University of Victoria
National College Health Assessment 2016

UVic Principal Investigator: Dr. Judith Burgess, RN, PhD
Director, Health Services

Research Sponsor: Division of Student Affairs

Research Support: Centre for Addiction Research BC
Chantele Joordens, PhD student, CARBC
Dr. Mikael Jansson, PhD, CARBC

Survey Distribution:
Dustin Meredith, Office of Student Life
Slide Deck Outline

- National College Health Assessment Intro and Methodology  
  (slide 1-7)

- Health and Wellness: Nutrition and Fitness, Weight, Sleep, and Physical Health  
  (slide 8-37)

- Mental Health: Stress, Distress, Mental Health Conditions, and Use of Campus Services  
  (slide 38-58)

- Substance Use: Prevalence and Norms, Use Patterns, and Harms and Harm Reduction  
  (slide 59-75)

- Relationship and Sexual Health: Student Relationships, Perceptions of Learning Environment,  
  Personal Safety, and Sexual Activity (slide 76-99)
What can the National College Health Survey (NCHA) offer UVic?

- A health population snapshot of student health issues and priorities
- Provides evidence for policy, program, & service development
- Demonstrates commitment, accountability, & opens doors for research
- Identifies trends, patterns, and changes over time
About NCHA:

- American College Health Association (with Canadian version) online validated survey to assess students’ health habits, behaviors & perceptions

- UVic Human Research Ethics approved study
  - Primary Investigator: Dr. Judith Burgess
  - Co-investigators: Dr. Mikael Jansson, Dr. Rita Knodel, Dr. Kim Daly, Mr. Jon Derry, Ms. Laurie Keenan, Mr. Dustin Meredith
  - Student Research Assistant: Chantele Joordens, PhD student, CARBC

- Canadian Reference Group (Canada data)
  - 41 institutions participated
  - 43,780 students responded (19.2% response rate)

- University of Victoria Reference Group (UVic data)
  - 1831 students responded (30.5% response rate)
Data Analysis Process

• **Deductive research approach**
  - General trends in health status; to specific populations/issues; to relevance of explanatory variable or covariates (e.g. demographics, health behaviours)

• **Analysis was completed in SPSS 18; descriptive statistics are presented in this UVic PowerPoint; data does not necessarily add to 100% due to incomplete survey responses**

• **Data comparing 2013 to 2016 statistics, and UVic to Canada student data, are provided to add depth and understanding, and possible student health trends**

• **UVic data analyzed and categorized as:**
  - Health and wellness
  - Mental health
  - Substance use
  - Relationship and sexual health
**UVic: Demographics of Sample**

<table>
<thead>
<tr>
<th>Category</th>
<th>% UVic NCHA 2013</th>
<th>% UVic NCHA 2016*</th>
<th>% Canada NCHA 2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>56.5</td>
<td>63.7</td>
<td>67.1</td>
</tr>
<tr>
<td>Male</td>
<td>43.5</td>
<td>31.8</td>
<td>28.8</td>
</tr>
<tr>
<td>Non-binary</td>
<td>n/a</td>
<td>3.4</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Student Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st year</td>
<td>17.1</td>
<td>17.6</td>
<td>23.0</td>
</tr>
<tr>
<td>2nd year</td>
<td>17.1</td>
<td>16.6</td>
<td>20.4</td>
</tr>
<tr>
<td>3rd year</td>
<td>20.1</td>
<td>19.6</td>
<td>18.6</td>
</tr>
<tr>
<td>4th year</td>
<td>19.4</td>
<td>14.5</td>
<td>14.6</td>
</tr>
<tr>
<td>5th year + (Total undergrad = 81.9%)</td>
<td>8.2</td>
<td>8.4</td>
<td>6.6</td>
</tr>
<tr>
<td>Grad/professional</td>
<td>16.8</td>
<td>21.5</td>
<td>13.9</td>
</tr>
<tr>
<td><strong>International Students</strong></td>
<td>12.2</td>
<td>10.7</td>
<td>9.4</td>
</tr>
<tr>
<td><strong>Primary Enrolment Mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on campus (face to face)</td>
<td>87.6</td>
<td>86.8</td>
<td>93.3</td>
</tr>
<tr>
<td>distance on line</td>
<td>7.0</td>
<td>11.9</td>
<td>5.6</td>
</tr>
<tr>
<td>away or coop</td>
<td>5.4</td>
<td>1.3</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Living Location</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on campus</td>
<td>13.6</td>
<td>11.7</td>
<td>15.3</td>
</tr>
<tr>
<td>off campus</td>
<td>57.6</td>
<td>70.4</td>
<td>45.7</td>
</tr>
<tr>
<td>parent-guardian</td>
<td>17.2</td>
<td>17.9</td>
<td>30.4</td>
</tr>
<tr>
<td><strong>Athletics Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>varsity</td>
<td>3.0</td>
<td>3.7</td>
<td>4.1</td>
</tr>
<tr>
<td>club</td>
<td>14.2</td>
<td>12.2</td>
<td>11.4</td>
</tr>
<tr>
<td>intramural</td>
<td>18.5</td>
<td>15.4</td>
<td>18.4</td>
</tr>
</tbody>
</table>

* NCHA 2016 analyzed gender, plus differentiated a non-binary category; this approach was also used for UVic data analysis.

UVic NCHA 2016 (& 2013) median age = 22 years

Average length of undergraduate degree 2016 = 5.5 years

Note: UVic 2016 International student data has smaller sample (10.7%), than enrolment (16%)
Study Limitations

• Although UVic survey response rate was suitably high, the data may not be representative of all students, for instance some students may not have participated due to serious mental health or chronic conditions.

• The survey was completed in February and March 2016, and so responses reflect the experience of students at this particular time of year; the data is thus a snapshot in time.

• The survey questions tend to be health issue focused, and may not show the many positive health and wellness experiences of students attending post-secondary school.
Health & Wellness Analysis

1. Nutrition and fitness
2. Weight
3. Sleep
4. Physical health conditions
1. NUTRITION AND FITNESS

Are students eating healthy?

Is fitness an important part of student life?
UVic: Are students meeting Canada’s food guide recommendations?

