

Bakersfield College

Program Review – Annual Update

Program Name: Student Health & Wellness Services

Program Type: Instructional Student Affairs Administrative Service Other

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

Health and Wellness Services focus on enhancing student health equity while decreasing disparities which, together with other college initiatives, increase academic success. What is Health Equity? [Healthy People 2020 defines health equity](#) as the "attainment of the highest level of health for all people." Education is an important determinant of health throughout life. Bakersfield College "provides (educational) opportunities for students from diverse economic, cultural, and educational backgrounds..." As a Core Value, Bakersfield College believes "health and wellness to be integral and foundational elements, and we understand that holistic education improves all aspects of the individual and the society including mind, body and spirit; through education, we will positively impact the health of the natural environment and the global community."

Program Mission Statement:

The mission of Student Health and Wellness Services at Bakersfield College is to further the health equity of the educational opportunity. This is accomplished by providing access to high value, student centered and culturally competent health services. Services which promote the physical, emotional and spiritual wellness of its students. This wellness contributes to the educational aim of our college by promoting student persistence and academic success in congruence with the college's mission, core values and strategic directions.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals:

- A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goal	Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Status Update – Action Plan
<p>1. To provide clinical services including mental health/illness counseling and medical care which are student centered, culturally competent and at the most effective value and quality. Further, these services are provided with the goal of increasing health literacy and support students in becoming effective consumers of health care.</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/11/2017</p>	<p>1. Center based services include but are not limited to: Blood pressure and glucose screenings; Body Mass Index evaluation; influenza vaccination; basic laboratory evaluation; mental health counseling and basic medical care. Preventive services include 100% screening for depression, anxiety and problematic alcohol use; during wellness exams and physicals students are screened for physical activity, screen-time, sleep adequacy, basic nutrition and according to the guidelines of the US Preventative Services Taskforce. The Campus RN has certified as a Community Reproductive Health Counselor and is now not only counseling in healthy living but reproductive health as well. This direction of expansion was informed by the NCHA Survey in which 47% of respondents expressed a desire to have the college offer more information on reproductive health.</p> <p>2. In the Fall of 2016 SH&WS participated in the National College Health Assessment (NCHA), a broad survey of student health behaviors which identifies health inequities that detract from success. This data has established a baseline and college specific picture of student health perceptions and behaviors. These statistics are available freely to the campus community and community at large. So, far the NCHA has been utilized by</p>

			<p>Statistical Methods classes, have been utilized in a poster project presented to the National Institutes of Health on reproductive literacy and will be utilized to inform the direction of Student Health & Wellness Services in its four year strategic planning process.</p> <p>3. Ongoing collection of patient satisfaction data utilizing Survey Monkey will compliment other methods of continuous quality improvement.</p> <p>4. To enhance sustainability and expand capacity of services we will be pursuing funding to supplement our budget which now is totally reliant on Student Health Fees. This will be accomplished by applying to become MediCal providers under Fam Pact and LEA programs.</p> <p>5. Continue to bridge campus to community health resources by partnering with Covered California Enrollment Counselors during Open Enrollment. This initiative during the 2016 Open Enrollment gained BC national recognition as a White House Healthy Campus.</p>
<p>2. Provide ongoing health promotions which enhance public/population health and are accessible to the entire campus community and the</p>	<p><input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 09/11/2017</p>	<p>1. BC has hosted a campus/community Health Fair for the past 17 years. The 2017 event included over 50 vendors who were screened and specifically selected because of services which contribute to public/campus health. For the second time speakers participated. The opening keynote on the state of public health was by the Medical Director of the Kern County Public Health Department, Dr. Claudia</p>

community at large.			<p>Jonas then Julio Vargas, Fellow at the UCLA Labor Center and Natasha Felkins of Planned Parenthood.</p> <p>2. Expanded and more diverse monthly health promotions are being developed and presented by Campus Nurse Debbie Strong in collaboration with the Student Health & Wellness Advisory Committee and the Student Nurses Assn.</p> <p>3. FACEBOOK social media site has been produced. Like & Share us at https://www.facebook.com/BCStudentHealth/ Student Health 101, or health e-zine is a still open opportunity for written, graphic and video campus specific content http://bakersfieldcollege.readsh101.com/</p>
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A more expanded list of activities and accomplishments can be found at:

https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Purcell_Accomplishments_17-18.pdf

