

**Expanding Health and Wellness Education for Undergraduate Students at University of
British Columbia**

Written by Morgan Lorenz
December 3rd, 2021
ENGL 301 99A
Business and Technical Writing
Dr. Erika Paterson

Target Audience: Matt Dolf, Director of Office of Wellbeing Strategy, UBC Wellbeing Office at
UBC Vancouver

Reader Name: Danisa Rambling
Due Date: December 3rd, 2021
Extension Granted: November 24th, 2021

Matt Dolf
UBC Wellbeing Design Lab
2321-2260 West Mall
Vancouver, British Columbia, Canada
V6T 1Z4

Letter of Transmittal

Dear Dr. Dolf,

I hope this message finds you safe and in good health. My name is Morgan Lorenz and I am a concerned UBC Vancouver undergraduate student wanting to inquire about current health and wellness initiatives underway with the UBC Wellbeing office. Based on research conducted to gather empirical data on health and wellness lifestyles of UBC Vancouver undergraduate students, it is evident based on the research conducted that communications and generating awareness about health and wellness lifestyles for undergraduate students are needed to address questions and options of lifestyle structures benefiting all undergraduate students.

The goal of this report is to increase awareness of current communication limitations impacting undergraduate students in terms of accessibility of health and wellness initiatives at and beyond the UBC Vancouver campus. Within the greater Vancouver metropolitan area, there are a plethora of different opportunities available for undergraduate students to be able try to maximize their practice of fitness or educative tools available via seminars or lectures that can support wellness goals. It is important to be able to ensure that these communications reach targeted populations, including female undergraduate students who are vulnerable to inactivity and increased sedentary time during the university experience. It is important for UBC Wellbeing to consider these recommendations and research conducted as active data that can be capitalized upon in order to meet internal goals of the department to support with enhancing wellbeing across the UBC Vancouver campus. Please see below a sample draft of a possible informational package that could address multiple intersectional factors that impact the undergraduate student experience and their ability to attain certain health and wellness goals.

Thank you for your consideration. With direct experience of your expertise in the wellbeing landscape of UBC Vancouver and impact on supporting undergraduate students, I know the information compiled will be of great support for the UBC Wellbeing office and could generate further initiatives

focused on improving student wellness. If you have any further questions, please feel to contact me via email at morgane.lorenz@gmail.com.

Warmly,

Morgan Lorenz

A handwritten signature in black ink that reads "Morgan Lorenz". The script is fluid and cursive, with the first name "Morgan" and last name "Lorenz" written in a single, connected line.

Table of Contents:

Abstract	1
Introduction.....	2
UBC Vancouver Undergraduate students	2
Female Undergraduate Students.....	3
University Courses.....	4
Collaborations with Administrative and Third-Party Units.....	5
Mental Health and Stress.....	5
Health Guidelines	7
Data Analysis	7
Conclusion.....	8
Recommendations.....	9
Appendix.....	11
Works Cited.....	25

Abstract

At the University of British Columbia (UBC) Vancouver campus, students are uniquely positioned for increased access to health and wellness initiatives and continued education due to the health culture of greater Vancouver and the supportive resources available across the UBC Vancouver campus. Unfortunately, most university students have various factors that impact their undergraduate experience, including a busy academic course schedule, family, work and social obligations, living away from home sometimes for the first time. Oftentimes, the introduction to the undergraduate student experience can be the first time these individuals are juggling multiple factors in their lives at once, which can feel overwhelming and hinder health and wellness goals set for themselves. This is why it is important to promote increased health education on health and wellness opportunities available for UBC Vancouver undergraduate students and provide an expansive list that can increase flexibility and mobility for all students.

Through outreach to multiple groups across the UBC campus, research was collected upon the UBC Vancouver undergraduate student experience to understand current limitations in attaining and sustaining individual health and wellness lifestyles. The data collected provided a clear picture of the struggles and barriers impacting undergraduate students from being able to participate in proactive and sustainable healthy lifestyles while juggling a busy academic schedule. Based on the report presented and research conducted, the primary recommendations are the following:

1. Increase education opportunities available for undergraduate students on the UBC Vancouver campus across the year and promote through direct student communication with undergraduate facing organizations.
2. Generate an accessible informational tool with UBC recreation and informed via community outreach. This informational tool/package should be accessible for undergraduate students to use to guide increasing health and wellness goals within an individual's lifestyle and dependent on individual factors and preferences.

Introduction

Health standards have evolved in the past five years due to residing through a health pandemic and a transition into a hybrid, dynamic living environment that lowered physical mobility rates across the country. As a result of the new normal, physical activity plunged for many individuals due to the shift of the new social environment under public health safety guidelines. A unique population that is significantly impacted by this change includes undergraduate students. Starting in March of 2020, all universities across Canada shifted their academic teaching from in-person lectures in lecture halls and classrooms to an online, remote environment where students could join from the comfort of their home (Royal Bank of Canada, 2021). In universities, this led to the displacement of 1.2 million students across Canada into (Royal Bank of Canada, 2021). This new learning environment allowed for more individuals to engage in a heavily sedentary lifestyle that could have an impact on their academic life, social life and mental health than before the pandemic (Kuruganti, 2014).

University students are not meeting current public health guidelines on physical activity that support and sustain healthy living. In a study by Irwin (2007), her research surveyed populations at two universities in southwestern Ontario that illustrated through data-informed surveys the majority of this student population is at significant risk for health consequences associated with an inactive lifestyle. Exercise is essential towards improving and maintaining cardiovascular health. University students spend on average over nine hours a day in sedentary time due to preparation for assignments, lectures, and studying, which impacts their movement time during the day (Lorenz, 2021). Studies illustrate that increasing physical activity alternatives for university students results in lower stress levels and students feel more energized in their everyday life. Increasing movement or introducing new physical activity methods for university students in their everyday life can lead to physical and mental health benefits that can also support the student's academic wellbeing (Kuruganti, 2014; Irwin, 2007).

UBC Vancouver Undergraduate Students

The audience for this research includes UBC Vancouver undergraduate students, a collective group of individuals who are uniquely targeted due to their location in the Vancouver metropolitan area and access to the UBC Vancouver campus. During the academic year, the

majority of UBC undergraduate students reside within the Vancouver metropolitan area, a geographic area known for its population's health and wellness values across the nation and across the world known for generating greater physical and mental health (Harvey-Jenner, 2021). The objective of this research will provide resources that are both on and off the UBC campus that incorporate flexible options for students to add health and wellness initiatives into their busy schedules. These resources include other UBC Vancouver administrative or third-party units, such as UBC Wellbeing Centre or the UBC Yoga Club. Both of these supportive resources are on the UBC Vancouver campus and can provide a variety of insight in supporting the greater health and wellness of the greater UBC Vancouver undergraduate community.



