluated in part for their overall performance of their essential jobs, but also the ten NASPA/ACPA competencies which have been developed as core to the function of student affairs professionals in higher education. These competencies are linked to each staff member’s individual objectives as well professional development activities and programs conducted through the division. In addition, Graduate Assistants and interns also identify areas that they would like to develop in within the context of their role, and are able to reflect back on their progress at the closure of their time with us.

4. Please discuss the means that you are utilizing to evaluate both your success in achieving the aforementioned strategic initiatives and/ or action steps and their importance as compared to others that you might pursue. Where data exist, discuss the number of persons served by each of your programs, and any assessment measures and/or learning outcomes used to evaluate program success. Please provide the method for collecting these data. If available, please provide program benchmarking from comparable institutions.

The success of UH Wellness is evaluated through:

- Campus contacts and utilization
- Signature program and training/workshop evaluations
- Annual campus trend data

Campus Contacts and Utilization

The chart below shows our utilization from FY17 to FY18, along with percentage changes.

Our utilization records are broken into three main areas: outreach (which includes all of our workshops, trainings, informational, and tabling events), educational sanctions and special programs, and our general walk-in and consultation traffic. Overall, we have seen a 14.6% increase of utilization from FY17 to FY18; this is following an increase of 10.4% from FY16 to FY17. Please note that under our Outreach section, in FY18 we started separating the tabling/resource fair events – these events have a very different dynamic compared to larger workshops or presentations at orientation – and we wanted to reflect that in our data. That is why there appears to be a decrease (-59%) in the Office Informational Events category. Overall, our trend data shows that there continues to be an expanding need for wellness and health education on our campus.

	FY17	FY18	Percent Change
<i>Outreach</i>			
Workshops/Trainings	17,159	20,453	+19.2%
Office Informational Events	3,633	1,472	-59.0%
Tabling or Resource Fair	N/A	1,290	
<i>Educational Sanctions & Special Programs</i>			
(BASICS, Minors in Possession, Marijuana 101)	161	178	+10.6%
<i>Walk-In/Consultation</i>	1,149	1,942	+69.0%
Total	22,102	25,335	+14.6%

Outreach

This past year has seen a continuing shift to larger numbers in outreach done by UH Wellness compared to FY17. This shift has been intentional as a way for us to promote our programs and services to populations of students who may not regularly visit the Campus Recreation and Wellness Center. Not only have we expanded the number of events we are holding each year, we have increased the number of partner events that we have a presence at. Examples include small group discussions in the residence halls, presenting at all annual orientations and Cub Camp each summer, and successful signature events like Fresh Check Day, Sexual Assault Awareness Month, Unwind with Wellness, and World AIDS Week. UH Wellness was all part of the team that the direction of Chancellor Khator, trained over 8,000 employees (professional and student) in Title IX and sexual misconduct reporting in Spring 2018. UH Wellness staff assisted with facilitating many of these presentations.

Walk-In/Consultations

Our walk-in numbers increased in FY18 (69.0%) compared to FY17. Those counting as walk-ins are campus community members who physically enter and stay in the space for some sort of program or service (ex: meditation, consultation, workshop, or educational sanction). On a daily basis, students are able to use our lobby and computer lab area to relax and study. We have seen a significant increase in the number of students attending our Tea Tuesday program (in its second year), which provides free tea and a space to study all day on Tuesdays. In addition, UH Wellness is a weekly site location for CAPS's "Let's Talk" program, where a professional counselor is available for drop-in hours as well as ours. Finally, professional staff within UH Wellness are also available to offer additional consultation and referrals on a variety of issues – from time management, to sleep, to relationship management.

Not included in our walk-in count are lost patrons or visitors for SMART Cougars, which is a partnership program with the Graduate College of Social Work that provides free HIV/AIDS testing and safe sex supplies for students within our office suite. While these individuals may enter our space, not all interact directly with Wellness, so they are not counted in our overall total.

