

# Weber State University

## Student Health Center Program Review

2011-12



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## MISSION STATEMENTS

### **Weber State University Mission Statement**

-Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact between faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region. (Approved by Board of Regents July 2011)

### **Student Affairs Mission Statement**

The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Student Affairs serves the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support, which advances the social, intellectual, cultural, and civic development of students.

### **Student Health Center Mission**

The mission of the Student Health Center is to provide health care services for the campus student body population in a caring, cost effective, convenient, professional manner. Services provided reflect an effort to meet the health care needs of the students, thereby facilitating their academic success.

The Mission Statement for the Student Health Center ties to both the University and Student Affairs Mission statements:

- University Mission Statement calls for “out of classroom experiences” and “...contact among faculty, staff and students in and out of the classroom” both of which are supported through the Student Health Center Mission.
- “The Division of Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment.” (Student Affairs Mission Statement). This is well addressed in the Health Center Mission Statement through the facilitation of learning by ensuring quality healthcare for students and through providing a wide variety of healthcare services.

## Overarching Goals and Core Theme Relationship

Overarching goals and outcomes for the Health Center have been in place and well defined since 1996 when the first methods for measuring outcomes were formally introduced in the Health Center. The things that do not change from year to year and appear on an annual basis in the Health Center outcome measure evaluation plan are:

- Desire to maintain cost effectiveness of clinic (i.e., supplies, equipment, cost of care)
- High satisfaction rate among students using the Health Center
- Measures demonstrating quality and efficiency of clinic services
- Continuity of care

Through the University Core Theme of Learning, which the University has identified as fundamental, the Health Center identifies its contribution to the overall mission of the University.

Core Theme: LEARNING

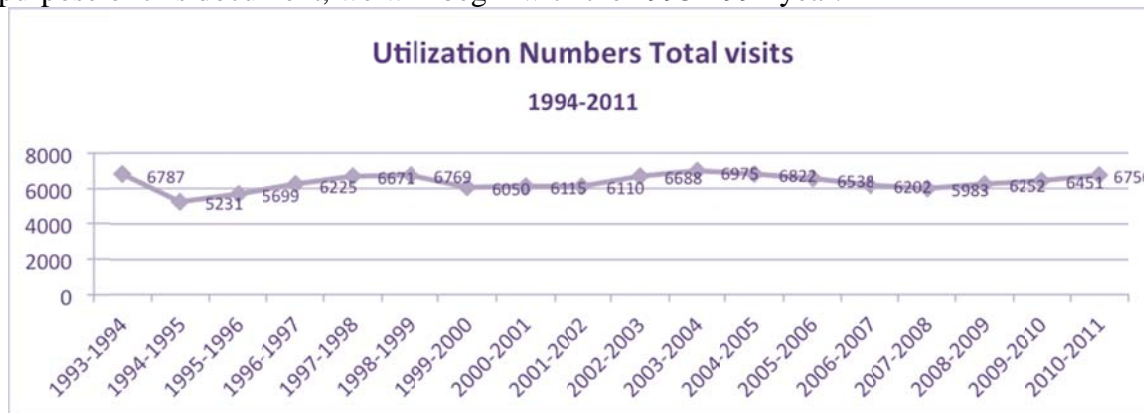
Objective: SUPPORT - Students experience effective support services

Achievement indicator 2: Students utilize and are satisfied with general support services

### Performance measures:

#### 1. Student utilization of services

Utilization of the Student Health Center by students has always been something that the center has been interested in and tracked. Even prior to 1993, usage numbers were kept, but for the purpose of this document, we will begin with the 1993-1994 year.



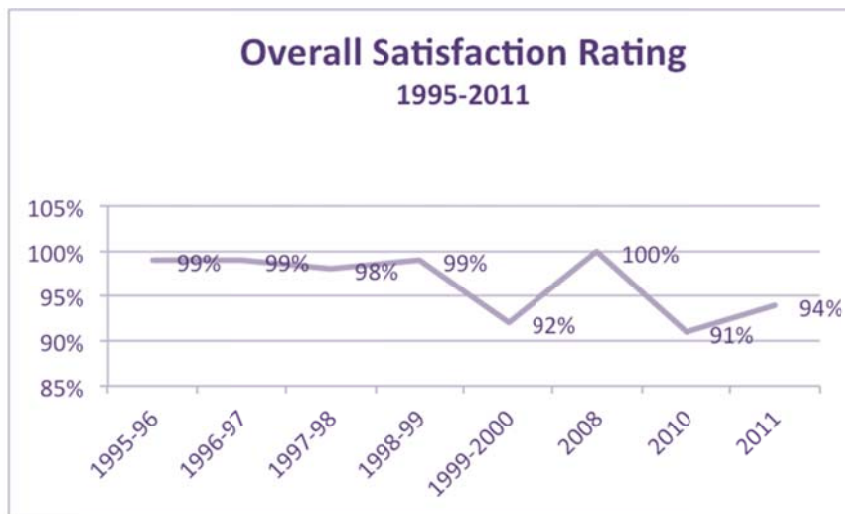
Rationale for measure: Utilization of services measures student demand.

The overall usage trends for the Health Center indicate that the numbers continue to increase over time despite a few “dips” in the annual numbers. The demand by the students for services seems to remain constant in spite of enrollment increases and decreases.

#### 2. Student satisfaction with services:

A defining element of student usage for a service is the satisfaction ratings for the service being provided. Measuring satisfaction of services has also been an overarching goal for the center and has been frequently tracked.

Rationale for measure: Student satisfaction with support services is an indicator of quality and availability. During the early years of assessment, satisfaction played a large role. As the assessment process unfolded and developed within the Student Affairs Division it presented new methods of assessment with evolving goals and areas of emphasis. As a result of the above changes and partially based on previous satisfaction numbers and trends indicating a high (91%-99%) percent of satisfaction, the Satisfaction Survey was not administered on a yearly basis from 2000-2007. In more recent years, a greater emphasis has been placed again on the satisfaction survey measure. Consequently, this measure will again be placed as a measure on the annual assessment for the Student Health Center.



When reviewed together, utilization and satisfaction numbers both appear to be trending in an upward direction on a consistent basis. If this trend continues, the consistent increase in numbers of students being seen will have a significant impact on the capability of current Health Center staff and facility to keep pace with the increases.

## STUDENT HEALTH CENTER HISTORY

The Student Health Center has had a place in Weber State's history for many years. In the 1960's, the service was located in an older Annex Building with one physician whose main role was to provide physical exams for incoming freshman. In addition, the physician served as the "team physician". As Weber State began to grow and change, becoming a 4-year institution in 1964, some of its functions changed, as did the functions of the Health Center.

The following spreadsheet has been prepared in an attempt to provide a broad overview of the changes including additions of staff, services, expansions, partnerships, and programs that have occurred over the years. Each of the changes, at any level, has been made based on student needs while keeping in mind the need for fiscal responsibility by the Health Center. This was done through options on surveys to list requests for added services as well as input/recommendations from presentations at Student Fee Recommendation Committee hearings and areas students were willing to fund.

### Chronological History of WSU's Student Health Center/Health Education/Wellness Services

	1960's	1970's	1980's	1990's	2000's
<b><u>Location</u></b>	Annex 1	Swenson Gym-Basement... ..... Moved to Annex 4 in the late 1970's	Annex 4	Student Services Center	Student Services Center/Davis D2 Building
<b><u>Staff</u></b>	Physician (part time) RN-1	Physician- (part time) RN-1	Physician- 2hr/day Clinical Director/NP- 1 (6hr/day) Student Emp.-2  *Medical Technologist added to staff (1993) *NP added to staff *MD retired, new MD added with increase in hrs. to	*Physician -1 *Clinical Director *RN-1 *Medical Tech-1 *Office specialist- 1 (all worked 6hr/day) *Mid-level Providers-2 *Pharmacist-4 PT/hrs  *Student employees-2	*Physician Medical Director - 1 *Clinical Director *RN-1 *Med Tech-1 *Office Specialist- 1 *Mid-level Provider-2 (1-Ogden/1-Davis) *Pharmacist-4 PT Prevention Specialist-1  *Student Employees- 2-3 (variable)

		6hr/day *Office Specialist added to handle medical records office		* current staffing for the student wellness program becomes inadequate to meet needs and demands of programs and services
<b>Services Offered</b>	Routine medical care/walk-in's	*Routine medical/walk-in's with added lab, MD hours, and pharmacy services	*Routine medical care/ x-ray services/lab/pharmacy/ walk-in's *clinic closed in the Summer	*Routine medical care/ x-ray services/lab/pharmacy/ walk-in's *enhance hours to be open during summer * web-based health information with monthly emphasis topic initiated * partnership with Counseling and Psychological Services Center was developed to assist in meeting drug and alcohol health related needs of students (attempt to treat students in a "holistic" manner) *partnership with HPHP resulted in the following programs: (1) Student Wellness internships, (2) Wellness Coaching, (3) Personal Training,

				(4) Peer Education
<p><b><u>Changes in Services</u></b></p>		<p>*MD time increased to 4hr/day          *MD time again increased to 6hr/day</p>	<p>*increased pharmacy hours (state licensed-inspected)          *added additional mid-level provider at Davis Campus          *initiated agreement with Reference Lab for external tests required.</p>	<p>*Clinic services (limited) initiated at Davis Campus          *Pharmacist hours changed to 4 hr/day/4day/wk          *office hours changed according to new shift to semesters (8hr/day-Fall/Spring, 6hr/day Summer in order to meet students needs</p>
<p><b><u>Programs Implemented</u></b></p>		<p>*Laboratory services          *Pharmacy services implemented</p>	<p>*Implemented Quality Improvement Plan as assessment measure          *partnership with CLS and College of Radiology (added radiology student to our program)          *expanded Lab status-compliant with CLIA/OSHA/HIC FA (state licensed/inspected)          *Student Wellness Program working with Health Center</p>	<p>*clinic HIPAA compliance          *Electronic Medical Records System(EMR) added (4-2010)          *Implemented new Student Learning Outcomes as part of clinic assessment process.</p>



## CORE PROGRAMS AND SERVICES

The Student Health Center provides services to students at both the Ogden and Davis campus sites. Not all services are available at both sites due to space and specialty of service. For example, x-ray, pharmacy, some assistance programs are only offered on the Ogden campus. However, the basic services are reflected at both sites.

- **Walk-in medical services:** Visits at the clinics are mainly offered as walk-ins without the need for an appointment. Should a visit require more specific services, an appointment can be made. Services available include office visits, radiology, laboratory, and pharmacy. This provides access to on campus health care for the students at both clinic sites.
- **Student employment/cross-training positions:** The Health Center utilizes students in two types of student positions. One involves a second year radiology student who has been licensed in the state of Utah as a Limited Licensed Radiologist. The other position serves as an assistant office aide. Each of these positions has a primary set of job responsibilities and skills but both receive “cross-training” in skills relating to rooming patients, doing vital signs, and assisting providers as instructed.
- **Patient Assistance Program:** The Office Specialist assists and serves as a liaison between students and drug companies in providing assistance to obtain chronic medications.
- **Student/patient education:** Provide patient education/information and instruction to allow students an opportunity to participate in their health care.

### Core Purpose of Programs and Services

“Services provided reflect an effort to meet the health care needs of students, thereby facilitating their academic success.” (Student Health Center Mission Statement) This also reflects a Student Affairs Core Value by providing quality programs and services through a holistic, student-centered approach focused on learning and development.

### Alignment with the Mission and Goals of WSU, Division of Student Affairs

The Student Health Center has aligned programs and services that support the Division of Student Affairs in the following ways:

- Continually enhancing our programs and services through accountability to our students, colleagues, community members, and other stake holders (WSU Student Affairs Core Value)
- Creating and maintaining collaborative partnerships to encourage experiential learning (WSU Core Value)
- Critical thinking (Student Affairs Division Learning Outcome)

### Alignment with WSU Core Theme Objectives

The Health Center further tries to align its programs and services with WSU Core Themes. This is reflected by support for the Learning Objective through students utilizing and demonstrating satisfaction with general support services. Efforts in this area are reflected in clinic usage and satisfaction survey data.

