

## 2018-19 Health and Wellness Services Annual Program Plan

### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### Narrative

**Health & Wellness Services** formerly known as Health Services (Health Center and Psychological Services)

All students have access to Health & Wellness Services. We provide health care, personal counseling services, wellness educational programming and referrals to off campus resources. Our goal is to cultivate a holistically healthy, safe and equitable community. In alignment with the Mission, Vision and Values of Skyline College we commit to advancing health equity, so every person has the opportunity to attain their full health potential: physically, emotionally, socially, mentally and academically.

The Health Center is open on a drop-in basis to provide immediate care for students' urgent care needs. For those individuals who require extensive support and health care that falls beyond our scope of practice, health care referrals are made to outside agencies and other health care providers. Thus, assuring appropriate care is found on an individual basis for each student. For those who do not have medical insurance medical providers are able to connect them to low or no cost community resources.

The following services are available to students WITHOUT charge: health consultations with a medical clinician, first-aid treatment for illnesses and injuries, over the counter medications, pregnancy testing, health counseling, screenings (including blood sugar, vision, hearing, and blood pressure), strep throat testing, condoms, tobacco cessation support, and referrals to internal and off-campus services as needed.

The following services are available to students for a NOMINAL FEE: tuberculosis skin testing, prescription medications, such as antibiotics and birth control, physicals (transfer, educational programs, sports, employment), pap smears, STI testing and treatment, blood testing (including cholesterol, sugar, thyroid, HIV, titers, tuberculosis screening, etc.) and immunizations (including tetanus, measles, mumps, rubella, hepatitis A & B, influenza and HPV).

Personal counseling offers brief confidential individual counseling, crisis intervention, mental health and substance abuse assessments, and community referrals. The goal of counseling is to support students in identifying and managing personal concerns, learn more about themselves and make positive life changes. Benefits of counseling include relief from distressing symptoms; improved emotional health; the acquisition of new approaches to problem solving

and decision making; more satisfying interpersonal relationships; and increased insight and understanding of thoughts, feelings and behaviors. Talking about issues and concerns in a safe and confidential environment can enable students to become more successful in college and life.

In Spring 2019, the “Health Services” program name was expanded to “Health & Wellness Services” for a more inclusive perspective on students’ holistic health and wellbeing. There was also an intentional shift to focus on prevention strategies and education which anticipates the needs of the campus community. In an effort to end the stigma around mental health, particular attention has been paid to the language used in communicating with students; “psychological services” are now referred to as “personal counseling.” Fostering a thriving school community through health and wellness allows students to successfully, ‘Get In. Get Through. Get Out...on Time!’

**I.B. Program Planning Team**

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

**Narrative**

Michelle Batista, Director of Student Support  
Helen Brody, Personal Counselor (Adjunct)  
Perry Chen, Personal Counselor (Full-time)  
Elizabeth Llamas, Personal Counselor (Adjunct)  
Beverly Muse, Personal Counselor (Adjunct)  
Donna Elliott, Office Assistant II  
Dr. Walter Cheng, College Physician  
Susan Schor, Nurse Practitioner  
Emily Risk, Registered Nurse  
Cornelia Tjandra, Nurse Practitioner

## **II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities**

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### **Narrative**

In Fall 2018, a full time personal counseling faculty member was hired to provide direct service to students, increase student outreach and expand community connections. In Spring 2019, the Director of Student Support began overseeing Health & Wellness Services, ensuring departmental compliance with college/district, state and federal regulations, laws and guidelines. As well as assisting with the development of health and wellness educational programs, workshops for students, faculty and staff, and collaborating with staff to expand outreach. Being under the direction of the Director of Student support allowed for CARES and Title IX programming to be aligned with this department as far as community outreach, education and response. Online programming for Title IX, Not Anymore- online training is being updated and will be accessible to faculty, staff and students. Additional online programming on other topics need to be worked on. Due to the close communication with the CARES Team, response and support offered to students in distress has improved and the number of the faculty, staff and students supported has increased. The CARES Team serves as the Behavioral Intervention Team and assesses cases regarding students who are showing a pattern of distress. De-escalation workshops using a foundation of trauma informed care and an equity lens are currently being created.

In Spring 2019 a College Physician was hired for 10 hours a month allowing for more students to be seen and develop specific programming across campus. Health & Wellness Services has made progress with the implementation of the Electronic Medical Records (EMR) system. Medical practitioners, and health center staff are currently using the system. Personal counselors have not fully implemented use of the EMR system and will be receiving training to ensure that it is being used to its full potential.