Figure 1. UBC Vancouver campus with student activity (Morris, 2021).

Female Undergraduate Students

Studies indicate that female undergraduate students are more at risk than male undergraduate students, as female students indicated lower levels of interest in regular physical activity participation and sports than male students did. There is a significant consequence in this lack of physical activity that directly translates to a deterioration of health and development of obesity in a significant proportion of female students (Irwin, 2007). By providing further education to this

population, more female undergraduate students will be able to utilize education on health and wellbeing that uniquely impacts women and apply knowledge obtained through a variety of opportunities. It is important for informational packages constructed to be distributed towards this vulnerable population and support women's health in the long run.

University Courses

College-level wellness courses are a potential intervening point, so attention should be given to the connections between individual perceptions and health behaviours. Increasing the number of college courses available to undergraduate students that address health and wellness may positively benefit the physical and social health culture of the university at large. Additionally, by providing more open seminars or lectures available to the public may provide more opportunities for students to learn about the material but are unable to enroll in courses due to time constraints or conflicting course schedules. This would allow for more opportunities for the undergraduate students to engage with the material discussed in lectures over the course of the term and to engage with a dense overview of material that can be readily applicable and of use in their own lives.

Studies illustrate a positive impact on undergraduate student health by participating in college level courses focused on health and wellness. It is evident through research conducted that college-level wellness courses are a potential intervening point to enhance the wellbeing of undergraduate students, so attention should be made towards connections between student perceptions and their health behaviours (Cass et. al, 2020). Examining student values and priorities in regards to their health and self-efficacy may provide insight into opportunities on how to make health education more effective. This can inform how students view and process wellness education material, thus influencing their likelihood of taking action toward health-promoting behaviours.

By developing informative packages that are centred on harnessing one's self efficacy, individuals will take ownership of their lifestyles and feel empowered to engage in a new physical activity routine. According to Cass et. al discussing informed research conducted on health related behaviours, priorities and measures of university students, one of the proposed measures that may determine an individual's activity engaging in exercise included self-efficacy,

or an individual's perceived ability to successfully accomplish a task (Cass et. al, 2020). Self-efficacy was proven to be associated with "improved uptake of health-promoting activities such as exercise, decreased risk behaviours like smoking and alcohol use, and the wellbeing of college students" (Cass et. al, 2020). Through informative documentation of activities feasible for undergraduate students with a variety of different lifestyles, self-efficacy can be captured by the target audience to circumvent their own lives for greater health outcomes.

Collaborations with Administrative and Third-Party Units:

With an abundance of resources already present on the UBC Vancouver campus, these informational packages could be of use by a great number of undergraduate students and generate more awareness across the student and faculty population. One key stakeholder to consider looping in includes UBC Recreation, a department at UBC Vancouver centralized on increasing health and wellness opportunities available to undergraduate students across the UBC Vancouver campus. With collaborations annually in conjunction with UBC administrative units such as the UBC Wellness Centre, the opportunities available to connect with the greater undergraduate student population on health and wellness would be plentiful.

There are a variety of third-party organizations both on and off campus that generate revenue from the undergraduate student population. These include fitness centres such as Gold's Gym or Fitness World, as well as independent studios such as Ride Cycle, Turf, and UBC Yoga Club on the UBC Vancouver campus. Each of these third-party organizations are not directly affiliated with UBC Vancouver but through collaborations, opportunities can result in commercial profit for all administrative units involved and expand health and service awareness to a larger community in the Vancouver metropolitan area.

Mental Health and Stress

Stress, nutrition, and mental health were the topics of overwhelming personal concern to students. Introducing different modes of physical activity into one's schedule has led to a decrease in stress and boost in mental health. By increasing one's physical activity in their everyday life, the individual may be able to develop a habit that can curb stress and address

barriers in their own mental health and wellness. According to the survey conducted by Lorenz (2021), the majority of UBC Vancouver undergraduate respondents are eager to find a strong balance within their current schedule- especially one that balances physical, emotional and mental health. Studies show that engaging in physical activity or more health and wellness activities can positively influence one's mental health (Bartholomew, Morrison & Ciccolo, 2005).

Students returning back to on-campus university life or working in a hybrid model with their studies are managing the challenges of an in person or online course schedule no longer from the enclaves of their residential home. As stated by a study review performed at Colorado State University on university students, the environment can influence young people's level of engagement, because of access to fitness centres, gyms or other recreational facilities (Dodge, 2016). During a more hybrid academic environment or needing to study for courses online, individuals are reaching their max screen time due to higher-stress environments for academic studies. Education on healthy alternatives will support reducing sedentary screen time outside of lecture time and encourage more movement for undergraduate students in their everyday life. Some alternatives for these include increasing different opportunities available for low-cost or free access to exercise classes that can be taken in group settings. UBC Recreation facilitates the UBC Rec Free Week two times a year at the beginning of every academic term, a wonderful opportunity for students to participate in group classes that are available to everyone on the Vancouver campus. More of these opportunities being made available across the greater UBC Vancouver campus area would aid with supporting students with longer commute times and a limited ability to attend exercise classes due to course conflicts, work schedules, or family responsibilities.



Figure 2. UBC community members participating in exercise class at UBC Recreation as a part of UBC Rec Free week (Borchert, 2015).

Health Guidelines

In 2020, the Canadian Society for Exercise Physiology produced holistic wellness guidelines for all Canadians that addressed daily physical activity, sedentary behaviour and sleep for different age brackets. For adults between the ages 18-64 years old, moderate to vigorous physical activity that adds up to 150 minutes a week and lowering screen time to 3 hours a day is highly recommended. For young adults attending university, these parameters can be difficult to achieve due to studying and course schedules, living conditions, and a lack of accessibility to fitness centres/public parks for recreational use. It is important to provide university students with accessible and low barrier methods to increase their daily physical activity and lower their sedentary behaviour taking into account their unique circumstances.

