

**BUILDING
THE FUTURE** 

University of Houston System Student Affairs and Enrollment Services
2019 LEADERSHIP CONFERENCE

The Gift of Wellness: *A Holistic Impact*

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Participants will

- be able to verbalize the difference between wellness and holistic wellness.
- be exposed to the various wellness models and be able to state 3 (three) domains listed within Hettler's Six Dimensions of Wellness.
- learn how to improve or alter specific areas within the Wheel of Life, utilizing aspects of Wellness Mapping, Process Change and the Transtheoretical Model.
- develop personalized planning strategies to strengthen overall wellness and well-being within personal and departmental practice, including transferable use within student and student staff development.

The concept of total wellness recognizes that our every thought, word and behavior affects our greater health and well-being. And we, in turn, are affected not only emotionally but also physically and spiritually.

By: Greg Anderson

Arloski, M. (2014). *Wellness coaching for lasting lifestyle change* (2nd ed.). Duluth, MN: Whole Person Associates.



National Wellness Institute and Judd Allen, Ph.D.

Survey conducted in 2004, defined Wellness as:

- Conscious, self-directed and evolving process of achieving full potential.
- Multi-dimensional and holistic.
- Positive and affirming

Holistic Wellness:

- Lifestyle
- Mental and spiritual well-being
- Environment

Arloski, M. (2014). *Wellness coaching for lasting lifestyle change* (2nd ed.). Duluth, MN: Whole Person Associates.



National Wellness Institute Definition

Judd Allen, Ph.D.

“We [National Wellness Institute] have adopted the following definition:
Wellness is a process of becoming aware of and making choices toward a more successful existence.”

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Wellness is Goal Oriented

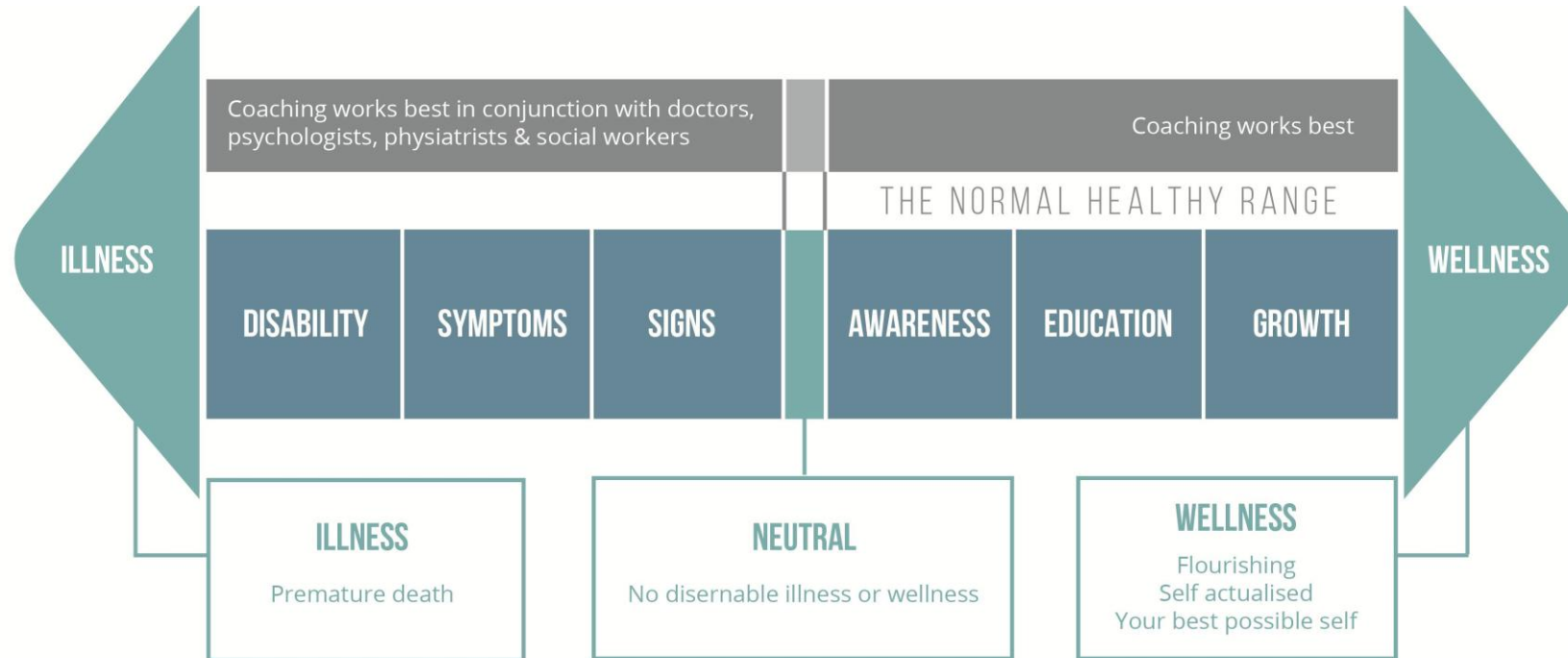
- Help individuals and community
- Reach highest level of health.
- Motivation of:
 - Change
 - Long-lasting healthy behavior patterns
- Positive approaches
- Apply knowledge