B. List new or revised goals (if applicable)

New/Replacement Program Goal	Which institutional goals will be advanced upon completion of this goal? (select all that apply)	Status Update – Action Plan
	<input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

Student Health & Wellness Services Best Practices:

1. Increase the use of physical activity as a response to health challenges and stress. Physical activity and a healthy diet are critical components of a healthy mind, body, and spirit. Prescriptions for exercise and balanced diet are engaged utilizing our standardized depression and anxiety scores as a spring board conversation starter. Conversation topics include the benefits of daily exercise like stair climbing on whichever side of the athletics facility is most shady and strategies for avoiding over processed and fast foods. We directly link the Student Health 101 e-zine content for latter reference and reinforcement.
2. We are expanding programs and services that encourage delayed consumption and low-risk alcohol use. Over-consumption of alcohol is a public health challenge for young adults between the ages of 18 and 25. The number of fatalities, serious injuries, sexual assaults, and property damage associated with over-consumption of alcohol is alarming. Screening alcohol consumption and the responsible use of alcohol can lower the risk of potentially unhealthy outcomes. Students report in NCHA that when they last “partied” their estimated blood alcohol concentration (eBAC) was over .08 69.7% of the time and greater than .10 76.3% of the time. Our campus eBAC of .07 mirrored the national average.
3. Implement national best practices in health and wellness programs. The success of college students is often dependent upon self-care, mindfulness, and emotional resilience. These tools can help reduce chronic stress, eliminate unhealthy outcomes, and allow students to focus on their academic and personal goals. Wellness initiatives will be consistently aligned with national best practices utilizing the resources of the American College Health Assn. and the Health Services Association of California Community Colleges both of which we are members.
4. Cultivate a community of mental health awareness. There are an ever increasing number of students with mental health needs enrolled in higher education and our own 2017 NCHA survey reflects that problems with mental health are identified as the top 5 most impactful of issues on academic success. Student Health offers an array of programs and services to assist these students and the faculty and staff who serve them thus assuring that the BC community is aware of resources and feel empowered to connect people to them. One such activity is Movies for Mental Health which is offered each semester. Art with Impact 09/13/2017 resulted in:
 - 82% of students not already receiving mental health support reported an increased likelihood to reach out for help
 - 91% of students said that the workshop reduced stigma related to mental health
 - 91% of the students felt the event created awareness of mental health issues.

5. Build an effective and comprehensive communication network to encourage students to engage in health and wellness programs. Many programs exist at BC that encourage and support improved individual and community health and wellness. Current efforts to inform students of the programs and services can be improved. Effective communication will result in broader knowledge and increased participation in health and wellness services. We are currently leveraging our programs with classroom activities in Nutrition and Anatomy & Physiology, Student Orgs like NAMI and the Student Health & Wellness Advisory Council and the Library during the semester end pre-final De-Stress Fest.

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time).

Please report on any unexpected changes or challenges that your program encountered this cycle:

The magnitude of mental illness that is accompanying students from K-12 is under represented and the de novo mental illness which is emerging during the college years is under appreciated. In NAMI’s survey (n=765) of students diagnosed with mental illness who were currently enrolled within the previous five years, 64% were no longer attending because of a mental health reason.

From our own National College Health Assessment (NCHA), Fall 2016 students self-reported mental health problems most frequently as being most impactful academically.

Mental health disparity is evident in the Healthy Kern data with college aged being the least served demographic. Adults needing and receiving behavioral health care services between 18-24 years is 32.2% while those 25-44 years are 27%.

The question is how is mental illness and mental health impacting success among BC students? Is there more data available, for example from the K-12 system?

	2015-2016	2016-2017
Mental Health Visits	987	522

This will be important as Student Health & Wellness Services approach our strategic planning process.

Sexually Transmitted Disease (STD) are epidemic in Kern County and exceed rates not only in most other California counties but the country as well. College age people have the highest infection rates of gonorrhea, chlamydia and syphilis. According to Kern County Public Health this epidemiology demonstrates that infection rates cut across socioeconomic boundaries. There are two interesting correlates which deserve further investigation and consideration. The first is the latency with which Kern High School Districts are adopting the now mandated Comprehensive Sex Education Curriculum, the second is that NCHA data suggest a low sexual literacy, that 43.9% (9th in the top ten requested health information topics) of BC students are interested in receiving information on STDs from the college and that of students who report vaginal intercourse 48.4% used a condom during their previous encounter.