% of students reporting number of daily fruit and vegetable servings

- 0-2 servings: 44.7%, 40.7%
- 3-4 servings: 42.4%, 41.1%
- 5 or more servings: 12.9%, 18.2%

- UVic 2016
- UVic 2013

Canada’s food guide recommends 7-8 fruit & vegetable servings for females, and 8-10 for males

- UVic students’ nutrition declined in 2016 (12.9%), from 2013 (18.2%), for reporting 5+ servings fruits + vegetables/day.

- Nonetheless, in 2016 UVic students continued to report better nutrition than Canadian students (51.2%, 34.8%, 9.6% servings respectively)
UVic: Students’ nutrition by demographics (%)

<table>
<thead>
<tr>
<th></th>
<th>Number of Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-2</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>51.4</td>
</tr>
<tr>
<td>Female</td>
<td>41.5</td>
</tr>
<tr>
<td>Student status</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>72.2</td>
</tr>
<tr>
<td>Domestic</td>
<td>41.4</td>
</tr>
<tr>
<td>Living situation</td>
<td></td>
</tr>
<tr>
<td>On-campus</td>
<td>52.1</td>
</tr>
<tr>
<td>Off-campus</td>
<td>43.7</td>
</tr>
<tr>
<td>Varsity Athlete</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>28.8</td>
</tr>
<tr>
<td>No</td>
<td>45.2</td>
</tr>
<tr>
<td>Grad student</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>41.9</td>
</tr>
<tr>
<td>No</td>
<td>45.4</td>
</tr>
</tbody>
</table>

- Highlighted indicates poorer nutrition comparatively reported by certain student categories, i.e., male students, international students, students on campus.

- Varsity students reported better nutrition than other students in the sample; minimal difference noted for level of study.

- 45% of students reported receiving info from UVic about nutrition; while 69% were interested in receiving information from their university.
UVic: How much are students exercising?

% of students achieving moderate exercise by age

- 17-20: 21.9%
- 21-24: 22.3%
- 25-29: 26.5%
- 30+: 20.3%

*Canadian Exercise Guidelines: >150 minutes of moderate or vigorous exercise per week in at least 10 minute bouts

- 23% of students reported achieving the Canadian exercise guidelines of >150 minutes in the past 7 days
- 20% of females and 28% of males reported meeting the Canadian exercise guidelines.
UVic: Are exercise and nutrition related?

% of students engaging in moderate exercise by nutrition

- 0-2 servings: 14.1%
- 3-4 servings: 25.7%
- 5 or more servings: 41.3%

Servings of fruits and vegetables per day

- 0-2 servings
- 3-4 servings
- 5 or more servings

- Students who met exercise guidelines were also eating more fruits and vegetables
- 69% of students would like more information on nutrition, and 63% for fitness
UVic: What H&W information did students receive vs what are they interested in?

% of students receiving vs interested in H&W information

- Injury prevention: 19.3% received vs 46.6% interested
- Sleep: 21.2% received vs 69.2% interested
- Physical activity: 51.8% received vs 63.0% interested
- Nutrition: 45.1% received vs 68.5% interested
- Cold/flu/sore throat: 32.6% received vs 41.4% interested

- Injury prevention, sleep, and nutrition topics showed the most discrepancy in information delivery vs student interest
2. WEIGHT

Are students a healthy weight?

What are students trying to do about their weight?
How much do students weigh?

Overall, 66% of UVic students reported a healthy weight, compared to Canadian students (60%)
UVic overweight and obesity stats increased, from 2013 (16.3% & 6.6% respectively)
Younger students generally had a healthy weight. Students aged 30 and older were more likely to be overweight than younger students.
UVic: Do students have accurate perceptions about their weight?

Comparing Students’ Weight Perception and Weight reported using Body Mass Index

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Weight Perception</td>
<td>% Body Mass Index</td>
<td>% Weight Perception</td>
<td>% Body Mass Index</td>
</tr>
<tr>
<td><strong>Underweight</strong></td>
<td>8</td>
<td>6.9</td>
<td>18</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Healthy weight</strong></td>
<td>61</td>
<td>69.1</td>
<td>54</td>
<td>59.2</td>
</tr>
<tr>
<td><strong>Overweight</strong></td>
<td>26</td>
<td>16.1</td>
<td>26</td>
<td>26.3</td>
</tr>
<tr>
<td><strong>Obesity</strong></td>
<td>4</td>
<td>7.9</td>
<td>3</td>
<td>9.3</td>
</tr>
</tbody>
</table>

- The data shows a misperception between how much students think they weigh and what they actually weigh, for both males and females.

- A higher % of female students identified as overweight, while male students tend to identify as underweight, based on estimated Body Mass Index.
More than half (52%) of female students reported trying to lose weight, even though only 30% perceived their weight was above a healthy weight.

In contrast, the percentage of males trying to lose or gain weight approximates the percentage of males’ perception of higher or lower weight.

Older students were more likely trying to lose weight than younger students; conversely younger students were more likely trying to gain weight than older students.
For the most part, students reported healthy weight loss strategies; while a small percentage of students used unhealthy weight loss methods.
3. SLEEP

Are students getting enough sleep?

How is sleep effecting students?
UVic: Are students’ getting enough sleep?  NO!

- Students reported a decline in days feeling rested, from 2013 (33.7; 51; 15.3%)
- 29% of students reported sleep difficulties affected academic performance
- UVic data is similar to Canadian data, on days feeling rested

- Almost 50% of students reported that sleepiness during the day is a problem
UVic: Does sleep affect students’ levels of stress?

% of students reported “more than average stress” by sleep

- 0-2 days: 76.3%
- 3-5 days: 62.0%
- 6-7 days: 43.3%

Students feeling rested fewer days a week, reported a higher % in the ‘more than average’ stress range.
UVic: Is sleep related to mental health?