Some of these methods include addressing challenges that may be a barrier for students to participate in regular physical activity. These barriers include constraints such as “not having enough time” or “can’t afford a gym membership” or even “I don’t know where to begin”. It is important to address all of the above constraints that might cause an individual to disengage from physical activity. This will be done through the development of a comprehensive education tool that can be shared with the greater community across the UBC Vancouver campus and be made readily available at different departments across campus, from UBC Wellbeing to UBC Counselling to AMS Student Services. It is important that all administrative offices take a hand in supporting health outcomes for undergraduate students in order to better the academic wellbeing of the university at large.

Data Analysis

In November of 2021, a survey was released to several undergraduate groups over social media and yielded in 11 responses from individuals who identify as University of British Columbia undergraduate students. The target response rate was 5 individuals, so this survey yielded in over two times the expected amount of data than previously anticipated. This survey, titled English 301: Health and Wellbeing of Undergraduate Students, asks prospective survey applicants about their own lifestyle schedules and what kind of health or lifestyle changes they would like to see more of in their own lives. Several questions included in the survey also

inquired about undergraduate student's balance with physical wellness between sleep and activity, illustrating the spectrum of wellness that can take place physiologically. Within this survey, results illustrated that vast majority of the assessed pool of undergraduate students suggest that undergraduate students at UBC have a sedentary time of over 9 hours a day and have an average of 7 hours of sleep. The results also illustrated UBC undergraduate students would benefit from more informational packages or further education on healthy lifestyles for undergraduate students. This shows that there may be a significant proportion of undergraduate students at UBC who feel like further education on healthy lifestyles, inclusive of sleep, dietary and fitness recommendations that can be sustainable for undergraduate academic schedules.

The results from this survey illustrate that undergraduate students would greatly benefit from further education on healthy lifestyles that can greatly benefit their wellbeing. It is important to utilize the data from this survey to understand how we can address sedentary time impacting undergraduate students. Additionally, the data from this survey will address how more students can understand their current lifestyle structure and adjust it to support health and wellness goals such as wanting to get more sleep or wanting to incorporate more exercise into their everyday routine. The data from this survey would introduce opportunities for the UBC Wellbeing office to increase their educational opportunities available across UBC.

Conclusion

Based on the survey conducted and the research reviewed to support this assessment, it is evident that undergraduate students would benefit from an increase in informative resources that are tailored to their unique academic and social lifestyle. With isolation from quarantine in the past and into the present, undergraduate students must venture the current times within the unique parameters set by public health standards impacting their academic schedule while also maintaining and upkeep a healthy balance within their own life. It is critical to address physical activity limitations impacting this population in order to develop foundational time management skills and cultivate more physical activity in students for postgraduate life when transitioning into the workforce. There are noted benefits by increasing physical activity opportunities for individuals across the undergraduate population, especially in the long run for an individual's cardiovascular health.

By providing substantive, detailed material for impacted populations, individuals will be presented with options that are feasible and accessible for their lifestyles. Through the development of these material packages, this would additionally generate more public and sociocultural awareness of physical activity and its increased importance for this population due to increased engagement and utilization of the informational material. The development of these informational packages would harness the greater Vancouver health and wellness culture and funnel it into better supporting an at-risk population that can better utilize the resources and opportunities around them. It is important to incorporate physical activity into one's everyday lifestyle to be approachable, accessible and convenient for the individual's abilities and everyday life structure.

Recommendations:

- Develop curated and broad healthy lifestyle guides that are uniquely tailored to undergraduate students. Create one for men and another for women to be able to address underlying differences and barriers challenging these populations from increasing physical activity in their everyday life.
- Conduct a survey on undergraduate students to better assess the time of the school day when there is more free time for relaxation of physical activity. Utilize this data to increase opportunities for physical activity across the UBC Vancouver campus, including exercise classes or wellness seminars by extracurricular or third party groups.
- Collaborate with local fitness facilities and independent studios to provide suitable options for undergraduate students through deal packages or one-time passes.
- Utilize mass UBC campaigns, such as Move UBC, to distribute these informational packages and generate more awareness addressing sociocultural and physiological barriers impacting undergraduate students from decreasing their sedentary time.
- Increase the number of mobile learning opportunities within libraries across the UBC Vancouver campus. This would mean increasing the number of treadmills or stationary bikes available that have adaptations to support for mobile learning.

- Increase the amount of subsidies available for undergraduate students who require further support for their wifi connections at home, which supports both academic earning and opportunities for students to engage in the virtual fitness environment.
- Introduce collaborations between UBC Recreation and platforms such as Class Pass, engaging more students with the virtual learning environment to support with alternate modalities if studying from home.
- Providing recommendations in all undergraduate faculties to encourage undergraduate students to enroll in courses centred on health and wellness during their undergraduate career.
- Increase the number of seminars or open lectures available to undergraduate students throughout the academic year that address health and wellness barriers present in modern times. This allows for undergraduate students to engage with prevalent material and maybe utilize the material discussed in their own lives.
- Generate more health and wellness awareness across the UBC Vancouver undergraduate population of UBC Vancouver Wellbeing office services by conducting outreach to Residence Associations, UBC Vancouver Enrollment Services Advisors team, UBC Vancouver undergraduate societies, and UBC Vancouver Student Housing and Services.

Appendix

A. Sample Draft of Informative Package for University Students

Physical Activity

**For Undergraduate Students at the University of British Columbia
A Comprehensive Guide for Increasing Health and Wellness for Students**

What we know:

Several academic articles and literature has illustrated and proven that incorporating more exercise can be an lead to reduced sedentary time and increased health benefits.

- Participants from the Carpinello et al. study reported that they experienced significant increases in levels of physical activity, self-confidence and overall enjoyment which minimized certain depressive and anxiety symptoms (2015).
- In the study by Bartholomew, Morrison and Ciccolo, the participants participating in physical activity had reported reductions in psychological measures including distress, confusion, fatigue, tension anger and overall depression; with the exercise group showing an increase in positive well-being (2005).
- In the study by Irwin (2007), her research surveyed populations at two schools in southwestern Ontario that illustrated through data-informed surveys the majority of this student population is at significant risk for health consequences associated with an inactive lifestyle.
- The World Health Organization recently declared that physical inactivity is among the 10 leading causes of mortality and morbidity around the world (WHO, 2021).
- According to research conducted by Silver et. al, there is significant evidence suggesting that physical activity engagement among college-aged individuals does not meet recommended health standards outlined by officials.

