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Cultivating Wellness Through Peer Education [poster]

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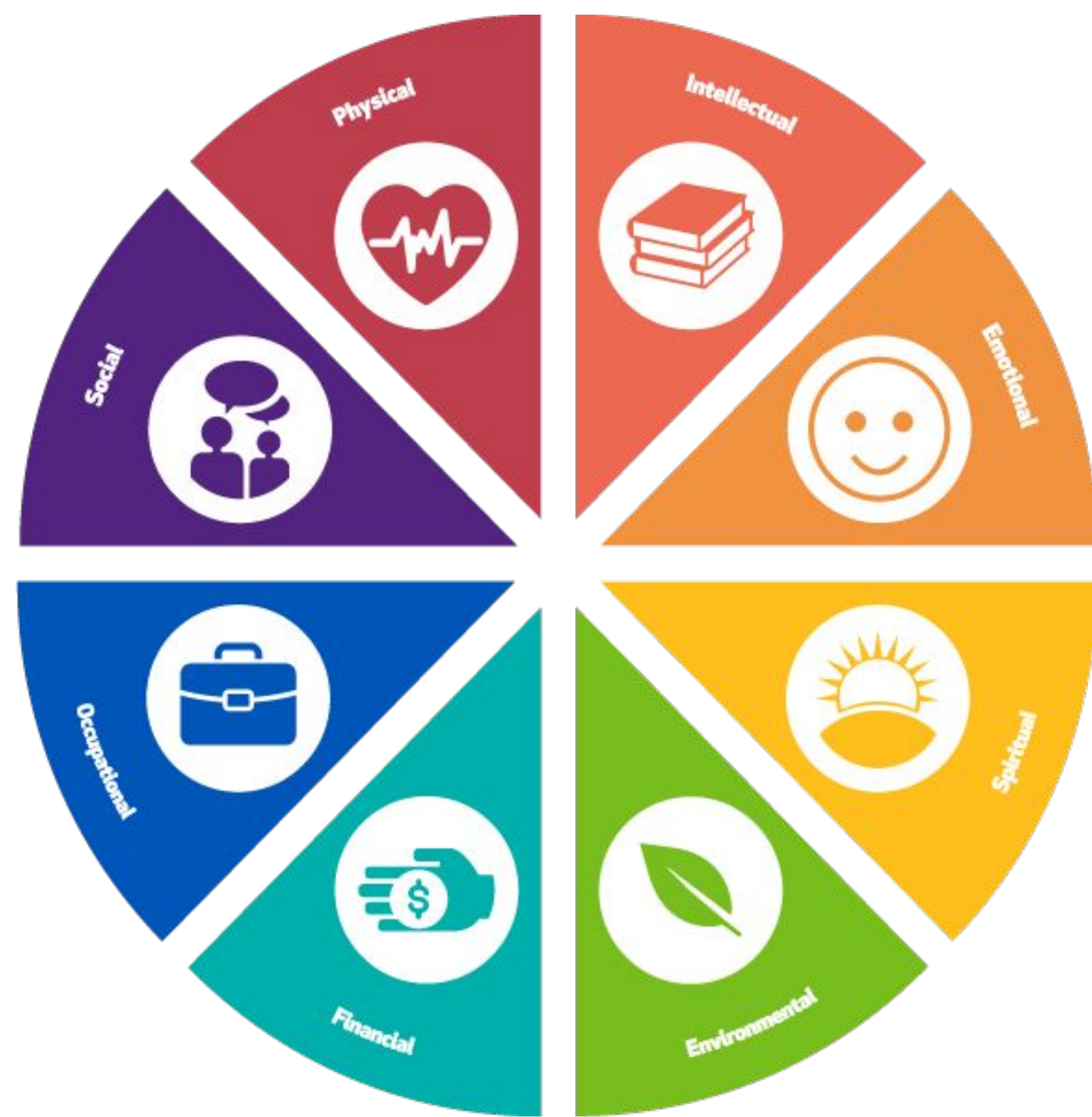
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Wheel of Well-being



Everything's connected

- Dimensions are not isolated
 - One declining dimension can negatively impact other dimensions
- College impacts all dimensions
 - Studies show that one dimension cannot be labeled as the “most impacted” during a student’s college experience
 - College narratives can not be placed into one category
- An activity focused on improving one dimension may in return improve other dimensions as well