% of students reported depression and anxiety by sleep

- **0-2 days**: 18.2% (Deletion), 23.3% (Anxiety)
- **3-5 days**: 13.2% (Deletion), 17.0% (Anxiety)
- **6-7 days**: 14.4% (Deletion), 15.2% (Anxiety)

- Students who reported depression or anxiety felt rested fewer days per week.
Students feeling rested 3-5 days per week reported most likely to have a healthy weight as measured by BMI (69%) versus those who felt rested 0-2 days per week (65%) or those who felt rested 6-7 days per week (57%)

Student sleep reporting did not show a relational difference with moderate exercise data (0-2 days rested = 21.5%; 3-5 days rested = 23.4%, 6-7 days rested = 24.7%)
Students who reported getting more sleep also reported getting more A’s in school; sleep did not show much affect on lower grades.
For both graduate and undergraduate students there was a slight increase in A grades when students were rested 6-7 days/week, compared to less days per week.
4. PHYSICAL HEALTH

What physical health conditions do students report?

How can students improve their physical health?
UVic: Ear Nose Throat (ENT) / Communicable conditions

Diagnosed or treated in the past 12 months for...

- A least 1 ENT/Communicable condition: 26.4%
- Sinus Infection: 10.1%
- Strep Throat: 11.0%
- Asthma: 7.5%
- Ear Infection: 4.8%
- Bronchitis: 4.4%
- Mononucleosis: 1.0%
- Tuberculosis: 0.1%

- UVic 2016 data showed a decrease in student reported ENT conditions, from 2013 (32.8%)
UVic: Musculoskeletal conditions

Diagnosed or treated in the past 12 months for...

- At least 1 Musculoskeletal condition: 27.9%
- Back Pain: 21.2%
- Broken Bones/Sprain: 7.8%
- Repetitive Stress Injury: 4.1%

- Student reported back pain was similar to 2013 data and continued to be a notable health problem
UVic: Chronic conditions

Diagnosed or treated in the past 12 months for...

- At least 1 Chronic condition: 26.1%
- Allergies: 15.0%
- Migraines: 8.3%
- Irritable Bowel Syndrome: 4.0%
- High Blood Pressure: 2.8%
- High Cholesterol: 1.9%
- Diabetes: 1.0%
- Hepatitis B or C: 0.3%
- HIV: 0.2%

UVic 2016 data showed an increase in student reported chronic conditions, from 2013 (14.8%)
81% of students with a physical disability reported feeling safe on campus, which was less than the total student sample at 89%
The prevalence of chronic illness and musculoskeletal conditions increased with age, while ENT/communicable illness decreased with age.

- Females were more likely to report all conditions than males.
Are physical health conditions impacting academic performance?

27% of students reported at least one physical health condition impacted their academic performance, and ENT/Communicable conditions were reported to most likely impact academic performance.
How stressed are students with physical health conditions?

% of students with physical health conditions reporting “more than average stress”

- ENT/Communicable conditions: 73.2%
- Musculoskeletal conditions: 70.8%
- Chronic conditions: 73.3%
- Learning Disability: 80.8%

- Students with health conditions were more likely to report ‘above average’ levels of stress compared to the total student sample (66%)
- Students with learning disabilities reported highest, of these health conditions
UVic: Are students being proactive with their health?

Vaccines that students report having received

- Influenza: 28.8%
- HPV: 34.8%
- Varicella (chicken pox): 41.9%
- Meningitis: 48.6%
- Hepatitis B: 65.9%
- Measles, mumps, rubella: 67.7%

Female reported vaccination was higher than males
Reporting of vaccine uptake increased, from 2013

Proactive health indicators used by students in past 12 months

- Had dental exam & cleaning: 72.8%
- Use sunscreen regularly with sun exposure: 59.8%
- Always wore a seatbelt in a car: 90.2%
- Always wore a helmet riding a bike: 44.6%
UVic: Summary of Health & Wellness Section

• In 2016, fewer students (44%) described their general health as very good or excellent, compared to 2013 (53%); and students’ health had substantial affect on academic performance

• Two-thirds of students reported healthy weights; and 28% fell within overweight/obese BMI; Some students showed weight misperceptions: Females tended to identify as overweight; while males tended to think they were underweight

• Less than 25% of UVic students met the Canadian exercise guidelines of >150 minutes/week; Only 13% of students came close to meeting Canada food guidelines; a decrease from 2013

• Reporting of sleep issues increased from 2013 and showed affects on stress, mental health, and grades; in turn stress issues affected sleep

• Students’ reporting of certain proactive health measures improved from 2013; yet as students age they showed increased weight, less exercise, and more physical health conditions
Mental Health Analysis

1. Stress
2. Psychological distress
3. Mental health conditions
4. Perceptions of the learning setting
1. STRESS

How stressed do students feel?

What contributes to student stress?
### UVic: Levels of Stress Among Students

<table>
<thead>
<tr>
<th>Level of Stress in the Last 12 Months</th>
<th>UVic 2016 %</th>
<th>Canada 2016 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No stress</td>
<td>0.8</td>
<td>1.6</td>
</tr>
<tr>
<td>Less than average stress</td>
<td>5.4</td>
<td>6.5</td>
</tr>
<tr>
<td>Average stress</td>
<td>28.0</td>
<td>31.4</td>
</tr>
<tr>
<td>More than average stress</td>
<td>49.1</td>
<td>46.2</td>
</tr>
<tr>
<td>Tremendous stress</td>
<td>16.6</td>
<td>14.4</td>
</tr>
</tbody>
</table>

- Almost 2/3 of UVic students reported high levels of stress (more than average + tremendous stress); higher levels of stress reporting has increased, from 2013 (58%).
- Female students reported higher levels of stress compared to male students.
- 80% of students wanted more information on how to manage and reduce stress.
UVic: What are the sources of student stress and how has this changed since 2013?

