



MindWell

Mind-Brain Health

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Mission

The MindWell pod aims to promote wellbeing, resilience, social connectedness, and creative achievement throughout the UCLA community.

Objectives:

1. Support and integrate services and extracurricular activities that enhance the wellbeing and resiliency of the UCLA community
2. Conduct campus research on student, staff, and faculty wellbeing and mental health
3. Promote and support academic courses and curricula that enhance understanding of mind-body connections and wellbeing
4. Organize and execute special events to support wellbeing and enhance psychological resilience

Objective 1: Support and integrate services and extracurricular activities that enhance the wellbeing of the UCLA community

Mindful Awareness Research Center (MARC) Programming

The Mindful Awareness Research Center (MARC) continues to partner with the Healthy Campus Initiative to foster mindful awareness across the UCLA community. More than 200 undergraduate and graduate students, supported by HCI, took six-week Mindful Awareness Practices (MAPs) classes for free during the 2016 - 2017 academic year. Additionally, six free drop-in meditation sessions were taught weekly throughout campus, including an additional session in Spanish in Fall 2016 and Winter 2017. After traumatic events in the fall, HCI sponsored four additional free drop-in meditation sessions beginning in November of 2016. These additional meditation sessions were attended by an average of 20 students and staff.

MARC additionally offers online mindfulness classes, day long mindfulness retreats, and the C-Space. Located in the Semel Institute for Neuroscience and Human Behavior, the C-Space is a room for calm, creativity, connectedness, and compassion solely dedicated to the faculty, staff, and academic personnel of UCLA. Free yoga and tai chi/qigong classes are held weekly in the C-Space for UCLA Medical Center staff and employees.

Mindful Music

Since its inception in 2014, the Mindful Music program has given 200 live performances featuring local musicians in 15 unique spaces across campus. Outstanding progress was made this year in establishing five regular performance series, with partial sponsorship by each location through a cost-sharing model invented to help sustain program operations. In the 2016 - 2017 academic year, Mindful Music produced a total of 59 live performances. A new website, designed and launched in

January 2017, features an interactive performance calendar, photos, and program benefits (www.mindfulmusic.semel.ucla.edu). A standard press kit consisting of a flyer, social media, and digital AD graphic for each of the four seasons is provided to each established performance series. Additionally, Sean Dreyer, UCLA medical student and Research Director for Mindful Music, Dalida Arakelian, Founder and Executive Director of Mindful Music, and Dr. Robert Bilder, MindWell pod leader, published an article in *Proceedings of UCLA Health Care* titled "Mindful Music: The Effects of Live Music on Stress at UCLA," available at: <http://bit.ly/2vgPfAm>.

Performance Series:

Monthly Series in UCLA Health Systems

1. Music Heals at the Ronald Reagan UCLA Medical Center
2. Music Heals at the UCLA Medical Center, Santa Monica
3. Bedtime Lullabies at the Pediatrics Unit, UCLA Medical Center, Santa Monica

The Mindful Music team strived to bring musical performances on a regular basis to the health system population of medical staff, patients, and families. Through careful planning, design, and execution, the program created the first-ever opportunity for musicians to perform in such nontraditional settings. Promotional efforts through a communication strategy partnership with UCLA Health and Wellness spread excitement and buzz for performances and led to Mindful Music performances featured in collaboration with Nurses' Week and other notable health system events.

4. Piano Breaks at the Semel Institute Auditorium

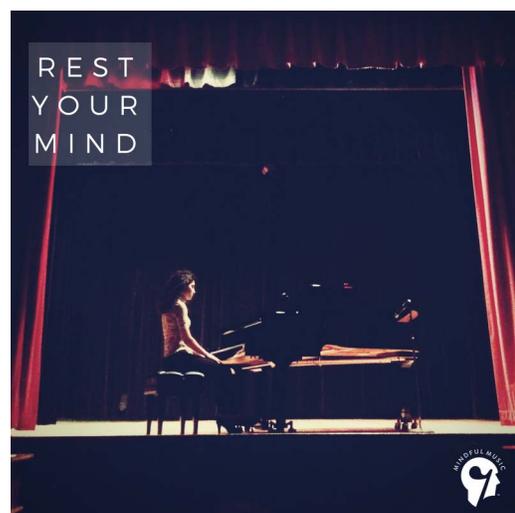
Created to invite the community to take a music break, similar to a coffee or lunch break, piano breaks are conveniently scheduled to showcase a concert-level piano performance from 12:15-12:45pm, giving enough time for attendees to arrive and smoothly transition back to work. By utilizing Eventbrite for RSVPs and promotion, each of these 11 performances attracted between 150 and 270 attendees, building a regular fan base and ultimately surpassing auditorium capacity.

