ADMINISTRATIVE SERVICES, PRESIDENT'S CLUSTER, AND STUDENT SUCCESS AND SUPPORT PROGRAMS, COLLEGE CENTERS ANNUAL PROGRAM PLANNING WORKSHEET FOR 2021

Program: Student Health Services   **Planning Year:** 2021-2022

Last Year CPPR Completed: 2018-2019

Unit: Student Health Services   **Cluster:** Student Success and
Support Programs

Please complete the following information. Please note that responses are not required for all elements of this document.

I.   **GENERAL PROGRAM INFORMATION**

   A. Describe changes to program mission, if applicable.

   No Changes

   B. Describe any changes in primary relationships, internal and external, to the District.

   No Changes

   C. List any changes to program service, including changes and improvements, since last year, if applicable.

   Student Health Services continues to evaluate current and past performance to refine and optimize services for students, while remaining fiscally responsible and promoting cost effectiveness. The Health Center seeks to serve the needs of a diverse student population with a focus beyond responding to illness, and a goal of becoming a leading resource on campus for physical and mental well-being. This effort was reinvented during the past year due to changes brought forth by COVID-19 operations and the need to serve students remotely. Since last year, Health Services made the following changes:

   1. Key Staffing Changes:
       a. Christine Clickard, Family Nurse Practitioner retired after the Spring 2020 semester. Due to remote operations we have not backfilled this part-time faculty position at this time. This will be needed in the future if we are to operate a program with the same scope of practice since a FNP has a broader scope than a Registered Nurse.
       b. Jan Romanazzi, Health Services Assistant, retired in December 2020. This classified position is being evaluated for possible changes and is not backfilled at this time. The Program Specialist is working additional hours to

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provide the clerical and program support left unfilled by the vacancy of this position.

    c. Requested to increase the Program Specialist from a 0.4 FTE to 1 FTE (pending). Request made December 2020 and is pending board approval.

    d. Hired a PT 0.6 FTE Faculty Therapist as part of our 2020 mental health grant to serve the growing need for mental health support on campus.

    e. Following the move to remote Telehealth appointments only, due to the COVID-19 pandemic, utilization of mental health service appointments was met by the current full-time Faculty and the newly hired PT temporary Faculty Therapists. We have not brought back mental health interns to work under the licensed therapist supervision. Appointment usage is monitored by the Director and we remain positioned to hire interns if the demand for services necessitates an increase in providers.

    f. The student worker position is currently vacant following the move to remote operations. We plan to use this service delivery model in the future to assist with front office operations and after the health center reopens for in-person services. This position is key to helping the Student Health Services Assistant and Program Specialist work on other program goals and initiatives, without the interruption of clerical duties, such as checking in appointments and answering the phones.

    g. The program hired 4 part-time temporary medical assistants for our COVID-19 testing site on campus, paid for by the District to support student and employee surveillance testing.

2. **Delivery Model**: Moved to a remote Telehealth delivery service model and outside referral system after the COVID campus operations moved online using Zoom and PyraMED.

3. **Technology**: Adopted an Electronic Medical Record (PyraMED) by training, developing, and implementing the software specific to Cuesta Health Service operations and incorporated HIPAA compliant Zoom accounts to accommodate the Telehealth platform. Created "Virtual Lobby" within Zoom for students to interact and see a live person at the Health Center.

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

1. Moved all of our forms to electronic Adobe Sign in order to have a secure method for submitting forms and documents.

2. Continued offering employee TB Risk Assessments for the District by moving to Telehealth appointments in order to comply with Ca Ed Code requirements for District employees. This model was approved by the Public Health Department (previously TB risk assessments were required to be in-person).

3. Set up HIPAA compliant Zoom accounts through ConferZoom.

4. Opened a COVID testing site on campus to manage the COVID-19 pandemic and offer surveillance testing for all students and employees (voluntary, not mandatory, but best practice guidance put forth by governing agencies and mandated for certain sentinel testing groups).