BC represents a significant and largely representative subpopulation of the community. Where it is unlikely that STI will directly affect student success given that only about 5% of infected people demonstrate any initial symptoms, undiagnosed STDs are associated with infertility and in the case of syphilis a high rate of still birth and congenital (in the womb) infection.

Going forward it is within our obligation to the health of the campus community and the public health to remain engaged with the community STD Task Force and the KCPHD in the Know Your Risk campaign. Student Health’s reproductive health counseling and promotion of STD screening are seeing progressive utilization and likely will have a better data collection in the next year.

Data Sources:

- [Kern County Demographics](#)
- [Bakersfield College Demographics](#)
- [Bakersfield College NCHA Fall 2016 \(baseline\)](#)
- [Mental Health on College Campuses: Investments, Accommodations Needed to Address Student Needs](#)
- [College Students Speak: A Survey Report on Mental Health](#)
- [Kern County Health Disparities](#)

Resource Request and Analysis:

**CCC Chancellor's Office
Student Enrollment Status Summary Report**

	1999-2000	2006-2007	2015-2016	2016-2017
Bakersfield College Student Count	23,304	23,942	27,627	31,302

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<p>Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program's effectiveness.</i></p>	<p><input checked="" type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Faculty</p> <p>Requesting for R.N., College Nurse to be upgraded to an x12 month employee.</p>	<p>Due to increasing capacity of student visits an expansion of wellness programs which require continuity, Debra Strong, R.N., College Nurse needs to have a full 12 month position to meet the needs of the B.C. Student Health and Wellness Center.</p> <p>College Nurse job duties initially assigned per KCCD job description link below: https://www.kccd.edu/sites/kccd.edu/files/job_descriptions/College_Nurse.pdf</p> <p>Impact of increasing R.N. hours for healthcare</p> <p>"Nursing is integral to patient care and is delivered in many and varied settings. The sheer number of nurses and their central role in caregiving are compelling reasons for measuring their contribution to patients' experiences and the outcomes that are attained" (NQF, 2007). The impact of more nursing care hours in the SHWC has a definite impact on quality care that we desire for our students.</p> <p>Evidence substantiates nursing's influence on patient outcomes. The nursing's impact on the provision of care that is safe, effective, patient-centered, timely, efficient, and equitable... is related to the adequacy of nursing staffing of the SHWC. The SHWC desires to accommodate all students who seek our convenient care.</p>

Positions cont.:

National Quality Forum. (2007). *Tracking NQF-Endorsed Consensus Standards for Nursing-Sensitive Care: A 15-Month Study*. Washington, DC: National Quality Forum.

Increase Student Population

- Student population has increased since R.N.'s employment began in **1999/2000, when the student population was 20,382**. The student population increased in the **2016/17 is 31,302**. Along with student population increase, the following reasons supports the need for increasing the SHWC R.N.'s work hours:

http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

- The SHWC must have staff to be able provide quality health care to **all** students who pay their health fee during their registration process.
- The SHWC must provide comprehensive health care service, offering “enabling” services to support the delivery of care consistently **to help with their educational retention for success**.

History of Student Health and Wellness Center Healthcare

- **1999/2000** Upon hiring of the 11 month R.N., there was a part-time health care provider (M.D.) who was contracted for X3 days / week and **minimal appointments** were available for students.
- **2016/2017** scheduling medical and counseling / behavioral health appointments by our new Pyramid Electronic Medical Records (EMR) for our new health care provider (N.P.) and behavioral health services has increased. We are attempting to schedule as many appointments as possible to accommodate our increasing student population.
- With increasing student population and SHWC service expansions, the X11 month R.N. has increase duties that have made a positive impact in our student's success this year. Along with the R.N.'s regular duties, the new duties and committee memberships noted below are all positive impacts on the SHWC, which definitely increases the SHWC effectiveness:

Positions cont.:

History of Student Health and Wellness Center Healthcare cont.