5. UCLA School of Nursing

Established in the School of Nursing foyer, this new series encourages students and staff to take a break in a more intimate setting. The 30-minute performances are arranged in the spirit of a fireside chat, to make space for attendees to interact with musicians in between the music. These were held twice per quarter, for a total of six performances in the 2016 - 2017 academic year.



Mindful musicians perform in the Pediatric Unit of the UCLA Medical Center, Santa Monica as part of the bedtime lullaby series.



Dalida Arakelian performs in the Semel Institute Auditorium as part of the Piano Breaks series.

6. Pop-Up Performances

Programming and collaborations with Office of Residential Life, the Arthur Ashe Health and Wellness Center, and Bruin Plate Dining Commons resulted in over 24 pop-up performances, reaching thousands of undergraduate students.

The long term vision for Mindful Music is to spread globally to bring musical performances to nontraditional environments, such as health centers and workplaces.

Campus Resource Mapping Project

In Winter 2017, MindWell convened a group of faculty, staff, and student leaders, led by Dr. Bob Bilder and supported by EVC Scott Waugh, to discuss better integrating communications on the diverse wellness resources available on the UCLA campus (see Appendix XVII).

Our group recommended the creation of a centralized Campus Resource Map (CRM) to be developed into a web application optimized for mobile phone use. We identified 126 resources and “tagged” these with respect to their key parameters that we believe will be needed to facilitate search queries on the CRM database (see Appendix XIX for a sample of a tagged resource). The key elements of these queries, along with some novel rubrics for guiding searches, were identified as possible ideas for the design team to consider as a starting point in their work (see Appendix XX). MindWell delivered these recommendations to EVC Waugh at the beginning of Spring 2017 and plans are underway to continue these discussions with University leaders to secure the necessary support to develop this key resource.

Sleep Well

Building on MindWell’s past involvement with the SleepWell campaign, which has included pop-up nap spaces on campus, comprehensive sleep hygiene tips and resources, and other sleep related programming, AVP Wendy Slusser and Dr. Bilder participated in discussions, led by Interim Vice Chancellor of Student Affairs Monroe Gorden, on “Sleep 101.” This is a new potential educational resource (launched by Harvard University’s Brigham and Women’s Hospital) for the UCLA community, presented in a similar model to the alcohol education resource (AlcoholEDU) that all incoming Freshmen complete online as a requirement for housing.

The sleep hygiene tips, resources for self-assessment of sleep quality, and recommendations for apps that help promote better sleep are frequently visited on the HCI website and are used regularly by students in several classes including “Personal Brain Management” (M182; now an elective for the interdepartmental Neuroscience major) and “Applied Positive Neuroscience” (Psychiatry79; now eligible for General Education credits).

In Spring 2017, the Student Activities Center began renting out blue loungers students can fill with air and use to relax, lounge, nap, and/or enjoy the sun and green space of the UCLA campus. You can often see them scattered on the hill between Powell Library and Bruin Walk.



Mindful Musicians play in the open air on UCLA’s campus.

Undocumented Students Program

In light of changes to the political climate in the 2016 - 2017 academic year, AVP Slusser and MindWell Pod members Dr. Bilder, Val Shepard of the Graduate Student Resource Center, and Artemisia Valeri participated in a meeting of student affairs leaders held by Valeria Garcia, Program Director of the Undocumented Students Program (USP) housed in the Bruin Resource Center (BRC), on how to better serve this UCLA student community. Ms. Valeri additionally participated in an UndocuAlly training, a four-hour educational training dedicated to increasing the UCLA community's awareness of the unique needs of undocumented students. As follow up to the meeting, we connected Ms. Garcia to the Venice Family Clinic (www.venicefamilyclinic.org), a Federally Qualified Health Clinic, with a long and successful history of supporting individuals and families in need of holistic medical services including mental health support. We are continuing to explore ways HCI can support the undocumented student community and other vulnerable communities supported by BRC, such as connecting undocumented students to mental health and resilience resources and to food security resources (read more in the EatWell section).

Objective 2: Conduct campus research on student, staff, and faculty wellbeing and mental health

The Mind Lexicon Study

MindWell and the Semel Institute continued to collaborate and consult with mental health advocate, speaker, and author Ross Szabo to assess mental health awareness on campus and to promote our goals for strategic mental health outreach. In the 2014-2015 academic year, MindWell and Ross Szabo developed the Mind Lexicon Project, which aims to determine the "lexicon" or vocabulary students use to discuss mental health and psychological illness in order to conduct better mental health outreach on college campuses and promote psychological resilience.