II. **ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

1. Health Services supports and enhances the mission of Cuesta College by helping students achieve and maintain optimal physical, mental and emotional health, and educating students toward taking responsibility for their own health and wellness. It is well documented that student success can be directly correlated with their physical, mental, social, and emotional well-being. Here are examples of how the Health Center supports each of these areas:

- Physical: Nursing consultations and referrals via a Telehealth model; STI testing and treatment (operated through our partnership with CAPSLO/The Center); TB assessments and skin testing; flu vaccination clinics, COVID-19 testing, "Chat with a Nurse" via the Virtual Lobby, and online health education tools (see below).
- Mental and Emotional Supports: mental health workshops, individual, family and couples therapy, group therapy, social media wellness content, trainings, stigma reduction activities, and health promotion activities.
- Social Supports: Group therapy, participation in campus events, facilitation of social support workshops and events

Students have access to many online supports, including: an educational repository on the Health Services webpage; health education and positive messaging on social media platforms (Instagram and Facebook); Student Health 101/Cuesta Campus Well online health and wellness subscription; Wellness Central on Canvas; MindWise behavioral health screeners; and a variety of online trainings (Kognito, MindWise, QPR, and Mental Health First Aid).

2. Staff remain committed to providing inclusive and affirming services by participating in professional development opportunities, trainings, and direct outreach to focus populations.

- This year, our FT Faculty Therapist Tonya Leonard, was accepted into the SLO Acceptance Project. This intensive training is dedicated to serving our LGBTQIAP+ population in order to provide affirming mental health services and helping our health center adopt gold standard practices in order to provide inclusive services to LGBTQIAP + students.

- Staff participated in DEI training and educational opportunities relevant to their practice, including, but not limited to: Cuesta's 21-day Racial Equity and Social Justice Challenge, EEO training, and the "Beloved Community" group discussions. Some staff extended their professional development and participated in additional DEI opportunities.
- Health service team is actively involved in outreach with the following groups and programs: CaFE, Cougar Pantry, Cultural Center, DSPS, Monarch Centers, Veterans Center, and ASCC.

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

Institutional Goal 1: San Luis Obispo Community College District will enhance its programs and services to promote student's successful completion of transfer requirements, degrees, certificates, and courses.

Supporting the overall mission of the college in the standard of quality, excellence and accessibility, the Student Health Services program operates a Health Center which serves to promote student involvement to achieve academic and personal success on the San Luis Obispo and North County campuses. We also offer virtual Telehealth services (currently fully operating on a Telehealth model during COVID-19).

1) Health Services promotes student success by addressing non-academic factors which impede learning. This is done through providing access to acute care services for minor illnesses and injuries, health promotional activities, like our social media content and the annual Influenza vaccine drive, and via mental health supports, including therapy, trainings, and workshops. We remain engaged with our student body and developed workshops this year, specific to addressing the needs of students due to the pandemic, including workshops centered around "Surviving 2020", "The Loneliness Epidemic" workshop, and group therapy for social connections.
2) By promoting Telehealth services, social media wellness tips, a virtual lobby to access live help, and online health education, such as Student Health 101 and Wellness Central in Canvas, Health Services provides health and wellness access to all students, including distance education students.
3) By creating opportunities for non-traditional students, including evening only and re-entry, to access services beyond "normal" office hours or through Telehealth, we have decreased barriers to care and provided greater opportunity for students to access health services.
4) In 2020, the College was awarded a Mental Health Grant through the Chancellors Office and the Director of Student Services serves as the Project Director for this grant. The grant serves to increase mental health services, awareness, education, screenings, and partnerships with community agencies.

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Institutional Goal 3: San Luis Obispo Community College District will assess and improve the quality and effectiveness of its participatory governance and decision-making structures and processes.

- The Student Health Services Director serves on the Student Intervention and Response Team (SIRT), COVID-19 planning team, Management Senate, the Tobacco Free Campus Implementation Taskforce, and the Basic Needs Taskforce.
- The Program Specialist works with campus groups to align our services, including: ASCC, Monarch Center, Latina Leadership Network,
- The Faculty therapist serves on SIRT, Human Development and Support Services advisory committee, and the CCFT negotiation committee.

