

Caffeine

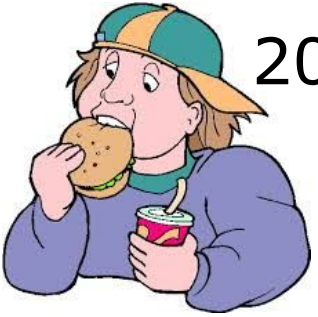
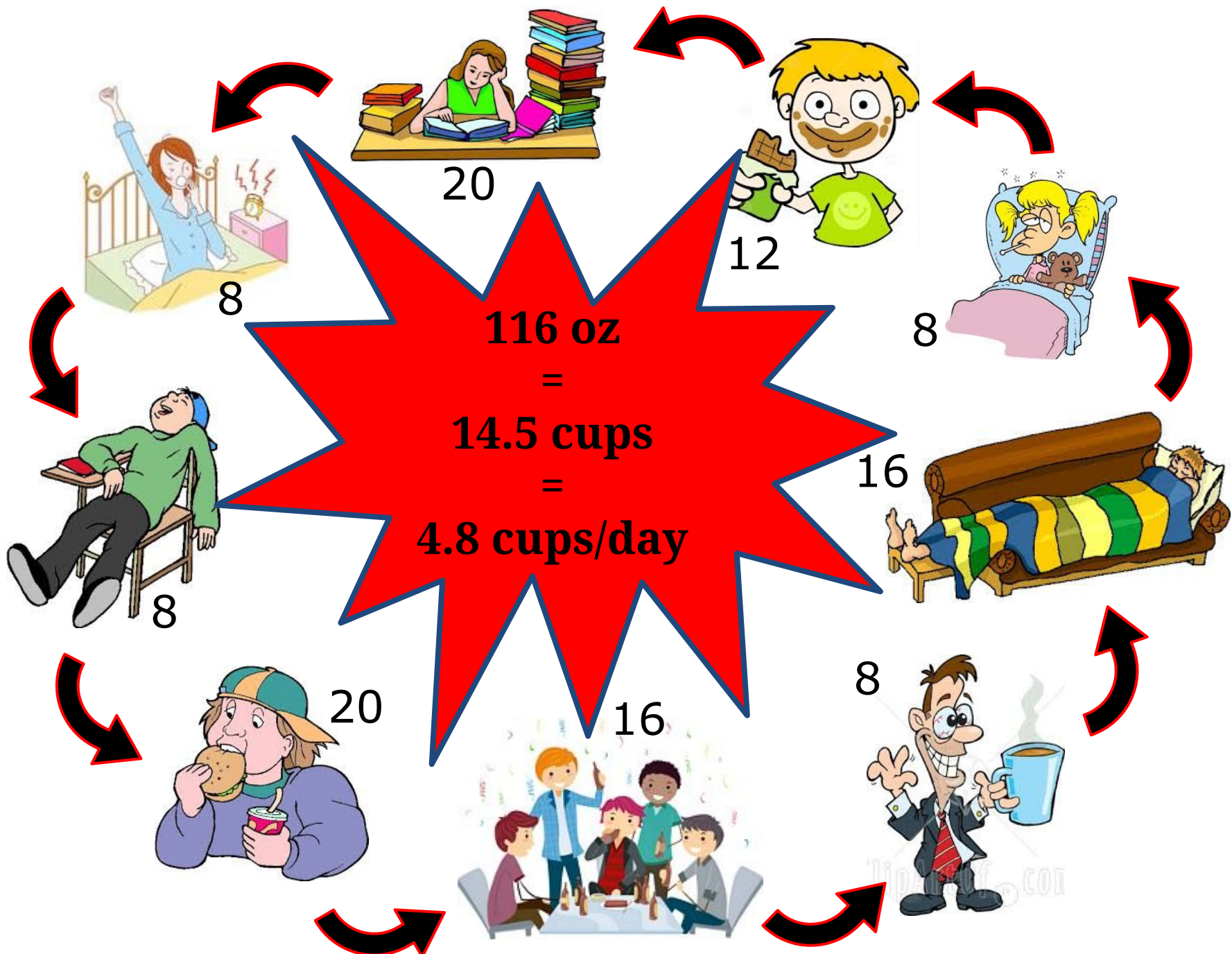
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INCREASED HEARTBEAT

DEPRESSION

INSOMNIA

RESTLESSNESS

POOR CLASS ATTENDANCE

JITTERS

LOWERED ACADEMIC
PERFORMANCE

OBESITY

UPSET STOMACH

NERVOUSNESS

ANXIETY

MUSCLE TREMORS

LACK OF MOTIVATION

IRRITABILITY

Purpose Statement

The purpose of this initiative is to learn about Penn State students' caffeine consumption, to increase Penn State students' awareness about the possible risks of caffeine consumption, and to provide other energy-boosting alternatives.