This guide is centered on:

Autonomy

ability to choose
choice of program that suits them best to
allow for the potential of maximal
participation and success

Competence

ability to choose environment and
schedule to allow for flexibility to reduce
stressors or impingements on structure
of program

One factor that can inhibit participation in physical activity includes intimidation or feeling incapable of being able to participate. It is important to note that everyone is different and that everyone starts their health and wellness journey from the same place. Know that it is more than okay to have questions. Don't be afraid to seek out support or resources that could aid you along your journey.

Stronger Together

UBC Administration Involvement

Resources are available by the UBC Recreation department and the UBC Wellness Centre:

Resources are available by multiple offices across the UBC campus to support with educating undergraduate students on the benefits of regular exercise, how to exercise safely and effectively, and healthy dietary information. This information is readily available and can be directed to by contacting UBC Student Health Services, UBC Recreation, or by contacting your academic advising office.

Exercise

In order to reach strong physical activity endurance, we recommend for physical activity options that suit your lifestyle needs and reduce stress. For some students, that can include low intensity activities like yoga while others may prefer higher intensity activities like cycling.

The exercise activities are up to the preference of the individual. Mock schedules provided include options for both low intensity and high intensity exercise options over the course of a month duration. This will ensure the movement preferences of the individual are put first when constructing a schedule that works best for them.

Scheduling challenges?

No time to work out because of midterms? Running into trouble with sleeping due to physical? Feeling stressed? Here are some options available that may be helpful to also add more physical activity into your routine:

- Bring your study guide or recorded lectures to the gym and review your notes while walking on a slow incline or lower mode of the treadmill/elliptical.
- If you're feeling restless in an online class, take the class with you on a walk and call in to continue to catch up with the material.
- Establish a strong bedtime routine by winding down to your favorite music, read a book, and put away technology at least 1 hour before bed.
- Get together with friends and go for a walk around campus between study sessions. Air can do wonders when you need a break!

Goals

Accessible

Using minimum/no equipment in structure of an exercise plan, this is aimed to ensure that the plan is adaptable to the individual. Engagement would require internet access in order to participate in the activities.

Low-Cost

Using exercise videos and coordinated running groups constructed with trainers and UBC Counselling, these exercise plans are low-barrier, adaptable, and up to comfortability and preference of the individual.

Interactive

The exercise plans are constructed to ensure the individual is able to exercise on own, with other participants. While this guide can be used independently, it is encouraged to discuss other options for physical activity in group settings.

For more information, please contact the UBC Wellness Centre.

Cardio Sample six-week outline:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Rest day	Rest day	MadFit: Cardio	Rest day	Rest day	Run for 15 min at 75-80% of MHR	Rest day
Rest day	Body Project: Cardio	Rest day	Run for 20 min at 75-80% of MHR	Rest day	Rest day	Rest day
Run for 20 min at 75-80% of MHR	Rest day	MadFit: Cardio	Rest day	Run for 25 min at 75-80% of MHR	Rest day	Rest day
Rest day	Run for 25 min at 75-80% of MHR	Rest day	MadFit: Cardio	Rest day	PopSugar: Cardio Kickboxing	Rest day
Rest day	Charlie Atkins: Cardio	Rest day	Run for 25 min at 75-80% of MHR	Rest day	Sarahs Day: Cardio Burn	Rest day
Run for 30 min at 75-80% of MHR	Rest day	Lita Lewis: Cardio	Rest day	Run for 30 min at 75-80% of MHR	Rest day	Pamela Reif: Cardio

Structured with flexibility to customize the preferences of the participant.

Physical activity should be structured, challenging, engaging and tailored to the individual and their schedule.

If looking for less running, able to switch up with more online, free Youtube classes that can be done in repeat. The versatility of the structure is aimed to produce attractive options for students.

HIIT Sample six-week outline:

The mock schedules provided include videos which can be adjusted for group participation (virtual or in person with household member) and can be adjusted based on comfortability of participant.

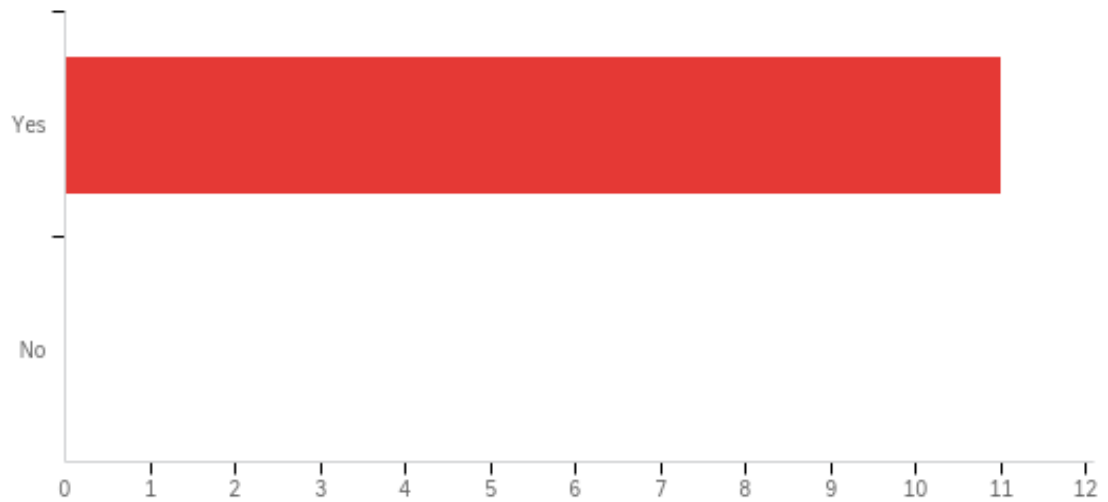
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Rest day	Rest day	Chloe Ting: HIIT	Rest day	Rest day	MadFit: HIIT Low Impact	Rest day
Rest day	Annana: HIIT	Rest day	Natacha Oceane: HIIT	Rest day	Rest day	Rest day
Pamela Reif: HIIT	Rest day	Heather Robertson: HIIT	Rest day	Body Project: HIIT	Rest day	Rest day
Rest day	MadFit: HIIT	Rest day	Caroline Givran: HIIT	Rest day	Heather Robertson: HIIT	Rest day
Rest day	Caroline Givran: HIIT	Rest day	Heather Robertson: HIIT	Rest day	Natacha Oceane: HIIT	Rest day
Daniel from Fitness Blender: Bodyweight HIIT	Rest day	Lita Lewis: HIIT	Rest day	Rhys from Self: HIIT	Rest day	Heather Robertson: Yoga Fusion HIIT