Program, Training, and Workshop Evaluations

Minor In Possession

UH Wellness is an official education site for the Minors in Possession (MIP) course. The course follows a standardized curriculum from the state of Texas and covers social values, advertising, alcohol and young people, accidents, laws, drinking patterns and decision-making. The UH Wellness Assistant Director is trained and certified by the Texas Department of State Health Services to administer the course. The main goals of MIP are to help individuals who have been sanctioned, whether by UH or local authorities, to learn why their involvement with alcohol underage is problematic and a risk. Additionally, through the educational pieces presented, another goal of MIP seeks to prevent such behavior from happening again. The course is offered twice a semester to both University of Houston students who are sanctioned for a conduct violation and local community members who may be sanctioned by the local courts. The course is six hours and includes a required exit exam, as well as an individual exit interview. Should UH Wellness staff feel that a student may be in need of additional resources or interventions, they may refer students to Counseling and Psychological Services or resources in the community.

The program was provided to 34 students in FY 18 who were given a pre- and post-test to assess improvement in knowledge regarding alcohol. They were also given evaluations for the course and instructor. For FY18, the average percent of increase in knowledge from pre-test to post-test was 48.5%. The overall evaluation for FY18 for the instructor and the course were again high, with a 9.97 (on a 10 point scale) instructor rating and a 9.3 course rating. Each year we are required to submit a report to the Texas Department of State Health Services as this is a program requiring State certification and renewal.

BASICS

BASICS (Brief Alcohol Screening and Intervention for College Students) is a nationally recognized and evidence-based program to reduce harmful alcohol use. The program addresses problem drinking, excessive drinking, and binge drinking by utilizing motivational interviewing techniques and enhancing motivation to change. The BASICS program is open to all students, but is primarily used as an educational sanction in the conduct process by hearing officers in the Dean of Students Office as well as Student Housing and Residential Life.

As part of the sanction process, students are required to complete an online survey at UH Wellness before meeting with one of our faculty/staff facilitators. This survey asks them to self-report their alcohol use and frequency, negative experiences, family history, as well as their perceptions on peer alcohol use. After meeting with a facilitator, they are required to meet with the facilitator for a one month later follow-up. This is to help us measure if and where facilitated conversations were helpful in producing a behavior change. In FY18, we had 56 students go through the BASICS process. In general, quantitative and qualitative results showed that the facilitated conversations had positive impacts on students. In the month since talking with a faculty/staff member they thought more proactively when it came to their safety, and incorporated more self-protected behaviors and strategies (counting drinks, traveling with friends, etc.) in doing so. Results also showed that students found themselves consciously reducing the number of alcohol drinks in two settings – the amount they drank in one sitting, or the number of times they consumed alcohol in a week.

Marijuana 101

Marijuana 101 is an online intervention created by Third Millennium Classroom that primarily serves as a sanction for conduct violations. Similar to BASICS, these sanctioned students are referred from officers within the Dean of Students Office and Student Housing and Residential Life. Marijuana 101 is an evidenced-based course that covers health risks, effects on academic performance, laws, decision-making, and offers an individualized feedback report. While not a requirement of the program itself, UH Wellness staff provides an exit interview to students as part of the disciplinary sanction process. Participants in Marijuana 101 report that being able to reflect on their own behavior and discuss it with a professional staff member has been helpful in preventing risky behaviors in the future. They also state the program itself is educational and informative about the facts and myths of marijuana. In FY 18, we had 52 sanctioned and 39 completed an exit interview.

Starting in Fall 2018, UH Wellness will phase out the use of Marijuana 101 as an educational sanction in exchange for CASICS (Cannabis Screening and Brief Intervention in College Students). CASICS, like its alcohol partner program BASICS, has been shown to be very

effective in changing behavior by having a faculty/staff facilitator process through survey results and discussion with sanctioned students.

Signature Events & Training/Workshop Assessment

UH Wellness tracks its effectiveness by focusing on student learning and behavior change that results from participating in signature events and our training/workshops. These results help determine if our programs are having an impact and/or what adjustments we need to make in terms of programming.

