



Move Well

What Moves You?

Pod Leaders: Angelia Leung, M.A., C.M.A., Associate Professor, World Arts & Culture/Dance

Wendy Windsor, Ed.D., M.Ed., Director, UCLA Recreation

GSRs: Ellen Gerdes, Ed.M., and Vanessa Perez, M.P.H.

Mission

The UCLA campus has long been a leader in developing programs to provide diverse options for engagement in movement-based activity and exercise to students, faculty, and staff. The MoveWell pod works closely with UCLA Recreation to expand and “co-brand” physical activities both within and beyond the John Wooden Center, all in the interest of making moving “the easy choice” for the UCLA community. In addition to Recreation, MoveWell collaborates with partners from across the university, including the Art and Global Health Center, the Visual Arts and Performing Arts Minor, the Graduate Student Resource Center, the Arthur Ashe Student Health and Wellness Center, and FITTED (a student-initiated, student-run program that provides free fitness and educational services to underrepresented students at UCLA), to make significant strides toward our five overarching goals:

- **ACTIVITY:** To develop and promote integrative and culturally-sensitive options for physical activity, awareness, and activism.
- **AWARENESS:** To implement and advocate for health initiatives inspired by the HCI directive to “make the healthy choice the easy choice.”
- **ACTIVISM:** To identify opportunities for the campus community to engage with sometimes sensitive, health-critical issues through creative and interactive initiatives that promote principled action toward improved health and wellness.
- **ACCESS:** To make these diverse options for “moving” and “being moved” accessible to the entire UCLA campus community.
- **ALLIANCE:** To expand collaboration with other HCI pods and campus organizations on mutually important issues.

Objectives:

1. Heighten MoveWell’s role as an advocate for supporting and expanding existing FITWELL programs: BHIP, Free Yoga, Stress Less Week, and Bruin Mindfit for students
2. Expand programming with the Graduate Student Resource Center to hold quarterly workshops for graduate students that promote healthy study habits, as well as provide social connections via movement instruction and physical recreation
3. Collaborate with the Office of Instructional Development to promote standing/movement breaks for Teaching Assistants to incorporate in their teaching
4. Analyze and submit for publication a mixed methods study on students’ sedentary habits and campus classroom sitting culture

Objective 1: Heighten MoveWell’s role as an advocate for supporting and expanding existing FITWELL programs: BHIP, Free Yoga, Stress Less Week, and Bruin MindFit for students

The UCLA Recreation FITWELL Program “activates wellness on campus by educating, motivating and empowering faculty, staff, and students to make healthy lifestyle choices specifically in the areas of fitness and exercise, nutrition and weight management, stress management, and general health education” (www.recreation.ucla.edu/fitwell).



Graduate Students participate in BHIP at Drake Stadium.

BHIP for Graduate Students

MoveWell continued to offer a specialized Bruin Health Improvement Program (BHIP) for Graduate Students, consisting of bi-weekly workout sessions led by UCLA Recreation trainers. In Fall 2016, the program was free of cost for graduate students at UCLA. In Winter 2017 and Spring 2017, BHIP for Graduate Students was only partially subsidized with students paying a \$50 fee per enrollee. By joining the program, graduate students committed to regular physical exercise in a social environment among their peers. In Fall 2016, BHIP for Graduate Students had two sections: one of 21 students and one of 20 students. In Winter 2017, only one section was offered; eight students enrolled and five completed the program. In Spring 2017, nine students were enrolled. We attribute the decreased enrollment to the switch from full to partial subsidization of the program. A potential idea for next year is to have graduate students train as trainers through the program with full-funding and then run programs for more graduate students to cut down on costs.

BHIP for Graduate Students was directly modeled after the successful BHIP program for staff and faculty. Among faculty and staff, BHIP has been shown to improve physical and mental health, energy levels, social satisfaction, self-efficacy, quality of life, and stress levels. These mental health benefits are equally important among graduate students, who can face financial and work pressures, as well as social isolation. BHIP for Graduate Students addresses the lack of graduate student-specific health programs at UCLA by providing a well-rounded, committed exercise program to combat the stressful, socially-isolated, and sedentary lifestyle of many graduate students.