MindWell continued outreach for the first component of this project, the Mind Lexicon Survey, increasing responses from ~400 to over 960 usable responses. This brief survey asks participants to define 12 words commonly used in mental health awareness campaigns and describe their emotions during two hypothetical scenarios.

Outreach methods included:

- In-person tabling with snack incentives for participation
 - Enormous Activities Fair
 - John Wooden Center
 - Additional club meetings and tabling events
- \$10 BruinCard Raffle Incentive
 - Table tents in ASUCLA Dining Halls
 - Email blast through SAIRO (Student Affairs Information and Research Office)
 - Social media and email blasts through HCI and partners



MindWell volunteers table in the John Wooden Center for the Mind Lexicon Survey.

Lessons learned regarding outreach strategies: Table Tents resulted in the lowest number of responses, with only 23 new responses during the week of their display and many quickly taken down by dining hall employees despite approval to post. In-person tabling increased responses, but needed many hours of planning and volunteer organizing to orchestrate. A small raffle incentive and email outreach contributed to the largest growth in responses this academic year.

Outcomes: MindWell and Ross Szabo developed a scale from 1-4 to score students' definitions of mental health terms with 1 representing a general understanding of the term, 2 representing some understanding, 3 representing an incorrect or stigmatized understanding, and 4 representing off-topic information. MindWell is now scoring all student responses to analyze data and publish findings.

Table 1. Mind Lexicon Survey Demographics, (n=965)

Gender	Percent
Male	38.5
Female	59.2
Affiliation	
Undergraduate student	76
Graduate student	24
Year in School	
1st year	25
2nd year	19
3rd year	27
4th year	25
5th+ year	3.9
Race/Ethnicity	
White/Caucasian	35
Hispanic/Latino/a	14
Asian/Pacific Islander	32
Middle Eastern	3.7
Multiracial	8.9
Black/African American	2.0
Native American/Alaskan	0.11
Native	4.6
Other/Choose Not to Respond	
Most Common Majors	
1. Engineering	
2. Environmental Science	
3. Psychology/Psychobiology	
4. Economics	
5. Business	

Table 2. Mind Lexicon Survey Results, (n=965)

Responses to Question: “Word(s) to describe how I feel if I have a...”

“...big test or paper to write.”

1. Stress (300)
 2. Anxious (265)
 3. Nervous (141)
 4. Overwhelmed (103)
 5. Worried (46)
-

“breakup or fight with close friend/family.”

1. Sad (296)
2. Angry (201)
3. Upset (141)
4. Frustrated (100)
5. Depressed (94)

Mind Lexicon Video

In addition to the anonymous survey responses, 23 students agreed to respond to the Mind Lexicon survey on camera, filmed by HCI videographer Gray Zeldes. With the assistance of Ms. Valeri and Mr. Szabo, Mr. Zeldes is editing these responses into an engaging two-minute video to be used for promotional and outreach purposes, along with two short videos focused on depression and anxiety to be used in educational curriculum.



UCLA students give their best guess on what common mental health terms mean.

Mind Lexicon Curriculum

In Spring 2017, MindWell began using data from the Mind Lexicon Survey to plan the next phase of the Mind Lexicon Project - an educational curriculum. MindWell plans to pilot the curriculum, (delivered through interactive small group discussions to encourage more open conversation and decreased stigma) with student groups for feedback and is currently building partnerships with Residential Life, Greek Life, the Graduate Student Resource Center, and Athletics' Student-Athlete Mentors to deliver the curriculum in the fall.

Objective 3: Promote and support academic courses and curricula that enhance understanding of mind-body connections and wellbeing

Life Skills for College Students

The popular “Life Skills for College Students” course (CHS 179), revived in the 2015 - 16 academic year by HCI visionary Jane Semel, Rena Orenstein, Associate Director of UCLA Student Health Education and Health Promotion, and AVP Slusser, enrolled another 22 students in Fall 2016. It will be offered again in 2017 and, having just been approved to fulfill the Diversity requirement, has an increased enrollment of undergraduates forecasted. This will help the course, once considered one of the most popular on campus with up to ten sections, reach undergraduate students in diverse departments.

Feedback from the course included one student who said there are, “a lot of things that I learned from Life Skills that I’m still using. It’s helping me with stress management, and somehow I’ve been able to do the most ever done, by taking mental breaks and regular assessment...” Another student shared, “I have found myself coming back to the Life Skills concepts and (using) the cognitive distortion log – I’ve even shared it with my roommate! I’m really grateful to have those things in my toolkit.”