Be the best version of you!

Arloski, M. (2014). *Wellness coaching for lasting lifestyle change* (2nd ed.). Duluth, MN: Whole Person Associates.



A Continuum



Adapted from the Illness/Wellness continuum - John W Travis 1972

www.themindfulcoach.com.au



THE MINDFUL COACH

Models, Models, Models

When thinking of the dimensions of wellness, you may think of the traditional **Hettler's Six Dimensions of Wellness**. In truth, there are many versions or models within wellness promotion.

- Ardell
- Hettler
- Travis
- Arloski

Arloski, M. (2014). *Wellness coaching for lasting lifestyle change* (2nd ed.). Duluth, MN: Whole Person Associates.



An Overview

Ardell

5 (five) Dimensions

- Self-responsibility
- Nutritional awareness
- Stress management
- Physical fitness
- Environment sensitivity

Hettler

6 (six) Dimensions

- Physical
- Spiritual
- Intellectual
- Social
- Emotional
- Occupational

Hettler

10 (ten) Dimension Model

- Physical
- Sexuality
- Nutrition
- Emotional
- Self care
- Intellectual
- Safety
- Occupational
- Environment
- Spirituality

Travis

10 (ten) Dimensions

- Self-responsibility & Love
- Breathing
- Sensing
- Eating
- Moving
- Feeling
- Thinking
- Playing & Working
- Communicating
- Intimacy

Principles of Wellness

Arloski

10 (ten) Tenets of Wellness

- Wellness is a holistic concept.
- Self-esteem is a critical factor in change.
- Positive peer health norms encourage wellness lifestyle
- Conscious living means becoming aware of all the choices we have and acting on them.
- A sense of connectedness grounds us in our lives.
- We are primarily responsible for our health.
- Increased self-sufficiency gives the confidence and power that overshadows fear.
- Time spent alone helps us to get to know ourselves better.
- You don't have to be perfect to be well.
- Play!

Arloski, M. (2014). *Wellness coaching for lasting lifestyle change* (2nd ed.). Duluth, MN: Whole Person Associates.



There are as many reasons for running as there are days in the year, years in my life. But mostly I run because I am an animal and a child, an artist and a saint. So, too, are you. Find your own play, your own self-renewing compulsion, and you will become the person you are meant to be.

By: George Sheehan

The Power Within

To make change, we must accept that we cannot intentionally alter many aspects of ourselves and the world in which we live in. We can however, exert power throughout the course of our own lives.

Extrinsically:

- Economics
- Family
- Home

Intrinsically:

- Behaviors
- Thoughts
- Feelings

A Holistic Plan

Wellness focuses on “the whole person”

- Wheel of Life
- Wellness Mapping
- Transtheoretical Model
- Process of Change

Personalizing Your Wellness

All alterations in life begin with **awareness!**

- Assess and evaluate **your** wellness
 - **Customize** your Wheel of Life
- Develop your Well-Life Vision
 - Create a list of **qualities**
 - Develop a **statement**
 - Create an **image**
- Initiate an **action** to close the gap
- Incorporate an **integrated plan** for ultimate success

Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1995). *Changing for good*. New York: Avon Books.



Integrated Elements

Becoming the best version of yourself!

- Areas of Focus
 - Desires
 - Current Location
 - Destination
 - Committed Course
 - Challenges
 - Strategies to Meet Challenges
 - Sources of Support
- Goals
- Action Steps

Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1995). *Changing for good*. New York: Avon Books.



Transtheoretical Model and Wellness

The Transtheoretical Model plays a fundamental role in behavior change and the process of change.