B. Survey Questions and Results from ENGL 301 99A: Health Wellness of Undergraduate Students Survey

ENGL 301 99A: Health Wellness of Undergraduate Students Survey

Final Survey Closure: November 26th 2021, 11:41 PM MST

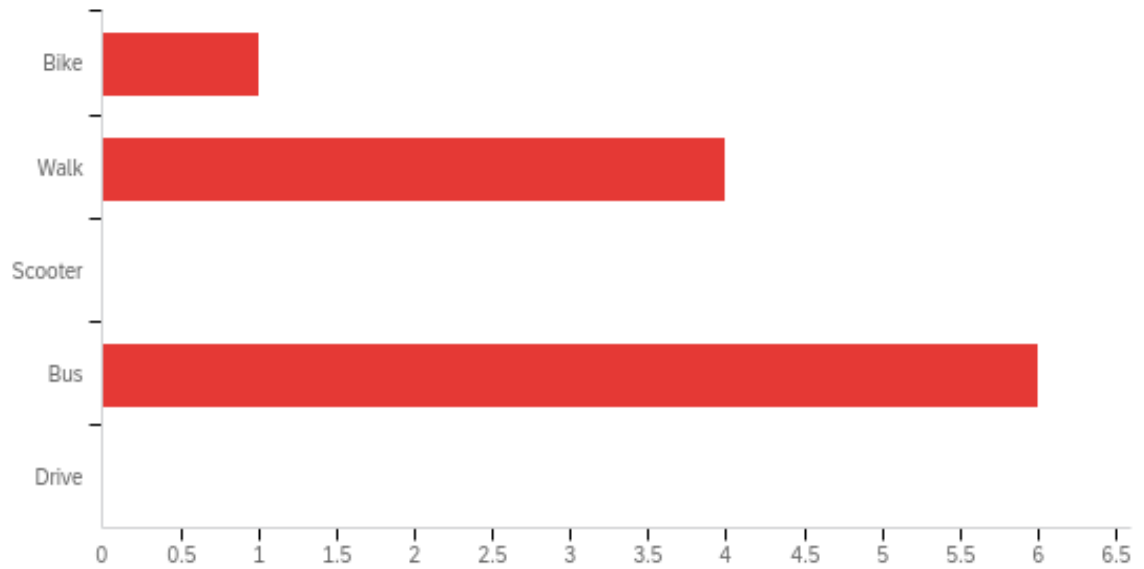
Q1 - 1. Do you identify as a student enrolled in undergraduate courses at UBC?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Do you identify as a student enrolled in undergraduate courses at UBC?	1.00	1.00	1.00	0.00	0.00	11

#	Answer	%	Count
1	Yes	100.00%	11
2	No	0.00%	0
	Total	100%	11

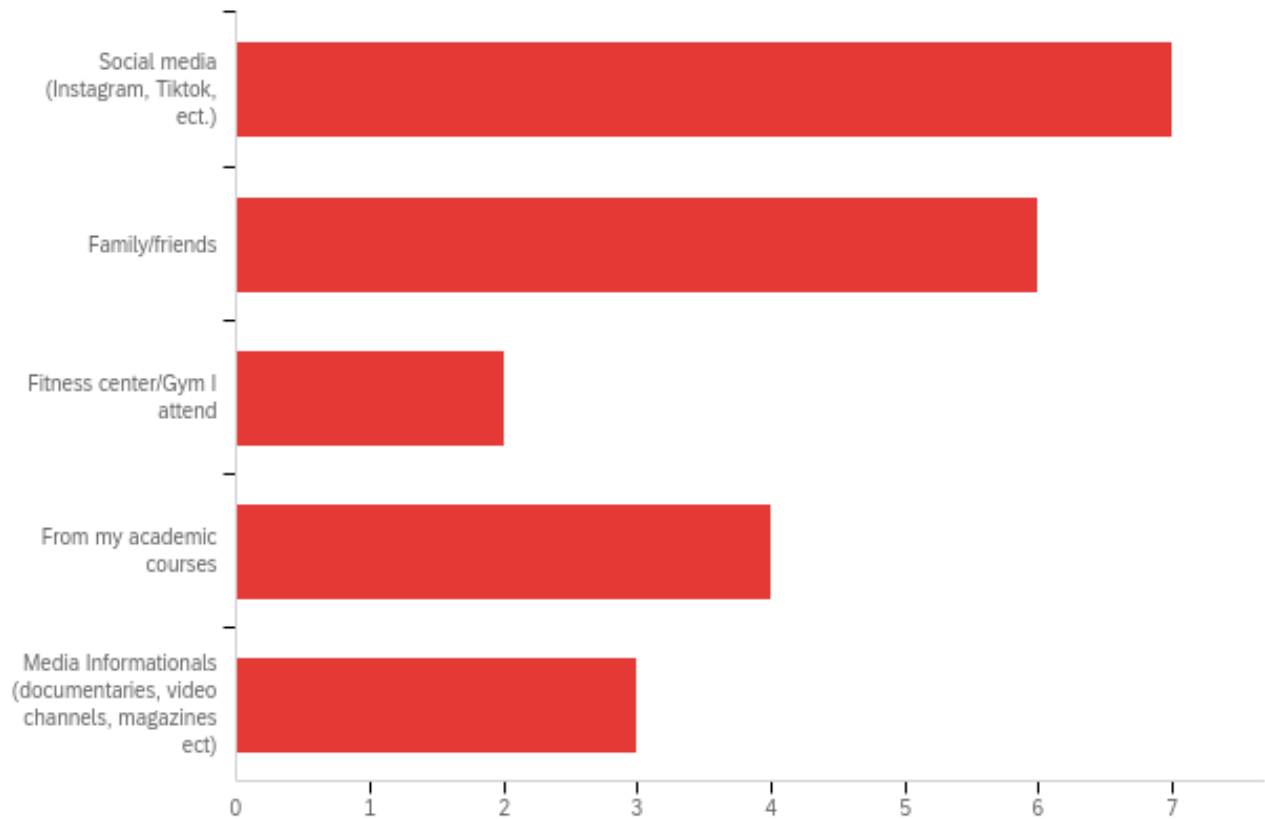
Q2 - 2. What is the usual method to get to campus each day?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2. What is the usual method to get to campus each day?	1.00	4.00	3.00	1.13	1.27	11