Impact

Based on surveys conducted by UCLA Recreation, students saw improvements in a wide range of wellness aspects, including their ability to concentrate, energy levels, work productivity, ability to conduct daily routines and responsibilities, and physical health. During Winter 2017, over 80% of surveyed students (n=5) identified as not participating in regular exercise before beginning BHIP. Participants collectively rated their overall health, physical health, and emotional/mental health as improved after participation in BHIP. While some students marked that they had “severe” fatigue in pre-test surveys, all students rated their fatigue as the lesser “moderate” or “mild” in post-test surveys. Intercept surveys of students in Fall 2016 (n=7) and Winter 2017 (n=5), revealed that participants were both male and female, representing Asian, white, Latino, Middle Eastern, and African American races. All five of the Winter students responded that they “strongly agreed” they

gained health knowledge, information, and/or skills that they would likely apply in the future, and that they would be interested in participating in a similar event in the future.



Graduate Students participate in BHIP at Drake Stadium.

Flexible Fridays: Yoga for Undergraduate Students

In Fall 2016, Winter 2017, and Spring 2017, MoveWell offered free yoga classes to undergraduates on Fridays in convenient locations. This free-of-charge yoga program developed by undergraduate and yoga teacher Robin Blades the previous year, makes the healthy choice an easy choice. It corresponds with MoveWell's goals for physical activity and awareness, as yoga is a physical practice that also incorporates mindfulness



Undergraduate students participate in a Flexible Friday yoga class at Sunset Canyon Recreation.

by asking practitioners to attune to their bodies' sensations, thoughts, and needs. Yoga can promote physical and emotional wellbeing by giving undergraduates a healthy means through which to process their stress, feel their bodies as capable, and develop physical strength and flexibility.

Impact

Surveys conducted by UCLA Recreation found that students consistently reported feeling anxious before the yoga class and relaxed after; tired before and happy after; stressed before and calm/renewed/peaceful after; sore before and loose after; irritated before and clear-minded after; "off" before and energized after; tense before and energized/satisfied after. A few students said they were excited and hopeful before yoga class and tired after.

In Winter 2017, Flexible Fridays averaged 32 undergraduate students each week. Classes were held on Fridays in Wilson Plaza, Court of Sciences, Hedrick Hall Movement Studio, and Sunset Canyon Recreation Center. Classes were most popular at Sunset Canyon Recreation Center and least popular at the Wilson Plaza location.

Bruin MindFit for Undergraduate and Graduate Students

Bruin MindFit makes both movement and meditation accessible to undergraduate and graduate students by providing a structured environment and the accountability of a twice a week schedule. In Winter 2017 and Spring 2017, MoveWell collaborators Elisa Terry (FITWELL Program Director) and Kelly Shedd (FITWELL Assistant Program Director) adapted a successful staff and faculty program for the UCLA student population. Bruin MindFit is a 10-week hands-on mindful movement and meditation course that teaches several effective stress-management tools, including meditation, breathing (pranayama), basic yoga movement, relaxation, walking, and everyday mindfulness. Exercise can contribute to improved mood and overall wellbeing, but students are often reluctant to sign up for an exercise class or program due to financial constraints or an insecurity about their level of fitness. Bruin MindFit is geared toward students of all fitness levels, who are ready to cultivate everyday wellbeing and a daily practice of stress-relieving/mindful movement and meditation. Bruin MindFit for Students had an enrollment of 17 in Winter 2017. In Spring 2017, Bruin MindFit had two sections with 26 students enrolled in one and 22 in the other. A potential idea for next year is to offer sections of this class online to expand its reach.

Impact

Based on UCLA Recreation pre- and post-surveys, 17 students collectively rated their general health, physical health, and emotional/mental health as improved after participation in Bruin MindFit. A large shift was observed in the data in response to the question, "How often have you been bothered by emotional problems, such as feeling anxious, depressed, or irritable?" Whereas the pre-test survey showed that 70% of the students answered "often" or "sometimes," post-test survey results showed that 80% of the students answered "rarely" or "never." In addition, 80% of students rated their fatigue as "mild" and 20% as "none" in the post-test survey, as compared with nearly 80% of students who rated their fatigue as "severe" or "moderate" in the pre-test survey.