Institutional Goal 5: San Luis Obispo Community College District will strengthen its partnerships with local educational institutions, civic organizations, businesses, and industries; Core Principle 6: Resource Development.

The Student Health Center Staff seeks opportunities to connect with local health care providers and community service agencies to increase awareness of our services and to augment the services we provide. Events participated in the last year, include:

- An upcoming virtual campus walk for suicide prevention with the American Foundation for Suicide Prevention – April 2021; the Suicide Prevention Forum and Summit 2020-Fall 2020; the S Word Screening with Transitions Mental Health Association (TMHA) – Fall 2020; Valentine's Month/STI testing week partnerships with The Center/CapSLO in February 2021; and Mental Health First Aid trainings and QPR with the County Behavioral Health Department -offered during October and January Flex activities and throughout the year.
- The Student Health Services Director and Therapist collaborate with multiple outside agencies, such as: TMHA, Community Counseling Center (CCC), County Behavioral Health, CapSLO, RISE, and Stand Strong.
- The Student Health Services Director and Faculty Therapist serves on the Mental Health Services Act Advisory Committee, the Suicide Prevention Council of SLO County and the LGBTQ+ Mental Health Taskforce, and the GALA LGBTQ+ community education sub-committee.
- The Student Health Services Director collaborates regularly with staff from the Health Services Association of Community Colleges Region 6 to share information and resources related to student health and wellness.
- The Director sits on the Board for the Health Services Association of California Community Colleges (HSACCC) and regularly collaborates with Directors and colleagues from across the state.

Core Principle 2: College Culture

Core principle 2 challenges Cuesta College to continually assess its college culture and work cohesively in order to accomplish its mission and goals. To this end, the entire Health Services team collaborates regularly to identify areas in which we have been successful serving our diverse student body and areas of potential growth in the future. Notable Areas of Success include:

- Partnerships with multiple on-campus departments and clubs, such as Student Life and Leadership, the Cultural Center, Kinesiology, and ASCC to cross promote campus activities. Examples of events in partnership with campus groups include: Student Success Festival – August 2020; Cuesta Promise Days – October 2020; Move Your Body Rumba Class – October 2020; Kognito Challenge – October 2020; Nutritional Month Special March 2021; Photography Contest 2020- Nov/Dec 2020; Conversatorio Estilo de Vida Saludable – October 2020; Dreamers Club: Mindfulness workshop – Nov 2020; "Social Connections" Group Therapy – Nov/Dec 2020; "Surviving 2020" Workshops – October and December 2020 (staff and employees); virtual multicultural graduation event – Dec 2020; Movies for Mental Health – Nov 2020; Civic Engagement Resource Fair – January 2021; and Edúcate si se puede Resource Fair – March 2020.
- Student Health 101 and Wellness Central on Canvas is a tool to reach all students at Cuesta College.
- Student Health Services has given considerable attention to updating our website and creating content on Facebook and Instagram. This change helps us promote our services, outreach activities, and provide additional resources for students to learn about health, wellness and connecting with services both here at Cuesta College and in our surrounding community.
- Maximizing opportunities to connect and collaborate with our "Cuesta Family" – working with the Kinesiology, Nutrition, Athletics, Student Life and Leadership, Early Childhood Education and Nursing & Allied Health Departments, Veterans Department, Student Success Center, DSPS, Campus Safety, etc. to educate and serve students and/or streamline process students use at Health Services.

Core Principle 3: Innovation/Competitive Edge/Emerging Technology

- A significant change that occurred this year was the move to provide Telehealth services via Zoom and the move to an electronic medical record (launched in the fall 2020) and implementation of a patient portal (due to launch summer 2021). The patient portal will significantly improve our scheduling and intake processes by providing a secure sign in portal for students to schedule appointments and submit forms. This was a noted hardship for students in the Spring of 2020 when the move to online courses and support programs occurred due to the pandemic. In an effort to improve access, we moved forward with the purchase, training, development and implementation of an EMR and patient portal.