Personal Brain Management

Dr. Bilder will again teach the “Personal Brain Management” (Psychiatry 182) summer course. Students learn about cognitive training, habit formation and change, happiness, positive psychology inventions, self-monitoring and the quantitative self, time management, mindfulness, and creativity. The course includes a unique combination of lectures and an experiential component in which students design their own personal “brain management” experiment, to modify their own behavior using the principles of neuroplasticity. The course now fulfills an elective credit for neuroscience majors.

Applied Positive Neuroscience: Skills for Improving Productivity and Wellbeing

The “Applied Positive Neuroscience” course (Psychiatry 79), was developed over the last year by a team from the Department of Psychiatry and the Semel Institute, including Drs. Robert Bilder, Alex Korb, Andrew Fuligni, prior MindWell Pod Coordinator Kendra Knudsen, and two former students of the Personal Brain Management course, Kaitlin Cirrito and Yassaman Erfani. The team also successfully submitted the course for General Education credit within the Foundations of Scientific Inquiry area. Dr. Korb agreed to serve as instructor for this novel course, which was inspired by the Life Skills and Personal Brain Management courses, and teaches students the scientific theories behind productivity and wellbeing, and how they are influenced by our actions, interactions, thoughts, and environment. Importantly, students also learn to apply these theories to take concrete actions to improve their own productivity and wellbeing. Ms. Cirrito and Ms. Erfani served as teaching assistants for the pilot course this Spring, which enrolled 26 students in just over a week. The course will be expanded in the Fall to be offered to 100 students and has already reached full enrollment.

Mindfulness Practice and Theory

Associate Director of MARC Marvin G. Belzer, Ph.D. taught the summer course “Mindfulness Practice and Theory” (Psychiatry 175), now in its fifth year. The course immerses students in the practice and theory of mindfulness including sitting and moving meditation, ways to deepen positive emotions like gratitude or joy, relational mindfulness, and methods for integrating awareness and creativity into ordinary activities. Students also examine the science of mindfulness for mental and physical health, including reduced stress, improved attention, and greater mind-body awareness.

Global Perspectives of Integrative Medicine Courses

This eight-unit summer program features two courses: “Global Perspectives of Integrative Medicine: the Impact of Chinese Culture” and “Modernization on Chinese Medicine Practice in China and Global Perspective of Integrative Medicine: Integrative Medicine Practice in the Current Chinese Healthcare System.” Students will explore hands-on techniques for integrative health, including herbal preparation, Chinese massage, acupuncture, and moxibustion.

Peer Counseling

Few universities offer peer counseling opportunities to their students. Most campuses (including ours) offer programs such as peer coaching that focus on highly structured approaches to problem solving. In contrast, peer counseling consists of open-ended empathic listening and helping students identify their own solutions to their problems. Peer counseling offers students the opportunity to talk openly about their problems with a trained, caring individual in a non-judgmental environment. At the present, the primary mechanism for students to talk with another individual about their problems is to become a client of UCLA Counseling and Psychological Services (CAPS), which could explain why they are currently overwhelmed by student demand.

This course, “Peer Health Counselor Training” (CHS 191), taught by Andy Leuchter, M.D., was launched in Spring 2016. The course uses a peer counseling text written by Stanford University faculty (one of the best established peer counseling programs in the country). We enrolled four student counselors (one medical student, one graduate nursing student, and two undergraduates), and met every Friday afternoon for two hours. The first three weeks of instruction consisted of assigned readings with class discussion of counseling techniques, followed by two weeks of class discussion and supervised role playing (in which both faculty and students played the role of counselors and counsees). The counselors then started working with student counsees who were referred by CAPS and GRIT (a peer-to-peer life coaching program).

Findings from having taught this pilot course include:

- Learning counseling skills could be a very popular opportunity for students. We had many more students interested in enrolling than we could accommodate. Students generally were sufficiently interested to participate for a quarter with no academic credit (although one did request independent study credit). Two of our students would like to continue with peer counseling work next year if we continue to offer the program.
- It is practical to teach counseling skills to students who have little or no background in counseling. One of the students had some experience in peer coaching, but none had experience in counseling. Despite their initial nervousness about serving as counselors, all the students developed good levels of skill and became much more self-assured.
- There is a population of students to whom peer counseling can safely be offered. Staff at CAPS and GRIT were able to identify students to refer to our counselors who had non-clinical levels of distress in relationships, with family, or who were feeling socially isolated. All of our counselors were trained in the basics of screening for safety and how to identify and handle problems that were beyond their skill level. Our sample was very small, but no safety issues arose.