<table>
<thead>
<tr>
<th>Stressors</th>
<th>% of Students 2016</th>
<th>% of Students 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>60.0</td>
<td>56.0</td>
</tr>
<tr>
<td>Finances</td>
<td>40.4</td>
<td>35.0</td>
</tr>
<tr>
<td>Intimate relationships</td>
<td>37.1</td>
<td>33.7</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>35.9</td>
<td>29.9</td>
</tr>
<tr>
<td>Career-related</td>
<td>33.0</td>
<td>30.8</td>
</tr>
<tr>
<td>Family problems</td>
<td>29.7</td>
<td>26.5</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>28.0</td>
<td>23.5</td>
</tr>
<tr>
<td>Other social relationships</td>
<td>27.6</td>
<td>24.8</td>
</tr>
<tr>
<td>Personal health</td>
<td>27.4</td>
<td>24.2</td>
</tr>
<tr>
<td>Health problem of family member</td>
<td>25.2</td>
<td>20.6</td>
</tr>
<tr>
<td>Death of family or friend</td>
<td>16.5</td>
<td>16.8</td>
</tr>
<tr>
<td>Other</td>
<td>13.3</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Since 2013, all factors of student reported stress have increased; however sources of stress remained constant.

- With respect to finances, 13.8% of students in 2016 also reported having problems paying for basic living necessities (i.e., food, clothing, rent), most of the time or always.
UVic: What are sources of undergraduate and graduate student stress?

<table>
<thead>
<tr>
<th>Stressors</th>
<th>Undergraduate students</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>62.3</td>
<td>51.2</td>
</tr>
<tr>
<td>Finances</td>
<td>50.8</td>
<td>38.7</td>
</tr>
<tr>
<td>Intimate relationships</td>
<td>37.9</td>
<td>34.0</td>
</tr>
<tr>
<td>Sleep difficulties</td>
<td>37.4</td>
<td>30.9</td>
</tr>
<tr>
<td>Career-related</td>
<td>29.9</td>
<td>44.2</td>
</tr>
<tr>
<td>Family problems</td>
<td>30.3</td>
<td>27.1</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>31.1</td>
<td>16.4</td>
</tr>
<tr>
<td>Other social relationships</td>
<td>29.2</td>
<td>21.3</td>
</tr>
<tr>
<td>Personal health</td>
<td>28.5</td>
<td>23.3</td>
</tr>
<tr>
<td>Health problem of family member</td>
<td>25.2</td>
<td>24.8</td>
</tr>
<tr>
<td>Death of family or friend</td>
<td>17.5</td>
<td>13.1</td>
</tr>
<tr>
<td>Other</td>
<td>14.3</td>
<td>9.9</td>
</tr>
</tbody>
</table>

- Younger students (ages 18-24) were more likely to report stress from academics, intimate relationships, other social relationships, finances and sleep.
- Older students were more likely stressed by academics, career-related issues, finances, and intimate relationships.
UVic: Stress and academic performance

% of students reporting academic-related stress by Age

Students of all ages seemed to experience high levels of academic stress; and stress has increased from 2013.

Overall, stress showed negative impact on academic performance; this impact has increased from 2013.

% of all students reporting academic consequences from stress

- Significantly disruption of thesis: 3.5%
- Received an incomplete: 3.0%
- Received a lower grade in a course: 11.0%
- Received a lower grade in an exam: 26.5%
2. PSYCHOLOGICAL DISTRESS

How are students experiencing symptoms of psychological distress?
### UVic: Experiences of psychological distress symptoms

<table>
<thead>
<tr>
<th></th>
<th>Experienced within last 30 days</th>
<th>Experienced within last 12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UVic % 2016</td>
<td>UVic % 2013</td>
</tr>
<tr>
<td>Felt things were hopeless</td>
<td>33.7</td>
<td>29.2</td>
</tr>
<tr>
<td>Felt overwhelmed by all you had to do</td>
<td>74.0</td>
<td>69.9</td>
</tr>
<tr>
<td>Felt exhausted (not from physical activity)</td>
<td>74.1</td>
<td>68.9</td>
</tr>
<tr>
<td>Felt very lonely</td>
<td>41.7</td>
<td>40.2</td>
</tr>
<tr>
<td>Felt very sad</td>
<td>48.4</td>
<td>41.8</td>
</tr>
<tr>
<td>Felt so depressed that it was difficult to function</td>
<td>24.0</td>
<td>19.4</td>
</tr>
<tr>
<td>Felt overwhelming anxiety</td>
<td>40.8</td>
<td>33.6</td>
</tr>
<tr>
<td>Felt overwhelming anger</td>
<td>22.9</td>
<td>17.6</td>
</tr>
<tr>
<td>Seriously considered suicide</td>
<td>4.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Intentionally cut, burned, bruised, or injured self</td>
<td>2.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Attempted Suicide</td>
<td>0.4</td>
<td>0.3</td>
</tr>
</tbody>
</table>

- 2016 data showed an increase in student distress, from the UVic 2013 reporting
- UVic data is quite similar to Canadian students’ reporting for both 2016 and 2013
UVic: Are there gender differences in psychological distress?

% students reported in last 12 months psychological distress indicators by gender

Female students were more likely to report feeling distressed, compared to males; this was similar to 2013 data.
UVic: Does psychological distress vary by student age?

- Younger students were more likely to report distress than older students.
- Similarly, undergraduate students were more likely to report distress than graduate students.

![Graph showing the percentage of students reporting distress symptoms by age.](image)

- Felt things were hopeless
- Felt very lonely
- Felt overwhelming anxiety
- Felt very sad

---

- Younger students were more likely to report distress than older students.
- Similarly, undergraduate students were more likely to report distress than graduate students.
3. MENTAL HEALTH CONDITIONS

What kinds of mental health conditions are students coping with?
# Prevalence of students with mental health conditions

<table>
<thead>
<tr>
<th>Mental Health Conditions</th>
<th>Diagnosed or treated in the last 12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UVic 2016 %</td>
</tr>
<tr>
<td>Anxiety (including panic, OCD, phobia)</td>
<td>19.4</td>
</tr>
<tr>
<td>Depression</td>
<td>15.5</td>
</tr>
<tr>
<td>ADHD</td>
<td>5.2</td>
</tr>
<tr>
<td>Eating Disorders (Anorexia &amp; Bulimia)</td>
<td>2.3</td>
</tr>
<tr>
<td>Bipolar</td>
<td>1.3</td>
</tr>
<tr>
<td>Sleep-Related Issues</td>
<td>10.1</td>
</tr>
<tr>
<td>Substance use or addiction</td>
<td>2.3</td>
</tr>
<tr>
<td>Other Mental Health Conditions</td>
<td>5.4</td>
</tr>
</tbody>
</table>