Seventeen students responded to an intercept survey in Winter 2017, all reporting that they gained useful knowledge or skills and would attend a similar event in the future.

Objective 2: Expand programming with the Graduate Student Resource Center to hold quarterly workshops for graduate students that promote healthy study habits, as well as provide social connections via movement instruction and physical recreation

In Winter 2017 and Spring 2017, MoveWell continued its collaboration with the Graduate Student Resource Center (GSRC) in the form of three new workshops: Salsa Dance, Studying for Success and De-Stress, and Fitness Games. MoveWell GSR Vanessa Perez and HCI funded GSRC GSR Saul Garcia, co-organized these events. Held at the GSRC, the Weyburn graduate housing community, and Sunset Canyon Recreation Center, these workshops aimed to alleviate academic, work-related, and personal stress through social movement-based events. They also provided opportunities for graduate students to meet peers across diverse disciplines in a positive and welcoming environment. The Salsa Dance and Fitness Games events emphasized physical activity and the Studying for Success and De-Stress event emphasized the importance of appropriate studying ergonomics and recuperative exercises to alleviate physical stress from computer work. To execute these events, MoveWell collaborated with UCLA Recreation, FITTED, and the Arthur Ashe Student Health and Wellness Center. These partnerships also raised awareness of campus resources, such as massage therapy at the Ashe Center, dance classes at the John Wooden Center, and fitness/nutrition support via FITTED.

Impact

Based on intercept survey data, nearly all of the 43 attendees at the Winter 2017 Salsa Dance Workshop agreed that the event promoted healthy living and that they would attend a similar event in the future, especially with dancing and food; however, students did complain about the crowded space and lack of authentic salsa classes. Another teacher in the future could teach a more social, versus commercial, form of salsa. This feedback was given to UCLA Recreation.

Nearly all of the 31 attendees at the spring Studying for Success and De-Stress Workshop agreed that this event promoted healthy living and all said that they would attend a similar event in the future. Nearly all of them indicated that they intended to apply the knowledge and skills in the future, including: stretching, doing yoga, practicing mindfulness, getting a massage, using guided imagery for relaxation, practicing better posture while working, and taking a break from sitting. The surveys also showed that the students appreciated the healthy food, yoga lesson, and massage and one student said they felt “supported during a stressful time” via this workshop.

The turnout at the Fitness Games event (17 students) was less than anticipated. Assessment of potential reasons suggested that there were competing events for graduate students that were not on the events calendar until the last minute. Another possibility was that the location at Sunset Recreation seemed further away from graduate students’ living areas. Future developments of workshops for graduate students will take into consideration the location and close examination of the events calendar.

The majority of students came from science, social science, health, and business departments. A minimal percentage of the students are in humanities programs. MoveWell has noted this trend and will try harder to reach out to humanities students in the future. It is possible that the advertisements didn’t reach humanities students. It could be useful to survey for degree programs in the future. Another issue is how to keep reaching doctoral students who are out of coursework at the dissertation stage when they are less likely to be on campus and more solitary in their work.



Graduate students participate in Salsa Night at the GSRC.

Objective 3: Collaborate with the Office of Instructional Development to promote standing/movement breaks for Teaching Assistants to incorporate in their teaching

In Spring 2016, MoveWell piloted a collaboration with the Office of Instructional Development (OID), which is responsible for training Teaching Assistants (TAs) across campus. MoveWell GSR Ellen Gerdes developed the workshop “Active Engagement: How Students Learn” that provides TAs with teaching strategies (see below) to encourage student collaboration and engagement and non-sedentariness, including movement breaks during long lectures and using a “concentric circles” structure in smaller classes where students stand and speak with a partner. In Fall 2016, Gerdes taught this workshop at the UCLA-wide annual TA conference, at quarterly workshops for TAs, and at the TA Coordinator seminar (for all the lead departmental TAs at UCLA). Elisa Terry also led an

exercise break at the TA Coordinator seminar to further reinforce the importance of movement for circulation, stretching, and mental attention during class time.