Objective 4: Organize and execute special events to support wellbeing and enhance psychological resilience

Inaugural HCI Eudaimonia Award: Meb Keflezighi

Aristotle distinguished hedonia (the brief, fleeting happiness derived from immediate satisfaction of drives) from eudaimonia (the sustained happiness that comes from living a life rich in purpose and meaning; human flourishing). In the 2014 - 2015 academic year, MindWell member and Psychology professor Dr. Bruce Chorpita launched the idea of honoring Meb Keflezighi with the inaugural UCLA Eudaimonia Award in recognition of his exemplary commitment to a life rich in purpose and meaning. A refugee from war-torn Eritrea, Mebrahtom "Meb" Keflezighi came to the United States with his family at the age of 12. Keflezighi stunned the world by entering the Boston Marathon the year after the 2013 bombing and becoming the oldest man (at age 40) to win the event. In addition to being a four-time US Olympian, winner of the 2009 New York City Marathon, and a four-time NCAA Champion with the UCLA Track and Field team, Keflezighi is a committed father of three, community leader, and founder of the MEB Foundation to promote health, education, and fitness for youth. On April 26, 2017, MindWell organized a series of activities to honor Meb Keflezighi and promote the concept of eudaimonia within the UCLA community.



The TedXUCLA Eudaimonia speakers after the event.

Run Clinic

To provide an intimate experience between Meb and the UCLA community and integrate with the efforts of MoveWell, Bruce Chorpita organized a small run-clinic on UCLA's campus. Meb led participants in a series of drills and gave tips on form and posture, turnover, and stretching. A small group of students, staff, family, and friends of UCLA participated. Students included members of the cross-country team and HCI's FITWELL team.



UCLA alumnus and Olympic athlete Meb Keflezighi leads UCLA students, faculty, and staff in a series of stretches.

TEDxUCLA Salon: Eudaimonia

The TEDxUCLA Salon on Eudaimonia, hosted at the Pavilion Club in Pauley Pavilion, featured live talks by Dr. Bilder, Dr. Chorpita, and Mr. Keflezighi as well as videos curated by Artemisia Valeri, of TED mainstage talks by Candy Chang and Angela Lee Duckworth. Dr. Bilder, Dr. Chorpita and Dr. Duckworth shared neuroscience and psychology research findings on the scientific basis for eudaimonia and techniques for achievement, while Ms. Chang and Mr. Keflezighi shared their personal activities and journeys.

Videos of the live talks are in the works and will soon be available on our YouTube Channel (@healthyucla, www.youtube.com/channel/UCt2OAlgjb6A-eECL657y08w):

- Live: Robert Bilder “Redefine Happiness”
- Live: Bruce Chorpita “Attempt the Impossible”
- Live: Meb Keflezighi “Prepare for Success”

The TED mainstage talks can be viewed at the following links:

- TED Video: Candy Chang “Before I die...”
 - www.ted.com/talks/candy_chang_before_i_die_i_want_to
- TED Video: Angela Lee Duckworth “Grit: The Power of Passion and Perseverance”
 - www.youtube.com/channel/UcT2OAlgJb6A-eECL657y08w

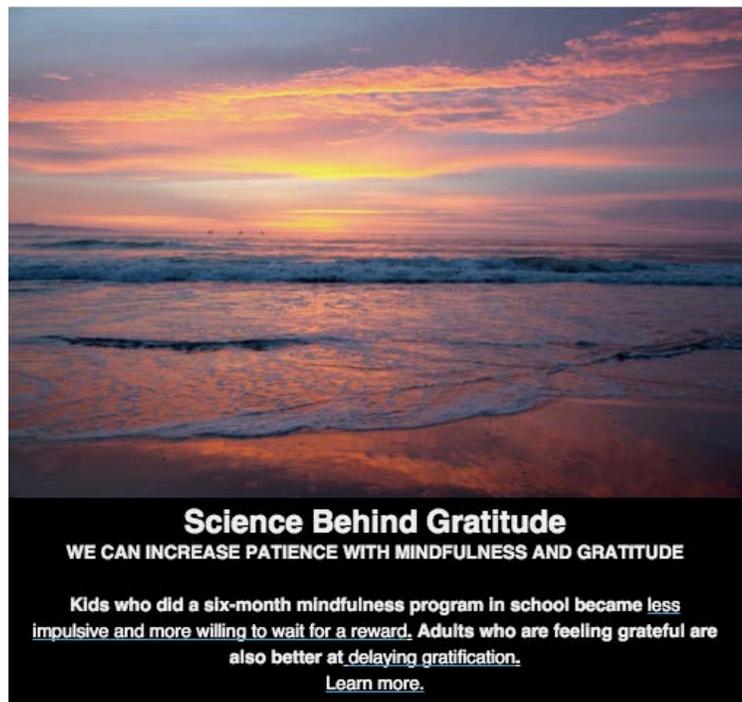
A live Mindful Music performance accompanied by healthy refreshments began the event and attendees participated in Q & A sessions with our live speakers between talks.