	2015/2016					2016/2017		
	Book ed	Attend ed	Wal k-in	N/S	Cancell ed	Book ed	Att ed	
MEDICAL						MEDICAL		
Physical	976	483	397	46	50	Physical	864	647
Med Dr.	994	497	352	63	82	Med Dr.	383	277
NOMDA PPT		1193	1193	3	0	NOMDA PPT		147
TB	729	721	1	2	5	TB	720	695
PG		36	37	0	0	PG		37
BS		45	38	0	0	BS		60
BP		44	43	1	0	BP		36
Annual total	2789	3064	4595	113	137	Annual total	2002	191

SHWC Health Care Work Load

	2015-2016	2016-2017
Annual Clinical Visits	3969	3273
Scheduled Event Participants	83	1782
Medical Aid/SISC Student Accident Claims	109	133

- **R.N. Reproductive Health Education and Information appointments**, with Adult Preventive Care Recommendations.
- **R.N. Tobacco Cessation counseling appointments** with Adult Preventive Care Recommendations.
- **R.N. Health Screenings by appointments** (Blood pressure, Blood Glucose Screening, Vision Screening, Tuberculosis Skin Test (PPD) and Body Mass Composition and Flu Shots).

Positions cont.:

Positions cont.:

- 1: Classified Staff
- 2: Faculty

Requesting 12 month FTE Department Assistant II to assist with SHWC daily operations

- **Article writer** for SHWC Monthly health promotions for the new Student Health 101 (Electronic Newsletter)
- **B.C. Safety Advisory Committee Member**, attend Monthly Meetings.
- **African-American Success Through Excellence and Persistence (ASTEP) Umoja Community Program Mentor**, to help with student equity.
- **Student Health and Wellness Advisory Committee Advisor.**

The workload that our department is currently performing requires all of the administration staffing at 12 months. We constantly serve all students on campus on a year-round basis. Various tasks assigned to the Department Assistant III (DAIII) are needed to be completed by a DAII and are not able to be completed by the current student workers, who have daily assigned tasks with limited no access to the Student Health Sharedrive.

It is very difficult to assign a project to a student worker who may start the project then will have to leave due to the hours they are assigned to work. We are unable to assign various projects that must be completed in a timely fashion. If the student workers require time off or call in ill, this puts a strain on our Department. This then leaves our only DAIII to complete the front counter duties as well as her daily task. If the DAIII is out for any reason, the daily administrative assignments are unable to be tasked to the student workers. Our front staff (non-classified, students only) is very minimal and needs to be available to assist our students in person as well as over the phone with questions to ensure student success.

SHWC DAIII is responsible for in addition to the official Job duties noted per KCCD job description link below:

https://www.kccd.edu/sites/kccd.edu/files/job_descriptions/Department_Assistant_III.pdf

- The processing and case management of the Student Accident Reports (SISC) within the Student Health Center and collaborating with BC Athletics and Public Safety to ensure all students are receiving the proper care and claims are processed in a timely manner
- Maxient reporting and updating for SOC and Mandated students
- Assessing Walk-in Crisis students to be placed with either medical or mental health providers

- Continued implementation of EMR in design, production, and training (for all staff)
- Assisting SHWC Medical Director/ Nurse Practitioner, Campus Nurse, and four contracting mental health counselors (both on the Panorama and Delano Campuses)
- Scheduling Campus Health Center events and outreach:
 - Art with Impact
 - Kern Behavioral Health QPR Training
 - Depression Screenings
 - Kern Lifeline Clinica Sierra Vista Rapid HIV testing and Prep promotion
 - Calibrating with the BC SNA and VA's for monthly campus health promotions
 - Proctoring the National Health
 - BC New Student Convocation Participation, SHWC Information booth: (Fall 2015, 2016, 2017)
 - Co-advisor for the Student Health and Wellness Advisory
 - Providing onsite informational outreach and scheduling for the Allied Health Technical Standard appointments
 - Student Health 101 e-zine Editor
 - Maintaining and supervising the Student Infectious Disease team (campus sanitizers and student usage microwaves)
 - Professional Development Committee
- Beginning 2017/2018 the DAIII will be responsible for maintaining and tracking of the on-Campus Lactation stations schedules/keys
- In pursuit of Fam Pact and Lea (Medi-Cal) Reporting to outside billing company

SHWC Administrative Work Load

	2015/16	2016/17
Annual Clinical Visits	3969	3273
Scheduled Event Participants	83	1782
Maxient/Student of Concern Cases	45	30
Medical Aid/SISC Student Accident Claims	109	133

Positions cont.:

- 1: Classified Staff
 2: Faculty

**Requesting 12
month FTE
Mental Health
Counselor**

Full time Marriage and Family Therapist who reports to the Director and can respond to the needs of the Delano Campus as well as unburden the cost of contracted services.