### Theories and Philosophies that Inform our Practice

Philosophies that have informed the programs and services offered at the Weber State University Student Health Center originated through the development of “college health”. The practice of college health services has its earliest mention in 1825. In 1853, Dr Edward C. Hitchcock, Professor of Hygiene at Amherst became the second physician employed by a college in the United States to provide health care at a university. He would later become the founder of The American College Health Association and earn the title “Father of American College Health”.

An international conference on college health was held in 1936, and created the first survey in 1937 providing an overview of programming and practices that helped define college health services. From its earliest days, assessment was important to college health. The Journal of American College Health was started in 1952 and continues to be published today. In 1960, H. Spencer Turner, MD, and past President of the American College Health Association stated: “Good health was considered essential to academic achievement. It still is.”

During the 1990’s and into the 2000’s, adaptations to services have been made that reflect changes in methods of health care delivery including the introduction of technology and its applications to health care. These changes have been incorporated into health care services. It was during this time that the first electronic “list serve” for college health was established providing more rapid sharing of and response to information among health care providers at colleges/universities.

In this process, several themes developed which characterized the strength of the field. These included creative programs of prevention and education, a strong dedication to quality, remarkable cost effectiveness, and active engagement with the higher education community, and a deep commitment to student involvement (Murray DeArmond, MD, Past President of American College Health Association, <http://dx.doi.org/10.1080/07448481.1991.9936242>). Through exposure to the national organization which not only taught this philosophy, but had leaders who educated, trained, and lead by this example, schools who participated in the American College Health Association were given all the foundational building blocks with which to develop a successful college/university Health Center.

Involvement with the American College Health Association clearly impacted the leadership of the WSU Health Center. The core themes listed for the Health Center as “things that do not change from year to year and appear on an annual basis in the Health Center outcome measure evaluation plan” include a desire to maintain cost effectiveness of clinic, high satisfaction rate among students using the Health Center, and measures demonstrating quality and efficiency of clinic services. These themes have served as the core guiding principles for the Health Center and focused the direction and development of additional programs.

Several methods are utilized to inform and initiate new programs at the Health Center. Annually the Health Center has the opportunity to present a budget request to the Student Fee Recommendation Committee. This group has representation from students, faculty and Student Affairs staff. During this process there is an opportunity to share information with an assigned student representative regarding Health Center services and to discuss areas of concern or increases. The process allows students to help identify any new programs they may wish to

explore as well as to educate them as to the financial obligations that may go with the project. These discussions help provide direction and support for services/programs targeted for development.

Another way services are initiated is through satisfaction surveys. These allow for input from students as to changes, additions, or new services. Sometimes staff will develop new ideas for delivery of services or service offerings. These will be discussed among staff and implemented as appropriate. On occasion a partnership with another department has led to a new program addition.

### **Outreach, Campus Relations, and Collaborations**

During the years, several methods of promoting and advertising the Health Center services have been tried. An attempt to contact incoming freshmen through presentations and “handouts” at the annual Freshman Orientation during the summer was not totally successful due to small numbers of students at presentations. That was deemed to be not very successful since on surveys of students using the Health Center, very few mentioned this as how they learned of the Health Center. Information was provided to both students and faculty during First Year Experience classes in an effort to share information. These were intended to inform faculty so they could then refer students to the health service. Currently, this hasn’t been as high a priority as it originally was and could be initiated again through greater contact with colleges and faculty.

A partnership was created in 2004 with the Counseling and Psychological Services Center whereby counselors refer students to the clinic if medical services were required. This has become a joint method for referrals between the centers in meeting the psychological and medical needs of the students. Over time, this system has been a resource for students and a formal referral and information sharing process has been established.

As technology and “tech savvy students” increased, an effort was made to enhance the Health Center webpage and an addition was made to provide a monthly health emphasis section on the site. Since that time, several additions have been made to the web site regarding services available, campus and community resources, and links to sites such as CDC (<http://www.cdc.gov/>) and ACHA (<http://acha.org/>) educational sites.

The Health Center has run ads in the campus newspaper along with educational articles, “op-ed” pieces, and participated in interviews with campus newspaper reporters to try and get information out about Health Center services. The cost of student newspaper ads deterred efforts to advertise or promote services in this manner. After these efforts, it became apparent that students found out about the Health Center on a “need to know” basis. If students need the service, they are usually able to identify location and obtain services through word of mouth from their friends as evidenced from survey questions in the American College Health Assessment. Efforts are continuing to identify the best method for advertising services and staff continue to provide interviews for student newspaper reporters and have also done “live recorded sessions” which have appeared on the university television channel.

Outreach is mainly focused towards students to make them aware of the services available to them at the Health Center. Since the clinic is funded totally by student fees, services are

intended for students only. The general “community”, defined as any member of the community who is not a WSU student, is not eligible for services at the Health Center, which limits our outreach to the general population.

Collaboration occurs with many departments within the Division of Student Affairs. These collaborations are usually generated due to a need to maximize resources or because one of the areas has the expertise to help with programming efforts. Collaborations with other departments are designed to promote increased services to the students. A few examples of collaboration include the Health Education Drug and Alcohol (HEDA) Program (a partnership with Counseling and Psychological Services), providing educational packets for incoming residence hall students (a partnership with Housing), and assisting with health related information and program offerings, (e.g., HIV screening clinics), which is also a partnership with Diversity and Unity Center.

Collaboration with departments outside the Health Center has focused mainly on areas that share a similar mission of providing for the health care needs of the students. Examples of these collaboration are listed below.

- The WSU Radiology Department has provided a collaboration, which allows students to be employed at the Health Center while utilizing their skills and training as radiologists. These are currently paid positions with the possibility of creating additional internships in the future.
- Clinical Laboratory Sciences utilizes the Health Center laboratory as a training site for students learning to “calibrate” various pieces of laboratory equipment and also provides a quality-monitoring program for the Health Center autoclave each semester. In addition, the Clinic Medical Director/Physician annually serves as a guest lecturer in the Medical Laboratory Sciences Clinical Correlation course in the College of Health Professions.
- Health Information Management has helped to identify students to work at the Health Center front desk and partnered to develop a student learning opportunity having students spend time with the Health Center Office Specialist for clinical cross- training. This program was utilized until a few years ago.
- Student Affairs Technology partnered with the Health Center in evaluating, selecting, implementing and continuing to provide daily support for the clinic’s new Electronic Medical Records system.
- Multiple campus departments require screening tests such as tuberculosis (e.g., Allied Health programs, Child and Family Studies, and the Children’s School) and the Health Center is able to provide these tests.
- The Athletic Department has partnered with the Health Center to provide x-ray services at every home game for athletes of either team, which will be ongoing each year during football season. In addition, every Monday x-ray services are provided to athletes at a reduced cost, and the x-rays are sent back to the Athletics Department when they are completed.

In addition, Health Center staff have served on committees dealing with H1N1 flu including immunizations and general flu education and created a web site utilized by the campus community as an educational resource during flu season.

The Student Health Center is always looking for collaboration with areas outside the university community. Most of the areas where collaborative programs are developed involve services that enhance the existing services within the Health Center and provide increases in services at a savings to the students being served. External partnerships are detailed below.

- Utah Imaging provides a collaborative effort formed to benefit both the WSU student body and the radiology group at Utah Imaging. This provides quality radiological readings by expert staff who donate their time and effort to the student's at WSU for no charge.
- IHC Central Lab is a collaborative effort to minimize financial impact on students needing laboratory testing. Through this effort, students are charged a minimal cost for testing due to a pre-arranged reduced charge system between the Health Center and the hospital. This serves the students and provides IHC an opportunity to do community partnering.
- Family Practice Residents provide an opportunity for first year physicians to shadow the Physician at the Health Center. The McKay-Dee Family Practice Residency Program sends 6 physicians to the WSU clinic during their Community Medicine rotation. These physicians individually receive 10 hours of personalized instruction from the Medical Director/Physician on the practice of College Health. This partnership has the potential to benefit the Health Center in the future in the recruitment of physicians.
- Midtown Community Health Center works with the Health Center by informing students of services provided for low income individuals, both students and non-students such as, access to the Health Access Team/Program with access to specialty care utilizing medical providers in the community, at low or no cost to the student.
- Weber Morgan Health Department (WMHD) offers programs for students and non-students including such programs as, Cancer Screening program (students ages 40-50, either uninsured or under insured, and meet income guidelines, for \$15 can have a female exam, PAP, Clinical Breast Exam and receive a free Mammogram voucher, for over 50, these services are free), \$10 Gardasil vaccines for both men and women ages 18-26 (financial savings as these vaccines can cost up to \$150/injection requiring a series of three injections), and \$15 Tetanus, Diphtheria and Pertussis (TDAP) vaccines.
- Porter Family Colposcopy Clinic at McKay Dee Hospital offers a program, which is for students and non-students, that provides low cost colposcopy and biopsy for students who have abnormal PAP smears with assistance that has been provided by Dr. Greg Gochnour, Director of the Porter Clinic.
- Northern Utah Coalition serves students and non-students needing low cost STI testing, HIV testing, or Hepatitis C testing can receive these services either free or for a minimal fee.

### Changes in Programs and Services

During the past five years, several core changes have occurred to the Student Health Center programs. Among the changes are:

- Second mid-level provider added to clinical staff (2000)
- Opening of a clinic site at the Davis Campus creating a resource for students attending there (2004)
- Increase in clinic hours for patient visits (2005)
- Implementation of an agreement with “reference lab ”to have blood work done there at reduced charge to students (2005)
- Increased pharmacy services both in days and hours available (2008)
- Utilization of 2-3 student employees at clinic (2009)
- Enhanced assessment of programs and services to better serve student’s needs (2009) m
- Electronic medical record system implemented (EMR- Point and Click program) which was specifically designed for use at college and university student Health Centers (Spring 2010)

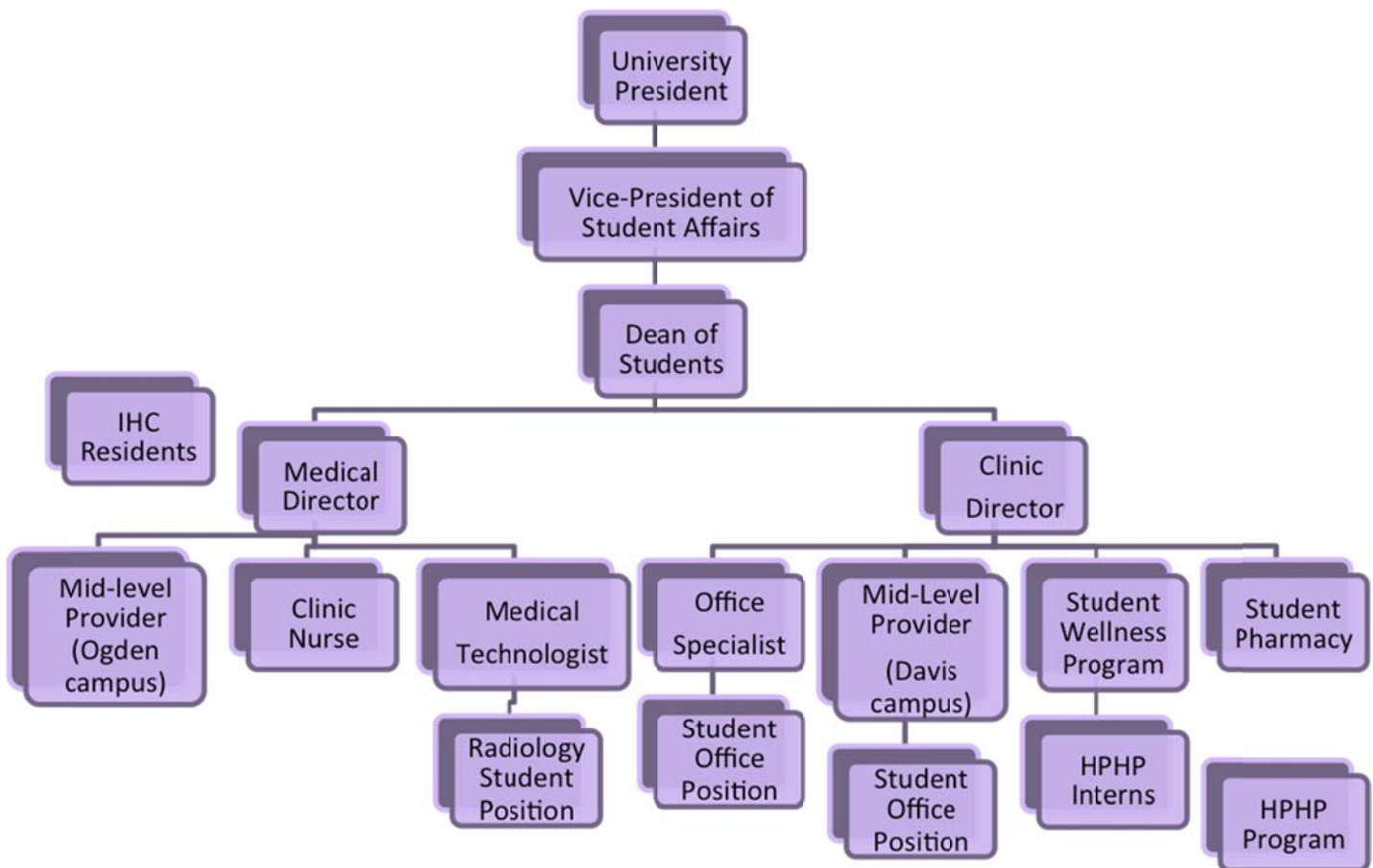
### **Future Implementation of Services**

Implementation of additional services or programs will be based on student needs and available resources. In an effort to expedite clinical services to students, the addition of a “digital x-ray system” and upgrades to several pieces of laboratory equipment all of which would interface with the current electronic medical records system would be beneficial. The addition of program software able to interface with the electronic medical record system, the exam room screen of the provider, and the pharmacy would allow for an increase in services. Enhancement of Davis campus services to include more hours and additional service offerings would also benefit the projected student enrollment growth there.