Starting in FY19, we created a standardized Baseline survey for all of our shorter workshops/trainings. At the end of all of these presentations, students are given a shared web link and unique code to assess that workshop. Questions include awareness and relevancy of the topic, likelihood of behavior change and reaching out to campus resources if they personally are in need or if they are concerned about a peer.

In FY17, UH Wellness updated our assessment of all signature events (ex: Unwind with Wellness, Fresh Check Day). Participants fill out a short paper survey on the spot asking them to identify one behavior they learned from the workshop (ex: safe alcohol practice, referral tips, etc.) and their confidence and belief about the ability to incorporate that into their daily life. One month later, the same student receives an electronic follow-up survey asking if the student was able to remember and incorporate this behavior. The follow-up seeks to measure follow-through and knowledge retained.

Annual Campus Trend Data

The past several years, UH Wellness has collected data on alcohol and other drug (AOD) use, sexual health, mental health, as well as on other wellness related items.

This past spring semester, UH Wellness administered our Campus-wide Health & Wellness Survey. This survey allows us to continue to explore our own UH population and examine trends from previous years. This survey sampled student's habits, behaviors and perceptions of a wide variety of health and wellness issues including: alcohol, tobacco and other drugs, sexual health, mental health, nutrition and exercise. In addition, demographic data is collected giving us the ability to examine these trends across gender, race/ethnicity, classification, sexual orientation and many other categories. When comparing our FY18 data with previous years, we continue to see that UH students engage in sex, alcohol, and drugs less than then the national population – and that has held steady. Students also continue to be proactive and make healthy decisions if they do choose to engage in these behaviors. Other factors of note include less and less students using tobacco, while more room is open to educating about sexual health, STI testing and resources for mental health concerns.

5. Please discuss any budget or organizational changes experienced since your last (FY2019) SFAC request, their impact on your programs, and your reason for implementing them. SFAC recognizes that some programs did not receive the funds that they requested, that some programs were impacted by additional expenses after the conclusion of the budget cycle, and that some programs may be ahead of or behind their self-generated income projections.

Organizational Changes

UH Wellness gained a new Graduate Assistant (Shantee Liggins) as Karen Ip graduated from the Graduate College of Social Work and resigned her position in May 2018.

Budget Changes

There were not significant budget changes in FY18.

6. If your unit concluded FY2018 with a Student Service Fee (SSF) Fund 3 addition to the SSF Reserve in excess of \$5,000, please describe the conditions which caused the addition and provide a line-item identification of the budgetary source(s) of the addition (i.e. lapsed salary, conference travel, etc.).

This did not apply to the UH Wellness FY18 budget.

7. Please list your 2019-2020 strategic initiatives and action steps in priority order and cite the specific Division of Student Affairs and Enrollment Strategic Initiatives and University of Houston Strategic Goals to which they relate. Larger units may wish to group responses by subprogram. Under each strategic initiative, please state the specific action steps (programs, activities, services, policies/procedures, etc.) that you intend to implement to accomplish your stated initiative.

Strategic Initiative 1: To facilitate student development and the student learning process through education on alcohol and other drugs, mental health, sexual violence and sexual health (UH 1,2; DSAES Student Success 1 & 3)

Action Step 1: Utilize the results of our Spring 2018 Campus-wide Health & Wellness Survey to identify areas of expansion for program and services.

Action Step 2: In regards to alcohol and other drugs, continue to deliver high performance presentations through BASICS, MIP, and IMAGE along with and by request.

Action Step 3: In regards to sexual violence prevention, our Assistant Director for SVPE partners with Equal Opportunity Services to co-chair the SVPE Strategies Committee.

This committed will strategize with campus partners to build a campus-wide curriculum and event calendar around issues of violence prevention and bystander intervention.

Action Step 4: In regards to mental health, continue to lead and implement highly successful offerings like Mental Health First Aid, Suicide Prevention Week, and Fresh Check Day. Additionally, find new ways to continue collaborate with campus partners (CAPS, Cougars in Recovery, etc.) as a way to highlight existing resources and encourage help-seeking behaviors.