- Direct and oversees clinical practice according to Health Services and College policies and procedures, and provides for the quality of care provided in an integrative student health services program.
- Maintains a secure, accessible system of confidential medical records in accordance with applicable standards of practice and state and Federal laws.
- Conducts periodic needs assessment and participates with members of the college community in planning Student Mental Health Services programs to respond to identified needs; designs and implements new need-based programs, and monitors existing programs for applicability, safety and effectiveness.
- Establishes, reviews, and appropriately revises administrative, clinical and operational policies, procedures and protocols for the mental health component of Student Health Services.
- Serves as liaison with the community, mental health care professionals and agencies for the purposes of offering services, making effective referrals and coordinating health care resources.
- Serves as a resource for the college community on issues of mental health promotion.
- Provide thorough psychosocial assessment including presenting problems, assessment of functioning for social, academic, living skill, and physical self-care domains, developmental history, family history, strengths, cultural background, symptoms, diagnosis and treatment plan.
- Provide interventions from evidenced based theoretical approaches (Cognitive-Behavioral Therapy, Solution Focused Therapy, Trauma Focused CBT, ASIST Suicide Prevention, Dialectic Behavioral Therapy, Aggression Replacement Training, etc.)
- Provide immediate triage/intervention for students in crisis who are either brought by school staff, campus security or self-referred.
- Provide assessment to determine qualification for services from Disabled Students Services and Programs and provide referral to DSPPS when indicated.
- Assess to determine need for higher level of care for chronically mentally ill students and make referral to System of Care (Kern County Mental Health) when clinically indicated.
- Develop rapport, provide assessment and treat students who are mandated for assessment by the Director of Student Life, and develop a plan of care including possible follow up treatment and recommendation for level of treatment based on assessment indications.
- Assist in the development of outreach activities to foster a positive and welcoming attitude and environment in which students can feel safe in seeking and receiving mental health supportive services.
- Provide outreach for Veterans on campus and provide services in a means that is sensitive and appropriate to the culture.

<p>Positions cont.:</p>		<ul style="list-style-type: none"> • Provide time sensitive, individual and/or group psychotherapy for crisis situations that might occur on campus or off campus, which affect the students at large. • Active and positive participation in bi monthly interdisciplinary staff meetings and Students of Concern meetings. • Plan, develop, and implement innovative programs in order to provide a rich and supportive student-learning environment. • Recommend and implement program policies and procedures in compliance with college/district policies and procedures, state/national accrediting/approving agencies and local healthcare facilities rules and regulations; interpret department policies and objectives to other college departments. • • Represent the college at public functions and/or in the community. Assist in the promotion and marketing of the College image. Maintain close liaison and harmonious relationships with area hospitals, related health care facilities, and educational and public agencies to foster strong working relationships.
<p>Professional Development :</p> <p><i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>	<p><input type="checkbox"/> 1: Provided Professional Development</p> <p><input checked="" type="checkbox"/> 2: Attended Professional Development</p>	<p>RN, College Nurse continues to pursue BSN with professional development classes to enhance the BC Student Health Center:</p> <ul style="list-style-type: none"> • QPR (Flex Week 8/2016) • SNOR Training / RN The five-day School Nurse Orientation / Review (SNOR) training • The School Health Program Managers Meetings (SHPM) • Pyramid Electric Medical Records (EMR) Training (ongoing) • HSACCC Southern Area Meeting, Santiago College (10/28/16) • Think Differently About It: Sexual Misconduct and Me (Flex Week 1/2017) • The Nursing Program: Facts VS Fiction (Flex Week 1/2017) • Cross training: Update with Information Important to Students (Flex Week 1/2017) • Google Drive Basics (Flex Week 1/2017) • HIPPA/FERRPA Training Livestream (4/21/17) • Get Safety Trained / Kern Community College District • HSACCC Annual State Conference: Wellness a Journey to success, San Diego CA 2/22-24/17 • Kognito Overview for California Community Colleges (Webinar 2/14/17) • Family Planning Health Worker Certification by Essential Access Health (11/29-30/16), knowledge enhanced SHWC Health Teaching / Expansion of Staff Services:

**Professional
Development
cont.:**

- R.N. Body System Assessment Review / Jarvis Physical Examination & Health Assessment
- CA Condom Project with Kern County Department of Public Health (Spring 2016)
- Art with Impact (Fall 2016, Spring 2017, Fall 2017)
- Flex Week trainings (Fall 2017)

DAIII continue to pursue Business and Public Health Administration AAD to further her knowledge and skills benefiting the BC Student Health Center.

- Support Staff monthly trainings (ongoing)
- Serving on BC professional Development Committee (ongoing)
- SARS admin training (Spring 2016)
- Let's Rap about Health Gaps: CHR&R data and tolls to keep us talking (Webinar 7/26/16)
- Peer Mentor Leadership Academy (8/4/16)
- Maxient Training (8/10/16, 6/26/17)
- Excel expansion classes (Flex Week 8/2016)
- Free low cost resource training (Flex Week 8/2016)
- QPR (Flex Week 8/2016)
- Think Differently About It: Sexual Misconduct and Me (Flex Week 1/2017)
- The Nursing Program: Facts VS Fiction (Flex Week 1/2017)
- Cross training: Update with Information Important to Students (Flex Week 1/2017)
- PHBS 21 (Spring 2017)
- History 17A (Summer 2017)
- PyraMED development ongoing
- Get Safety Trained (Fall 2017)
- CYAN AB 1594 Update and New Online Violator's Training (Webinar 9/15/16)
- Using the Rankings Data: On beyond your county snapshot (Webinar 9/20/16)
- Marijuana Don't Get stuck in the Weeds (Webinar 9/21/16)
- Art with Impact (Fall 2016, Spring 2017, Fall 2017)
- Rankings in Action: Schools as a Hub for Health (Webinar 12/13/16)
- Truth Initiative Grant Orientation (Webinar 12/14/16)
- Google Drive Basics (Flex Week 1/2017)
- Banner: PO Process (Flex Week 1/2017)
- Kognito Overview for California Community Colleges (Webinar 2/14/17)
- Fight Back Bootcamp: Protect Millennials' Health Care (Webinar 2/15/17)

Professional Development cont.:

- Truth Initiative #StopProfiling ad campaign (Webinar 2/22/17)
- HIPAA/FERPA Training, An overview of how HIPAA and FERPA differ and interrelate, with an emphasis on enforcement and key risk areas for community colleges (Webinar 4/21/17)

NP, MN/Director

- QPR (Flex Week 8/2016)
- Pyramid Electric Medical Records (EMR) Training (ongoing)
- Maxient Training (8/10/16)
- Using the Rankings Data: On beyond your county snapshot (Webinar 9/20/16)
- HSACCC Annual State Conference: Wellness a Journey to success, San Diego CA (2/22-24/17)
- ACHA Annual Conference, San Francisco CA (5/31/16-6/4/2016)
- Management Professional Development - LCW - Sexual Misconduct in Educational Programs(9/29/16)
- Art with Impact (Fall 2016, Spring 2017)
- Grant Development Workshop, UCLA (10/20-21/16)
- Strategic Directions Workshop (10/27/16)
- HSACCC Southern Area Meeting, Santiago College (10/28/16)
- Rankings in Action: Schools as a Hub for Health (Webinar 12/13/16)
- Truth Initiative Grant Orientation (Webinar 12/14/16)
- Fight Back Bootcamp: Protect Millennials' Health Care (Webinar 2/15/17)
- Truth Initiative #StopProfiling ad campaign (Webinar 2/22/17)
- HIPAA/FERPA Training, An overview of how HIPAA and FERPA differ and interrelate, with an emphasis on enforcement and key risk areas for community colleges (Webinar 4/21/17)