- Precontemplation
 - Unaware
- Contemplation
 - Exploration
- Action
 - Modification
- Maintenance
 - Continuation of work
- Termination
 - Lifestyle change

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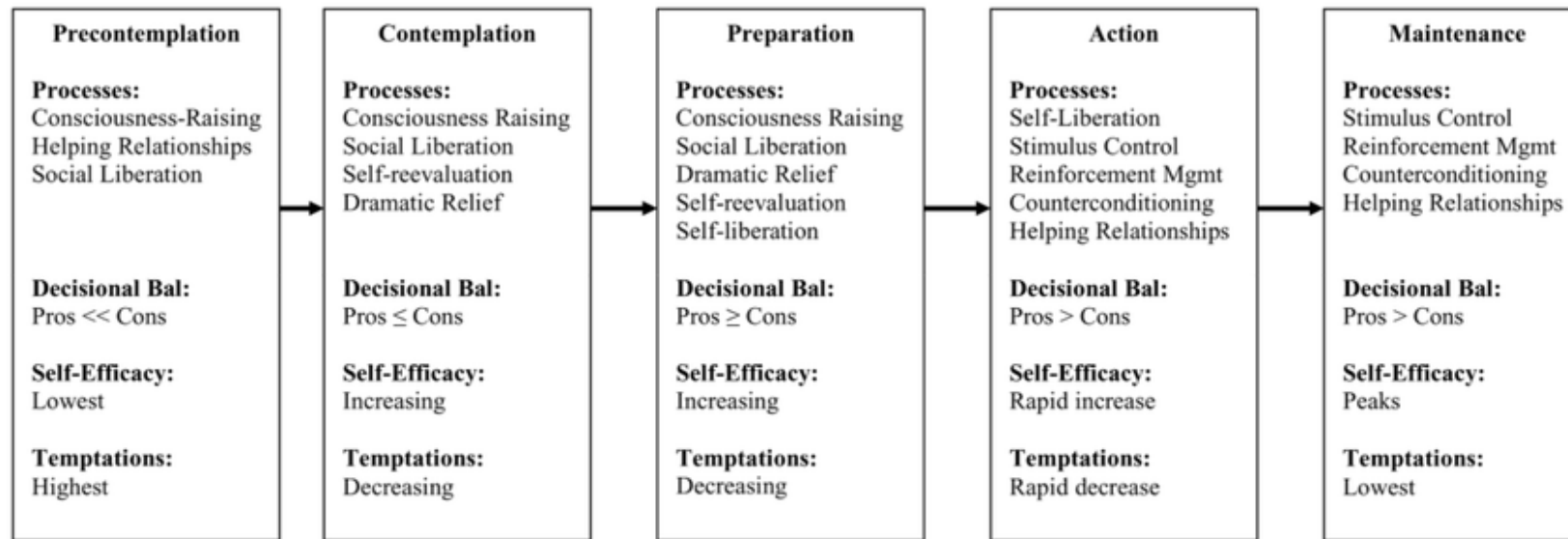


Process of Change

Independent variables that must be applied by those wishing to alter behavior and move throughout the stages of change.

- Conscious-raising
- Social liberation
- Self-reevaluation
- Commitment
- Countering
- Environment control
- Reward
- Helping relationships

Process of Change and The Stages



Theoretical relationship between stages of change, processes of change, decisional balance, self-efficacy and temptation (adapted from Burkholder & Nigg, 2002)

An Epidemic on Campus

Survey of 63,000 students at 92 schools: *Time; Special Edition on Mental Health*

- 2009-2015
 - The number of students that visited on-campus counseling for services **increased by 30%**.
- 2017
 - **40% of students** stated that felt “so depressed” that they found it difficult to function. Increase noted over a 12 month period.
 - **61% of students** felt “overwhelming anxiety”.

Reilly, K. (2019). Depression on Campus. *Time*, (Mental Health), 28-31.

Programming in Higher Education

 **NIRSA**
Leaders in Collegiate Recreation

Valuing Health & Wellbeing in Collegiate Recreation



INTELLECTUAL
PHYSICAL
SOCIAL
SPIRITUAL
ENVIRONMENTAL
FINANCIAL
OCCUPATIONAL
PSYCHOLOGICAL

HEALTHY
People &
Communities

NIRSA Health & Wellbeing Commission, July 2014

Valuing Health & Wellbeing in Collegiate Recreation

Questions to Think about for Your Programs

PHYSICAL

taking care of the physical body • exercise and overall fitness

- Do you encourage staff members to practice healthy exercise and nutrition behaviors?
- Do your resale items encourage healthy physical behaviors? (i.e. sale of water versus energy drinks)
- Do staff members know and practice safety rules and regulations to ensure patrons' physical safety during fitness and sporting activities?
- Does departmental policy reflect standard ethic of care and/or national guidelines for participants' physical safety and wellbeing?