Teaching Strategies for Collaborative Learning/Non-sedentary Learning:

1. Pair Share: Ask students to find a partner across the room and stand to speak with them about a question, problem, or prompt.
2. 1, 2, 4, All: A variation on pair share. First, solo writing/reflection time. Then, pair share. Next, small group discussion of four. Finally, large-group discussion with the class.
3. Concentric Circles: Another variation on pair share. Students stand in two concentric circles. They can respond to the same prompt with several partners easily if the instructor simply asks one circle to rotate. This works best with short conversations for brainstorming, reflecting, or recalling so that the structure stays quick-moving.
4. Posters/Board/Markers: Give students a marker and either put up a few large pieces of paper with prompts or write various prompts on a large white board. Ask students to stand while writing reflections to the prompts.
5. Main Ideas: Ask students to come to the board in groups to write main ideas about their reading or assignments rather than asking them and recording on the board as they speak.
6. Four Corners: Ask students to speak in small groups about several questions that you pose by writing those questions on paper. They can speak for a few minutes about each question, then stand up and move to the next corner.

*Note: instructors should be sensitive to the various physical abilities in the room. If a student is unable to stand, they can do any of these activities seated.

Impact

Based on the OID surveys for these workshops, feedback was largely positive, indicating that TAs learned several interactive strategies they could apply in their own courses. Next year, a more formal evaluation should be developed.

Objective 4: Analyze and submit for publication a mixed methods study on students' sedentary habits and campus classroom sitting culture

Rationale and Summary

In the 2015 - 2016 academic year, MoveWell launched a study to learn more about the sedentary habits of UCLA undergraduate and graduate students in class, at home, and at work. We employed a mixed-methods approach that consisted of an online quantitative survey with undergraduate, graduate, and professional students; qualitative interviews with faculty; and focus groups with students. This study is IRB approved. The MoveWell Sedentary Habits Survey was administered by the Student Affairs Information and Research Office (SAIRO) and data was analyzed by Linghui Jiang, M.P.H. The survey was administered to 5,000 randomly selected students (2,500 undergraduate and 2,500 graduate/professional students) of which 488 responded.



An exercise break during the Proposition 64 Summit.

Ten focus group sessions with a total of 60 undergraduate, graduate, and professional students were conducted by MoveWell GSRs Ellen Gerdes and Shweta Saraswat; eight key informant interviews were conducted by Pod Leader Angelia Leung, Ms. Gerdes, Ms. Saraswat, and Jordan Wong (M.P.H.) with faculty members to learn more about the classroom culture pertaining to movement. During Summer and Fall 2016 and Winter 2017, transcripts from the faculty key informant interviews and the student focus groups were coded and analyzed by MoveWell GSR Vanessa Perez and ResearchWell GSR Anika Akhter. The published article is being written by Dr. Burton Cowgill (ResearchWell faculty), Ms. Leung, Ms. Gerdes, and Ms. Perez. All stages of research were conducted under the guidance of Dr. Cowgill.

Data Snapshot

Total numbers of the online survey analyzed: n=488

Total numbers of focus group participants: n=65

Age range: mostly 18 to 29 years old

Gender participation: primarily female (60.7%)

School year: evenly split between undergraduate and graduate levels (Ug: 45.9% to G: 44.9%)

Areas of study: primarily in the College of Letters and Science (52.3%); evenly distributed amongst the professional schools (12.7 to 13.1%) except for the School of Arts and Architecture and the School for Theater Film and Television (6.4%).

Disability: only two participants identified as having a disability.