<p>Facilities: <i>If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.</i></p>	<p><input type="checkbox"/> 1: Space Allocation <input checked="" type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>The acceptability and accessibility of clinic facility are well explained in this publication by http://www.chcf.org/publications/2009/03/improving-the-patient-experience-best-practices-for-safetynet-clinic-redesign. Students need to be isolated from the office operations including conversations, need to not hear conversations (even unintelligible) from the examination spaces and not be made to wait or be delayed in their flow through. Further, ingress and egress should not be made through a busy campus commons and not be made to transport specimens from a distant bathroom across the same commons and in plain view. Most importantly, students are not infrequently transported by ambulance or in the company of law enforcement and or Public Safety through the same commons which I feel is unacceptable. These are almost all facility deficiencies which in fact or in perception infringe on confidentiality. Phase I of Campus Center transition is in progress.</p>
<p>Technology: <i>If your program received technology (audio/visual – projectors, TV’s, document cameras) and computers, how does the technology impact your program and help contribute to student success?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input checked="" type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____ _____</p>	<p>Desktop scanners are needed for increased workflow with new EMR system.</p>

Resource Request		Discuss How Effective Request is for Student Success?
<p>Other Equipment: <i>If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.</i></p>	<p><input checked="" type="checkbox"/> 1: Replacement <input checked="" type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p> <p>Purchase of ADA Exam Table for Disabled Students</p> <p>Upgrade of Health Center Wheelchair to be ADA compliant</p>	<p>The Student Health and Wellness Center is requesting the Hausmann Econo-line Power Examination Table to be compliant with The Americans with Disabilities Act (ADA).</p> <p>The Hausmann exam table provides an excellent functionality in a perfect blend with exception durability and ease of operation for the disabled student's care:</p> <ul style="list-style-type: none"> • The design of this exam table focuses on use comfort for both patients and practitioners with unquestionable durability. • The steel base construction and dual direct-drive electrical lift mechanism ensure a great weight capacity of 350 lbs. • The optimal size top measures 27" in width and 74" in length with adjustable back and legrest allow comfort and versatility in patient accommodation. • For extra use convenience the table incorporates a paper dispenser and paper cutter. <p>Drive Medical ADA Wheelchair Seat Cushion Gel-U-Seat™ Lite 18 X 16 X 2 Inch Gel / Foam</p> <ul style="list-style-type: none"> • The Gel-U-Seat™ Lite cushion is specifically designed to redistribute pressure to assist in the prevention of pressure ulcers while providing patient comfort • Cushion incorporates high-density foam encapsulating a dual-chamber gel bladder • Fluid-resistant • low-shear stretch cover with tie straps to secure to wheelchair • The vinyl bottom is waterproof
<p>Budget: <i>Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)</i></p>		<ul style="list-style-type: none"> • Our budget is Categorical and at this point dependent on and originates from a Student Health Fee and is restricted by Title V. • Any and all FTE requests will be solely funded by Student Health Center Restricted Funds RP510-21AHS1-2191-644000

Conclusions & Snapshot:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program, if someone were to only read this portion of your annual program review.

Student Health & Wellness services and programs are roundly accepted as beneficial to student retention and success. Center based integrative care represents a holistic model of complimentary psychosocial and medical care. As a campus based delivery system that is student centered and driven these services are eminently acceptable and accessible. Beyond center based services health and wellness programs are also decentralized contributing to the health of the campus community (public health) by meeting the students where they are and allowing for further increased capacity. The mission and philosophy are closely aligned with the Core Values and mission of the institution and integrate with the paradigm of Guided Pathways. This integration is also naturally aligned under the concepts of health equity and health parity given that (college) education empowers social mobility and increases the health of individuals and the greater community.