Action Step 5: Continue collaborations with campus partners to deliver workshops across the dimensions of wellness and host workshops in a variety of new spaces across campus (classrooms, residence halls, etc.).

Action Step 6: Continue to consistently track data from workshops, trainings, and outreach events to assess student learning and development.

Strategic Initiative 2: Expand collaboration and networking within the university and by expanding the message of who UH Wellness is and what we offer through increased programming and campus involvement that appeal to a wider audience (UH 2, 5; DSAES Partnerships 1 and Division Cohesion 1).

Action Step 1: Continue our outreach to campus offices that UH Wellness has traditionally not worked with before to spread the message of who we are. Look for collaboration areas or opportunities to do targeted programs.

Action Step 2: Expand existing partnerships to find ways to expand the presence of UH Wellness. For example, Resident Assistant Training, student leaders in Greek communities, new student organization training, etc.

Action Step 3: Continue to promote and route all presentation/workshop/training requests through our online form to assist with tracking annual use.

Strategic Initiative 3: Increase the use of programs that use research based, theory driven prevention model from three to four (UH 2, 4; DSAES Student Success 1 & 3).

Action Step 1: Utilize the results of our Spring 2018 Campus-wide Health and Wellness survey and qualitative student feedback to identify areas of need.

Action Step 2: Continue to work with CAPS and the Women and Gender Resource Center to establish the Peer Body Project on-campus through our trained facilitators.

Action Step 3: Continue to expand our partnership with the Dean of Students office and Student Housing and Residential Life to ensure a smooth transition to CASICS from Marijuana 101.

Strategic Initiative 4: Promote comprehensive campus wellness by offering a variety of programs and services that seek to educate and develop the nine dimensions of wellness (UH 2, 3; DSAES Student Success 1 & 3).

Action Step 1: Evaluate current programming and its effectiveness using our new assessment process and protocol. Emphasize our dedication to education within all nine dimensions of wellness.

Action Step 2: Continue to collaborate with CAPS and other offices on opportunities to expand programming around mental and emotional health.

Action Step 3: Utilize multi-tiered programming (including universal, selective, and indicated prevention).

Action Step 4: Continue to collaborate with Campus Ministries and the A.D. Bruce Religion Center to explore programming around spiritual wellness.

***Strategic Initiative 5:** Promote professional and student staff progression toward advanced professional competencies by maintaining a culture of assessment before, during and after employment, along with an emphasis of self-care and work/life negotiation (UH 6, DSAES Division Cohesion 3 & 5).*

Action Step 1: Encourage participation in professional networking and development opportunities, such as webinars or conferences.

Action Step 2: Maintain open communication during staff meetings and one-on-one check-ins to increase development opportunities within our office. The Director will continue to hold weekly one-on-one meeting with professional staff, bi-weekly meetings with professional staff, and biweekly all staff meetings that include all student and professional staff.

Action Step 2: Continue with our assessment for all student workers, interns and Graduate Assistants throughout their time with UH Wellness. This assists in targeting professional competencies and measuring development.

Evaluation:

UH Wellness engages in strategic planning each year with consultants from the Division of Student Affairs & Enrollment Services, and as a result, develops a comprehensive assessment plan. This plan includes needs assessment, program assessment, and an assessment of student learning and student development. The upcoming FY19 assessment plan includes targeted and standardized assessment for two main areas: (a) our workshops and trainings and (b) outreach events such as Fresh Check Day, World AIDS Week Resource Fair, Unwind with Wellness, and Sexual Assault Awareness Month,

Additionally, UH Wellness has begun the process of creating an individualized strategic plan for our department, using the Division of Student Affairs & Enrollment Services new plan as our guide. While not a requirement as part of our Assessment and Planning process, this will help us re-examine our mission, vision, values, and plan for where we want to be years from now. This will continue to help us make intentional decisions that are working towards coming goals.