## LEADERSHIP AND STAFFING

The reporting line for the Student Health Center is through the Dean of Students to the Vice President for Student Affairs. The clinic has two director positions, the Medical Director and the Clinic Director. Each of these positions directly reports to the Dean of Students.

Each Director position assumes responsibilities for defined areas of clinic services. Some functions of the clinic have input from both Directors. Students, such as the radiology student and the student office employees, have their daily operational interactions overseen by the specific clinic employee who deals with that area. The student positions are under the oversight of the Clinic Director.



Decisions are made within the leadership and department in various ways. In most circumstances, information is communicated regarding issues at clinic meetings, through emails. Staff are given the opportunity to provide input, present information, and make recommendations where appropriate and possible. In situations that come from the top down with little opportunity for input or changes, staff are encouraged to express concerns while at the same time trying to offer help in understanding the rationale/need for the changes presented. This does not often occur but has in the past when as an institution, it was decided to no longer print “spouse cards” for students. Following this decision, we no longer offered services for students’ spouses.

## Staff & Responsibilities

### Demographics:

Aggregate Data	Professional	Support	Student
Female	5	2	3
Male	1		
Degree			
MD	1		
Masters	3		
BS	2		
AS	2		
AAS	1		
Experience			
<5	1		
5-15	4		
16-20			
20+	3		
Full-time	7		
Part-Time	1		3

### Professional and Classified Positions

#### *Student Health Center Clinical Director:*

##### Job Summary

Provides management and supervision of the Student Health Center (SHC) through oversight, consultation, and support of SHC staff. Provides responsibility for administrative matters of the Student Health Center including overseeing medical records office management, budget, purchasing, facilities, and health education offerings as required by law.

##### Responsibilities

- Direct clinical operations for Health Center site at Davis campus to include supervision for mid-level provider, office manager and coordination of clinical services provided by



volunteer physicians. Maintain adequate supervision, supplies to ensure quality of services at the site.

- Maintain a secure system of accurate and confidential health records in accordance with state and federal regulations through working with the Office Specialist. Provide support and supervision for Office Specialist; oversee time and attendance reports and provide supervision for student employees and support SHC staff.
- Direct student pharmacy operations; including budget development and management, formulary development, drug contract monitoring, state and federal legal compliance, maintenance of licensed professional staffing.
- Provide advocacy for WSU students and SHC to ensure proper recognition and appropriate support of college health as a service essential to the effectiveness of higher education.
- Professionally represent SHC in a variety of ways within Student Affairs, local and state organizations. Work to assure appropriate clinic response to potential campus epidemics.
- Analyze departmental needs; prepare an annual budget based on these needs and assume the financial responsibilities for operating expenditures.
- Collaborate with the Health Center Medical Director in the development, implementation, and approval of policies and procedures for the Health Center.
- Develop and oversee Health Center outcome assessment plan in compliance with the Student Affairs Division and institutional goals.
- Schedule yearly Chart Review with report to go to the Vice President for Student Affairs.
- Prepare annual auxiliary report for the Health Center and ensure that other programs directed maintain compliance to report requirements.
- Provide support for and administrative input to the PREP process.
- Initiate the selection and hiring of clinic personnel while supporting the university affirmative action and EEO goals and objectives.
- Direct the health education/drug and alcohol program, coordinate Health Center, health education, drug and alcohol program interfaces with other University departments/programs.

#### Qualifications

Masters degree in nursing, health education, public or community health, health care administration or an appropriate undergraduate degree and at least 5 years of progressively responsible directly-related professional experience, five years of relevant experience in comparable health care facilities, ambulatory health care facility, with two years at a senior management level. Prefer at least two years of experience on a college campus in a student health service Experience with Quality Improvement Plans necessary. Background, experience with drug and alcohol programs and federal grants, current Utah license of an Advanced Practice nurse. Current Utah nursing license.

#### *Student Health Center Medical Director*

##### Job Summary

Provides professional ambulatory medical services to the Weber State University Student Health Center as well as direct day-to-day patient care to the student population.

##### Responsibilities

- Maintain continuity of patient care by following predetermined schedule for review of all internal clinic-tracking logs with documentation of review at time of review.

- Supervise, manage and provide comprehensive, high quality, general outpatient medical care to the eligible student population of Weber State University.
- Collaborate with the Director of the Student Health Center in the development, institution and implementation of approved policies and procedures for the Health Center.
- Provide medical expertise with respect to planning and establishing goals and policies to improve medical management, inclusive of Quality Improvement Plans, and other initiatives.
- Maintain and develop professional, mutually beneficial collaborative relationships with internal and external institutions.
- Provide ongoing medical supervision and annual employee performance feedback (PREP) as it relates to employee medical duties, monitor credential/privileging and provide disciplinary action in accordance with professional and university guidelines; oversee peer review/audit/chart review evaluation yearly for all clinic providers.
- Collaborate with the Director of the Student Health Center in the development and implementation of ongoing medical education opportunities for all clinical staff, to include CPR, blood born pathogen infection control measures as well as off-site programs.
- Participate in WSU SHC and other campus-wide committees as needed.
- Ensure proper, ongoing and up-to-date medical employee credentialing.
- Ensure proper, ongoing and up-to-date Clinical Laboratory Improvement Act (CLIA 1988) compliance in conjunction with the American Academy of Family Practitioners.
- Assist in the selection and hiring of clinic personnel while supporting the university affirmative action and EEO goals and objectives.
- Assist in the management of federal, state and other regulatory requirements to ensure compliance with standards to ensure optimal workplace safety, and nominal environmental impact; oversee ongoing review, training and retraining as needed.
- Collaborate with the Director of the Student Health Center in the formation of the budget request.
- Ensure all providers maintain current accurate, SOAP format medical records with legible provider signature.

#### Qualifications

Medical Doctor (MD) or Doctor of Osteopathy (DO) medical degree from an accredited United States Medical School, five years of relevant experience as a Medical Doctor; two years of relevant experience as a Medical Director; prior experience in a University Health Center environment preferable, current State of Utah medical license, DEA license.

#### *Student Health Center Office Specialist:*

##### Job Summary

Provide support for daily Health Center operations relating to office management, medical records, and development of maintenance of policies/procedures to maintain legal compliance requirements for the medical clinic.

##### Responsibilities

- Electronic Medical Records (EMR) caretaker including knowledge of state and federal policies with regard to HIPAA and FERPA.
- Administration and management of front desk office.
- Cash handler for deposits for clinic and pharmacy.

- Supervise hourly student.

#### Qualifications

Minimum AS degree with RHIT certification. Two years experience in outpatient/clinic setting. Knowledge of HIPAA policies, medical terminology, cash handling and general office duties

#### *Medical Technologist*

##### Job Summary

Provide medical laboratory services to the students of WSU and supportive services to the clinic medical staff to aid in diagnosis and determination of treatment to patients.

##### Responsibilities

- Analyze patient lab specimens
- Maintain statistical data information on laboratory procedures
- Assist with patient care, exams as required, and as needed with front desk reception responsibilities
- Maintain OSH and CLIA regulation compliance concerning laboratory and assist in developing policies as necessary
- Implement and practice QC procedures that provide/assure accurate, reliable test results
- Maintain/coordinate maintenance and repair of laboratory equipment
- Perform phlebotomy, prepare biological specimens for analysis and maintain laboratory supply inventory
- Train clinical office staff and student employees to perform limited laboratory testing and keep record of training done

#### Qualifications

BS, 5 years lab experience, advanced first aid, medical assisting experience, Utah License American Society of Clinical Pathologists or National Certification Agency for Medical Laboratory Personnel, CPR certified

#### *Clinical Nurse: (LPN)*

##### Job Summary

Provide direct patient care and assist medical clinic personnel with procedures as required.

##### Responsibilities

- Responsible for providing direct patient care by preparing patient, taking vital signs, and assisting provider with any necessary procedures
- Maintain daily exam room supplies, clean/sterilize working surfaces as directed, and monitor supply inventory
- Provide patient education and do necessary follow up with patients
- Maintain sterilization of instruments and equipment to include spore testing on autoclave and accurate recording of these tests
- Record and maintain accurate medical records as required by law
- Provide competent administration and documentation of medications and immunizations
- Perform lab tests when required and in compliance with CLIA standards

#### Qualifications

- Training completed at a university LPN program
- Minimum 2 years experience with outpatient clinic procedures
- Utah State licensed as a Licensed Practical Nurse

- Excellent written skills, basic computer skills, CPR certified, basic understanding of emergency situation responses

### *Student Health Center Pharmacist*

#### Job Summary

Under the direction of the Student Health Center Director, the Senior Pharmacist is responsible to provide patient centered/outcome oriented pharmacy practice by working with clinicians and promoting health/preventing disease in clients while assuring that drug therapy regimens are safe and effective and delivered in a high quality, cost-effective, professional manner

#### Responsibilities

- Counsel patients on prescription medications and over-the-counter medications dispensed from the pharmacy.
- Provide drug information on: medication use, directions, side effects, precautions, drug interactions, missed doses and storage.
- Ensure patient understands prescribed instructions.
- Monitor drug interactions and allergies.
- Provide information on drug interactions.
- Provide a resource for clinicians for drug information

#### Qualifications

Bachelor's Degree in Pharmacy, experience and competence with standards of practice of pharmaceutical care, minimum 5 years working experience as a pharmacist with related supervisory experience/ or a record of increasingly expanding professional work experience that can be substituted in accordance with national/state law and university standard. Current Utah State Pharmacist License, understanding of state/federal laws regarding pharmacy practice/operation, understanding of state/federal laws regarding pharmacy practice/operation, of state/federal laws regarding pharmacy practice/operation, strong knowledge of computer/computer software programs including those used for inventory control and report generation, knowledge of the role of medications in disease prevention and treatment, good oral and written communication skills, ability to interact with clinic staff, associated student programs, community pharmacies, drug representatives, and pharmaceutical vendors.

### *Mid-level Provider: Nurse Practitioner:*

#### Job Summary

The Mid Level Provider will practice under specific protocols and direction of the MD in providing clinical medical care for the student body population of WSU

#### Responsibilities

- Provide direct patient care to students following accepted protocols of practice, use appropriate lab tests, and infuse health education where applicable into student visits
- Perform specific lab tests as appropriate to scope of practice
- Participate in health promotion and wellness activities involving WSU students and community as directed

#### Qualifications

Master's degree, Utah state licensure as advanced practitioner, prescriptive authority including DEA number, minimum of one-year clinic experience as a mid-level provider, college health experience preferred.

