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2004-2005 Annual Report

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2004-05 Goals/Accomplishments

4.2 ft health educators, 1 ft sec asst
 188 students (24% increase) in 10 (30% increase) courses and trainings
 82 student advocate programs, reaching 2486 students
 290 programs, presentations and exhibits (7% increase), reaching 24,763 participants (29% increase)
 3 awards (2 – individual, 1 – program, additional nominations)
 6 major special events coordinated
 27 workshop and conference presentations by staff (22% increase)
 32 RUHS-NB/P, RU or community committees/task forces (chair or participant)
 6 papers/articles printed or under review

Public Information/Communication/Media

- Initiated saturation in The Daily Targum through 4 “double trucks” (10/20 – immunity/wellness, 11/17 - tobacco/alcohol/other drugs, 3/9 – sexual health, 4/13 - mental health).
- Created new public service announcements on college drinking and SHADES.
- Revamped content (and organization) of RUHS-NB/P website.
- Reviewed existing materials and messages for cultural competence (inclusiveness and diversity), made improvements to brochures.
- Promotional items and giveaways: refrigerator magnets, first aid kits (with sunscreen and first aid ointment), jar grippers/magnets, pens with website, DHE t-shirts, pedometers, conference bags (Bacchus&Gamma, Drug Summit), flyers (hand washing, respiratory etiquette to bathrooms in housing and classrooms in academic buildings)
- Launched Daily Targum health column, promoted NurseLine, flu shots and health center relocation in broadcast emails
- Mass mailed key DHE and RUHS-NB/P material to 472 campus departments

Academic Collaboration

- Continued collaboration with CHI; integrated RU Sure? campaign into RUHS effort.
- Continued academic advising at Douglass College – 35 first-year students
- Collaborated as clients in academic classes (e.g., School of Business interfunctional team, health psychology, human ecology, community psychology, health communication, applied psychology, advanced studio design, research methods in public health).
- Assisted in consulting with Moldova State University (Eastern Europe) in developing a national health education and service-learning program in higher education.
- Co-taught Summer School of Alcohol and Drug Studies; small-group facilitator at UMDNJ Human Sexuality program.
- Staff with permanent adjunct faculty position at Bloustein School of Public Planning and Policy, UMDNJ School of Public Health.
- Served as Project Manager for the Advanced Community Health class.

Assessment/Evaluation/Research

- Implemented the CORE alcohol/drug survey to 175 students in Health Psychology classes.
- Implemented NCHA online to first- and third-year students in fall 2004, n=3393 (29% response rate).
- Began development of factsheets on key subject areas of interest (e.g., tobacco, alcohol, other drugs, STI/HIV, pregnancy prevention, mental health, nutrition/eating behavior, cultural competence) of student body health profile.
- Conducted CQI projects (request process for programs, course participants, student involvement in DHE, orientation requestors, orientation redshirts, orientation giveaway distributors, broadcast email recipients, ask the staff, online

The Office of the Vice
President for Student Affairs

assessments). 2081 21st birthday cards sent out electronically; 825 evaluations returned. 407 questions answered from Ask the Staff website (47% of 960 received)

- Assessed nutritional value of popular food choices available through "grease trucks" and food courts on campus; developed handout
- Scanned and mapped environment for tobacco/alcohol availability and outlets for purchase/consumption.
 - i. Alcohol Outlets within a one-mile radius of College Avenue Campus: 11
 - ii. Drink Specials include: \$1.00 Yuenglings, \$1.00 Coors Lights, \$3.00 Pitchers of Miller Lite, \$2.00 Pitchers of Miller Drafts
 - iii. Tobacco Outlets within a one-mile radius of College Avenue Campus: 13 (including 3 on campus)
 - iv. Cigarette packs cost: \$4.95 - \$7.45
- Collaborated with CACP Climate Assessment – (15 meetings), survey design, IRB applications and approval, survey pilot (Fall '04), survey administration (Spring '05). Currently developing staff version (to be administered Fall '05)
- Interfunctional team review of accessibility and awareness, recommendations on communication and branding
- IRB applications: NCHA, graduate focus groups, AAAHC asthma study, body image/ethnicity proposal, BMI, peer seminar focus groups, storybook, college alcohol education grant, RUHS attitudes and perception, campus climate assessment
- Reviewed weekly grant announcements for possible matches.
- Conducted focus groups (in part with spring advanced peer seminar) to contribute to a profile of student attitudes, knowledge and behavior on:

College Women and Drinking, Generation Y: Alcohol & College Women Female Perspective, Men and Sexuality, Women and Sexuality, Attitudes toward Marijuana, Alcohol Poisoning and Tobacco among College Students

Grants - \$51,000

- REBEL (Reaching Everyone by Exposing Lies) State-wide Tobacco Initiative, \$4,500, funded by State of New Jersey-Department of Health and Human Services
- Party Drug Resource Center (Central and South Jersey), \$20,000, funded by State of New Jersey-Department of Health and Human Services
- RU SURE? (Alcohol Social Norms Campaign), \$12,000, funded by State of New Jersey-Department of Health and Human Services
- Lollanobooza (Alcohol and Drug-free Event), \$7,000, funded by State of New Jersey-Department of Law and Safety-Division of Alcohol Beverage Control
- Media PSA on College Drinking, \$7,500, funded by State of New Jersey-Department of Law and Safety-Division of Alcohol Beverage Control. Completed last year's five psa's, sent to RUTV for airing in line-up.
- Completed 2003-04 ABC college drinking psa with 5 psa's produced: for the dangerous drinker: "Barley and the Yeast" and "Drinking Stories;" for the moderate drinker: "PowerSlide" and "Orco and Aglet;" and for the low/nondrinker, "Talking Heads."

Teaching/training/supervising/mentoring/coaching

- § Offered nutrition training and nine courses (188 students in courses), and service learning for academic credit as a strategy to engage in health dialogue broadly defined. 69 addition students volunteered or worked to provide services
- § 20 nutrition wiz forms analyzed (4x increase from last year)
- § Mentored Seton Hall University's resource center staff, Newark REBEL, Newark Unity Theater

Student Life Activity/Collaborations

- 37 orientation programs and exhibits for students and student leaders.
- 82 peer programs for 2486 students
- Maintain and strengthen partnerships on campus and in the community for collaboration, service learning, policy development, social justice, advocacy and student leadership
- Expanded Party Drug Resource Center activities to South Jersey.
- Hosted 2005 BACCHUS/GAMA regional training - participants 2/25-26/05.
- Expanded late-night programming to conduct 2005 Lollanobooza with 54 co-sponsors (~ 1000 students) – received Large Program of the Year Award.
- Advisor for: student social justice committee, LGBTQ section of Demarest Hall, RESQI, RU-NOW, RU-CHOICE, CURVES
- Implemented RU Sure? campaign with Cook College first-year students and Rutgers College transfer students
- Presented three awards, and received one (Large Program of the Year for Lollanobooza) at Alegria Ceremony 5/3.
- Collaborated with NAACP to promote voting as it relates to health issues

- Identified RU resources/gaps/opportunities for leadership skill development.
- Served as a judge for the Greek Step Show sponsored by Paul Robeson Cultural Center.
- Co-sponsored Great Tobacco Debate with TWESE, Sigma Kappa, Tau Kappa Epsilon and RUPHA (Rutgers University Public Health Association)
- Hosted RU Dialogue on Drugs.
- Hosted Safer Spring Break, distributing about 100 educational kits to students.

Policy/Advocacy

- APHA Legislator of the Year Nominee selected for the award (Frank Lautenberg).
- Hosted Legislative Dialogue for state legislators 3/30/05 at BSC.
- 4 meetings of Public Officials Network
- Supported two students to 3/12-14 National Health Education Advocacy Summit

Staff/Student support/development

- Encouraged student and staff conference presentation, publication, and state and national leadership.
- Staff served as academic advisor to 35 DC first-year students.
- Celebrated SHADES tenth anniversary.
- Ji Baek awarded MACHA New Professional Award and team member of Bridge Award for Diversity Conference.
- Student coordination of Student Inquiry Project for internal improvements in communication and training

