FRAMEWORK FOR A COMPREHENSIVE COLLEGE HEALTH PROGRAM

June 3, 2016
Financial Disclosures

The presenters have disclosed no relevant financial relationships with any commercial companies pertaining to this activity.
Learning Objectives

■ Describe the value of college health
■ Describe the role of college health
■ Identify the essential components of a comprehensive college health program
■ Discuss the leading practices of a comprehensive college health program
■ Discuss the work of the ACHA Task Force
The Charge

Rewrite the out of print *Guidelines for a College Health Program*....circa 1999

Describe the value and functions of college health for university and college campus colleagues

Make it applicable to the wide range of campuses, administrative, and organizational structures

Align with AAAHC and Joint Commission with respect to parallel guidelines and standards

Address the services specific to the Essential Health Benefits of ACA

Accomplish this by Feb 1, 2016
“A camel is a horse designed by committee”

...Sir Alexander Arnold Constantine Issigonis
That Was Then…….. This is Now
Framework for a Comprehensive College Health Program

- Role of college health
- 12 Universal Principles
- Care and Services
- Administration and Management
Carnegie Foundation Definition of College Health

“....the caring intersection between health and education. It is a community with a shared vision and common cause. College health cannot be separated from the physical, social, emotional, political or cultural influences, nor from fostering a sense of belonging and value. College health is developmentally appropriate, educationally effective, medically expert, accessible, and convenient.”

Paula L. Swinford, MS, MHA, CHES (2002)

Advancing the Health of Students: A Rationale for College Health Programs, Journal of American College Health,50:6,309-312,DOI:10.1080/07448480209603450
“The readiness of our student population to learn and participate on campus life is needed for their success. The most challenging and important health issues we face include growing needs of mental health illnesses, management of chronic disease, and emerging communicable disease outbreaks. These all directly impact student classroom readiness.”

-Immediate Past President ACHA Sarah Van Orman, MD, MMM
College Health Truisms

- College health plays a critical role in the retention, progression, and graduation of students by providing access to and/or coordination of quality, affordable, convenient health and wellness services and programs delivered by professionals who are attuned to the unique stressors and needs of college students.

- A college or university can offer a comprehensive college health program without being a comprehensive college health service.
A Comprehensive College Health Program

Provides or facilitates access to a wide spectrum of services, which support the health of the individual student and the campus community in its broadest sense.

- Team-Based Collaborative Care
- Primary Care Medical Services
- Mental Health Services
- Health Promotion Services
- Ancillary Services
- Access to After-Hours Care and Emergency Services
- Public Health and Safety
- Specialty Services
Primary Care Medical Services: Central to a College Health Program

- Basic first aid
- Evaluation and treatment of acute and chronic illness and injuries
- Triage capability to determine the appropriate level of care with the ability to refer for specialty consultation or to a higher level of care
- Disease prevention, health maintenance, and patient education
- Reproductive health care
- Basic life support (BLS) capability, including the use of an automated external defibrillator
- Medical services must align with the institutional mission and must meet the unique needs of the campus demographics
Mental Health Services: Access is Critical for College Students

- Assessment, diagnosis, and treatment of problems common to the collegiate population:
  - stress
  - anxiety
  - depression
  - trauma and post traumatic reactions
  - sleep disruption
  - high risk alcohol use
  - abuse of substances
  - difficulty with interpersonal relationships
Mental Health Services (2)

■ A triage/urgent care system for quick assessment of students who present at time of crisis

■ Capability to assess, manage, and follow up on after-hours mental health emergencies

■ Staff typically consists of mental health generalists

■ May include providers with particular areas of expertise in issues faced by students:
  • sexual assault trauma
  • alcohol and other drug use
  • eating disorders

■ Team based collaboration in the provision of campus outreach
Health Promotion: A vital part of a comprehensive program

- Must be prioritized equally with clinical and operational areas when space or resources are being determined.
- Assesses priority health issues and monitors campus trends in health and health behavior over time
- Provides leadership in building community capacity for healthier environments
- Ensures that programs, systems and processes are in place to support behaviors known to improve academic performance
- The practice of health promotion in higher education is founded in a prevention framework and guided by the ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE)
Wide Spectrum of Services

- Access to After-Hours Care and Emergency Services (physical and mental health)
- Ancillary Services: may include lab, radiology, pharmacy, nutrition, others
- Specialty Services: may include dental, dermatology, sports medicine, travel medicine, physical therapy, vision care, others
A Comprehensive College Health Program

Provides expertise on health matters to campus.

• The role of college health programs and professionals in protecting the health of the campus cannot be overstated.
• In some ways, the amount of expertise provided may be inversely proportional to the size of the university/college.

Emory University
College health programs serve as the lead campus agency for public health monitoring and intervention strategies for students and are often responsible for many or all of the following:

- Coordination between local health authorities and campus administration
- Education and promotion of health behaviors
- Interpersonal violence prevention
- Alcohol and substance misuse and abuse prevention
- Infectious disease prevention, surveillance, control, and response
- State and/or college immunization requirement compliance
- Emergency preparedness planning and disaster drill participation
- Campus health and safety policy development
A Comprehensive College Health Program

Demonstrates that its services are delivered efficiently and effectively.
Demonstrating Efficiency and Effectiveness

- A comprehensive college health program demonstrates efficiency and effectiveness by peer review, quality management and improvement activities and internal and external benchmarking (*Susan Hochman to follow with more on these topics*).

- Practice management and health information technology solutions can aid a college health program in efficiency and effectiveness. EHRs are replacing paper systems and will soon be the norm/standard of care in college health.