### *Student Wellness Coordinator*

#### Job Summary

Promote healthy/responsible life style behaviors among the WSU student community, through design, implementation, monitoring and assessing programs while making any necessary adjustments to offerings.

#### Responsibilities

- Development of health education/wellness programs to aid students in making healthy life style choices
- Partner with units within Student Affairs and other campus departments to maximize resources and build programs
- Collect, maintain, utilize survey data to more clearly define, and direct student wellness programs
- Coordinate opportunities for practicum /intern students

#### Qualifications

Master's Degree in Health Promotion and Human Performance preferred; 2 years experience in the field of health education with an emphasis on college health; computer skills, good written and communication skills

## **STUDENT POSITIONS**

### *Student Health Center Office Assistant:*

#### Job Summary

Assist the Office Specialist with receptionist duties of the student Health Center

#### Responsibilities

Support SHC Office Specialist with Health Center daily operations of electronic medical records (EMR), medical terminology, answer phones, and receptionist skills. Scheduling appointments, word processing using Microsoft Office Word, various office machines, collecting fees for medical charges, filing reports and patient charts correctly.

#### Qualifications

Must be currently enrolled at Weber State, have 1 year experience as a receptionist/clerical worker, knowledge of business and medical terminology and experience in a health care industry environment.

### *Student Health Center- Radiological Practical Technician*

#### Job Summary

Student employment position responsible for doing clinic x-rays, assisting to room patients and assist with front desk functions.

#### Responsibilities

Perform routine x-rays, monitor x-ray controls for safety and routine maintenance. Assist the clinic nurse as necessary to fill exam rooms and perform routine vital statistics. Under direction of the physician, perform routine waived category laboratory tests

#### Qualifications

Must be currently enrolled in the WSU Radiological Sciences program, have a current license as a Radiology Practical Technician in the State of Utah, basic computer skills, good written and verbal communications skills

## **Recruiting for Student Health Center Positions**

Recruiting efforts for positions at the Student Health Center are done in several ways. All postings are advertised in newspapers, applicable organization publications, and the WSU employment web site. For student positions, postings often occur within the specific department (e.g., radiology) and on the employment site. Filling either a contract or a student position can often take a long time and become complicated in trying to mesh an individual's availability with the hours that could most benefit the clinic in providing services to the students. In the case of student employees the hours can sometimes be adjusted to meet the schedule of the student, and every effort is made to do that.

With contract individuals and positions, the greatest obstacle to finding someone usually is salary. Most individuals seeking these positions are looking for salaries higher than what we can offer. Another problem is that some of the positions are only part-time and the salary reflects that fact. Oftentimes, these individuals will take on additional employment, and it is sometimes difficult to coordinate hours. When successfully finding an individual to fill these positions, there seems to be an equal amount of give and take with each party compromising in some way to enable a fit between the applicant and the position being offered. The most common struggle is usually compensation.

### **Training & Professional Development**

When hired by the University, employees are required to attend a university-wide training session. This is done in compliance with personnel regulations and is provided partially on-line and through classroom experience. The Division of Student Affairs also provides new employees with an orientation specific to the Division, and the Student Health Center offers introduction/orientation to items specific to the unit operation. Additional training is provided throughout the employment of staff. Staff members are encouraged to participate in professional development through the following opportunities:

- Venues offered by specific professional organizations (e.g., conferences, webinars, offerings in Continuing Education),
- Participation in Staff Development offering in Student Affairs Division,
- Internal, clinic specific, HIPAA Privacy and Security training on a yearly or "as needed" basis if there are updates
- Routine updates in performance of "waived" laboratory tests for staff
- Routine updates to FERPA, EEO, etc., as well as other professional development classes offered through the university Office of Workplace Learning.

Staff are required under their licensing entity to maintain Continuing Education Credits as a part of their licensing process. These vary by specialty and each staff member tracks their own compliance to this process.

### **Evaluation**

On an annual basis staff participate in the Performance Review and Evaluation Process (PREP) process, which is the university wide evaluation process for professional and classified employees. This process allows the supervisor and the employee to meet, discuss performance, explore future goals, and set objectives through which the goals can be accomplished. It is also designed to provide and encourage opportunities on a routine basis for supervisor and employee to meet and discuss employee progress.

Student employees are provided instruction and training in the skills necessary to perform their specific job requirements. Additionally, there are several areas that lend well to “cross-training” of the student to help meet clinic needs. Evaluation of the students’ efforts are made either through direct observation or in some cases, feedback through questionnaire responses.

### **Staff Recognition**

The Health Center participates in the Student Affairs Division recognition program called Builders of Excellence. This allows for recognition of any staff member by not only unit but also division personnel. Twice a year the Division of Student Affairs makes awards to division staff members based on submissions from other division members.

### **Staffing Needs**

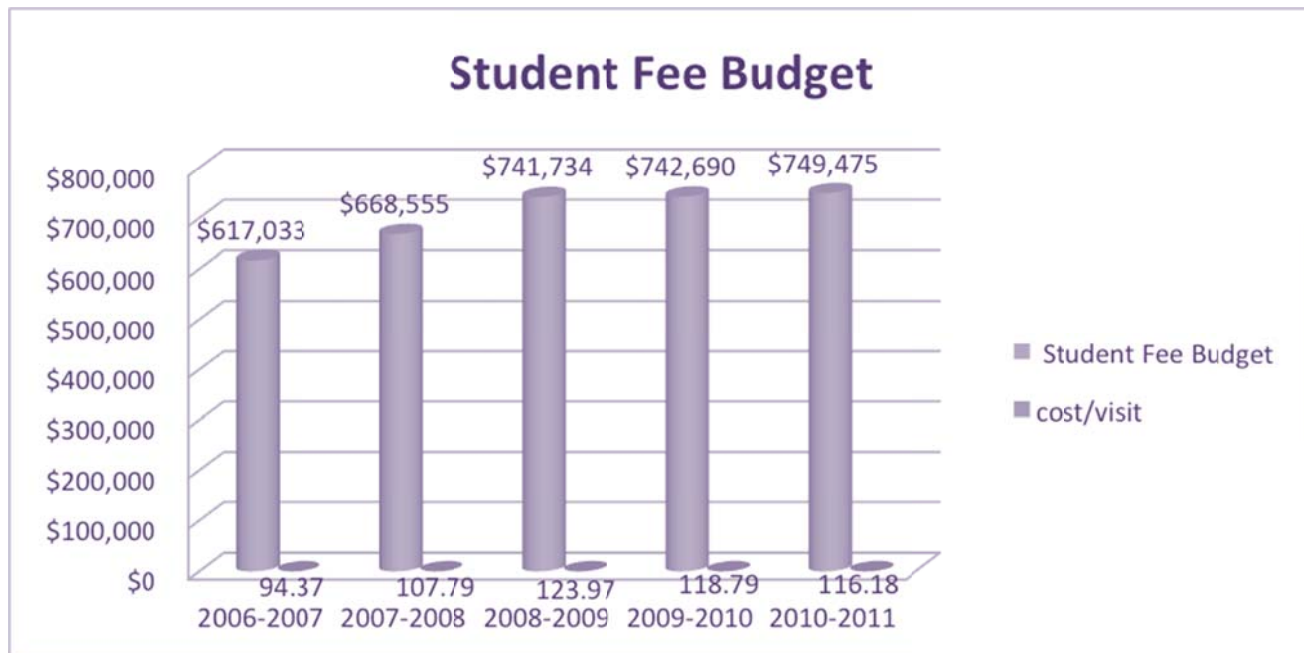
There are several basic needs involving the staffing for the Student Health Center. These needs are connected to the following: space, accessibility, and equipment. These three entities are inextricably intertwined. At some points during the year, we have an influx of students. These findings demonstrate that it would be valuable to have another mid-level provider to assist. However, in order to accommodate more staff, we would need more exam and office space to allow for space to house these individuals. In addition, it would be nice to further increase the technology within the Health Center, which would also require more space. These needs will be detailed further in the facilities, equipment, and technology section.

## FINANCIAL RESOURCES AND BUDGET

Funding for the Student Health Center comes through the student fee process. On an annual basis Student Fee Recommendation Committee is appointed consisting of students, student affairs personnel, and faculty. Each area requesting student fees has an opportunity to present information demonstrating the need for any increases in revenues from student fees. The committee reviews all requests and makes decisions based the Student Fee Recommendation Committee Policies and Procedures and the Student Fee Philosophy Policy. Then, the requesting units are allocated funding. The process allows for accountability to the students for the expenditure of their fee money while allowing input from the students by identifying potential projects/programs they can support and fund.

The Clinical Director is responsible for both the Ogden Campus and Davis Campus clinics. Operating expenses for both areas come from the general student fee budget. Expenses are tracked and paid from the same Health Center operating cost code. Average cost per visit has varied over the years from \$94.37 in 2006-2007 to \$116.18 in 2010-2011 based on total budget and number of visits per year.

The Student Health Center is designated as an “auxiliary” unit. The title of auxiliary applies to all university Health Centers within the Utah Higher Education System. For this reason, the Student Health Center is required to maintain a Repair and Replacement (R&R) fund. Revenue from the R&R account provides funding for repairs and replacement of medical equipment, radiology equipment, and support for the new electronic medical records program/system.



**NOTE:**

2007-2008: increase reflects a mandatory increase in funding for employee benefits and a student fee increase for pharmacy services



2008-2009: addition of new mid-level position supported through increase in student fee revenue  
2009-2010: slight budget increase to cover wage/benefits after internal budget realignment  
2010-2011: budget increases due to increased supply costs for general medical supplies and the re-instatement of hourly mid-level position

The budget for the Student Health Center includes line items defined within the service (i.e., office expenses, laboratory supplies and testing costs, medical supplies, x-ray supplies, and overhead expenses). Each of these is reviewed on an annual basis and periodically during the fiscal year. Adjustments are made according to available revenues to keep the budget fiscally sound. At the end of each fiscal year an annual report is prepared showing financial performance, quality of services, and management status. This is given to university administration and ultimately presented to the Weber State Board of Trustees. As of this year's report, (2010-2011) the Student Health Center has been able to remain within its budget without any negative changes to the fund balance.

## FACILITIES, EQUIPMENT, AND TECHNOLOGY

### **Davis Campus Location**

The Student Health Center at the Davis Campus is located on the second floor and consists of three rooms, an open space serving as waiting room and reception office space, one exam room and a small room to accommodate limited laboratory services.

### **Ogden Campus Location**

The Student Health Center at the Ogden Campus is located in the Student Services Center on the ground floor. The move to this new building came in 1995 when the Health Center moved from an older, somewhat renovated house on the south perimeter of campus. At the time of the move, the upgrade created accessibility to x-ray facilities on campus and the laboratory service were somewhat expanded.

The current space consists of the front office medical records, receptionist area, waiting room space, pharmacy, three offices (one is a small office converted from a storage room), x-ray room, laboratory, and three exam rooms. There are also restroom facilities within the clinic. Each clinical provider has an individual office. Nursing and laboratory office spaces are shared with the functional spaces (i.e., the lab and nurse spaces). Student employees share workspace with individuals at the front desk, in the laboratory, and while performing x-rays. The general clinic space configuration allows for close proximity of exam rooms to providers offices as well as to the laboratory, pharmacy, and x-ray rooms.

The move to this facility in the Student Services Building did, at the time, increase space. An increase in student visits originally lead to the addition of another half-time mid-level provider. With the addition of a provider, we converted a storage closet into an office. This staff increase has also led to additional student visits because of the increased availability. This scenario clearly demonstrates how these entities are inextricably intertwined. It has not taken long to feel that the space is becoming too small and needs to be increased and/or expanded.

The inability to expand within our space leads to limiting the number of providers available to the students and hampers our ability to increase the number of students being served. Space for the pharmacy and laboratory services is also extremely limited. X-ray space is currently adequate for its function. The addition of the electronic medical records system has lead to less stress for storage of paper medical records in the x-ray room. However, it would be nice to further increase the technology within the Health Center if space were available. Increases in technology would include, but not be limited to, digital x-ray equipment and an expansion of the pharmacy capability through the electronic medical records program to connect individual provider computer systems to the pharmacy for ordering of prescriptions. Increasing the functionality for expediting rapid laboratory responses would also benefit the clinic. This could be accomplished through the addition of lab equipment with an electronic interface with the electronic medical records system.