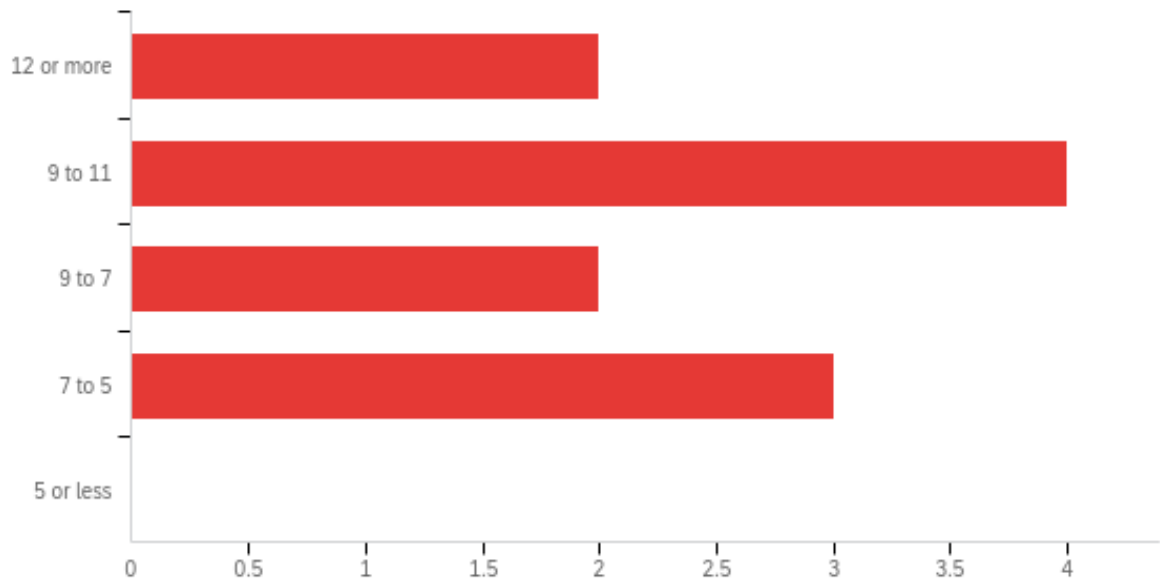
#	Answer	%	Count
1	Bike	9.09%	1
2	Walk	36.36%	4
3	Scooter	0.00%	0
4	Bus	54.55%	6
5	Drive	0.00%	0
	Total	100%	11

Q3 - 3. Which of the following are most helpful for providing information on health and wellness?



#	Answer	%	Count
1	Social media (Instagram, Tiktok, ect.)	31.82%	7
2	Family/friends	27.27%	6
3	Fitness centre/Gym I attend	9.09%	2
4	From my academic courses	18.18%	4
5	Media Informationals (documentaries, video channels, magazines ect)	13.64%	3
	Total	100%	22

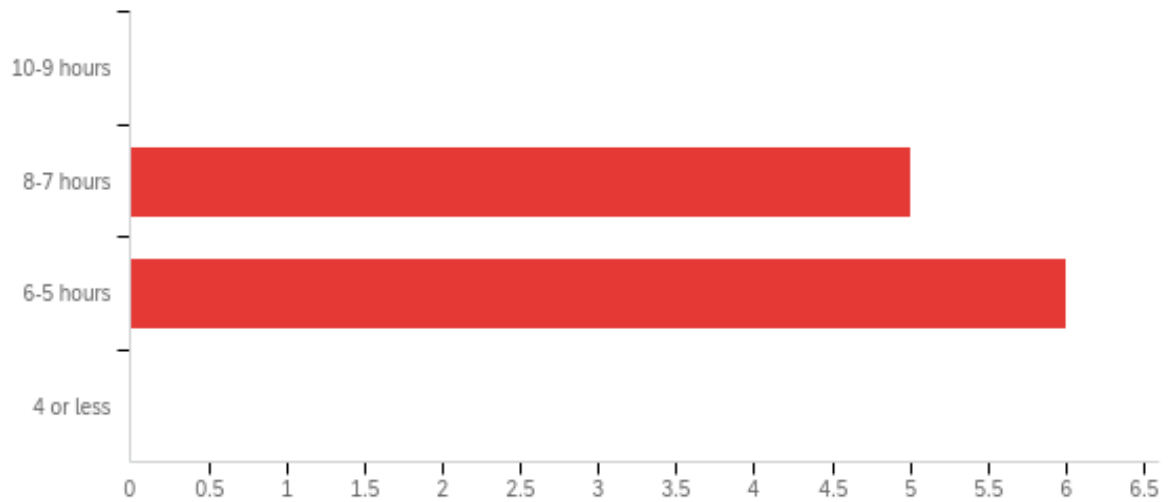
Q11 - 4. On an average day, a typical student will spend this many hours sitting down:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. On an average day, a typical student will spend this many hours sitting down:	1.00	4.00	2.55	1.08	1.16	11

#	Answer	%	Count
1	12 or more	18.18%	2
2	9 to 11	36.36%	4
3	9 to 7	18.18%	2
4	7 to 5	27.27%	3
5	5 or less	0.00%	0
	Total	100%	11

Q4 - 5. On an average day, a typical student will spend this many hours sleeping:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	5. On an average day, a typical student will spend this many hours sleeping:	2.00	3.00	2.55	0.50	0.25	11

#	Answer	%	Count
1	10-9 hours	0.00%	0
2	8-7 hours	45.45%	5
3	6-5 hours	54.55%	6
4	4 or less	0.00%	0
	Total	100%	11

Q5 - 6. What does healthy living look like?

6. What does healthy living look like?

Having balance in your life around school, social activities, exercise, eating, etc without being too rigid in what balanced means, fluctuations in everything should be expected and accepted

Happy mentally / eating well / physical activity

Balanced lifestyle, eating full meals & not being too stressed over things

Sleeping enough, eating a well balanced diet, having time to relax and enjoy yourself.