- Overall, 21.5% of students reported receiving mental health services from UVic Health and/or Counselling Services
- 70% of students reported they would like information about anxiety/depression

Highlighted indicates UVic students who reported an increase of MH conditions diagnosed or treated, from 2013
UVic: Anxiety disorders

- 2016 reported diagnosed/treated anxiety within last 12 months increased (19.4%), from 2013 (14%)
- Anxiety disorders were more common among females at 22.9%, than males at 13.3%
UVic: Depression

- Depression is second most common mental health issue
- 15.5% reported diagnosed or treated for depression in last 12 months (11.6% in 2013)
- 22.8% students reported ever being diagnosed with depression (17.6% in 2013)

Depression prevalence increased with age, similar to 2013

- 2016 reported depression increased, from 2013, for both diagnosed/treated & ever diagnosed
- Female students were more likely to have reported in last 12 months for depression at 15.5%, than males at 12.4%
UVic: Attention Deficit Hyperactive Disorder

- % of students reporting ADHD
  - Ever reported ADHD: 7.0%
  - Reported diagnosed or treated in last 12 months: 5.2%

- Students with ever reported ADHD had higher levels of stress; and much higher levels of tremendous stress (30.5%), compared to students without ADHD (15.5%)

- Students with ever reported ADHD had a lower percentage of high grades (A grades = 27.6%) than those without an ADHD diagnosis (A grades = 44.0%)

- UVic ever reported data is consistent with Canadian population health data on prevalence of young adult ADHD

- UVic had a slight increase in ADHD, from 2013 data
UVic: How do mental health conditions impact academic performance?

% of students reporting effect of mental health on academic performance, in last 12 months

<table>
<thead>
<tr>
<th>Total attributed impact</th>
<th>Received a lower grade in an exam</th>
<th>Received a lower grade in a course</th>
<th>Received an Incomplete</th>
<th>Significant thesis interruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety (33%)</td>
<td>18.1</td>
<td>8.4</td>
<td>4.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Depression (20.7%)</td>
<td>9.3</td>
<td>7.0</td>
<td>3.6</td>
<td>1.8</td>
</tr>
<tr>
<td>ADHD (5.1%)</td>
<td>2.9</td>
<td>2.3</td>
<td>0.7</td>
<td>0.3</td>
</tr>
<tr>
<td>Eating Disorders (4.1%)</td>
<td>1.1</td>
<td>0.6</td>
<td>0.2</td>
<td>0.1</td>
</tr>
</tbody>
</table>

- Anxiety had greater impact on exam performance (18%) than other combined condition factors
- Student reported GPA was impacted by anxiety and depression conditions
4. USE OF CAMPUS SERVICES

How many students are getting the help they need on campus?

What information are students receiving and what are they interested in receiving?
UVic: Demographics of students using University Health or Counselling Services for mental health concerns?

Students aged 25-29 years were most likely to use UVic services compared to younger & older peers.

Increased use of services were reported with undergraduate year, ie 5+ year reported 35% use.
UVic: Are students comfortable seeking mental health services?

% of Students who would consider seeking help from a mental health professional in the future

- Students 30+ years of age were the most likely to consider seeking assistance (90%)
- Females (83%) more than males (77%) reported they would consider seeking help

- 15.1% of students reported using spiritual or religious values to face everyday difficulties, most of the time or always.

82% of students would consider seeking help from a MH professional in the future.
UVic: What MH information did students receive vs what are they interested in receiving?

% of students receiving vs interested in MH information

- Depression/anxiety: 59.2% received vs 70.1% interested
- Eating disorders: 21.1% received vs 42.1% interested
- Grief and loss: 19.2% received vs 52.8% interested
- Stress reduction: 62.0% received vs 79.9% interested
- Helping others in distress: 22.8% received vs 72.1% interested
- Suicide prevention: 31.0% received vs 57.5% interested

- Grief and loss, helping others in distress, and suicide prevention were topics that showed the most discrepancy of information delivery vs student interest
Summary

• Overall in 2016, mental health reporting of stress, distress and mental health conditions increased, and for many factors this was considerable, compared to 2013 data

• Academics was the stressor most reported by students; and mental health concerns and conditions notably impacted academic performance

• UVic students reported a slightly higher prevalence of mental health conditions compared to Canadian average; anxiety and then depression were the most prevalent conditions

• Females consistently reported more stress, distress, and mental health conditions; younger students reported more distress, yet reported the least likely to seek help

• The % of students reported receiving MH information from UVic is much lower than those interested in receiving information, indicating an opportunity for teaching and learning
Substance Use Analysis

1. Prevalence and norms
2. Patterns of substance use
3. Harm and harm reduction strategies
1. PREVALENCE AND NORMS

What are the most commonly used substances on campus?

What are students’ perceptions of substance use on campus?
## Prevalence of student substance use

<table>
<thead>
<tr>
<th>Drugs</th>
<th>% of students who used in the last 30 days</th>
<th>UVic 2016</th>
<th>Canada 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td></td>
<td>75.0</td>
<td>69.3</td>
</tr>
<tr>
<td>Marijuana</td>
<td></td>
<td>22.9</td>
<td>17.9</td>
</tr>
<tr>
<td>Cigarette</td>
<td></td>
<td>12.7</td>
<td>11.0</td>
</tr>
<tr>
<td>E-Cigarette</td>
<td></td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Ecstasy</td>
<td></td>
<td>2.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Cocaine</td>
<td></td>
<td>2.2</td>
<td>1.7</td>
</tr>
<tr>
<td>Methamphetamine</td>
<td></td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>Other amphetamines</td>
<td></td>
<td>2.7</td>
<td>1.7</td>
</tr>
<tr>
<td>Sedatives</td>
<td></td>
<td>2.0</td>
<td>2.2</td>
</tr>
<tr>
<td>Hallucinogens</td>
<td></td>
<td>1.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Anabolic steroids</td>
<td></td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>Opiates</td>
<td></td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Inhalants</td>
<td></td>
<td>0.6</td>
<td>0.2</td>
</tr>
<tr>
<td>Other club drugs</td>
<td></td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Other illegal drugs</td>
<td></td>
<td>1.0</td>
<td>0.9</td>
</tr>
</tbody>
</table>