Offices within the Health Center are accessible for both students and staff. Safety has always been a priority, and there have not been any reports that either patients or staff have felt unsafe. During general clinic hours, there is always an adequate number of staff present in the

clinic to provide safety for the staff and adequate services for the students. Clinic hours for fall/spring are: 8:00 a.m.- 4:00 p.m. Monday – Friday, and summer clinic hours are: 8:00 a.m.- 1:30 p.m. Monday - Friday. The pharmacy is open Monday-Friday 9:00 a.m. -3:00 p.m. Hours for the Davis campus clinic vary slightly each semester based upon availability of mid-level provider who is also full time nursing faculty on WSU campus. As this unit is a medical clinic operation, other entities and regulations govern what is defined as a safe environment for both staff and students. Safety features include maintaining the laboratory equipment safety standards, compliance with CLIA (Clinical Laboratory Improvement Association- an every 2 year inspection), OSHA, (Occupational Safety & Health Administration- spot checks, unannounced), University Environmental Safety Policies, and the utilization of safety –lock syringes and scalpels. In addition to this, the laboratory has a “power back up system” which is utilized only by the laboratory as a means of maintaining safety for injectable medications as well as laboratory tests utilized in the patient diagnosis process. The “back up system” is a dedicated emergency power source located in the laboratory, tied to the campus emergency power back up, to accomplish this requirement.

Remaining compliant with University Environmental Safety Policies also requires that the clinic comply with all Blood-borne Pathogen Regulations and have an Exposure Control Plan in place. This Plan is required to be updated with regular frequency every two years. There is also the requirement to maintain MSDA Sheets (Material Safety Data Sheets) on site and easily accessible to staff updated with every new product added to the clinic supply.

Partnering with the University Environmental Safety Office helps with compliance and assists with maintaining compliance through acquisition of proper disposal equipment and processes. This office serves as the contact point for providing biohazard supplies and facilitating biohazard pick up for used materials from the clinic.

Radiology equipment brings with it a separate set of safety and compliance regulations. Annually, the x-ray machine must be inspected and tested by the Utah Division of Radiation Control / Department of Environmental Quality office. Each year after the inspection, a certificate of qualification is issued if the equipment is found to meet all standards and pass the safety inspection. The x-ray machine has passed each year.

The pharmacy also requires safety and legal compliance. Each year the pharmacy is inspected to ensure proper handling and filling of prescriptions and that there is an accurate record of prescriptions filled. The pharmacy is also checked to ensure that patient education materials are provided at the time the prescription is dispensed to the patient. The expectation exists that the pharmacy will meet and comply with licensing regulations that govern pharmacy operations, and that there is an accurate inventory of all medications handled by the pharmacist.

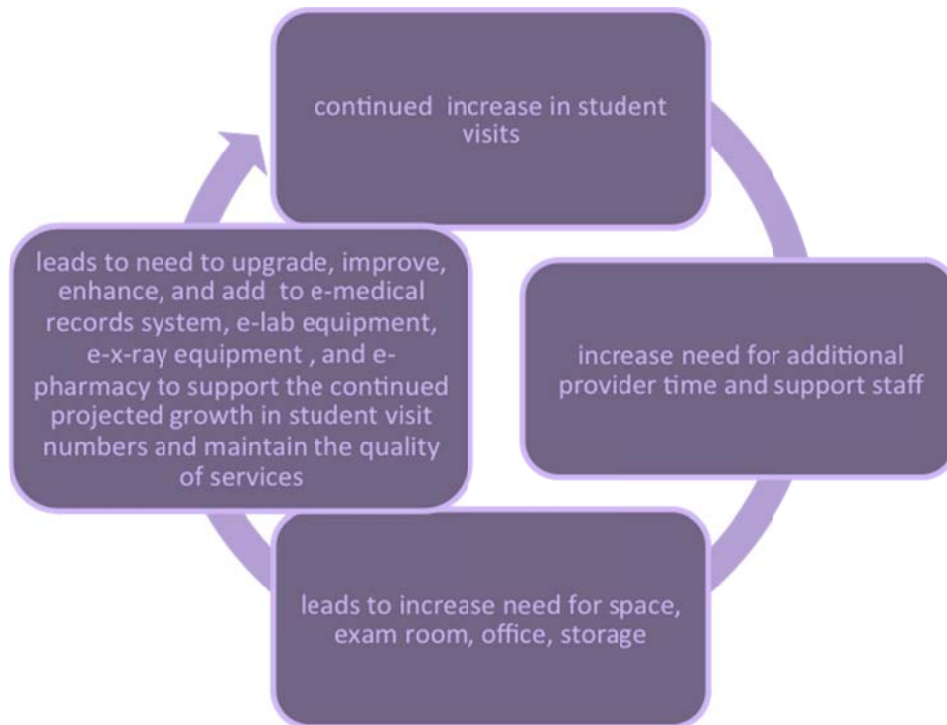
As with most other offices using technology, the Health Center utilizes and upgrades computers for each employee on a three-year schedule. The implementation of the Electronic Medical Records System (PNC) further adds to the technology requirements for the clinic. Elements of the system have been added to the technology update agenda. Items included in this rotation include: the kiosk sign in system, touch screen computers in each exam room, printers in each room, designated controlled substance printer, and designated printer for labeling laboratory

specimens.

The clinic is aware of the need to protect information/data that is contained on each computer. Staff are made aware of the WSU policy “Section 10 - Information Technology and Security” which outlines computer security standards for the university. With modifications made to internal operations at the time the EMR came on line, we are compliant with this policy. The Health Center also falls under the due diligence of the university in maintaining our computer systems integrity (Red Flag Rule).

Additionally, there is personally identifiable information relating to students medical information also contained on the computers in the clinic. In order to be compliant with HIPAA regulations about this type of information the current medical records system has a HIPAA compliance system built into its software program. The Health Center complies with IT policies as well regarding the storage of sensitive data. All computers are set with secure passwords and screen locks to keep the information from being inadvertently accessible.

As a summary to issues relating to facilities, equipment, and technology and the working environment for the Health Center, a general consensus among the staff could probably be best demonstrated by the following:



The Health Center will over time need the equipment, space, and technology upgrades referenced earlier in order to continue to grow and enhance services to WSU students as we continue to move into a new era involving the partnership between medicine and electronics while maintaining the human element of the practice of medicine.

## ETHICAL AND LEGAL RESPONSIBILITIES

Many of the regulations that apply to the Health Center are related to the physical safety of both the staff and the students and have been discussed in the facilities portion of this document. Some of the regulations are more unique and apply specifically to Health Centers including medical records handling, ethics of medical personnel, and patients' personally identifiable information.

As a covered entity, the Student Health Center abides by the Health Insurance Portability and Accountability Act of 1996 (HIPAA). HIPAA was enacted to improve the efficiency and effectiveness of the health care system through the establishment of national standards and requirements for electronic health care transactions and to protect the privacy and security of individually identifiable health information. Under HIPAA an individual has a right to confidential communication of their medical information with a designated provider, including rights to access, view and receive (electronic, if requested), a copy of their health records and to request corrections.

Under HIPAA, patients have the right to:

- Restrict disclosures of PHI (protected health information) for operational and payment reasons, not treatment
- Control PHI for marketing, sales and research
- Be notified of privacy breaches that potentially cause them financial, reputational or other harm
- Be notified of organization's privacy practice policies
- Receive an accounting of disclosures
- File a complaint with the Office for Civil Rights (OCR)

"Treatment records" are subject to FERPA (Family Education Rights and Privacy Act) when a student authorizes a school to disclose their medical records to be used for purposes other than treatment (e.g., immunization records, information for financial aid extensions).

Potential security risks pertaining to patients personally identifiable medical information is managed through controlling access to the electronic medical records system. Controls are set in place through verification of permissions such as sections of the program individuals can access including chart notes and the ability to print documents. Physical security includes locking screens when not in use, locking doors, keeping loose, identifiable medical information out of site, and being aware of one's surroundings when speaking about patients. Training occurs on an annual basis including when regulations change.

As a member institution of the American College Health Association, the Health Center endeavors to follow its General Statement of Ethical Principles and Guidelines. The following reflect general Ethical Principles set forth by the Association: provide beneficial and caring services, do no harm, endure respect and autonomy, protect privacy, and promote justice.

Ethical Guidelines also set forth by the Association include: responsibility in the provision of services, professional responsibility and competence, responsible and ethical relationships, responsibility to one's own institution, and responsibility to the field of college health.

Each staff member has a professional organization, which provides ethical standards by which to live and practice (See Appendix A).

All professional staff within the clinic are required to know, understand, and work within the constraints of the laws, which govern the practice of medicine and their specialty area. These include the federal and state laws and licensing and malpractice requirements for the state in which they work.

## ASSESSMENT AND EVALUATION

### Core Student Learning Outcomes

As addressed earlier in this document, the Health Center has four basic core programs or services. Three of these are addressed below. All of these programs have been in place for the clinic since assessment began. The fourth element, the student assistance program, currently has an insufficient amount of data to report at this time. Data and documentation for this element will be developed for the next academic year and evaluated as an outcome in next year's six-column model. To see past six column models, see Appendix B.

Learning outcomes for student employees and the student internship appointment have been periodically identified. However, overall student-learning outcomes are being developed during the summer of 2012 and will be included in next years six-column planning model.

Methods of evaluating/assessing the other program goals and services has included:

- Satisfaction surveys
- Utilization of web site data counters
- Creation of monthly data spread sheets
- Development of patient questionnaires used at time of service to assist in health care decisions
- Observation of ability to perform specific clinical skills that have been taught

Program Goals 2006-2010	Sources of Data
Enhance understanding of and participation in patients individual health	Documentation of #'s of students signing release of information consent forms and data from influenza forms indicating treatment choices, reports indicating #'s of hits to SHC monthly emphasis web sites, #'s of patients receiving vaccine information,
Increase student usage, awareness and satisfaction with services offered at the Health Center (includes all areas of walk-in services)	Data from pharmacy reflecting increased usage and awareness of services, student satisfaction surveys administered
Provide on campus employment opportunities related to field of study as well as "cross-training" clinic skills	Create partnership with on campus radiology department to create limited licensed radiology student position at the Health Center
Promote wellness and student education through creating awareness of university drug & alcohol policies and promoting additional healthy life style offerings	Data for web presence of university drug & alcohol policy information, attempt at creating a Gold Medal Mile at the Davis campus

### **Use of Information for Program Improvement**

Data from the above assessment sources has been helpful in providing support for several Health Center projects. One of the first was the ability to demonstrate a need for increased providers and provider time. The Health Center was able to increase the staff by one mid-level provider (Nurse Practitioner), which allowed for an increase in availability of providers to serve the students.

Information from web site visits to the monthly health emphasis pages lead to increased effort in preparing the information and demonstrated the support from the students for the site. Additionally, having this resource in place at the time the H1N1 flu became an important event, allowed the Health Center to be a contributor in getting pertinent, timely, information out not only to students, but also to the campus in general.

The pharmacy has been able to expand in terms of both pharmacist hours and offerings on the pharmacy formulary. The data has also provided us with additional information as to how best to maximize our promotion of this service to the student body population. Formulary offerings continue to increase as the pharmacist becomes more aware of the needs of the students and the desires of the providers.

### **Determination and Communication of Goals and Initiatives**

Goals for the department are determined by several factors. There may be some area(s) of interest for the entire division as they relate to division and university goals for the year, which are discussed at the annual planning retreat. There may be areas into which the Health Center fits and which also fits into the core program goals and services for the Health Center.

Often, in addition to the general goals, there may be something for that year that specifically relates to the clinic/medical area, which needs to be evaluated. Sometimes a goal of that nature may not make it into the six-column model but may still be evaluated by the staff.

Every effort is made to include staff in the development of goals while trying to sure that the effort of evaluation of the item helps enhance the services offered to the students. Additionally, efforts are made to discuss the goals that have been set for the year and input is solicited from staff to assist in the reporting process as to progress of the year's goals.