Having a balanced lifestyle

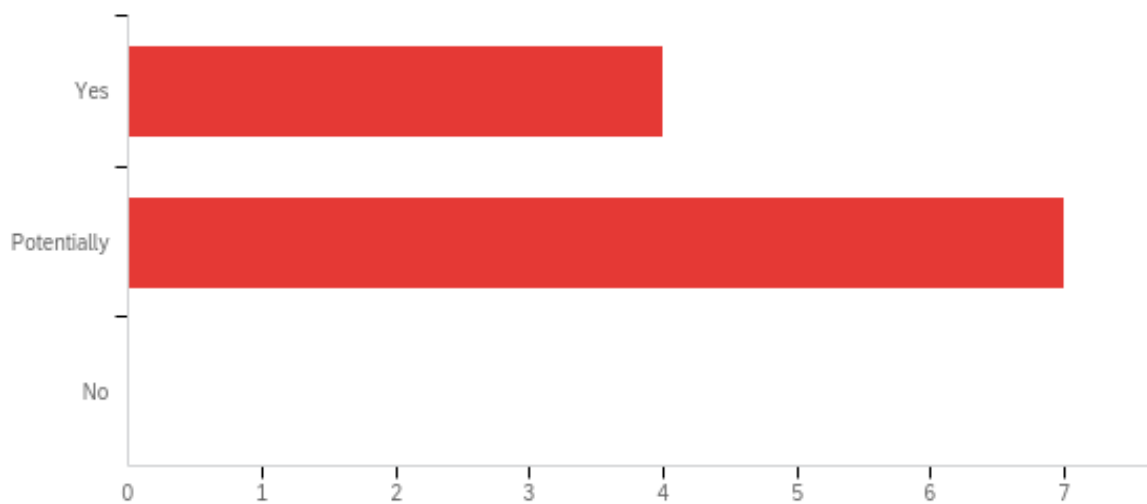
Physical, mental, and emotional health all in balance

Having a balance of social life, personal time and work life while being free of illness

Proper sleep, good diet, active living style, and good socialization.

eating well, being happy, exercise

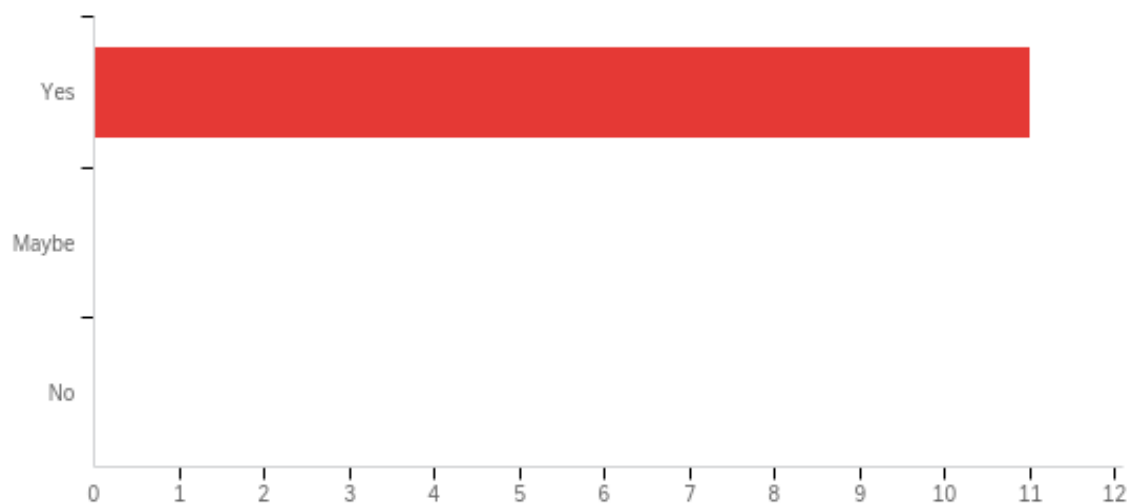
Q6 - 7. Would comprehensive, informational packages about healthy lifestyle living for university students be helpful?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	7. Would comprehensive, informational packages about healthy lifestyle living for university students be helpful?	1.00	2.00	1.64	0.48	0.23	11

#	Answer	%	Count
1	Yes	36.36%	4
2	Potentially	63.64%	7
3	No	0.00%	0
	Total	100%	11

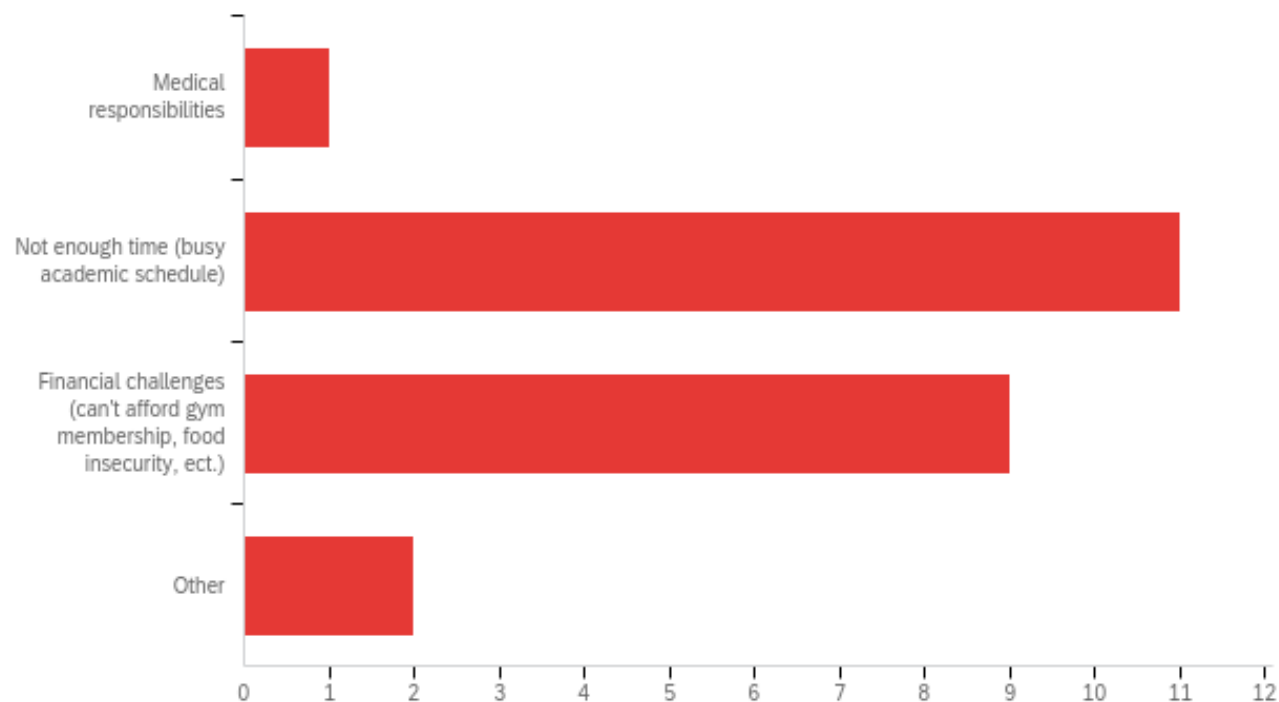
Q7 - 8. It is hard to lead a healthy lifestyle as a student?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	8. It is hard to lead a healthy lifestyle as a student?	1.00	1.00	1.00	0.00	0.00	11

#	Answer	%	Count
1	Yes	100.00%	11
2	Maybe	0.00%	0
3	No	0.00%	0
	Total	100%	11

Q8 - 9. If "Yes" or "Maybe", what parts in an undergraduate student's lifestyle make it hard to be healthy?



