

A vibrant field of tulips in various colors including pink, purple, and yellow. The flowers are in various stages of bloom, with some fully open and others as buds. The background is a soft-focus green, suggesting a garden or field setting. The word "Welcome!" is written in a large, bold, white sans-serif font across the center of the image.

Welcome!

In one phrase, define what
'well-being' means to you





**Implementing the Healthy
Campus Framework at UWT**

Models

American College Health Association (ACHA)

- > Framework for a Comprehensive College Health Program
- > Healthy Campus Framework

UNIVERSITY *of* WASHINGTON | TACOMA



ACHA Comprehensive College Health Program

Team-based Collaborative Care

- > Mental & physical healthcare services
 - Confidentiality and privacy
 - Specialty services
 - Health screenings
 - Ancillary services
- > Health promotion
- > Public health and safety
- > Access to after hours care and emergency services

Administration and Management

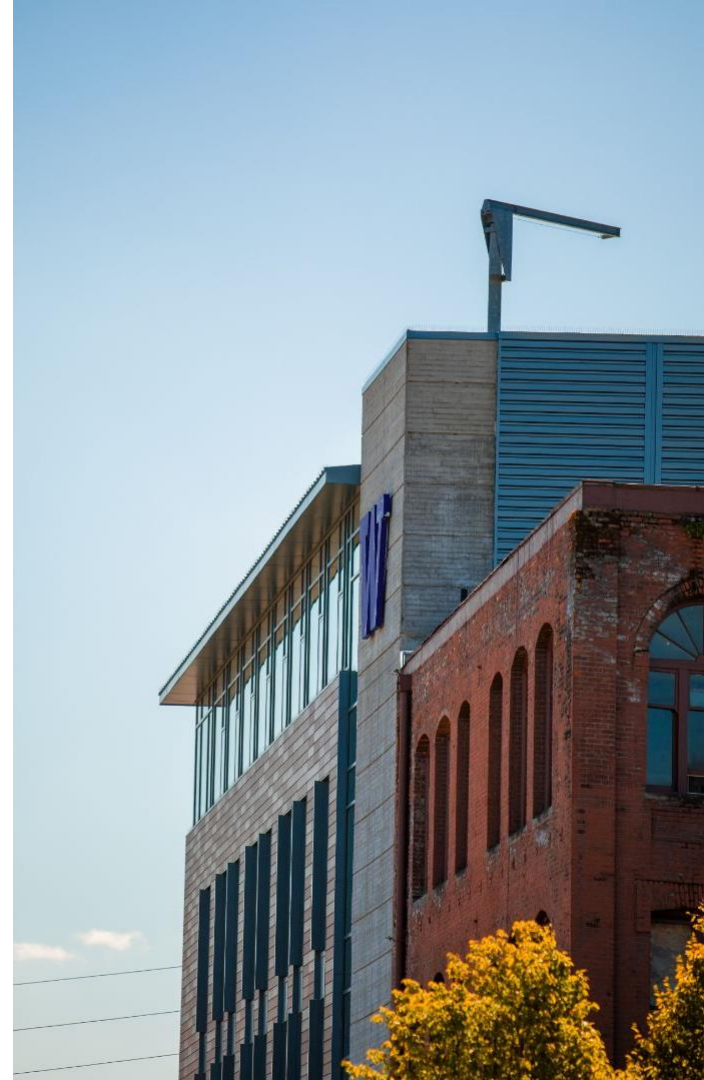
- > Leadership
- > Stable & adequate funding models
- > Qualified work force
- > Cultural competence
- > Marketing
- > Facilities
- > Assessment and evaluation
- > Accreditation

Overview of ACHA Healthy Campus Framework

- > **Infrastructure:** Establish a comprehensive health program.
- > **Cornerstone:** A comprehensive program is in progress or established, assessment and evaluation are focused on program enhancement and prevention.
- > **Community:** Endorses qualified leadership, and efforts are mobilized around campus-specific health issues (JED Campus model/sexual violence/high-risk drinking).
- > **Culture:** All levels of the socioecological model and the campus' built environment are addressed through collaboration, sustained initiatives, and broadening target audience to employees.

Healthy Campus: Cornerstone

- > Institutions in this phase are asking if students' health needs are being met.
- > The Cornerstone strategy
 - Provides a coordinated approach to identifying funding sources, support sources, data sources, and relevant partnerships.
 - Includes conducting a gap analysis or needs assessment to identify opportunities to meet campus needs.
 - Is rooted in equity, access, and advocacy for the diverse needs of students.
- > Integrates campus partnerships and collaborations to elevate current initiatives and meet gaps in needs.



Next Steps

1. Define 'well-being' for the Coalition and for Student Health.
2. Discuss, using the frameworks, what a 'Healthy UW Tacoma' looks like by 2025.
3. Conduct assessment(s) as a Coalition and within working groups.
4. Begin implementing action items.



World Health Organization definitions



- > **Health:** A state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity.
- > **Well-being:** Well-being is a positive state experienced by individuals and societies.
 - Similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions.
 - Well-being encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose. Focusing on well-being supports the tracking of the equitable distribution of resources, overall thriving and sustainability.
 - A society's well-being can be determined by the extent to which it is resilient, builds capacity for action, and is prepared to transcend challenges.

NASPA, NIRSA, ACHA inter-association definition of well-being



> An optimal and dynamic state that allows people to achieve their full potential.

Individual well-being is defined within three broad and interrelated categories: (a) the perceived assessment of one's own life as being generally happy and satisfying, (b) having one's human rights and needs met, and (c) one's contribution to the community.

Community well-being is defined by relationships and connectedness, perceived quality of life for all people in the community, and how well the community meets the needs of all members.

By **focusing on the whole** — the whole person, the whole educational experience, the whole institution, the whole community — well-being becomes a multifaceted goal and a shared responsibility for the entire institution.

Definitions of well-being



- > **CDC, health:** A state of physical, mental, and social well-being and not merely the absence of disease and infirmity.
- > **SAMHSA, wellness:** SAMHSA envisions wellness not as the absence of disease, illness, and stress, but as the presence of a positive purpose in life, satisfying work and play, joyful relationships, a healthy body and living environment, and happiness. Wellness is personally defined.
- > **Johns Hopkins Bloomberg School of Public Health International Declaration of Health Rights:** Health is more than the absence of disease, but includes prevention of illness, development of individual potential, and a positive sense of physical, mental and social well-being.

UW Tacoma's definition of well-being



Let's Brainstorm!

- > <https://tinyurl.com/hhcboard>
- > What traits unique to UWT should be included in UW Tacoma's definition of well-being?

Working groups are assessing and acting

- > Mental well-being
 - **Understand NCHA data and develop** a campaign to increase positive and hopeful messaging and education around mental health, coping, and help seeking on campus.
- > AOD
 - Using evidence-based strategies, **identify** new or unique ways to bring the dynamic conversation around harm reduction and safer drug use to UW Tacoma.
- > Basic needs insecurities
 - **Paint a comprehensive picture** of UWT student basic needs challenges and **identify** evidence-based opportunities to fill in gaps in UWT resources.