- Using the online magazine, Student Health 101, Health Services utilizes technology to improve the health and wellness of our students. We have continued efforts this year to increase utilization of the online subscription.
- Created "Wellness Central on Canvas for health and wellness tips, tools and resources. This is one of the first of its kind on Canvas within CCC campuses and was used as an example during a recent Foundation webinar.

Core Principle 4: Institutional Effectiveness

Core Principle 4 directs the college to support robust Professional Development across all college clusters. The Student Health Services Director and staff have completed the following:

- EEO training
- Trauma Competency Conference
- Anxiety Treatment Techniques
- Cultural Competency and Diversity: Strategies to Improve Client Rapport & Multicultural Awareness
- HSACCC Annual Conference
- CPR and First Aid
- NaBita Webinars and Trainings
- Manager Trainings through Human Resources
- Trainings offered through the CCC Vision and Resource Center
- Multiple updates and webinars regarding COVID-19 offered through the Chancellors office, ACHA, and CDC.
- SLO Acceptance Project
- Suicide Summit 2020
- Law and Ethics
- Clinical Supervision Training
- Black Lives Matter Training

The Student Health Services Director and Staff have participated in the following:

- Mental Health Services Act Advisory Committee
- Tobacco Free Implementation Taskforce
- Basic Needs Taskforce (Director and Program Specialist)
- SIRT (Faculty Therapist and Director)
- Human Services and Development Committee (Faculty Therapist)
- CCFT Negotiation Committee (Faculty Therapist)
- LGBTQ+ Mental Health Taskforce
- SLO County Suicide Prevention Committee
- Various Hiring Committees

Core Principle 7: Student Access

- The Student Health Center provides direct medical and mental health services to students on the San Luis Obispo, North County campuses, and Distance Education. Services have been fully online since Spring 2020 due to the pandemic. We are also providing on campus COVID-19 surveillance testing and hosted a flu vaccine drive in the Fall of 2020.
- We have made available basic need items (condoms and feminine hygiene products) within the Cougar Food Pantry.
- Created Virtual Lobby hours during the pandemic so students could meet with a live person from the health center with daily hours.
- Using social media, Kognito, an online magazine, Student Health 101 and Wellness Central on Canvas, Health Services has ensured that all Cuesta College students have access to reliable health and wellness information.
- Student Health Services continually searches for new and innovative ways to serve our students and augment the services we directly provide by seeking relationships and collaborative opportunities with our community partners. These efforts have resulted in a half time staff member from SLO County Behavioral Health being assigned to Cuesta College to assist in outreach and education related to Mental Health and Drug and Alcohol prevention. She provides multiple QPR and Mental Health First Aid trainings and collaborates with our Program Specialist for various campus activities and initiatives. We have also been invited to share free mental health workshops and trainings made available by Community Counseling Center, County Behavioral Health, and The Haven drug and alcohol services.

Core Principle 8: Student Success

Institutional Learning Outcome 1: Personal, Academic and Professional Development

- As the result of health and wellness education provided to students during the provision of direct care, through online digital content, during class presentations and outreach activities, and workshops, students have an increased ability to recognize, assess, and practice lifestyle choices that promote personal health and mental well-being.
- The Student Health Center along with campus allies sponsor several on campus and virtual events.
- Student Health Services staff participate in multiple professional development opportunities throughout the year (see list above).

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the SLOCCCD Institutional Research website. Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary:

- Describe data collection tool(s) used.

<mark>PENDING</mark>

(PyraMED, SARS grid, Campus Well, Kognito, Wellness Central on the Hub)

- Include updates to program data results from the previous year, if any.

B. Data Interpretation:

- Describe results from previous improvement efforts to the program based on institutional or departmental changes.

- Identify areas if any that may need improvement for program quality and growth.