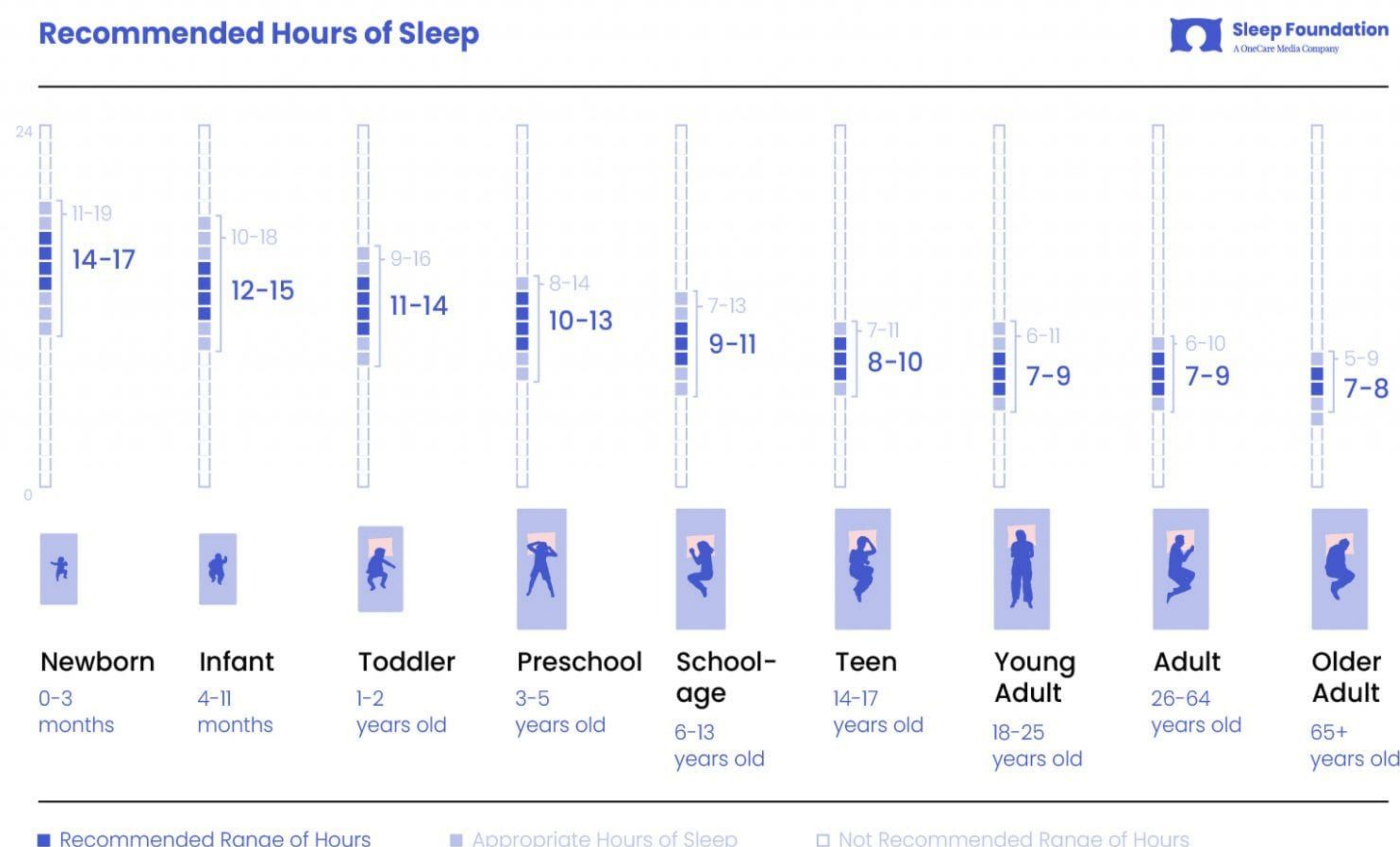
Can self care help with GPA?

- Emotional well being and self care have a direct relationship with GPA
 - Based on a study with 6 dimensions of wellness
 - Emotional and self care dimensions increase as wellness activities increase
 - Similar, but non-significant, trends are found with other dimensions

The power of sleep

- 70-96% of students get less than 8 hours of sleep a night
- > 50 % of students get less than 7 hours of sleep a night
- Sleep deprivation impacts physical, mental and intellectual wellness
 - Physical effects can be weight gain, cardiovascular disease, and type 2 diabetes
 - Mental effects can be disorders like anxiety and depression
 - Intellectual effects can be decreased academic performance
- Timing of sleep is important
 - It is better for your health to set up a consistent sleep schedule during the week rather than “catch-up” on sleep during the weekends
 - Timing of sleep had a closer correlation with academic performance than the total amount of sleep
- Earlier bedtimes and wake time is linked to higher academic performance
 - Even going to bed 30 minutes earlier and waking up 45 minutes earlier could have an impact
 - Napping is common among high academic performers
 - Not a significant relationship

How much sleep do you get?



How can this apply to my life?

- Peer educators who apply wellness strategies to their own life are more confident in helping others
- Implemented through training and at the university level

Training

- Peer Education training in more specific areas
 - Provide hands-on experience
 - In areas like how to respond to someone struggling with mental health, stress/time management, nutrition, alcohol/vaping
 - Send out surveys to gauge confidence level on the subjects after training
- Provide training on to how to handle the change in roles between being a peer educator and a peer
 - May be hard to distinguish between being a peer and a peer educator outside of the TLC
- Encourage peer educators to model the correct behavior in their own lives

At the university level

- Create a “Wellness Space” in the TLC
 - A peer educator is available to talk with and provide resources
 - Not therapy, but a place to relax and learn about campus resources
 - Students can create SMART goals
 - The peer educator keeps in contact with the student to hold them accountable

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