- Substance use reporting at UVic was slightly higher than the Canadian data.
- Substance use prevalence was slightly more among male students and younger students.
- 8% of UVic students reported using at least one illicit drug within last 30 days (excluding marijuana).
- 1.8% of students reported having ever used non-prescription opiates.
Student’s *perceptions* of substance use

<table>
<thead>
<tr>
<th>Drugs</th>
<th>UVIC % of students who used in the last 30 days</th>
<th>UVIC % of students <em>perceived</em> to have used in last 30 days</th>
<th>Canada % of students <em>perceived</em> to have used in last 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>75.0</td>
<td>96.6</td>
<td>95.0</td>
</tr>
<tr>
<td>Marijuana</td>
<td>22.9</td>
<td>89.6</td>
<td>86.5</td>
</tr>
<tr>
<td>Cigarette</td>
<td>12.7</td>
<td>70.2</td>
<td>79.4</td>
</tr>
<tr>
<td>E-Cigarette (new)</td>
<td>3.8</td>
<td>70.8</td>
<td>72.7</td>
</tr>
<tr>
<td>Ecstasy</td>
<td>2.4</td>
<td>44.9</td>
<td>41.9</td>
</tr>
<tr>
<td>Cocaine</td>
<td>2.2</td>
<td>33.9</td>
<td>39.3</td>
</tr>
<tr>
<td>Methamphetamine</td>
<td>0.4</td>
<td>19.5</td>
<td>26.2</td>
</tr>
<tr>
<td>Other amphetamines</td>
<td>2.7</td>
<td>31.9</td>
<td>37.0</td>
</tr>
<tr>
<td>Sedatives</td>
<td>2.0</td>
<td>35.3</td>
<td>37.9</td>
</tr>
<tr>
<td>Hallucinogens</td>
<td>1.6</td>
<td>33</td>
<td>33.9</td>
</tr>
<tr>
<td>Anabolic steroids</td>
<td>0.4</td>
<td>28.9</td>
<td>35.5</td>
</tr>
<tr>
<td>Opiates</td>
<td>0.2</td>
<td>17.6</td>
<td>24.5</td>
</tr>
<tr>
<td>Inhalants</td>
<td>0.6</td>
<td>16.5</td>
<td>21.7</td>
</tr>
<tr>
<td>Other club drugs</td>
<td>0.7</td>
<td>34.6</td>
<td>32.6</td>
</tr>
<tr>
<td>Other illegal drugs</td>
<td>1.0</td>
<td>33.7</td>
<td>35.2</td>
</tr>
</tbody>
</table>

- UVic students continued to overestimate their peers’ use of substances
- Across Canada, students’ perception of substance use is overstated
UVic: What motivations do students report in choosing to drink alcohol?

In the past 12 months students drank most or all of the time because...

- Makes a more enjoyable social gathering: 33.5%
- My friends drink when we get together: 29.2%
- I like the feeling: 27.6%
- It is exciting: 17.7%
- Makes me feel self confident or self assured: 13.9%
- It helps when I feel depressed or nervous: 4.6%

- Student reported drinking was more motivated by social interests, than emotional needs;
- In the top three categories, males reported a higher % of motivation than females
2. PATTERNS OF SUBSTANCE USE

What are the patterns of student substance use?

Which students have the most risk?
UVic: How much do students drink?

How often did average UVIC students drink?
- 3-5 times a month

How much were UVIC students drinking?
- females = 3.4 drinks/occasion
- males = 4.4 drinks/occasion

How many students exceeded Canada’s low-risk drinking guidelines?
- Almost 50% of students on their last drinking occasion.

Canada’s low-risk drinking guidelines: No more than 3 drinks for women and 4 drinks for men per occasion

UVic students tended to drink more than the recommended Canadian drinking guidelines, which increases their risk of injury and harm.
How often are students binge drinking?

- 65.0% of students binge drink 1-2 times
- 26.0% of students binge drink 3-4 times
- 5.6% of students binge drink 5+ times
- UVIC students are more likely to binge drink compared to Canada.

- 35% of UVic students reported drinking 5 or more drinks/sitting at least once within the last 2 weeks, compared to 39% in 2013.

- 40% of UVic students reported receiving information about alcohol and other drugs, and only 35% reported being interested.
UVic: Which students are most likely to binge drink?

<table>
<thead>
<tr>
<th></th>
<th>% Binge drinking in the last 2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>42.3</td>
</tr>
<tr>
<td>Female</td>
<td>31.7</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>17-20</td>
<td>36.9</td>
</tr>
<tr>
<td>21-24</td>
<td>37.9</td>
</tr>
<tr>
<td>25-29</td>
<td>38.9</td>
</tr>
<tr>
<td>30+</td>
<td>23.5</td>
</tr>
<tr>
<td><strong>Living situation</strong></td>
<td></td>
</tr>
<tr>
<td>On-campus</td>
<td>36.0</td>
</tr>
<tr>
<td>Off-campus</td>
<td>36.4</td>
</tr>
<tr>
<td>Parents/guardians</td>
<td>28.9</td>
</tr>
<tr>
<td><strong>Student status</strong></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>19.8</td>
</tr>
<tr>
<td>Domestic</td>
<td>36.8</td>
</tr>
<tr>
<td><strong>Athletes</strong></td>
<td></td>
</tr>
<tr>
<td>Varsity</td>
<td>42.4</td>
</tr>
<tr>
<td>Club</td>
<td>48.2</td>
</tr>
<tr>
<td>Intramurals</td>
<td>54.0</td>
</tr>
</tbody>
</table>

- Binge drinking most common among male students, ages 17-29 years, students not living with parents, domestic students, and students involved in athletics.
- Students living on campus (in residences) were only slightly more likely to binge drink in past 2 weeks than those living off campus.
- Living with parents/guardians may have a moderating effect on binge drinking.

- Overall binge drinking has had a slight decrease, from 2013.
UVic: What other substances are students using?