- For many college health programs, large and small, national accreditation (AAAHC or Joint Commission) demonstrates the program’s willingness to benchmark itself against the highest national standards of safety and quality.
“Health creates capacity; students whose health status is positive and flourishing have greater ability and readiness to learn and engage fully in all meaningful educational experiences inside and outside the classroom....The learner as a whole person matters in the learning.”

....Daniel C. Silverman, MD, MPA
A Comprehensive College Health Program

Is actively involved in the diverse communities on campus and ensures all students have convenient and equal access to timely, high quality, affordable services.
Involvement with Diverse Communities

- Commitment to training and education of all staff to ensure cultural competence
- Staff opportunities to participate in campus events or committees
- Opportunities for feedback on available services
- Investment in targeted advertisement and marketing
A Comprehensive College Health Program

Collaborates with community and campus partners to create a network of care and to leverage resources.
Collaboration Builds Capacity

- Identify available community and campus resources
- Negotiate formal agreements with community partners
  - Specialty providers
  - Emergency departments
  - Hospitals
- Develop and maintain relationships with on campus partners
  - Residential life
  - International student services
  - Disability services
  - Dean of students
  - Campus police
A Comprehensive College Health Program

Engages in issues related to the health, academic success, and retention of international students.
974,926 international students studied at U.S. colleges and universities in 2014/15.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors
In 2014/15 international students increased 10% over the prior year, the highest rate of growth since 1978/79.
Primary Source of Funding for International Students in the U.S.

- Personal & family: 64%
- U.S. college or university: 21%
- Foreign government or university: 8%

$30.8 billion was contributed to the U.S. economy by international students in 2014/15. (Source: U.S. Department of Commerce)

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors
Service Provision Considerations

- Unique stressors of acculturation
- Communication difficulties
- Cultural beliefs and expectations
“Given what it takes to be successful in higher education- and later, in life and work- students have to be ready to learn- in a state of physical, psychological, emotional, intellectual, social, and spiritual well being. Mind, brain, and body must be in shape for and open to learning experiences.”

Louise A. Douce and Richard P. Keeling
A Strategic Primer on College Student Mental Health
A Comprehensive College Health Program

Provides educational and training opportunities to students
Opportunities for Student Involvement

- Volunteer leadership
- Experiential learning
- Training
- Shadowing programs
- Peer health educators
- Student employees
- Participation in healthcare delivery
A Comprehensive College Health Program

Provides students a significant voice in advising on the breadth and depth of the program’s mission, goals, services, and programmatic evaluation.
Student Input

- Student health advisory committees/boards
- Student leaders
- Satisfaction surveys
- Student government
- Focus groups
- Climate surveys

Student Health Advisory Committee – University of Oregon
“We want every student who starts college to graduate, and every graduate to experience all that higher education can offer—so we must pay attention to students’ well being.”

Louise A. Douce and Richard P. Keeling
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Requires that all staff maintain professional competencies, work within their scope of practice, and adhere to codes of professional practice and ethical principles including dignity, respect, student confidentiality, privacy, and informed consent.
Qualified Work Force

- Maintains professional licensure and appropriate certifications
- Provides evidence of ongoing training and education
- Demonstrates competency
  - *In performance of job responsibilities*
  - *Includes cultural competency*
A Comprehensive College Health Program

Educates students on navigating the health care system and aids with the transition from parent-guided care to self-care.
Self Care Transition Skills

- Understanding of medical history, current symptoms, lifestyle, and self care
- Understanding of how health affects school, work, recreation, and social life
- Ability & willingness to ask questions
- Willingness to follow recommendations mutually developed with healthcare professional
- Ability to follow up with referrals
More Self Care Transition Skills

- More involvement in wellness including diet, weight control, exercise, recreation
- Limits risky behaviors
- Self awareness of physical and mental symptoms
- Has a plan for emergency care
- Understands health care benefits/insurance plan
Transitioning Parents

- Make them partners
- Provide resources
- Communication is key
- Don’t shut them out completely

“WHAT MAKES A HEALTHY CAMPUS CULTURE?”

A healthy campus enhances well-being and enables all individuals to reach their full potential.
A Comprehensive College Health Program

Provides high quality services and participates in assessment and quality improvement.
Assessment Activities of College Health Programs:

- Measure health service and institutional effectiveness
- Assess the patient population and their health needs
- Evaluate the campus environment
- Identify and measure student learning outcomes
- Guide financial and operational decision making
- Improve organizational performance
Assessment Examples

- Quality improvement studies
- Chart audits and peer reviews
- Internal and external benchmarking
- Formal surveys
- Patient satisfaction and feedback
- Environmental scans
- Monitoring key performance indicators
A Comprehensive College Health Program

Is the principle advocate for a healthy campus community.
Just the beginning.....
Contact Information

- Richard Chapman, MBA, MHA, FACHA, Middle Tennessee State University  
  Richard.Chapman@mtsu.edu
- Jean Chin, MD, MBA, FACP, FACHA, University of Georgia  
  jchin@uhs.uga.edu
- Gregory Eells, PhD, Cornell University  
  gte3@cornell.edu
- Susan Hochman, MPH, CHES, University of Texas at Austin  
  s.hochman@uhs.utexas.edu
- Michael Huey, MD, FAAFP, Emory University  
  mhuey@emory.edu
- Rachel Mack, ACHA Liaison  
  RMack@acha.org
- Rev. Elizabeth Ritzman, LCPC, Dominican University  
  eritzman@dom.edu
- Cassandra Soucy, MPH, Boston University  
  csoucy@bu.edu
- Drayton Vincent, MSW, Louisiana State University  
  dvincen@lsu.edu