### **Student Needs & Satisfaction**

Student satisfaction surveys are administered at least every other year on both the Ogden and Davis campus, usually through the StudentVoice survey tool with the assistance of the Assessment Coordinator. The number of students varies based on the sample size and student incentives to complete the survey. Generally, there are less than 100 responses; however, we are still able to use this feedback to improve our services. The National College Health Assessment has a response rate that allows us to generalize the results to the entire campus.

Satisfaction with the Health Center's services has been addressed in the previous section. The Health Center is always open to ideas and suggestions for improvement or addition of services to the clinic. These are always explored and options reviewed. If a way is possible to incorporate some, part, or all of the student's ideas, this is discussed.



The origin of the current student pharmacy came from an idea of a student senator in wanting to expand the Health Center services to the student population. This student was even willing to go the President's Council in an effort to make this plan a reality. Ultimately, the student pharmacy was established and continues to grow and expand. Another addition to providing services for students was the addition of the Davis Campus and space, although small, was allotted to serve as a small clinic at that site. This was in response to student stated desires for services.

Satisfaction surveys done from 2000-2010 indicate satisfaction rates from 91-99% with a 94%



rate in 2011

In addition to general satisfaction, the surveys that have been done allow for comments from students relating to addition of services and other items they would like to bring to our attention. On the most recent 2011 satisfaction survey, the following comment was made: “The health and wellness center helped me lose weight, and the clinic provided an important medical test I would otherwise not have been able to afford. That test saved my life. Overall I would say WSU cares for its students very well.”

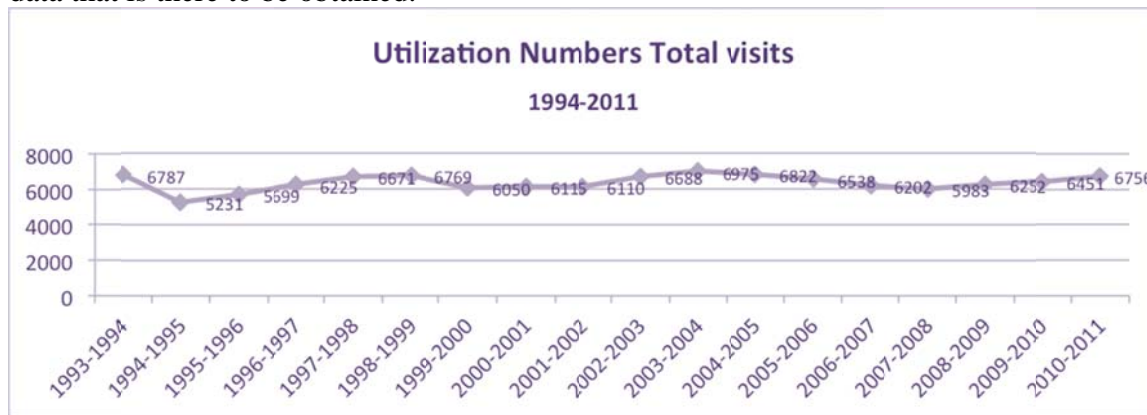
### **Basic Student Information**

Tracking of student visits is, and has remained, routine for the Health Center. Until recently, the data gathered included, age, gender, residence, if this was first or return visit, who the patient was seen by, a short list of procedures that may have been performed, how many students were seen each day and a total for the month.

With the addition of the new electronic medical records system, added potential for data gathering and usage has been introduced. We are still exploring exactly what type of data exists in the system as well as application of the data to improve services, maintain quality and demonstrate good use of resources.

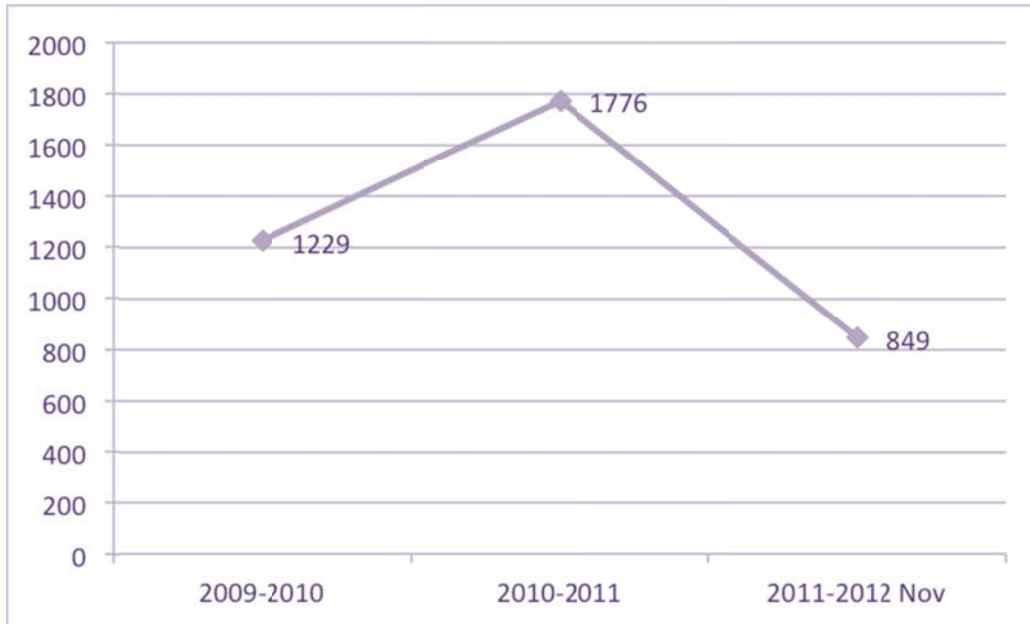
Some items that have been found to be beneficial from the new system, are its ease of tabulating total visits for each day, week, month as needed and there is still the ability to gather data for age groups and gender. The system also has the ability to report data by other demographics such as class, ethnicity, residence, and marital status. To facilitate this downloadable information requires coordination between the university Banner system and the Information Technology support for this program. Accomplishing this task should not be difficult but could be time consuming. Currently, this data is limited. With the addition of the new electronic records system and the projected enhancements from Banner downloads, this information will be more complete and verifiable. It is a goal to accomplish the Banner download process for the next academic year.

Putting together a working system that will protect student's personally identifiable information should be possible and will be something to put into a six column model for the next academic year. This will allow a thoughtful, systematic approach to resolving a means of gathering the data that is there to be obtained.

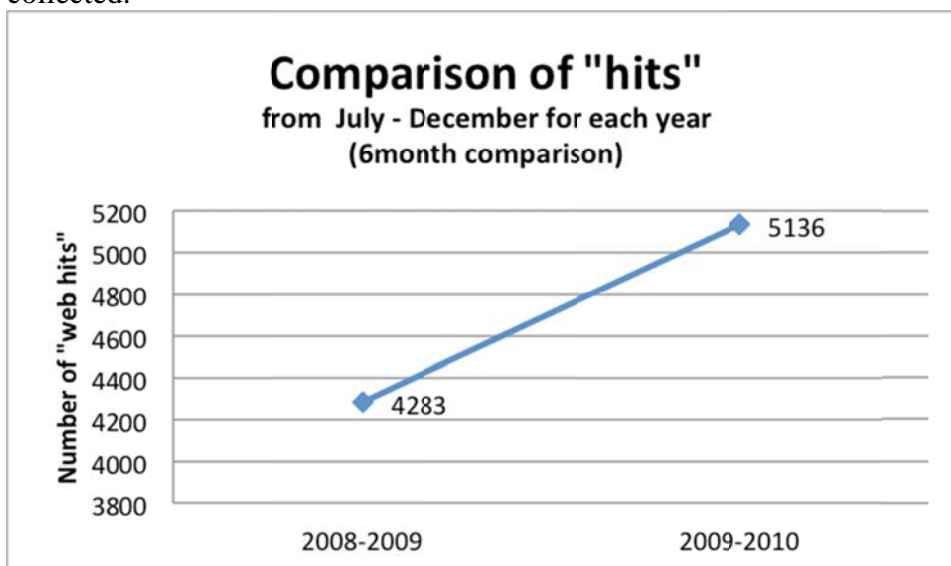


Usage data indicates an upward trend in spite of increases and decreases in enrollment.

The usage data gathered for the Health Center has allowed an additional mid-level provider to be added to the staff to increase the availability of provider time and serve more students. Due to this increase in usage, the pharmacy has as recent as October 2011 been able to enhance and expand both pharmacist availability and medications available at the pharmacy. The chart below shows the number of prescriptions filled during the year. For 2011-12, this represents prescriptions filled thus far this year.



A 6-column model goal for 2009 related to the Health Center “health emphasis” web page. The goal was to increase the number of “hits” to that site with the idea that more students would benefit from the information on that site. There was a publicity push including highlighted “hot button” on the general Health Center page and increased information shared in the university housing area. The graph below represents the results of these efforts and led to the continuation of this site on the general Health Center pages as of this writing with data continuing to be collected.



### Dissemination

Information that is gathered from assessment and specifically from the six-column model is shared through the Division of Student Affairs, portions are included in the Health Center annual report, and much of it is shared with students during the student fee allocation process. As a member of the Student Affairs Division, six column models are included on the web site for the

department and therefore available to any interested individual at any time.

Because of the general availability of the information, the Health Center makes every effort possible to protect each individual's personally identifiable health information and keep information related to any visit to the Health Center confidential.  
(See Appendix B for copies of six-column model information)

## SUMMARY

The Student Health Center has seen many changes in its long history of being on the WSU Ogden campus. There have been several moves made from Annex 1, to the Swenson Gym basement, to Annex 5, and finally to the Student Services Center. Facilities, space, personnel, equipment and technology have all seen updates, but many things have not changed. The Student Health Center still remains committed to serving the needs of WSU students as they continue to pursue their education and demonstrating that commitment through assessment and program improvement.

Some of the most significant changes over the past five years are:

- Using the National College Health Association (NCHA) survey, which is affiliated with the American College Health Association as an every two-year evaluation tool. This was started in 2008-2009 and has continued since then. See Appendix C for Spring 2009 American College Health Association Survey Results.
- Moved the pharmacy position from an hourly to a  $\frac{3}{4}$  time contract position and enhanced services (2011)
- Implementation of an electronic medical records system (EMR)
- Initiated web based “monthly health emphasis” section on the Student Health Center web page (2006-2007) providing health and wellness information which is still on-going
- Formed official partnership with Counseling and Psychological Services to provide intervention sessions for students who violate university drug and alcohol policies with the Health Education/Drug and Alcohol (HEDA) Coaching program (2005-2006)
- Initiation of Davis Campus medical clinic services (2005)
- Addition of second provider, mid-level, to clinic staff (2005)

The changes made in the past five years have been directly related to the idea of supporting students in their efforts to complete their educational endeavors, which is clearly stated as part of the Health Center’s Mission. More recently, 2008-2009, a change was made in the assessment process, which began more clearly coordinating the Student Affairs Division goals, objectives and outcomes with those of the university. As stated in the opening section, the Health Center closely identifies with the mission of the Division and the University, and annually measures the satisfaction and involvement of students with the Health Center. As a result of the new assessment and planning processes, determining and defining goals and objectives for the Health Center mesh with those of the university and division has become easier. The Health Center’s mission statement, the division’s core values and the university’s core themes all inform the programs and services at the Health Center.

Major accomplishments for the Health Center include items such as increased pharmacy services, additional provider staff, enhanced partnerships with on campus departments such as athletics and counseling services, expanding student wellness offerings and services, implementation of an electronic medical records system, and continued high levels of student satisfaction with the services offered at the Health Center. It has been possible to achieve these things because the staff maintain their commitment to the students of WSU. In spite of a relatively small staff, each member strives to provide the best possible services.

Accomplishments of this type can continue if the focus remains on serving the student

body. There must also be a commitment to developing, exploring, identifying and implementing assessment processes that allow for identification of student needs and correlation of those needs with available resources. Satisfaction survey comments are shared with staff to continue program improvement. One such comment was noted on the most recent 2011 satisfaction survey and reads: The health and wellness center helped me lose weight, and the clinic provided an important medical test I would otherwise not have been able to afford. That test saved my life. Overall I would say WSU cares for its students very well.”

As this document was prepared, a theme throughout was the importance of data and information and the value of being able to utilize the data in a meaningful way. Data is truly a tool to present information, needs and justification for the stated need. It also demonstrates that a perceived need without supporting data becomes mostly a wish without demonstrating the means of accomplishing the wish.