SOCIAL

equity, inclusiveness • justice • diversity • community/fitness

- Is your programming inclusive and appealing to diverse participants?
- Have you purchased equipment to support equal and inclusive access?
- Do you use the human capital in your department to engage in service projects in your community?
- Do you have policies and programs in place to lower barriers or negotiate constraints AND encourage participation by all populations? (i.e. LGBTQA, differently abled, people of color, international students, varied religious practices)
- Have you had a conversation about if/how your department can make reasonable accommodations for all sorts of inclusiveness (physical, religious, gender, sexual orientation)?
- Do you have a public statement about diversity and/or inclusion?

SPIRITUAL

values • practice

- Does your department have procedures to support the students' personal spiritual practice?
- Does your department practice equanimity and inclusivity towards all spiritual practices?
- Does your department provide opportunities for all to engage in the Five Qualities of Spiritual Health (internal locus of control, sense of meaning, hope, connectedness, and forgiveness/empathy/compassion)?
- Does your department encourage altruistic values and practices within student development and programmatic efforts?

ENVIRONMENTAL

natural resources • nature

- Do you facilitate and encourage recycling in your facility? Composting?
- Do you try to reuse products and look for those that are made with recycled content?
- Do you use environmentally-friendly cleaning products in your facility?
- Does your facility have water fountains with bottle fillers?
- Do you have low-flow toilets and waterless urinals in your facility?
- Do you track your use of resources or waste (electricity, water, energy, recycled/landfill) and set organizational benchmarks?

FINANCIAL

cost savings • budgeting • resource management

- Does your department have a long-term financial plan with sufficient reserves?
- Do you consider the long-term needs and growth of your department when budgeting?
- Do you have a thorough understanding of how employee benefits impact your budget?
- Do you offer financial literacy development opportunities to both professional and student staff?
- Do you obtain quotes from multiple businesses in order to get best price for services and equipment?
- Have you sought alternative funding sources to minimize fee increases?

OCCUPATIONAL

gainful employment • job satisfaction • career

- Does your department encourage professional development opportunities for current professional and student staff?
- Are job descriptions and duties congruent with the department's mission, values, and strategic goals?
- Do your hiring processes help recruit diverse and qualified candidates?
- Does your department hire and train student staff to recognize and build transferable career/job skills?

PSYCHOLOGICAL

emotional wellbeing • mental health

- Does your staff understand the correlation between physical activity and emotional wellbeing?
- Does your department communicate those correlations in marketing materials and during program implementation?
- Does your department provide opportunities for students to be proactive in their mental and emotional self-care?
- Has your department collaborated with mental health providers on your campus and in the surrounding community?

INTELLECTUAL

creativity • new ideas • critical thinking

- Is your department open to innovation in concepts and ideas?
- Does your department look for ways to be creative with existing and new programming and services?
- Does your department implement time for critical thinking, stimulating mental activities?
- Does your department encourage professional and student staff to engage in various problem-solving techniques?

NIRSA Recommendations

Campus-wide culture that promotes and nurtures **health and wellbeing**, as well as an **integrative** and **collaborative** atmosphere.

- Establish a Wellbeing or Wellness Committee
- Decide which model fit your campus.
- Involve strategic partners, such as with your Student Health Center, Health Promotion, Counseling & Psychological Services, etc.
- Create your wellness wheel.
- Communicate the dimensions or initiatives of your program.

A Healthy Campus Initiative

The University of Houston-Clear Lake has established a committee to approach holistic wellness, individual well-being and health promotion campus-wide.