Following the TEDxUCLA Salon, a video showcased Meb’s remarkable win at the 2014 Boston Marathon, and he was presented with the Eudaimonia award. Afterwards, attendees could talk one-on-one with Meb and take pictures.

The event received high levels of interest, reaching our RSVP capacity of 450 people a week before the event. An additional 77 people signed up for the event waiting list, which closed at 9am on the day of the event. We had an additional 40 VIP’s and a team of 19 volunteers. We had 211 attendees checked-in to the event and 128 attendees filled out an intercept survey.

Of the 128 attendees who completed an intercept survey, 70% identified as female and 25% as male, with 38% of the audience being UCLA staff, 27% undergraduate students, 9% graduate students, and 4% faculty. Of attendees, 45% identified as white, followed by 23% Asian, 9% mixed race, 8% Latino, 4% African American, and 2% Pacific Islander. The majority (56%) of attendees heard about the event through email, followed by 20% through a friend and the remaining through social media (9%), a colleague (8%), other (6%), or a professor (5%). Surveys indicated that 82% of respondents either ‘strongly agree’ or ‘agree’ that they would attend a similar event in the future.

Of attendees who completed a survey, 85% rated all three live TED Talks as ‘excellent’ or ‘good’ with 84% of the audience either ‘agreeing’ or ‘strongly agreeing’ they gained knowledge and/or skills and 81% noting they are ‘extremely likely’ or ‘likely’ to apply the knowledge, information, or skills gained to their lives. Participants indicated that they will apply the knowledge or skills gained in various ways such as by setting concrete goals for future success, mapping out their values and evaluating whether their



In the UCLA Gratitude Challenge, participants received daily imagery, prompts, and scientific facts that support the practice of gratitude.

current course aligns with their values, applying grit when faced with challenges, and taking more risks (e.g. applying for jobs they believe are out of their reach). Specific goals that participants set for themselves included hiking the Pacific Crest Trail, learning Italian, losing weight, and doing well on the MCAT. Participants also indicated a desire to share this knowledge and to help others achieve eudaimonia. For instance, participants stated that they will share the concepts with students and staff and cultivate a growth mindset in their children. One participant stated that she will apply these concepts to her design work in the community. Multiple participants shared that they will adopt a more positive outlook and think in terms of possibilities. A couple of participants expressed interest in reinforcing these concepts by modifying their home environment, such as by posting signs on their desk and placing a “Before I Die...” board in their apartment. Overall, participants appear to be very interested in applying the tips shared during the talks to achieve eudaimonia.

UCLA Gratitude Challenges

Inspired by filmmaker Louie Schwartzberg’s Gratitude Revealed Project, MindWell organized an email-based gratitude challenge. The challenge ran from January 23-27, 2017, campuswide. UCLA Health requested an additional gratitude challenge campaign spanning from January 30-February 3. Participants received daily imagery, videos, gratitude exercises, and scientific facts from the UC Berkeley Greater Good Science Center throughout the five-day challenge.

From the UCLA Community, 978 people signed up for the challenge with an average 37.7% open rate and a 6.05% click rate on additional content. Of the 972 people who signed up for the UCLA Gratitude Challenges, less than .01% unsubscribed.

Table 3. UCLA Gratitude Challenge Mailing List, Monday, January 23- Friday, February 3, 2017 (n=978)

	UCLA Gratitude Challenge (January 23rd-27th)			UCLA Health Gratitude Challenge (January 30th-February 3rd)		
Day of Challenge	Subscribers	Opens (%)	Clicks (%)	Subscribers	Opens (%)	Clicks (%)
1	398	67.1	18.8	398	56.4	17.6
2	448	51.6	10.5	448	41.3	8.0
3	458	44.0	4.4	458	33.6	4.6
4	461	39.7	7.5	461	161.0	23.0
5	462	37.0	3.9	462	27.3	4.3
Intercept Survey	514	44.4	4.3	463	29.8	4.1

After the challenge, 38 participants completed an intercept survey of which a majority (79%) identified as female and 18% as male. The survey showed high levels of staff participation (76%)

followed by 11% faculty, 8% graduate students, and 3% undergraduate students. Of all respondents, 42% identified as white, followed by 16% Latino, 16% Asian, 11% prefer not to state, 8% African American, and 8% mixed race. Respondents heard about the challenge through email (45%), through a newsletter (42%), word of mouth (22% from a coworker) and social media (22% through Facebook). The vast majority of participants (94%) stated that they 'agree' or 'strongly agree' that they would take part in a similar challenge in the future.