- 77% of students reported NOT using marijuana in the last 30 days; 3% used almost every day.
- The most common illicit substances used were marijuana, then (meth)amphetamines, ecstasy and cocaine. Use of unprescribed opiates was reported at 1.8%.
- 19% used a prescription drug that was not prescribed to them in the last 12 months; (most common were pain killers (i.e., OxyContin) and stimulants (i.e., Ritalin).
UVic: What cigarette related products are students using?

- **Students perceived that 70% of their peers used cigarettes within last 30 days**
- **Cigarette related use decreased slightly, from 2013 data**

*E-cigarettes need to be tracked overtime for increased use and age of use*
3. HARMS AND HARM REDUCTION STRATEGIES

Are students experiencing harm from their alcohol use?

What can students do to reduce the likelihood of experiencing harm?
What types of harms do students report from alcohol?

- Younger UVic students were more likely to report alcohol related harms than older students.
- Only 1.3% of UVic students reported being diagnosed or treated for substance use/addiction in last 12 months.
Students diagnosed with anxiety or depression reported slightly higher for binge drinking than other students.

Overall, binge drinking has gone down slightly, from 2013 data; although this may not be a trend.

<table>
<thead>
<tr>
<th>Mental Health Diagnosis</th>
<th>Binge drinking</th>
<th>Average # of drinks on last drinking occasion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td>38.5% 34.2%</td>
<td>3.8 drinks 3.7 drinks</td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td>38.8% 34.1%</td>
<td>3.8 drinks 3.7 drinks</td>
</tr>
<tr>
<td>no</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UVic: Does alcohol use affect students’ academic achievement?

% of students who reported binge drinking in the last 2 weeks by grades

- A's: 30.7%
- B's: 38.0%
- C's: 41.6%
- D/F: 25.0%

- Students with higher grades were less likely to report binge drinking in the last two weeks.

- 6% of UVic students reported that alcohol use negatively affected their academic performance in the last year.
UVic: How are students reducing their likelihood of harm from alcohol use?

84.8% of students reported using at least 1 protective strategy all or most of the time when drinking; there was little difference between sexes or age groups of who more often used protective strategies.

40% reported receiving information about alcohol and drugs, compared to Canada data of 48%.
Summary

• Prevalence of substance use reported by UVic students was slightly higher than the Canadian data; overall binge drinking at UVic had a slight decrease from 2013

• Three-quarters of students reported recent alcohol use, and almost 50% of drinkers exceeded low-risk Canadian guidelines; less than 1/4 of students reported recent marijuana use

• The most vulnerable students to alcohol related problems were domestic students, not living with their parents, below the age of 30 years, and those involved in athletics

• UVic students continued to overestimate their peers’ use of substances; however, Canadian students’ perception of substance use was also overstated

• Younger students showed greater risk of alcohol related harms; that said, most students reported using one or some harm reduction strategies
Relationship and Sexual Health Analysis

1. Student Relationships
2. Perceptions of the Learning Environment
3. Personal Safety
4. Sexual Activity
1. STUDENT RELATIONSHIPS

What do we know about student relationships?

How many students are having relationship difficulties?
UVic: How many students are in a relationship?

% of students and their relationship status

- Not in relationship: 44.5%
- In relationship but not living together: 29.8%
- In relationship and living together: 25.8%

- 20% of UVic students reported their marital status as married/partnered, while only 13% of Canadian students reported being married/partnered.
Students reported an increase in all relationship difficulty categories, compared to 2013.

Interest in receiving related information also increased, for example:

- 49% of students would like information on relationship difficulties
- 80% of students would like information on stress reduction
- 53% of students would like information on grief and loss
UVic: Are relationship issues impacting academic performance?

% of students reporting relationship issues affecting academic performance in last 12 months

- Internet use or computer games: 18.7%
- Concern for a friend or family member: 16.6%
- Relationship difficulties: 15.9%
- Roommate difficulties: 7.3%
- Death of a friend or family member: 7.0%
- Homesick: 6.0%
- Discrimination: 1.9%
- Sexual Assault: 1.7%
- Physical assault: 1.0%

Data on relationship issues impacting academics showed little change, from 2013.
UVic: What Relationship information did students receive vs what are they interested in receiving?

% of students receiving vs interested in relationship information

- **sexual assault/relationship violence**
  - Received: 60.9%
  - Interested: 60.5%

- **violence prevention**
  - Received: 32.0%
  - Interested: 53.8%

- **relationship difficulties**
  - Received: 19.0%
  - Interested: 49.4%

- **STI prevention**
  - Received: 43.0%
  - Interested: 55.0%

- **pregnancy prevention**
  - Received: 29.9%
  - Interested: 39.4%

- **internet/computer problem use**
  - Received: 10.5%
  - Interested: 29.5%

- **Violence prevention, relationship difficulties, and internet/computer use** were topics that showed the most discrepancy in information delivery vs interest.
2. PERCEPTIONS OF THE LEARNING ENVIRONMENT

How do UVic students experience their learning environment?

How do students perceive themselves in relation to their community and society?
UVic: How do students perceive the UVic learning environment?

More than 3/4 of students indicated that UVic has a sincere interest in student wellbeing.

Graduate and undergraduate students felt similar in their perception of the UVic learning environment.

First year students reported to agree or strongly agree with these statements the most, and satisfaction tended to decline from 1st to 4th year.
UVic: How satisfied are students with their academic supports and resources?

% of students who most or all of the time agreed with these statements

- Overall satisfaction with faculty supervision and mentoring: 55.2%
- Academic studies are meaningful and inspire me: 61.5%
- Diversity and inclusion are central to all aspects of campus community: 54.1%
- Staff/faculty use gender neutral and inclusive language: 57.5%

- Graduate students had higher satisfaction with faculty supervision/mentoring (64.2%) than undergraduate students (52.8%), and reported academic studies to be more meaningful (68.5%) than undergrads (59.7%).
- The data did not show trend significance from 1st & 5th year; except statement 2, “academic studies are meaningful and inspire me”, increased steadily from 1st year (54%) to 5th year (65%).
The majority of students reported feeling happy and positive, every day or almost every day.
UVic: How optimistic and connected are students?

During the past month, how often have you felt...