Resources necessary to sustain the program will ultimately be defined through the needs of students. These will be identified through the use of assessment tools such as satisfaction surveys and help from the Student Affairs Assessment Office to be certain that the data truly reflects the perceived needs of the students. Assessment will also be vital to internal workings of the Health Center to validate the expected and desired quality of services is being achieved.

Areas for review based on information in this document include, but are not be limited to the following: increased methods of data collection, better utilization of data available through EMR system, and increased utilization of EMR capabilities through addition of pharmacy, laboratory, x-ray, and EKG interface components. There is also opportunity for internal improvements such as updating existing Policy and Procedure Manual and review of items that are included in the American Academy of Ambulatory Care Accreditation to determine further compliance with expectations for a clinic such as the Health Center.

Specific needs for the Health Center include the expansion of office space for providers so that the closet will not be utilized as an office. In addition, an expansion in exam rooms would allow for more students to be served. Additional funding for the expansion of x-ray services to include digital x-rays would allow for quicker radiologist readings and for direct transfer of results to patient files. One final need would be to fund new, upgraded laboratory equipment as well as the EMR interface that would allow for electronic running of laboratory tests. This would also allow for results to be transferred directly into patient charts. In order to enhance the services offered, it would be of great benefit to add one full-time health educator to work in the Student Wellness program. This would allow for the current rate of growth to be maintained while assuring the quality of services provided in the program. The Student Wellness Program is being specifically examined in another program review running concurrent to the Health Center review. In addition, it would benefit the programs and services to increase revenue in order to cover increased hours and coordinator with the nurse practitioner at the Davis Campus. This would provide increased clinic time for students at that campus.

As improvements, additional programs, and clearly defined needs are identified for the Health Center, resources and funding sources will need to be identified. Sources include increased requests from student fees, review of current charges for services, and identification of potential

donors who wish to contribute to this service on campus.

The Health Center is looking forward to the program review team's evaluation and recommendations to assist in furthering the quality of service here that the students currently enjoy and which can be built upon and enhanced.

## APPENDIX A: MEDICAL ETHICS

Each staff member has a professional organization, which provides ethical standards by which to live and practice. Many of these principles reflect what is listed in the ACHA Ethical Principles and Guidelines.

### **American Medical Association Principles of Medical Ethics (Physician):**

- A physician shall be dedicated to providing competent medical service with compassion and respect for human dignity.
- A physician shall deal honestly with patients and colleagues, and strive to expose those physicians deficient in character or competence, or who engage in fraud or deception.
- A physician shall respect the law and also recognize a responsibility to seek changes in those requirements, which are contrary to the best interest of the patient.
- A physician shall respect the rights of patients, of colleagues, and of other health professionals, and shall safeguard patient confidences within the constraints of the law.
- A physician shall continue to study, apply and advance scientific knowledge, make relevant information available to patients, colleagues, and the public, obtain consultation, and use the talents of other health professionals when indicated.
- A physician shall, in the provision of appropriate patient care, except in emergencies, be free to choose whom to serve, with whom to associate, and the environment in which to provide medical services.
- A physician shall recognize a responsibility to participate in activities contributing to an improved community.

### **Code of Ethics: (Nurse Practitioner)**

- Patient Dignity, the intrinsic worth and value of the individual
- Autonomy, which provides the patient the right to examine treatment alternatives, make determinations and implement a course of action
- Beneficence, to act in the patient's welfare, being of assistance to the patient
- Nonmalficence, "do no harm"
- Justice, provide patient care in the most equitable way possible.

### **American Clinical Laboratory Sciences Code of Ethics (Clinical Laboratory Science/ Medical Technologist):**

#### 1. Duty to the Patient

- Clinical laboratory professionals are accountable for the quality and integrity of the laboratory services they provide. This obligation includes maintaining individual competence in judgment and performance and striving to safeguard the patient from incompetent or illegal practice by others.
- Clinical laboratory professionals maintain high standards of practice. They exercise sound judgment in establishing, performing and evaluating laboratory testing.



- Clinical laboratory professionals maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to other health care professionals about the services they provide.

## II. Duty to Colleagues and the Profession

- Clinical laboratory professionals uphold and maintain the dignity and respect of our profession and strive to maintain a reputation of honesty, integrity and reliability. They contribute to the advancement of the profession by improving the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession.
- Clinical laboratory professionals actively strive to establish cooperative and respectful working relationships with other health care professionals with the primary objective of ensuring a high standard of care for the patients they serve.

## III. Duty to Society

- As practitioners of an autonomous profession, clinical laboratory professionals have the responsibility to contribute from their sphere of professional competence to the general well being of the community.
- Clinical laboratory professionals comply with relevant laws and regulations pertaining to the practice of clinical laboratory science and actively seek, within the dictates of their consciences, to change those which do not meet the high standards of care and practice to which the profession is committed.

### **American Health Information Management Association's Code of Ethics (Health Information Management/ Medical Records):**

- Advocate, uphold and defend the individual's right to privacy, and the doctrine of confidentiality in the use of disclosure of information
- Put service and the health and welfare of persons before self-interest
- Preserve, protect and secure personal health information in any form or medium and hold in the highest regard the contents of records and other information of a confidential nature
- Refuse to participate in or conceal unethical practices or procedures
- Advance health information management knowledge and practice through continuing education
- Recruit and mentor students, peers, and colleagues to develop and strengthen professional workforce
- Represent the profession accurately to the public
- Perform honorable health information management association responsibilities
- State truthfully and accurately credentials, professional education, and experiences
- Facilitate interdisciplinary collaboration in situations supporting health information practice

- Respect the inherent dignity and worth of every person

**Code of Ethics (Pharmacists):**

- A pharmacist respects the covenantal relationship between the patient and pharmacist.
- Promotes the good of every patient in a caring, compassionate, and confidential manner
- Respects the autonomy and dignity of each patient.
- Acts with honesty and integrity in professional relationships.
- Maintains professional competence.
- Respects the values and abilities of colleagues and other health professionals.
- Serves individual, community, and societal needs.
- Seeks justice in the distribution of health resources

**Code of Ethics (Licensed Practical Nurse):**

- Provides for informed patient consent
- Maintains patient confidentiality
- Maintains individuals autonomy



<p>Unit Mission Statement: "The Mission of the Student Health Center is to provide in a caring, cost effective, convenient, professional manner, health care services for the campus student body. Services provided reflect and effort to meet the health needs of the students, thereby facilitating their academic endeavors." <a href="#">Edit</a></p>	<p>page. <a href="#">Edit</a></p>	<p>that results in future enhancements to the web page, the incentive program will have achieved its goal. <a href="#">Edit</a></p>	<p>conjunction with specific awareness days (e.g. Stress Awareness) but not specifically to link the student-patients to WSU SHC's Patient Education. <a href="#">Edit</a></p>	
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 WSU Student Affairs Division  
 Ogden, Utah

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**Outcome Detail**

**Title:** SHC Front Desk Assistant Receptionist Outcomes

**Year:** 2008

**Goal:** Provide appropriate training relating to medical office skills.

**Outcome:** Student will be able to demonstrate knowledge of:

- 1) communication skills
- 2) federal HIPAA and state privacy regulations
- 3) proper assembly of medical records

**Activity:** Student will receive training for this outcome through:

- 1) attending student affairs customer service training
- 2) study HIPAA federal and state policies as defined in the clinic P & P manual.
- 3) hands-on experience

**Assessment:** Student learning outcomes will be measured by:

- 1) supervisor observation
- 2) ability to correctly use and understand HIPAA and clinic forms
- 3) correctly assemble and file patient chart

The supervisor will assess the learning outcomes by using a Rubric Assessment form marking the appropriate skill levels of students.

**SAMC Group:** Other

**Submitter:** Colette Cooper

**Weber State University Student Affairs 6 Column Model- 2008-09**

[Student Health Center]

Unit Goal(s)	Means to Achieving Goal (Activities/ Objectives)	Student Learning Outcome	Methods of Assessment	Results	Use of Results
Educational Goal: Enhance students ability to obtain, process and understand basic health information in order to make informed decisions.	Following a positive Mono test, student will: 1) receive verbal instructions from the provider, 2)read a pre-prepared ACHA informational brochure, 3)complete a visit exit survey regarding the above information.	Students will demonstrate an understanding of health care information relating to a positive diagnosis of mononucleosis.	Exit survey	(7-08) survey developed (1-09) surveys copied, protocols put into place to begin data gathering.	This tool provides: 1) a means of measuring student learning/understanding of medical education, 2) a template for developing future educational measurements about medical conditions/treatments.
Student Engagement:					
Student Engagement: Continue to explore implementation of new CDC standard for "Two Step" TB skin testing protocol for Allied Health Students.	Meet with Dean of College of Allied Health to: 1)discuss new CDC Guidelines for TB testing, 2)develop new "Two-step" screening protocols, 3)determine implementation date.		Screening protocols developed and implementation date chosen.	(10-08)met with College of Allied Health faculty. Discussed: CDC guidelines, presented recommendation and process for Two Step TB skin testing. Group agreed to consider proposal and possible implementation.	This process will be put on hold for implementation until the contracts between WSU and hospital clinicals can be developed to provide for a two- step screening process.
Student Engagement					
Students utilizing the Student Health Center are satisfied with services received during their visit.	Satisfaction surveys administered twice a semester during the academic year to students using the health center.		Satisfaction survey ( 85% of students using health center services ranking services as satisfactory or higher by area and overall.)	(12-08) developed survey questions (1-09)survey loaded to PDA for administration and download to Student Voice (1-12-09)survey being administered at Davis Campus	Satisfaction surveys will continue to be administered in the future, potentially annually, but will be done through the Student Voice program option.
Student Engagement					

## Health Center 2009

Print

Goal	Means of Achieving	Outcome	Methods of Assessment	Results	Result Use
Increase student awareness and use of pharmacy services.	1)distribute "Care Packages" to university housing students at check in time. 2)develop pharmacy brochure for distribution 3)enhance information/quality of Pharmacy web site page 4)promotional/media blitz during first two weeks of semester (Signpost, WSU radio station, "coupon" promotional-add in paper/print on web to bring in)	Student will become more aware of services available through student pharmacy thereby increasing utilization of the pharmacy	*increase number of prescriptions/month (increase determined by comparison to prior years data) *establish baseline number of identifiable, individual students using pharmacy. *establish base line data for pharmacy awareness/use through a Student Voice Survey (develop survey with help of Student Affairs Assessment Coordinator	1)700 "care packages (included health center, pharmacy brochures, first aid supplies and flu prevention information/products) prepared, distributed to university housing students by 8/21/09 for first mandatory housing meeting. 2)Pharmacy brochure developed and printed by 8/19/09 and included in housing "care packages". 3) web information/look updated/modified to reflect pharmacy OTC products by 8/24/09 4) promotional media "blitz" not accomplished as of 12/15/09. Worked with health promotion marketing students to develop marketing plan. As of December 2009: -over a five month period, *the numbers of prescriptions filled increased by 50% *45% of prescriptions filled were for uniquely identifiable students -the survey for the pharmacy to establish baseline awareness is still in process. From January to May 2010: *numbers of prescriptions filled increased 3% compared to prior year *75% of	Plans for next academic year include: *continuing to monitor prescription numbers *developing a marketing strategy for the pharmacy *administering a survey for baseline information and satisfaction of students

				prescriptions were filled for uniquely identifiable students *unsuccessful in completing and administering pharmacy survey	
Increase student understanding of privacy issues related to disclosure of personal medical information.	Students will receive instruction regarding release of their medical information, have opportunity to ask questions, and sign a consent form either allowing or disallowing the disclosure of requested information.	Students will understand their options to release their medical information	Students with requests for release of medical information will have a signed Authorization to Release Patient-Identifiable Information form indicating understanding and release in their chart. (see above mentioned forms)	Since implementation, all students who have requested release of medical records have signed the Authorization to Release Patient-Identifiable Information form. *Since numbers of students signing form have not been collected, new log to track number of students signing form will be implemented From January to May 2010, through the use of a "Release of Information" tracking form, data shows there have been 52 students sign this form indicating that they understand what a release of their information means.	Efforts will continue in an attempt to educate students regarding their rights to manage their personally identifiable medical information.
Educational Goal: Enhance students ability to obtain, process and understand basic health information in order to make informed decisions.	Students presenting with a flu like illness will: 1) receive targeted health care information to include completing a cold v/s flu questionnaire 2)elect or decline an influenza A test	Students will be able to make choices relating to diagnostic flu testing based on an understanding of their symptoms and the suggested test.	*Compare results of flu testing with questionnaire results. *Compile and analyze questionnaire results with positive flu test results. *Determine if involving student in decision for diagnostic testing enhances utilization of flu testing.	The questionnaire was not a useful tool to predict a positive or negative flu test. 30 tests were performed (from 9/9/09 thru 1/10/2010). URI/flu scores were almost identical (3.30/7.40 for negative flu tests and 3.78/7.21 for positives).	Neither the student nor medical provider can rely solely on the results of the URI vs. Flu Questionnaire to predict the results of a quick flu test, at the present time, with the currently available tests.
Promote/maintain a source of timely, accurate, health information for WSU students	1)revisit current web page information for accuracy and make updates 2)set appropriate update schedule for time	Students will utilize Student Health Services monthly	1) Web pages will monitor "hits" to each web page site for the academic year . 2. An increase in site	As of 12-09, the web pages have been reviewed for information, accuracy, and setting appropriate schedule	This information is helpful in determining types of information students are seeking as well as identifying times of