Community Collaboration

- Member of the UMDNJ Human Sexuality Week Advising Committee and small group facilitator for Human Sexuality Week 2005
- Provided three class presentations at Piscataway Vocational Technical High School
- Participated in the Monmouth County Human Relations Commission Program on Sexual Harassment and Hate Crimes related to LGBTQ students
- Worked with the owner of the Den to provide a community space for the Queer Mixer
- CASE Community Partner Conference
- Mentored Rutgers University, Newark on the implementation of the REBEL grant
- Mentored Seton Hall on the implementation of the Party Drug Resource Center grant
- Participated in Tour De Rutgers with Middlesex County Drug Coalition
- Created content for BACCHUS and GAMMA web page
- Hosted BACCHUS and GAMMA Area 11 Regional Conference for student peer training and nationally certification.
- Co-planned and hosted ABC conference
- Participated in 4/6 TOPOFF exercise as health educators at RAC

Administration

- (Co-)Chaired or served on RUHS-NB/P Committees on: Public Relations and Outreach, Materials & Resources, Research/Grants, Executive, IT
 - Co-Chair of the RU Eating Issues Working Group
 - Member of the RU Bias Prevention Steering Committee
 - Member of the RU Taskforce on LGBTQ Issues
 - Member of the RU Queer People of Color Committee
- Served as Member-at-Large for the Health Promotion Section of ACHA and have been elected Historian for the section for the upcoming year.
- Ø Hosted and assisted in planning ABC Conference
 - Ø Hosted and planned Middlesex County Drug Summit

Captures Evidence of Indicators

- Graduates are obtaining positions in public health organizations such as NJWAN, 2 students accepted into graduate and nursing school, 1 student accepted into medical school, 2 have gotten jobs with the state
- Alumni are assisting current students in obtaining internships
- Students are using their SHA training for projects and presentations in other classes and even developing a FIG course based on the content

- SHADES student reviving CURVES on Livingston
- SHA and SHADES students stating that their experiences in these groups has helped shape their career objectives and that they have learned lessons and skills that they will bring with them into their professional lives
- 27 letters of recommendation written for students and faculty
- sought out to be faculty for graduate and undergraduate courses
- sought out to advise and participate on planning committees (UMDNJ Sex Week, MCADD)
- Funded research and grant projects
- Coordinated BACCHUS and GAMMA regional conference
- 3 students have stopped smoking (2 REBEL students, 1 Drugs, Culture and Society Student)
- Invited to serve as State Coordinator for BACCHUS and GAMMA
- Monmouth University replicated the RU Sure? Campaign
- Nominated as Black Employer of the Year by Alpha Phi Alpha Fraternity, Inc
- Lollanobooza won Large Program of the Year (for 2nd year in a row)
- Appeared in 2 (February/March and April/May) publications of "The Peer Educator" in the Up Close and Personal Section (personal interview) and in the Events Section
- Highlighted in Member Highlights in SOPHE News and Views (national health education newsletter)
- Invited to speak to public health leadership alumni at regional training
- Materials being translated and replicated in other institutions (and countries)
- Nominated for Bridge award on 3 teams (and won one)
- Students working or interning for graduated students.
- Moldova consultation

Student Voices

- "The highlight of the semester for me as a SHA was actually creating my own program in groups, because it allowed me to use the techniques I learned from the class and implement them to create my own event."
- "I think that the SHA program is wonderful because it is always changing and keeping up with the current issues. The program is in a constant state of improvement."
- "The SHA program has been such a great asset to me in my college career. I feel as though it has given me direction. I think that this program leaves every student with something gained."
- "Expectations: learn a little more about social justice, create network, learn facilitation. My expectations were exceeded – I am a lot more informed, non- judgmental, and open-minded than before"
- "I expected to have an awesome experience that allowed me to learn about different topics, create different perspectives on things, get to know people, and influence the RU community in a positive way"
- "I wanted a discussion-oriented class with different components involved with hands-on experience. This class exceeded my expectations."
- "I felt that my expectations were nothing compared to what we actually did this semester. This semester was great."
- Re Lollanobooza: "this was the first alcohol-free party that they have attended at Rutgers and that it was actually fun."
- "By keeping these journals and being in the tobacco track, I realized how often I really did smoke black and milds (cigars). This information disgusted me and made me sick to think of them and the effects it was having on my body. The gross phlegm every morning was the tell tale sign that it was not a thing for me. I definitely have this class to thank for helping me realize how much I was really smoking."
- "Overall, keeping daily journals of my drug use and writing this analysis was a great way for me to see my drug usage outside of myself and to answer questions of why. Being aware of what I am doing and how often I am doing so, allows me to make safe decisions and set limits in my life."
- "This has been the most beneficial and interesting course I have taken and I am so fortunate I had the opportunity to take it."
- "I liked the course so much, it has helped me understand drugs and control my life. It has also helped me quit smoking."
- "I think this class should be required for incoming freshman. For it gives an understanding of the basis of peer pressure and self-examination"
- "After the first month of writing in my drug journal, I started to see the negative path I was heading down. I started to drink on a more daily basis, which was affecting my daily schoolwork and my personal life. I knew I had to put my foot down and draw boundaries. I decided to stop drinking from Sunday to Thursday. After the first few weeks of the approach, I noticed my grades were on the up and rise and I felt healthier. If it were not for the drug journal assignment, then I would not know where I would be now."