Major findings from the online survey data:

- 42.7% of students lived on campus or less than one mile away.
- Overall, students spend an average of nearly 10 hours continuously sitting each day (combined class, work, and transportation); with weekday in-class sitting of four to five hours per day, and most having classes five days per week (38.9%).
- While 278 (57%) of the students used walking as their mode of transportation, 320 (66%) students used either public transportation or drove a car (sitting in a vehicle), and the remaining 52 students (10.7%) cycled.
- Too much sitting in class was a major concern for almost all participants. Some students sat up to three hours at a time with no break during the class (13.2%).
- Students overwhelmingly agree with the statement “...after a break during class, I am better able to focus on the course material.”
- Students indicate strong awareness that incorporating movement breaks into prolonged sedentary activities is beneficial, yet students overwhelmingly (63.9%) feel that standing or stretching during class is socially unacceptable.
- More than 60% of students felt that the following interventions would be acceptable:
 - professor or TA verbal encouragement of students to stand/stretch at their own discretion during class time;
 - implementing a 5-10 minute exercise breaks for all classes lasting more than 90 minutes; and
 - professor or TA-led standing breaks.

(See Appendix XXVIII for a more detailed description of the findings from this study.)

Next steps for this research project:

- Submit a publishable article to a peer-reviewed journal (draft in progress).

- Work with faculty across campus to gain awareness of these issues and practice interventions in campuswide sedentary learning and study habits.

Participation in HCI's Annual Celebration

MoveWell invited pod collaborators from UCLA Recreation to provide interactive movement experiences that all involved circular "revolutions." Elisa Terry taught participants how to use exercise crank machines that function through a wheeling motion of the arms. Paul McCarthy, Martial Arts Coordinator, accompanied by several colleagues and students, led demonstrations and lessons on Filipino kali stick martial arts. Michael Garafola, UCLA Adaptive Recreation Program Coordinator, brought a basketball hoop and stationary wheel chair (since the event was outside) to give participants the opportunity to experience what it might be like to shoot hoops from a wheel chair. At the MoveWell table, GSRs provided information about the pod's goals and research projects and raffled off free massages, donated by the Ashe Student Health and Wellness Center.

Goals for the 2017 - 2018 Academic Year

- **Heighten MoveWell's role as an advocate for supporting and expanding existing programs available through UCLA Recreation and other HCI pods**
 - Organize a one-day event for the UCLA Adaptive Recreation programs (therapeutically-based recreation programs for people with cognitive and physical disabilities that expand their access to opportunities that promote physical fitness, health and wellness, increased self-esteem, and greater functional independence) to promote the range of opportunities available to bodies of all abilities.
 - Michael Garafola would be a significant resource and assist in the planning of the event.
 - Continue to spread awareness of resources on campus that promote advocacy and intersectionality.
 - Normalize physical activity by addressing the social norms keeping people from moving at school and at work.
 - Areas of interest include: movement integrated into pedagogy, barriers to using UCLA fitness facilities, and Unified Intramural Sports (program for both able-bodied athletes and athletes with cognitive and physical disabilities).
- **Expand programming with the Graduate Student Resource Center to promote healthy study habits and provide social connections via movement instruction/recreation**
 - Continue to hold workshops with the Graduate Student Resource Center to promote healthy writing practices, healthy posture at work, and mindfulness about movement, such as quarterly workshops or workshops embedded in the dissertation boot camp (summer intensive for PhD students) run by the Graduate Writing Center.
 - Reach a greater range of graduate students with these programs, paying particular attention to a greater spread of Master's/Doctoral students and to students' home departments.
- **Submit for publication a mixed methods study on students' sedentary habits and campus classroom sitting culture based on the HCI funded research project (launched in 2015 - 2016) that included surveys of undergraduate and graduate students, focus groups, and key informant interviews with faculty and Teaching Assistants**

- **Utilize data collected from the Sedentary Habits Study to promote interventions that encourage movement across campus classrooms and students' study habits**
 - Collaborate with the Office of Instructional Development and faculty across campus to implement interventions.
 - This includes working with OID to teach TAs about movement breaks during TA Orientation and TA Coordinator training seminars in Fall 2017.
 - This can also include faculty workshops when OID develops them in 2017-2018.
 - Introduce the Healthy Department Certificate to honor and incentivize well-rounded and diverse approaches to improving wellbeing on campus for the benefit of students as well as faculty and staff. This project is being spearheaded by Elisa Terry and is expected to launch in January 2018.
 - Departmental options for breaks from sedentary learning could be a criteria for the Healthy Department Certificate.