Student Learning - A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners

- **Promote Self Care, Illness Prevention and Population Health**

- Includes a discussion of data driven and outcomes based recommendations for preventative health care following the guidelines of the [US Health and Preventative Services Taskforce](#) during every encounter
- Social Media FACEBOOK <https://www.facebook.com/BCStudentHealth/>
- Expanded and presented topical, enriching and salient health promotion topics to the entire campus community and welcome the community at large during the annual health fair and monthly presentations
 - The 17th Annual Renegade Pulse Health Fair was a collaboration of Student Health Services, the Student Health Advisory and in partnership with the BC Student Nurses Assoc.; was keynoted by the Medical Director of the Kern County Public Health Dept., Dr. Claudia Jonah; featured 50 vendors and was participated in by approximately 300 students, staff and community members
 - [Student Health 101](#) a e-zine subscription offering a broad range of topics on prevention, healthy living and topics compliant with the Campus Save Act
- Magnify mental health and destigmatize mental illness through co-promotion of existing resources i.e., KOGNITO
- Outreach in collaboration with [Kern County Behavioral Health & Recovery Services](#) and through programs like:
 - [Art with Impact](#) September 28th, 2016 repeated February 1st, 2017* and September 13th, 2017 *generously sponsored by the [California Mental Health Services Authority](#)
 - De-Stress Fest prior to finals Spring 2017 a partnership of Student Health Services, the Student Health Advisory, BC NAMI and the Grace Van Dyke Bird Library which was generously sponsored by [Cal MHSa and the Foundation for California Community Colleges](#)
- Break the invisibility barrier of suicidality and empower everyone to recognize and intervene to prevent suicide through programs like [QPR prevention training](#)
- Raise the consciousness of the campus community to the comparisons and contrasts between population/public health initiatives, the social determinants of health and individual disease management through such activities as:

- Partnership with Public Health Sciences
- Through student/patient education encourage a culture of informed consumers of health care who [become judicious stewards](#) of that cost to society

Student Progression and Completion - A commitment to eliminate barriers that cause students difficulties in completing their educational goals

- **Promote Health Equity**
 - September 2017 collected and completed the [National College Health Assessment \(ACHA-NCHA II\)](#) which assessed a broad palate of data to the entire campus on student social norming, beneficial health behaviors and risk taking
- **Define Health Needs**
 - As a department we are aware of and responsive to regional public health challenges, like the epidemic of sexually transmitted disease, which overlap into the campus community
 - Extract metrics from EMR and other sources on health trends which define the health needs, inform interventions and provide outcomes data which reveal success
- **Identify Health Disparities**
 - 100% screening for depression, anxiety and problem alcohol and illicit drug use
 - Provide an integrative care model providing both mental and medical health
 - 100% screening and cessation intervention for identified tobacco use
- **Eliminate Health Inequities**
 - Boldly collaborate with college services and initiatives which reverse or eliminate differences in health that are avoidable, unfair and unjust
 - Participation with Students of Concern by both behavioral and medical health representation
 - Bridge to community care and increase enrollment in Covered California and Medi-Cal by participating in the [White House Healthy Campus Challenge](#) and having participated in the [White House Healthy Challenge Day](#)
 - [Participate in the California Condom Access Project](#) with the goal of decreasing the epidemic incidence of STD/I and unintended pregnancy

Facilities – A commitment to improve the maintenance of and secure funding for college facilities, technology, and infrastructure for the next thirty years

- **Reformed the Tobacco-Free Campus Initiative under [Strategic Direction 3.18](#)**
 - Reformed the Tobacco-Free Taskforce
 - Questioned the assumptions, validity and relevance of the tobacco-free initiative submitted to the district in 2013, revise work as needed and move forward with much good work already in place
 - Revitalized the education program
 - Revalidated the enforcement process with public safety
 - Awarded the [Truth Initiative](#), Tobacco-Free Campus Grant
 - Placed early informational signage and FACEBOOK social media for the [#BCTobaccoFree](#)
 - Partnered with the Kern Tobacco-Free Coalition
 - Obtained approval of Administrative Procedure 3570, May 23rd by Consultation Counsel establishing the college as a Tobacco-Free Campus

- **Electronic Medical Records**
 - Has enhanced through-put, improve communication and portability, increase precision and decrease the space and cost of curating a paper medical record
 - Implementation is underway
- **Serviceable Work Stations and Clinical Spaces**
 - EMR has freed front office space leaving room for our more ergonomic modular work stations
 - Both front and back office work spaces were redesigned contributing to improved capacity, workflow, safety and confidentiality

Leadership and Engagement – A commitment to build leadership within the College and engagement with the community.

- A Student Health Advisory “Org.” was chartered with Student Government the Spring Semester
- Partnered with the Kern Tobacco-Free Coalition
- Continue participation with the [Kern STD Community Taskforce, AKA “Know Your Risk”](#)
- Act as touchstone health resource with relevance for the college and community at large