- "This class has really forced me to take a close look at my lifestyle. A lifestyle of way too much drinking, one I thought was normal among my peers. I used to think if I did not go out and get wasted I was a loser...I have definitely cutback on weed, which is a drug I hate now that I reflect on it."
- "This class has broadened my awareness about certain issues, such as racism and classism, which are topics that I've never really thought about. I am more aware...I catch myself analyzing..., and I have tried to talk about it with my friends. I actually signed up for 3 women's studies courses for the next semester that deal with [these...] issues."
- "After class discussions regarding homosexuality, I began to challenge myself to become an ally on their behalf. Furthermore, I started to initiate dialogue among my friends to challenge their personal and religious views pertaining to homosexuals. My overall attitude and beliefs regarding social justice issues have changed as a result of this class."
- "I like that this class was completely personalized, confidential, and interactive. This class cleared any misinterpretations I had about certain topics like heterosexuality and homosexuality. I think I broadened my opinions on these topics more due to this class."
- "Overall I think this class has definitely changed...how I think.....I have become more aware...in ways that I may not have considered before."
- I find myself consciously aware of my behavior and things that I say on a different level than before the course. "
- "The most important thing I learned this semester was to not make assumptions...I am now more confident in expressing my position...but also more open and willing to understand where others are coming from and what they are trying to say."
- "...This is only the beginning in a major shift in how I view the world I live in."
- "I have gained faith in the idea that professors actually care about their students and student actually want to be in class. I have also learned to appreciate what I have to be tolerant of others' beliefs."
- "I think that the SHA program is wonderful because it is always changing and keeping up with the current issues. The program is in a constant state of improvement."
- "Thanx for being a cool teacher – hope the next class of SHAs are fun. Hopefully the SHA class, or something like it, will become mandatory at Rutgers."
- "The SHA program has been such a great asset to me in my college career. I feel as though it has given me direction. I think that this program leaves every student with something gained."

Challenges

- Lack of administrative leadership or progress on key college health issues (e.g., coordinated alcohol, drug policy; campus climate assessment)
- Clear strategy for health education intervention for mental health issues, reducing ETS and tobacco sales on campus
- Student illness and lack of student follow-through
- Outdoor exhibits in the rain
- Delay in IT corrections and improvements on website
- 2 catastrophic computer crashes, some computers slow (speed and/or memory? all but one improved), delay in SPSS, problems with Mac
- Staff not on same floor
- Relocation, and subsequent theft of computer and loss of teaching materials

2005-06 Goals

- Reduce the number of unintended pregnancies
 1. Increase number of female students seeking annual gyn exams.
 2. Increase knowledge and appropriate use of EC
- Collect and apply qualitative research to increase understanding of student health, attitudes and needs.
 1. Assess minority male (behavioral) needs.
 2. language/terminology of college drinking/drugging
- Increase HIV-protective behavior in an effort to reduce HIV incidence.
 1. Host NAMES Project AIDS Memorial Quilt 12/1/05.
 2. Identify STI incidence for RUHS users and RU students.
 3. Increase condom use and availability in an effort to reduce STI incidence.
 4. Develop a plan to distribute the donated condoms in the health centers.
- Reduce alcohol/drug-related violence and poisoning.
 1. Increase students' knowledge/skill response regarding potential alcohol poisoning/emergencies in an effort to reduce

unintentional injury and fatalities.

2. Expand RU Sure? and late-night alcohol/drug-free events to all NB/P campuses

- Reduce tobacco use to <15%-22%.