#	Answer	%	Count
1	Medical responsibilities	4.35%	1
2	Not enough time (busy academic schedule)	47.83%	11
3	Financial challenges (can't afford gym membership, food insecurity, ect.)	39.13%	9
4	Other	8.70%	2
	Total	100%	23

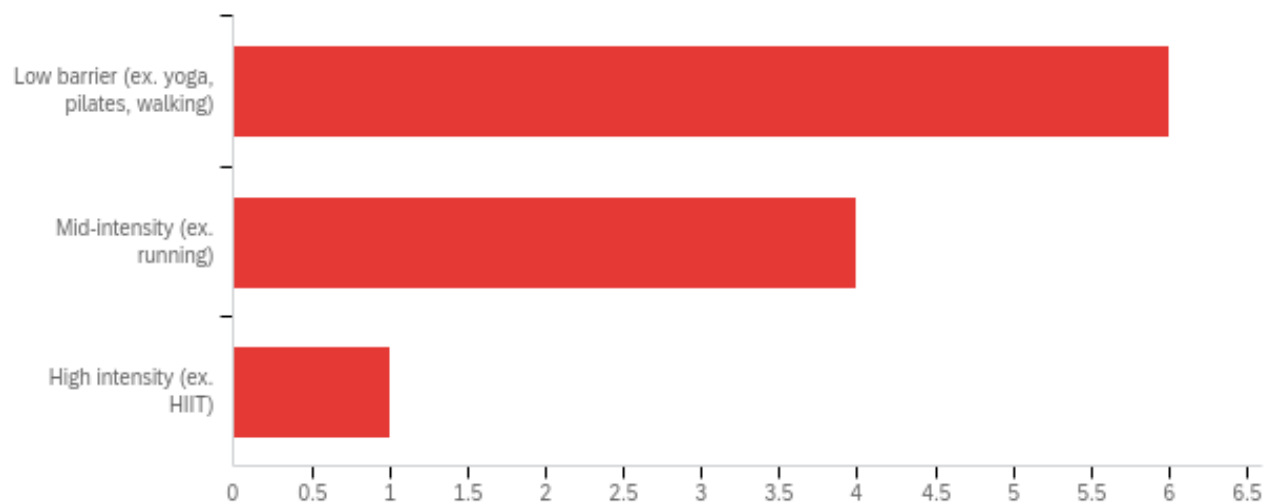
Q8_4_TEXT - Other

Other - Text

You have a really weird schedule and lot of deadlines and financial demands, on top of a very transient lifestyle.

Struggling with mental health

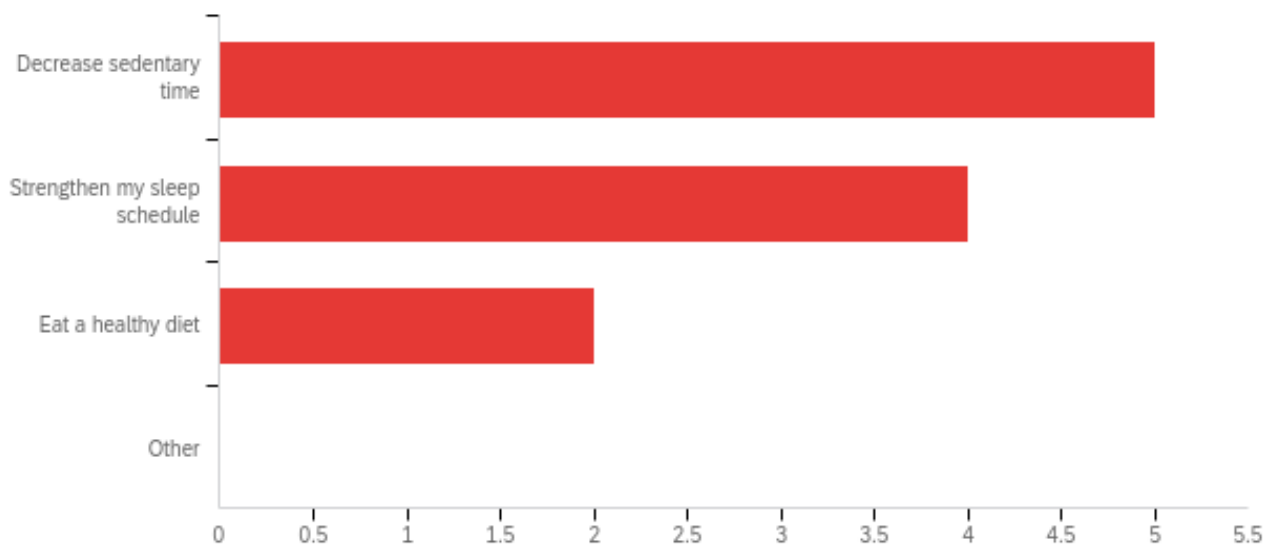
Q9 - 10. What kind of fitness should undergraduate students incorporate more into their schedule?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	10. What kind of fitness should undergraduate students incorporate more into their schedule?	1.00	3.00	1.55	0.66	0.43	11

#	Answer	%	Count
1	Low barrier (ex. yoga, pilates, walking)	54.55%	6
2	Mid-intensity (ex. running)	36.36%	4
3	High intensity (ex. HIIT)	9.09%	1
	Total	100%	11

Q10 - 11. What are other wellness components that undergraduate students should incorporate more into their lifestyle?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	11. What are other wellness components that undergraduate students should incorporate more into their lifestyle? - Selected Choice	1.00	3.00	1.73	0.75	0.56	11

#	Answer	%	Count
1	Decrease sedentary time	45.45%	5
2	Strengthen my sleep schedule	36.36%	4
3	Eat a healthy diet	18.18%	2
4	Other	0.00%	0
	Total	100%	11

Q10_4_TEXT - Other
Other - Text

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