<p>W.S.U. students.</p>	<p>schedules for time sensitive information 3)insure accuracy of current site links; provide links to other Division web pages as appropriate 4)utilize acceptable method of quickly presenting information to audience</p>	<p>monthly health topic, observances, patient education, seasonal awareness web sites as resources for current health information</p>	<p>increase in site "hits" over the previous year will indicate increased site usage by students.</p>	<p>appropriate schedules for updates. Web page "hits" have been monitored and compared to previous year. Results for the six month period (July-December) for 2008-09 and 2009-10 demonstrate the following: 2008-2009.....total "hits" = 4283 2009-2010.....total "hits" = 5136 This data indicates an increase of 17% for this year (2009-2010) compared to the prior year (2008-2009). Results of "web hits" for January to May 2010: *2008-2009.....total hits = 7608 *2009-2010.....total hits = 8068 The above indicates an increase of 12% for this time period. Web pages were further reviewed and converted to the new university format.</p>	<p>identifying 4 times of the academic year where an increase in "promotion/publicity" may assist in keeping usage higher.</p>
<p>Initiate a system (EMR) for more efficient management of medical records and access to program development data.</p>	<p>1)complete RFP process through contract signing 2)establish implementation plan for EMR 3)set webinar training dates for staff 4)arrange for and complete on-site implementation training</p>	<p>(Staff Learning Outcome) Clinic staff will develop an understanding of the elements of the EMR and become proficient in using at least one element of the EMR system</p>	<p>Staff will be able to name elements of the EMR, and demonstrate use of at least one element of system by end of Spring Semester 2010 through completion of survey.</p>	<p>As of 12/15/09 the EMR contract is in final stages and awaiting signatures. Planning phase is being formulated. An EMR system was selected in January 2010. Implementation planning began and a "go-live" date of May 10, 2010 was set. Arrangements were made for trainers to be on site from the company for one week. Staff are continuing to learn and adjust to the system. A survey was developed to assess staff</p>	<p>The EMR will continue to require training and practice for staff. Staff will continue to meet and discuss issues that arise through use of system. A follow-up survey will be given to staff to determine their "comfort" status and understanding as they continue to use the system.</p>

				comfort/understanding of the system. There were training "webinars" available prior to "go-live" training (pre-trainig) *20% moderately comfortable *40% slightly comfortable *40% not at all comfortable (after training) *20% very comfortable *80% moderately comfortable	
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# Health Center 2010

[Print](#)

Goal	Means of Achieving	Outcome	Methods of Assessment	Results	Result Use
Determine student satisfaction with services offered at the Student Health Center.	-Develop Satisfaction Survey tool. Information to be gathered through use of satisfaction survey for general clinic services. -The ipod Touche device will be used for gathering Pharmacy service satisfaction data.	Students will have the opportunity to provide feedback to the Health Center regarding services currently offered and give insight into services they may like to see added. In this way, students can assist in enhancing the services offered at the Health Center.	-administer student satisfaction survey relating to services received from various Health Center units -utilize Student Voice as well as ipod Touches to collect survey data	Satisfaction survey is being developed for both the clinic and the pharmacy and will be administered February 2011.	To determine student satisfaction with health center services: *survey developed with questions relating to both clinic sites *survey administered through Student Voice *survey showed 60.61% very satisfied and 33.33% satisfied for an overall satisfaction rating of 93.94% for overall clinic experience *results will provide data to be used to evaluate/enhance clinic services *this survey will be administered in the future
Student will learn more about clinic functions relating to their area of study while having an opportunity for on-campus employment.	*create student employment opportunities for: - front desk/reception/medical records area -x-ray/MA area	*student at front desk will demonstrate appropriate skills relating to management of EMR appointment check in, communication, and interpersonal relations. *radiology student will perform x-rays as well as learn additional skills relating to lab, patient rooming and office procedures	*measured by: - demonstrated skill in entering patient information, eligibility, and appointments in EMR system - ability to perform waived lab tests, procedures, and room patients as documented through developed rubric	Student employees are learning to use the EMR to assist patients in making appointments and entering patient data into records. The student doing x-rays is also performing "waived" category lab tests and the office assistant is also assisting with "rooming"	The Health Center was: *able to hire three student employees *all were successfully trained to use new EMR system for making appointments and entering patient data *students also received cross-trainings for clinic services such as performing "waived category tests" Positions for student employees at the Health Center will continue in the future.

				<p>patients. These "paid" on campus employment opportunities allow students to both work and attend classes.</p>	
<p>Promote further success and utilization of student pharmacy.</p>	<p>-develop/identify target populations for marketing purposes - continue to monitor numbers of medications dispensed -develop informational flyer to be posted in prominent places for marketing purposes</p>	<p>Students will become more aware of the student pharmacy its offerings and operations and will utilize the service more.</p>	<p>*develop baseline data from prior year as comparison for growth *develop survey to determine pharmacy awareness/use to be administered through Student Voice survey</p>	<p>Baseline data including numbers of prescriptions and revenue is being developed and used. A survey to determine awareness and use of pharmacy is being developed and will be administered in February 2011.</p>	<p>During the year, *a method of tracking pharmacy data was developed and implemented *a survey of pharmacy services was conducted through Student Voice showing 90% of respondents were satisfied with services *a total of 1968 medications/prescriptions were filled at the student pharmacy</p>
<p>1)Increase student awareness of: *Gardasil available at WMHD for both females and males *Matthew Shephard Scholarship for Gay, Lesbian, and Bisexual students and those actively involved in GLBS issues</p>	<p>Students presenting with genitourinary symptoms and/or Physical Exam will" *complete a targeted fact sheet questionnaire *Fact Sheet about Mathew Shephard Scholarship and Gardisil/HPV given to patient</p>	<p>Students will receive a Targeted Fact Sheet Questionnaire which will allow them to gain information regarding HPV, Gardisil, and the Matthew Shephard Scholarship.</p>	<p>*complete and analyze Questionnaire results *track numbers of students "hitting" Mathew Shephard Scholarship website</p>	<p>The Targeted Fact Sheet Questionnaire sheet has been developed and is ready for use by providers. Usage numbers for the Mathew Shephard Scholarship website are pending.</p>	<p>Results of this Targeted Fact Sheet Questionnaire demonstrated that students had variable levels of awareness regarding HPV: *60% of students knew that HPV causes genital warts &amp;/or cervical changes *88.89% knew that HPV is sexually transmitted *Only 33.33% knew that Gardasil is available to males aged 11-25 *Only 22.22% knew about WSU's Matthew Shephard Scholarship *66.67% of respondents would consider</p>

					<p>obtaining a Gardasil vaccine. The downside of this survey was the very small sample size. It may be advantageous to continue distributing this questionnaire to all students, not only the ones coming in for GU symptoms or Physical Exams, in an effort to continue to disseminate the above information. This survey tool will continue to be utilized to disseminate information as well as for educational reasons. There was not a currently developed method of tracking the Matthew Shepherd scholarship web "hits", so this will need to be designed and implemented.</p>
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# American College Health Association

## Institutional Data Report-Spring 2009

- **Overall Health Awareness**

(Helping Students realize what is and what is not a healthy lifestyle)

Only 5.5% of students stated their overall health as fair and .5% as poor (Refer to Q#1);

- **Awareness Topics**

On average, 73% students stated that they have not received information on topics such as, but not limited to (Refer to Questions 2-2B9):

- Alcohol & Drug Use
- Depression/Anxiety
- Eating Disorders
- Grief & Loss
- Pregnancy Prevention
- Sexual Assault
- Stress Reduction
- Suicide Prevention
- Tobacco Use
- Violence Prevention

- **Stress Reduction & Sleep Difficulties**

Stress Reduction:

56% of students stated they would be interested in receiving information on stress reduction. 21.5% of students stated they received a lower grade on an exam due to stress. (Refer to Question 3B6 & 45D5).

Sleep difficulties:

43.6% of students stated they would be interesting in receiving information on sleeping difficulties. Only 5.6% of students stated they received enough sleep the past 7 days & 15.7% of

students stated they received a lower grade on exam due to sleeping difficulties (Refer to Question 3B5, 42, & 45D4).

- **Safety awareness and prevention**

Only 37.6% of students stated they feel very safe on campus at night compared to 87.6% during the daytime (Refer to Questions 7A & 7B).

Within the last 12 months, 17.9% of students have been verbally threatened and 9% have been in emotionally abusive relationships (Refer to Questions 5C & 6A).

- **Illegal Drug Abuse & Awareness**

14.4% of students have indicated the use of Marijuana, but not within the last 30 days (Refer to Question 8A6). This percentage is head-to-head with common substances such as cigarettes (14.4%) and alcohol (14.9%) (Refer to Questions 8A1 & 8A5).

- **Drinking and Driving**

7.7% of students drove after drinking within the last 30 days (Refer to Question 14A). Out of the 31.6% of students who indicated drinking at parties within the last 12 months, 15.9% indicated that their friends rarely or never let them know when they had enough to drink (Refer to Question 15F).

- **STD & Pregnancy Awareness**

56.2% of students stated they have had Vaginal Intercourse within the past 30 days; 11.8% of those sexually active stated they always use a condom or other protective barrier; 50.7% of the students stated they used some method to prevent pregnancy (Refer to Questions 21B, 22B, & 23A).

33.4% of students stated they have had Oral Sex within the past 30 days; .7% of those active in oral sex stated they always use a condom or other protective barrier (Refer to Questions 21A & 22A).

- **Healthy BMI & Exercise Habits**

35.5% of students consider themselves slightly overweight, yet 54.1 stated they are trying to lose weight (Refer to Questions 26& 27).

Only 21.4% of students stated they do moderate intensity cardio a 3 days a week, 13.1% stated they do vigorous intensity cardio 3 days a week, and 12.4% stated they do strength training 3 times a week (Refer to Questions 29A, 29B, & 29C).

- **Time Management & Emotional Well-Being**

45% of students stated that within the past two weeks they have felt overwhelmed by all they have had to do. 44.3% of students stated that within the past two weeks they have felt exhausted (not from physical activity) (Refer to Questions 30B & 30C).

13.5% of students stated that within the past two weeks they have felt things were hopeless. 14.7% of students stated that within the past two weeks they have felt overwhelming anxiety (Refer to Questions 30A &30G).

- **Academic & Financial Assistance**

Within the last 12 months, 40.4% of students stated that Academics & 34.9% state that Finances have been traumatic or very difficult to handle. (Refer to Question 33A & 33G);

- **Examinations**

Within the past 30 days, 56.6% of male students have not performed a testicular self exam and 52.1% of female students have not performed breast self exam. 42% of females have also not had a routine gynecological exam within the past 12 months (Refer to Questions 39B, 39C, & 39D);

- **HPV Vaccine**

17.6% of students stated they have received the HPV Vaccine (Refer to Question 40B).