1. Increase awareness of environmental tobacco smoke and reduce tobacco availability.

2. Smoking social norms campaign.

- More deeply integrate issues of communication and cultural competency into health education work

- Refocus DHE communication strategies. Consider and implement recommendations of 2004-05 courses, interfunctional team and focus groups.

1. Develop material on: health for men who have sex with men, relationships, cultural competency, body image, HPV, hormonal contraception, oral health, violence/injury prevention, quitting smoking.

2. Storybook, 2nd edition

3. Coordinate outreach with RUHS-NB/P topic schedule

- The Daily Targum double trucks

- Large-scale outreach events

- Continue collaborative efforts with community and campus organizations/departments

- i. Increase the collaboration between and among DHE students and other student groups, e.g., SHADES and UNITY Theatres.

- ii. DC academic advising

- iii.

- Host a DHE student alumni reunion

- Implement grant-funded projects

- i. REBEL

- ii. Lollanobooza

- iii. Media PSA

*Ability to make deliberate choices, recognizing/naming feelings, expressing feelings and needs, managing conflict, listening, awareness of social identities, conscious use of language, decision-making, problem solving, developing healthy relationships, values clarification, stress management, time management, body acceptance, social skills (communication, working with others, celebrating), coping with change (and loss).

2005-'06 DHE Strategies

Public Information/Communication/Media

b. Develop master chart and tracking process for brochure development, printing and distribution.

c. Develop an overall publicity/public relations plan for RUHS-NB/P, evaluate and enhance or replace existing health information activity (brochures, exhibits, website, newspaper ads, broadcast emails, orientation messages) through branding and saturation by appropriate technological strategy by looking at messages, vehicles and messengers.

d. Strengthen and coordinate health information efforts to improve student awareness on high need issues (e.g., health insurance and campus pharmacy, emergency contraception, benefits of gynecological exam, helmet use, health topics of OTC drugs and performance enhancers, male sexuality, STI, EC, healthy sexuality, best use of health services and systems, vaccine requirements, ETS, alcohol poisoning, marijuana, fast food choices on campus) in conjunction with RUHS-NB/P identified "months," and through newly identified priority channels.

e. Produce instructional videotapes for RUHS waiting rooms and patient education.

f. Increase health information materials translated into other languages most used by students.

Academic/Research Collaborations

g. Continue collaboration with CHI; integrate RU Sure? campaign into RUHS-NB/P effort.

h. Continue academic advising at Douglass College.

i. Collaborate as clients in appropriate academic classes (e.g., media development course for psa grant).

j. Challenge misperception of smoking prevalence on campus through a social norms campaign.

Assessment/Evaluation/Research

k. Assess minority male (health behavioral) needs.

l. Develop evaluation plan for DHE efforts; identify and conduct CQI projects.

- m. Reassess RU and DHE programs against ACHA Standards of Health Promotion in Institutions of Higher Education.
- n. Lead and support RUHS research committee efforts; offer technical assistance with IRB application, grantwriting and publishing.
- o. Develop profile of students' health behavior, attitudes with NCHA and focus group data.

Teaching/training/supervising/mentoring/coaching

- p. Continue offering training, courses, and service learning for academic credit as a strategy to engage in broadly defined health dialogue.
- q. Serve as advisors to student clubs and organizations, as appropriate.

Policy Development/Advocacy

- r. Participate, and where appropriate, lead university-wide and state coalitions related to improved health and academic outcomes (e.g., uniform alcohol policy).
- s. Reduce availability of tobacco products on campus.
- t. Increase awareness of EC accessibility.
- u. Expand Public Officials Network to involve student leaders.

Student Life Activity/Collaborations

- v. Expand late-night programming, and partner with others on campus.
- w. Host NAMES Project AIDS Memorial Quilt 12/1/05.
- x. Maintain and strengthen partnerships on campus and in the community for collaboration, service learning, policy development, social justice, advocacy and student leadership.
- y. Support increase in cultural competence within RUS-NB/P
- z. Pilot new interventions to meet student life needs (e.g., coordinated response to alcohol emergencies, alcohol poisoning education and prevention with police and student leaders).

Staff support/development

- aa. Encourage student and staff conference presentation, publication, and state and national leadership.
- bb. Identify areas for needed and desired professional development and in-service opportunities

Last Modified 10/2/2002