Initiatives

1. Conduct a preliminary survey to assess the prevalence of caffeine consumption, as well as the amount and time of consumption, by Penn State students
2. Poster campaign in areas of common caffeine consumption to raise awareness of the potential negative effects of caffeine overconsumption

Learning Objectives

We should be able to:

1. Identify trends among Penn State students regarding their caffeine use
2. Identify students at highest risk for caffeine misuse

Students should be able to:

1. Name three potential negative consequences of caffeine misuse
2. Develop healthier, alternative strategies to caffeine misuse
3. Evaluate how caffeine misuse may lead to poor academic performance

Strategies Part 1 – Survey

- Six questions in total
- To be incorporated into the American College Health Association National College Health Assessment taken by students each year
- 3 Likert scale questions – strongly disagree to strongly agree
 - I rely on caffeine to get me through the day.
 - The main reason I consume caffeine is to help me study
 - I use caffeine to compensate for lack of sleep.
- 3 Open-ended questions – check all that apply
 - What's your preferred source of caffeine?
 - Think of a day in which you consumed more caffeine than normal. Why did you consume this much?
 - On the same day you referred to in the previous question, did you experience any of the following?

Why a survey?

- Gain insight into students' attitudes and motivations regarding caffeine consumption
- Gain insight into what type of caffeine is most commonly used by students
- Guide future interventions
- Examine why students over consume and the symptoms this causes
- Allow students to think about and identify why they may be consuming too much caffeine

Strategies Part 2 – Posters

- Each poster will focus on a different aspect of caffeine abuse
- We will place these posters in strategic locations that sell caffeinated products.
- We hope to impact consumer behavior and educate students on the consequences that may accompany their purchase decision
- Will affect multiple levels of Social Ecological Model and Transtheoretical Model

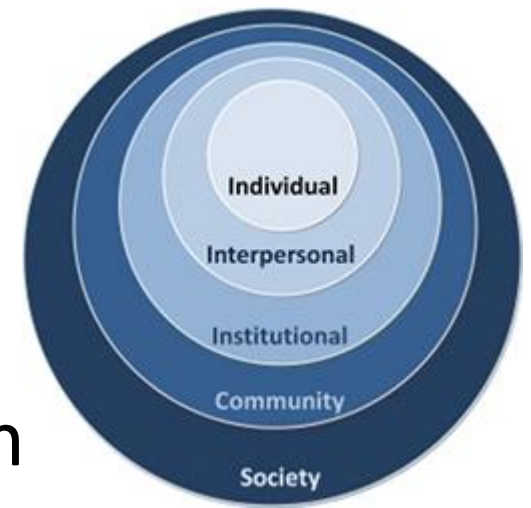
Poster Designs/Slogans

- “With the money you spent on Starbucks this year, you could have bought season football tickets....six times.”
- “Not good at math? Here’s a simple equation:
Increased caffeine consumption = decreased sleep
= increased anxiety = decreased grades.”
- “Stuck in a downward spiral?” “Studies show that it could be from all that caffeine.”
- “In the 20 minutes you spent in the Starbucks line, you could have taken a power nap.”

Why Posters?

- Educate the community about the dangers of caffeine abuse
- Urge people to think about how much caffeine they consume
- Encourage changes and offer alternatives for caffeine consumption

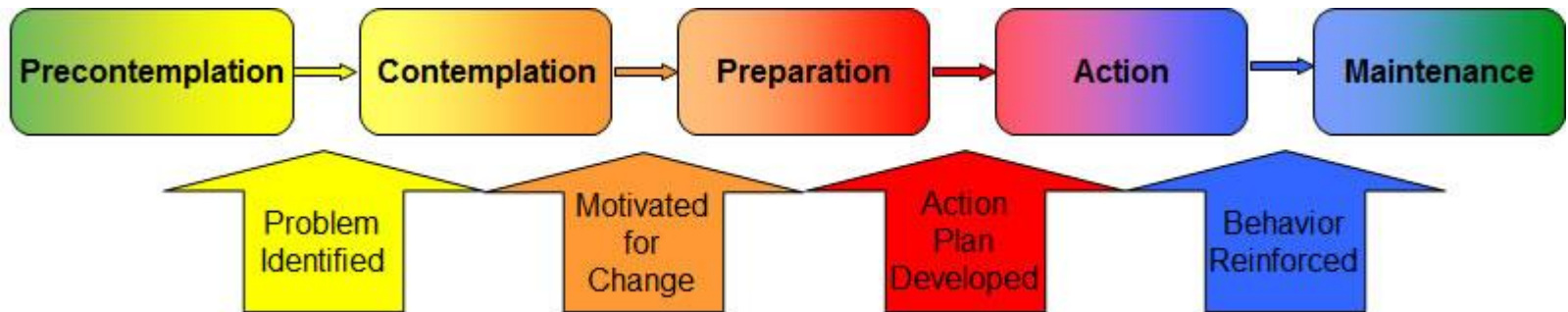
Social Ecological Model



- Individual: caffeine consumption impacts personal and emotional health as well as academic performance
- Interpersonal: caffeine consumption affects an individual's' time/money
- Community: caffeine is a university staple with wide-ranging effects

Transtheoretical Model

- Precontemplation: inform and educate
- Contemplation: define values



Timeline

Survey Questions

- Submit to ACHA for approval: Spring 2015
- Submit to Penn State HealthWorks for approval: October 2015
- Include survey questions in 2014 PSU survey: Spring 2016 (survey release)
- Collect data from survey: June 2016

Poster Initiative

- Design and develop posters: before Christmas break
- Submit to HealthWorks for approval: week of January 12, 2015
- Submit to desired locations for approval: week of January 19, 2015
- Hang posters: week of February 2, 2015