Every day or almost every day

- Society makes sense: 27.9%
- Society is a good place: 33.8%
- Contribute to society: 42.5%
- Belonged to a community: 42.1%
- People are basically good: 48.8%
- Have warm trusting relationships: 61.8%
- Challenged to become a better person: 46.5%

62% of students reported warm trusting relationships; however only 28% felt society made sense to them
3. PERSONAL SAFETY

Do students feel safe on campus and in their community?

What types of relationship difficulties are students having?
UVic: Do students feel very safe?

<table>
<thead>
<tr>
<th></th>
<th>UVic</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Daytime</td>
<td>88.8%</td>
<td>86.9%</td>
</tr>
<tr>
<td>Campus Nighttime</td>
<td>30.9%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Community Daytime</td>
<td>72.3%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Community Nighttime</td>
<td>25.7%</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

- UVic students reported feeling safer on campus than in the community; and students reported less nighttime safety than during daytime.

- However, UVic students reported a 10% decrease in nighttime campus safety compared to 2013 data; while Canadian data remained relatively stable.
UVic: Do perceptions of safety vary by gender?

- UVic female students reported feeling LESS safe than male students, both on campus and in the community, and even less so than in the 2013 data.

- UVic female students reported feeling LESS safe on campus at night than those in Canadian data (27%); while Canadian males felt less safe in the community day or night.
UVic: What physical relationship difficulties are students experiencing?

- The total of physical assaults/abuse reported increased, from 2013 (6.3%)
- Male students at 12% reported more physical fights/assaults, than females at 6%
- 54% of students would like information on violence prevention, compared to 40% in 2013
UVic: What emotional relationship difficulties are students experiencing?

% of students experiencing verbal threats or emotional abuse in last 12 months

- Total of verbal threats or emotional abuse: 25.4%
- Verbally threatened: 19.9%
- Intimate emotionally abusive relationship: 9.9%
- Victim of stalking: 5.3%

- The total of verbal threats/abuse reported decreased, from 2013 (29.8%)
- Male students at 28.1% reported more emotional related threats, than females at 26.1%
UVic: What sexual relationship difficulties are students experiencing?

% of students experiencing sexual assault or abuse in last 12 months

- Total of sexual assault or abuse: 12.5%
- Sexually touched without consent: 11.7%
- Sexual penetration attempted without consent: 4.1%
- Sexual penetration without consent: 2.2%
- In sexually abusive relationship: 2.2%

- Total of sexual assault/abuse reported increased, from 2013 (8.7%)
- Female students at 15.5% reported more sexual assault or abuse, than males at 6.0%
- % of sexual assault/abuse reported was slightly higher in the 21-24 year age group
4. SEXUAL ACTIVITY

What do we know about student sexual orientation?

What sexual activity and risks are students engaged in?
UVic: What are students reporting about their gender identity & sexual orientation?

Gender Identity

- Woman
- Man
- Other (includes trans, queer)

Sexual Orientation

- Asexual (5.5%)
- Bisexual (6.7%)
- Gay (1.5%)
- Lesbian (1.4%)
- Pansexual (2.0%)
- Queer (1.3%)
- Questioning (2.3%)
- Same gender loving (0.1%)
- Straight/Heterosexual (78.0%)
- Another identity (1.3%)

- NCHA 2016 has added many more descriptive options to sexual orientation
- 22% of students reported a sexual orientation other than heterosexual
UVic: Number of sexual partners students had in last 12 months

More than 1/4 of students reported no sexual partners, and close to 1/2 of students had only one sexual partner.
UVic: How many students who engaged in sexual activity in the last 30 days used protection?

% students having sex and % mostly or always using a condom or protective barrier

- Oral sex: 50.2% sexual activity, 2.1% used protection most or all times
- Vaginal intercourse: 55.6% sexual activity, 23.5% used protection most or all times
- Anal intercourse: 6.6% sexual activity, 3.8% used protection most or all times

- Only 1/4 of students reported using a protective barrier most or always in sexual activity
- 20% of students reported unprotected sex while drinking alcohol in last 12 months
- 10% of sexually active students used emergency contraception within last 12 months
UVic: What are the top birth control methods used by students?

Method of birth control used by students last time having vaginal intercourse

- IUD: 22.6%
- Contraceptive hormones: 53.9%
- Male Condom: 52.1%
- Withdrawal: 21.8%
- All Other Methods: 17.3%

- 63% of students/partners used a method of contraception last time had vaginal intercourse; 2.8% did not want to prevent pregnancy
- IUD use, the most effective method, has increased, from 2013 (14%)
UVic: Sexual health conditions

Diagnosed or treated in the past 12 months

- Total Sexual Health: 3.0%
- Chlamydia: 1.3%
- Genital Herpes: 0.9%
- Genital Warts/HPV: 0.7%
- Gonorrhea: 0.4%
- Pelvic Inflammatory Disease: 0.3%
- HIV: 0.2%

- Although UVic had low prevalence, campus health services provided considerable STI testing
- 55% of students would like more information on prevention of sexually transmitted infections
- Urinary tract infections, sometimes related to sexual activity, had a high prevalence at 12%
Summary: Relationship and Sexual Health

- Students experienced a variety of relationship difficulties: from homesickness to intimate relationship problems and family and peer concerns; some of these struggles had substantial impact on academic performance.

- Perception of the learning environment varied from 3/4 of students feeling UVic is attentive to their wellbeing, to just over 1/2 being satisfied with academic supports and resources.

- Personal safety at UVic is generally reported as good during the daytime; females reported feeling LESS safe than males both on campus and in community, and females reported feeling less safe at night, compared to 2013 data.

- The 2016 data showed an increase in violence related reporting, ie assaults, abuse, and threats, compared to 2013.

- Overall, sexually active students reported few sexual partners (average 2), but could do better in using protective barriers for safe sex and contraception to decrease pregnancy risk; IUD uptake (the most effective contraceptive method) has increased, from 2013.
Data Dialogue Questions to Consider

- What student health assets were revealed in this data?

- What student health concerns were raised in this data?

- What gaps might need to be addressed?

- What actions at UVic help to advance student health and wellness?

- How could we align/integrate more effectively at UVic to support student health and wellness?