The majority of participants (63%) indicated that they either 'strongly agree' or 'agree' that they gained knowledge, information, and/or skills with 74% indicating that they are either 'likely' or 'extremely likely' to apply the knowledge or skills gained in various ways, such as by setting aside time each day to reflect and feel gratitude, journaling more often, and actively looking for opportunities to perform random acts of kindness. Participants also stated that they would engage in short meditation breaks, be more mindful of their feelings, and make adjustments if they are feeling negative. Lastly, participants indicated that they will share and/or apply what they learned when interacting with colleagues, students, and family members. One participant stated that doing the exercises really helped her with her significant other, and helped her understand their similarities in terms of how they care for others.

MENTL

Dr. Bilder and Michelle Popowitz of the Depression Grand Challenge met with two visual artists to discuss MENTL: a social media and in vivo art collaboration that aims to challenge stigma on mental illness and promote empathy and awareness. MENTL_ has many novel ideas for public art projects on UCLA's campus and is in conversation with UCLA administration to execute these works.

Luskin Conference Center Grand Opening

Ms. Valeri, Dr. Bilder, Mr. Szabo, and Ms. Cirrito represented MindWell at the Luskin Conference Center Grand Opening. HCI was one of only six campuswide projects to present at the grand opening where dignitaries, major donors, students, staff and faculty attended. Attendees could try "Brain Gym" equipment, take a modified SARA (Stress and Resilience Assessment) survey on their phones, watch Gratitude Revealed imagery, pick up a Nap Map, and find out more opportunities for involvement with MindWell.

Mindfulness for Resilience Challenge

Allyson Pimentel, Ed.D., Associate Director of UCLA Campus and Student Resilience and Program Director of Mindful UCLA, became a regular member of MindWell meetings this year. MindWell connected Dr. Pimentel to "Stop, Breathe and Think," a meditation smartphone app. After the app was vetted by members of the Mindful Awareness Research Center, Mindful UCLA collaborated with Stop, Breathe and Think to host a five-day Mindfulness for Resilience Challenge in May. MindWell shared data from our Gratitude Challenge intercept survey to inform the challenge and the ResearchWell intercept survey for use to evaluate the Mindfulness challenge.

Mindful UCLA and Campus and Student Resilience offered additional ongoing mindfulness and resilience services this year including additional free mindfulness meditation drop-in sessions and workshops, the Resilience Peer Network (a collective of UCLA undergraduate and graduate students trained to support fellow students), and the Mindful Ambassadors Program (which provides mindfulness training to students who wish to establish and/or deepen their own practice of mindfulness and use their skills to be of service to others on campus).

Participation in HCI's Annual Celebration

A live Mindful Music performance set the scene for this year's outdoor HCI Annual Celebration, while MindWell affiliated student-groups presented their research posters on the lawn. Both Mindful Music and MindWell featured tables at the event showcasing materials on MindWell activities, courses, services, and opportunities for involvement. MindWell Pod Coordinator Artemisia Valeri received the Jane Semel Appreciation and Recognition Award, that recognizes UCLA community members who actively demonstrate their support of the principles of the Healthy Campus Initiative in striving to improve the physical, mental, and social wellbeing of the UCLA community. (See Appendix V for the full program of events and a description of Ms. Valeri's work.)



Pod Coordinator Artemisia Valeri shares MindWell resources and information at HCI's Annual Celebration.

Goals for the 2017 - 2018 Academic Year

Services

- **Mindful Music**
 - Preserve the five established performance series at the Ronald Reagan and Santa Monica UCLA Medical Centers, UCLA School of Nursing, Piano Breaks at the Semel Institute, and pop-up performances across campus. This will be made possible with key investments for infrastructure, human resources, and partnerships with music organizations.
- **Campus Resource Mapping (CRM) Project**
 - Continue to collaborate with university administration to establish the necessary capital and human resources to invest in the development of a web-based campus resource map. MindWell will ensure the voices of students, faculty, and staff are considered in the implementation, dissemination, and evaluation of this key resource.
- **Mental Health and Sleep Tips Sheet**
 - MindWell plans to create a tip sheet to be distributed amongst incoming freshman providing sleep hygiene and mental health tips. Marketing ideas include presenting information on a pillowcase and highlighting action items for when students experience trouble sleeping.
- **Productive Study Habits Zone**
 - Based on the success of the MoveWell Bruin Health Improvement Program, MindWell is considering partnering with the UCLA Library to create experiential study zones within libraries where students would be prompted to use various

productivity tips, including stretches, breath work, timed focus periods, and other tools to utilize their study time and promote rest.