As we adapt to a new EMR, we are still learning as a department how to pull data and reports and improve our means of reaching out to students for post-appointment surveys. This has been a challenge for the department with the move to PyraMED. We need continued funding for the EMR and Patient Portal in order to serve students efficiently and remotely.

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the Resource Plan Worksheets.

    I. Staffing is the greatest challenge at this time. With the retirement of two members of the team and final approval of an increase to the Program Specialist position pending, the department is managing increased demands on our time with less support staff.

    II. Funding for the annual EMR

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IV. **ANNUAL PROGRAM OUTCOMES (ASOS AND SSOS), ASSESSMENT AND IMPROVEMENTS**

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the Resource Plan Worksheets and review the Resource Allocation Rubric.

V. **ANTICIPATED SERVICE CHALLENGES/CHANGES**

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Suggested Elements:

A. Regulatory changes
B. Internal and external organizational changes
C. Student and staff demographic changes
D. Community economic changes – workforce demands
E. Role of technology for information, service delivery and data retrieval
F. Providing service to multiple off-campus sites
G. Anticipated staffing changes/retirements

VI. **OVERALL BUDGET IMPLICATIONS**

Provide a brief description of the immediate budget request(s) made in your Resource Plan. These elements will be reflected in the District planning and budget process.

Elements:

Health Services is a fee supported program and income generated from the mandatory Health Services Fee enables services. Historically, as enrollment decreases and/or shifts to online course delivery, our budget is negatively impacted. However, aligned with most other CCC health programs, colleges recognize our program supervises a health program on campus, *which serves all students and* is *not only tied to direct services*. It is appropriate and consistent across colleges to charge the health fee to all students except those who qualify for an exemption under state law. Our services expanded to include Telehealth services and

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with this model we have capacity to better serve a greater number of students, including Distance Education. Education Code sections 76355, 76360, and 76361 authorize the governing board of a community college district to charge certain fees, including a health fee and increase those fees by the same percentage as the increase in the Implicit Price Deflator for State and Local Government Purchases of Goods and Services. Currently, Cuesta College has not increased the health fee since 2014, and we charge below the maximum allowable fee. This will need to be addressed with the Cuesta College Board of Trustees in the near future.

A. **Personnel**: According to usage data and observation by the Health Services Director, staff demands are a priority for resources. Total student appointments increased in the 2018-2019 year by 32% in SLO and 73% in NCC. WE saw increases in the Fall of 2019, however following a trend among all departments in the Spring of 2020, and after shift to online course delivery following an unexpected pandemic, appointment usage trends temporarily decreased. The historic trend over the past 5 years is a better prediction of our demand for services moving forward. Appointment usage increases requires additional support staff and hourly staff, especially to meet the mental health needs of the campus and to support outreach and wellness. The Health Office Assistant position is the primary, front-line person who directs all students, checks students in/out, answers phones/emails, etc. This is not optimal as the Director has little administrative support dedicated to requisitions, budgeting, and supervision of hourly workers. The Director is forced to provide administrative support and back-up when priorities dictate better use of the Director's time. Proposal is made to increase the .40 Program Specialist position to 1FTE. At this time the Health Office Assistant retired and we plan to backfill the position in the future.

B. **Equipment/furniture** (other than technology): The department needs a medical grade vaccine refrigerator in order to safely store product we use every year (Flu Vaccines and Tuberculin skin testing serum).

C. **Technology**: Technology continues to be a priority in order to support the Telehealth model. Therefore, we continue to prioritize the request for annual funding of Pyramed Software which enables an electronic medical record (EMR). Upgrading to an EMR speeds up our history gathering, charting, scheduling, improve data collection, provides a more protected and compliant medical record and allow providers to chart remotely. Time saved documenting allows providers to see more students and free up time spent maintaining paper charts from administrative staff. In addition, 3 Chromebooks are requested to facilitate student self-check-ins, completion of online intake forms, support the additional support staff, and provide for interactive delivery of nursing services during a visit, when appropriate. Laptops and Chromebook are likely to be made available for the foreseeable future due to District funding of these devices following the pandemic.

D. Facilities: No request made

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