Health & Wellness Services received a grant from the CCCO for mental health services that will assist us with the creation of an intern program increasing our direct service numbers and strengthen programming offered to students, faculty and staff. Some of the members of Health & Wellness Services have been able to participate in some professional development. With the additional grant funds, they will have the opportunity to participate in professional development that is directly tied to our PSLOs.

## II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

### Narrative

Hiring a full time personal counselor has extended the reach of Personal Counseling Services extensively. The full time presence of a personal counselor has enabled faculty, staff and students to build a strong rapport with the department and know who and when to call for further support. Previously there was only one counselor available and sessions would be interrupted to respond to any crisis that surfaced. Through funding from the CCCO grant for mental health, the first Peer Educator was hired with the intention of hiring another 1-2 students to grow the program. Programming that will support the department in increasing direct service hours and different types of delivery methods of service.

A major consideration is the department's current physical location which provides limited privacy for students. In order to ensure student's privacy, the department needs to be relocated or the current space needs to be reconfigured, specifically with private entrance/exit to the Health Center. When City and County services transport students, they must enter and exit through the main lobby of the Student Services Center. This has caused additional stress for students who are already in physical and/or experiencing a mental health crisis. Students have requested sound proofing rooms and having an onsite psychiatrist. Student have also suggested the following programming: Pro Choice Rally, School Stress-Relief Week: Therapy dogs, massages, exercise, games, Workshops on: grief, work-place communication, social anxiety, test anxiety, life, self-motivation, depression and mindfulness.

Despite these limitations the faculty and staff have been able to offer the following resources to faculty, staff and students: Informational Presentations to College Division Meetings, Faculty and staff consultations, Classroom Presentations, Mental Health Workshops and Seminars on Depression and Suicide Prevention Trainings (in partnership with San Mateo County Health Services), Dating Violence and Sexual Assault Awareness Workshops (Escalation in partnership with the Associated Students of Skyline College), Crisis Intervention Workshops, continued development of On-line Resources and service as first responders to on-campus crisis Addiction Workshop, Dream Center Resource Fair, Health Center Resource Fair, Ongoing partnership with OneLove Foundation to screen the film "Escalation", Workshops at the Skyline Student Success Conference, ASiST Training Staff, Wellness Screening, Trauma and De-Escalation to Student Services Leadership Team, Crisis & De-Escalation training for Enrollment Services.

## II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

### Narrative

The 3 year cycle of the current PSLOs are ending, and are being assessed and rewritten this year:

#### 2016-2019 Cycle (Health Services)

PSLO#1 Students will be able to articulate the various methods of preventing the spread of the flu (ISLO: Lifelong Wellness)

PSLO #2 Students will learn how to prevent unwanted pregnancy, including different birth control methods and emergency contraception as well as the various local agency's that can assist them in obtaining free or low cost reproductive services (ISLO: Lifelong Wellness)

#### 2016-2019 Cycle (Personal Counseling)

PSLO #1 Students report greater satisfaction with academic performance after receiving services. (ISLO: Lifelong Wellness)

87% of students surveyed report they are more satisfied with their academic performance than when they first began therapy.

PSLO #2 Students will have a decreased score in the student's depression (PHQ-9) and/or anxiety (GAD-7) results. (ISLO: Lifelong Wellness)

82% of students surveyed report a decrease in the student's depression (PHQ-9) and/or anxiety (GAD-7) results.

PSLO #3 Students report greater satisfaction in overall performance (employment, relationships, household responsibilities) after receiving services. (ISLO: Lifelong Wellness)

94% of students surveyed report they are more satisfied with their overall performance (employment, relationships, household responsibilities) than when they first began therapy.

In alignment with the ISLO of Lifelong Wellness, new PSLOs will reflect a strengths based assessment in reporting greater holistic satisfaction and wellness after receiving services. Below is a draft of Personal Counseling PSLOs and the Health Services PSLOs are currently being revised for the next cycle.