Research

- **Mind Lexicon Study Curriculum**
 - MindWell plans to pilot our educational curriculum with Residence Advisors and Greek Life in the Fall 2017. Curriculum will be delivered in small groups to facilitate discussion and utilize the Mind Lexicon videos, as well as bell curves to showcase the range of emotions students experience to varying degrees. We hope to then provide this curriculum using a peer-to-peer education model to increase scalability.
- **Mental Health and Wellness Literacy Test**
 - In collaboration with others at UCLA, MindWell is developing a new test to evaluate student's understanding of psychopathology and health psychology terms to evaluate the Mind Lexicon Curriculum and to be used as a resource for student's self-evaluation.
- **Mind Lexicon Videos**
 - We hope to promote the Mind Lexicon Videos on campus in Fall 2017 to facilitate a campuswide discussion on mental health, mental illness, and terminology. We are also in discussions with Metta World Peace to develop collaborative video content based on the findings from the student surveys.
- **UCLA Resilience Assessment**
 - MindWell investigators Chris Dunkel Schetter, George Slavich and Kendra Knudsen, headed by Dr. Bilder, conducted a study in 2014 - 15 called SARA (Stress and Resilience Assessment), with grant support from the American Association of Colleges and Universities. SARA engaged a range of undergraduate and graduate students to complete assessments over time and informed them of resources on campus. A key component of this effort was the development of a novel resilience assessment scale tailored to students, led by Dr. Dunkel Schetter and her team in the Stress Processes and Pregnancy Lab. Dr. Bilder, Dr. Dunkel Schetter and UCLA graduate Melissa Julian are publishing the scale and plan to continue to further test and expand the scale.

Special Events

- **The 2nd Annual HCI Eudaimonia Award**
 - For the 2017 - 2018 academic year, we aim to open the nomination process to the UCLA community to find our next honoree. We are assembling our selection committee and beginning to draft the criteria for recipient selection. By expanding the nomination process, we will have the opportunity to promote the concept of Eudaimonia throughout the academic year on campus, engage more of our UCLA community, and highlight diverse members of UCLA who exemplify the concept. Mr. Keflezighi agreed to participate in the selection process and join us for next year's event.
- **Creative Achievement Event**
 - MindWell hopes to honor creativity as a key element of the MindWell mission through a special event, to be organized in collaboration with the Semel Institute's Tennenbaum Family Center for the Biology of Creativity. MindWell hopes to feature participants from Dr. Bilder's Big C Project and Dr. Bookheimer's "Gifted Kids" study and share research findings from these projects with the UCLA community.

Academic

- **Master's Program in Positive Applied Neuroscience**
 - During the 2016 - 2017 academic year, MindWell volunteer Jonathan Ettinger conducted research to determine how the Semel Institute and MindWell might

collaborate in the organization and development of a two-year Master's Program in Positive Applied Neuroscience. The program would focus on providing students with core graduate-level competencies in applied neurosciences that can be applied in industry (considering the recent enormous expansion of neuroscience-based methods to enhance wellbeing), or prepare students for further advanced education in medicine, psychology, or other applied disciplines. We aim to continue discussions and further develop this plan during the 2017 - 2018 academic year.

- **Mind Body Certificate Program**

- Following the popularity of the graduate certificate program in Food Studies, MindWell convened a Mind Body Summit in November 2015 to discuss a new interdisciplinary initiative focused on the mind-body connection. Based on the academic priorities outlined by the deans, faculty, students, and staff at this Summit, MindWell is drafting an application for a Mind-Body Graduate Certificate. Ph.D. student Latana Thaviseth drafted an initial application which MindWell plans to submit for review after confirming relevant professors' interests in including their courses for the program.

- **Mind-Body Courses**

- We plan to offer the Life Skills and Applied Positive Neuroscience courses in the 2017-2018 academic year. These courses will satisfy diversity and life sciences requirements, respectively, thereby introducing a wider breadth of students to mind-body connections. Summer session courses on Positive Brain Management and Mindfulness Practice and Theory also plan to be offered again in the next year.