8. Recognizing that the potential to generate additional Student Service Fee income for FY2020 base funding is extremely limited and recognizing that is likely that some units will not be allocated the FY2020 base budget augmentations and/or one-time funds requested. Please provide a narrative of how your unit would accommodate a reduction of 5% in your total approved FY2020 base Student Service Fee budget and provide a line-item explanation of where budgetary cuts would be made.

Our total FY20 SFAC request is \$330,461, with 5% of that being \$16,523.05. If such a reduction was to occur, we would most likely shift the majority of our expenses from our Maintenance and Operations area and some from our Student Worker Wages as outline below.

<i>Expense</i>	
Advertising	\$1,023.05
Business Meals	\$500.00
Computer/HW/SW Supplies/Repairs	\$500.00
Facilities Work Orders	\$500.00
Office/General Supplies	\$500.00
Printing/Postal/Freight	\$2,000.00
Professional Development	\$1,500.00
Program/Events	\$2,000.00
Rental/Lease	\$2,000.00
Security Services	\$700.00
Services	\$1,000.00
Student Worker Wages (NCWS)	\$2,000.00
Travel	\$2,000.00
Uniforms	\$300.00
Total	\$16,523.05

9. What are the other possible sources of funding available to your unit and what efforts are being made to access them (e.g. grants, donations, etc.)? If you receive funds from other sources, please briefly describe the source, purpose, and duration of the funding and report the amounts received in the appropriate rows/columns on the SFAC Spreadsheet

UH Wellness continues to seek other appropriate external funding opportunities, including grant funding and alumni or other giving to support the wellness program. One such potential opportunity is the Grant to Reduce Sexual Assault, Domestic Violence, and Stalking on College Campuses, which is an opportunity we are exploring with the Women and Gender Resource Center and the College of Education. In addition, UH Wellness receives some monies from self-generated income received as a result of offering the Alcohol Education Program for Minors (MIP) and will start receiving money for the CASICS (Cannabis Screening and Brief Intervention for College Students) when that program launches this semester.

10. Please describe any services that are similar to yours and/or any overlap between your unit and any other unit(s) providing services to students and the rationale for the overlap.

UH Wellness is currently one of six units within the Health and Wellness area of the Division of Student Affairs & Enrollment Services. These units include Counseling and Psychological Services (CAPS), University Health Services, the Department of Campus Recreation, Center for Students with Disabilities, and Cougars in Recovery.

Of all these units, UH Wellness is primarily focused on comprehensive prevention and education around a variety of health and wellness issues. We seek to be the clearinghouse for health information at the University of Houston by offering wellness programs, wellness materials, and other information across all nine dimensions of wellness. UH Wellness is a comprehensive and collaborative force in promoting healthier choices and a safer, healthier environment to promote student learning. When looking at departments that may slightly overlap, Counseling and Psychological Services (CAPS) is an office where some mental health education (workshops, QPR: Suicide Prevention,) may occur. Seeing that they are the experts on-campus in many of these mental health topics, it makes sense for some of those educational pieces to have a home in CAPS. Historically, CAPS and UH Wellness had worked alongside each other to provide mental health screenings and other outreach events – and we are continuing to find new ways to revive that.

Outside of our work with CAPS, UH Wellness does collaborate with multiple units within the Division of Student Affairs & Enrollment Services and across the entire university. The message of health and wellness should be pervasive throughout campus, and we realize that our campus partners are critical to that. UH Wellness has and will actively continue to collaborate with such units as Student Housing and Residential Life, UH Health Services, Campus Recreation, Center for Diversity & Inclusion, A.D. Bruce Religion Center, Student Center, the Center for Fraternity and Sorority Life, Learning Support Services, the Athletics Department, UH Department of Public Safety, Women and Gender Resource Center, the LGBTQ Resource Center, and many academic departments and student organizations. This past year, UH Wellness has expanded partnerships with several new offices, including: several academic departments (English, Engineering, and Pharmacy).