#### Cycle (Personal Counseling)

PSLO #1: Students report greater satisfaction with academic performance after receiving services. (ISLO: Lifelong Wellness)

PSLO #2: Students will have a decreased score in the student's depression (PHQ-9) and/or anxiety (GAD-7) results. (ISLO: Lifelong Wellness)



PSLO #3: Students report greater satisfaction in overall performance, (employment, relationships, household responsibilities) after receiving services (ISLO: Lifelong Wellness)

PSLO #4: Students report they are more knowledgeable about Personal Counseling Services offered at Skyline College and know how to access these services for themselves and/or others.(ISLO: Lifelong Wellness)

### III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### **Narrative**

Health & Wellness Services provide a high level of direct health care and personal counseling services to the campus community. Students report reduced depressive and anxious symptoms after receiving services. Students are able to make a direct correlation between services received and the direct impact on their academic life. They are also able to note a marked holistic improvement in other areas of their life.

Health Services relies on part-time faculty to facilitate services which has worked in terms of providing immediate care for students. This structure has not enabled the development of innovative practice techniques, use of technology or further implementation of additional services to the campus community. Schedules are completely booked due to increases in student need for medical services. There is little time for other departmental planning and outreach to the campus community. Further investigation needs to be done to understand the frequency that students utilize health services, what days of the week/time of day services are most in demand. It's possible that adjusting the hours service providers are present would allow for improved consistency and increased programming. Hiring the College Physician will allow this area to do more preventative and educational workshops to the campus community.

Health & Wellness Services has been able to offer services through partnerships and collaboration with other student support services and local community resources. An intentional shift focusing on health equity will happen in the next year to address health disparities in the community. Work will be done to identify strategies to change policies and practices toward greater health equity. Educate students, faculty and staff on understanding health equity and engage in active programming.

Relocating or redesigning the layout of the service area is also needed to improve the privacy for students who use Health Services. The current office are located in the back of the Student Services Area in Building which is a high traffic area which does not provide for private/confidential interactions or transports.

### **III.B. Reflection: ISLOs**

If your program participated in assessment of ISLOs this year:

(1) What are the findings and/or conclusions drawn?

(2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

#### **Narrative**

This year Health & Wellness Services met with the PRIE Office to further develop department assessment and evaluation methods for PSLOs that are in alignment with ISLO of Lifelong Wellness. The PSLOs for both Personal Counseling and Health Services are currently being evaluated and updated for the 2019-2021 cycle.

#### **IV.A. Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

##### **Narrative**

1. Health Equity Programming: Identify strategies to change policies and practices toward greater health equity. Educate students, faculty and staff on understanding health equity in order to take action through programming.
2. Peer Educator Program: Hire an additional student or two, to be trained as peer educators, assist in workshops/presentations and extend the reach of Health & Wellness Services even further.
3. Post Grad Intern Program: Hire two post grad interns to carry a full load of clients in order to meet student needs.
4. Rebranding & Restructuring of Systems: Make Health & Wellness Services a recognizable department through, publications, preventative education and campus wide events

##### **Associated Objectives**

[901-Health Equity Programming](#)

[903-Peer Educator Program](#)

[904-Post Grad Internship Program](#)

[905-Rebranding & Restructuring of Systems](#)

#### **IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

- (1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.
- (2) IMPORTANT! Make sure to associate each objective to this standard in the APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

1. Find organizations to partner with in educating/training the campus on health equity. Build multilayered partnerships with on campus departments/clubs/groups and off campus organizations like: The Prevention Institute, Regional Health Equity Council, and Center for Disease Control and Prevention that will collaborate in bringing programming to campus.
2. Personal Counselors have hired one peer educator in Spring 2019. There is funding from the CCC Mental Health Grant to fund one to two more hires in Fall 2019.
3. Recruiting has already begun and three members of the department will be attending the CAMFT Job Fair in order to recruit qualified candidates. Interviews will happen in May in order to have a successful August start in Fall 2019. CCC Mental Health grant will provide funds to cover these two positions for two years.
4. Work with MCPR to rebrand Health & Wellness Services and ensure that language and content provided is written through the lens of health equity. Make the strategic plan is the foundation of all work done in the department and that a common language is used and understood around health equity. All activity must be connected to a PSLO and aligned with the greater ISLOs to support Skyline's Mission, Vision and Values. Establish a departmental calendar that explicitly shows the connections mentioned above.

#### **Associated Objectives**

[901-Health Equity Programming](#)

[903-Peer Educator Program](#)

[904-Post Grad Internship Program](#)

[905-Rebranding & Restructuring of Systems](#)



**Enhanced Budget with Objectives and Tasks**

Enhanced Budget with Objectives of Health and Wellness Services unit