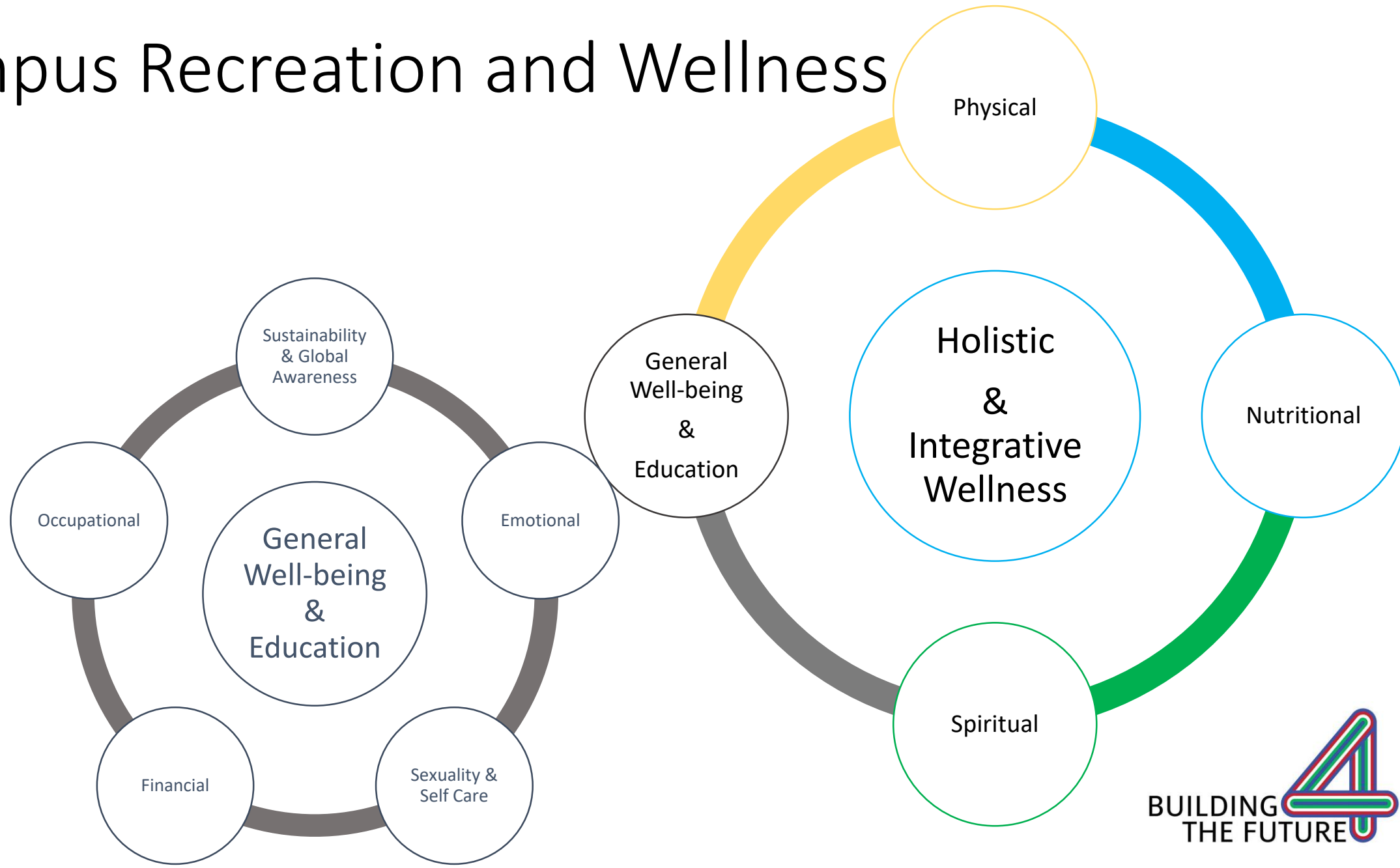
- Campus Recreation and Wellness
- Health Services
- Counseling Services
- Faculty & Staff
- Outreach Services

Campus Recreation and Wellness

A Holistic and Integrative Wellness Program

- Physical
- Nutritional
- Spiritual
- General Wellbeing and Education
 - Emotional
 - Sexuality and Self Care
 - Financial
 - Occupational
 - Sustainability and Global Awareness

Campus Recreation and Wellness



A Holistic Approach to Higher Education

Be the best version of yourself and seek help if needed.

Incorporate the following:

- Self-assessment
- Wheel of Life
- Wellness Mapping
- Transtheoretical Model
- Processes to Change

Focus on the “**whole person**” approach to wellness and include holistic elements. Incorporate wellness assessment and planning strategies into your programs, trainings and campus promotion.

Endless Use

Be role models on your campus, communities, within your departments and for all student staff and future professional leaders by promoting positive stress coping mechanisms.

- What are some alternate ways that we can utilize the Transtheoretical Model?
- Can a Wellness Plan be altered to create a plan for success and reduce stress, chaos and manage time?
- Can we incorporate a “whole person focus” into our assessments, evaluations and staff trainings in order to develop quality programs?
 - If yes, how would this impact your campus and your current/incoming student staff and leaders?

Resources

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Theoretical relationship between stages of change, processes of change, decisional balance, self-efficacy and temptation (adapted from Burkholder & Nigg, 2002)

Looking after my health today
gives me a better hope for
tomorrow.

By: Anne Wilson Schaefer

Questions?