Student Affairs Annual Report
Appendix D
Health and Wellness Center Annual Report 2015-2015
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1. **Introduction**

The Health and Wellness Center is focused on providing the Trinity community primary outpatient health care with an emphasis on health maintenance and illness prevention. We strive to provide care that is easily accessible and treat the patients in a holistic manner. The staff of the Health Center is involved in campus health education to promote lifelong wellness and support academic success. Students are encouraged and empowered to learn how to reduce their risk of disease and injury and to make appropriate lifestyle choices.

This year the Health and Wellness Center (HWC) was able to hire a second Nurse Practitioner. With this second provider the HWC was able to provide more comprehensive health care to the students of Trinity. The second nurse practitioner also allowed the HWC to be open later hours and provide health talks in the residence halls. This year there were two highly infections communicable diseases that made headlines, Ebola and Measles. The Nurse Practitioners spent time educating and preparing the Trinity community in the event of an outbreak. The Counselor held several group sessions during the year focusing on different ways to support the Trinity community. She also conducted training sessions and was a valued consultant for the staff and faculty.

1. **Dashboard Data Summary**

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| --- | --- | --- | --- |
| **Type of Visit** | **2014/15** | **2013/14** | **Percentage increase or decrease** |
| Medical Visits | 1,259 | 1,176 |  7% increase |
| Counseling Visits | 582 | 466 | 25% increase |
| Unique Visits | 392 | 429 | 9% decrease |
| Total Number of Students on Plans  | 1,147 | 1,141 |  0.5% increase |
| Revenue | $224,061 | $140,792 | 59% increase |

1. **Progress to Meet Goals**
2. Hire additional staff to provide care in the early evening hours to serve the students that are commuters or have daytime jobs.

The HWC was able to hire a second Nurse Practitioner who started in August. She was a great asset to the HWC. The Nurse Practitioners were able to increase the volume of students seen on a daily basis and provide longer hours for students to access the services.

1. Create a marketing strategy to increase awareness of the Health Center and its services. The Health and Wellness Center was successful at increasing the student’s awareness of its services. Door hangers with the staff, services, and hours were left on all the residence hall rooms in the fall. A new large banner was installed above the Health and Wellness Center, making its location much more visible. Health Center was present at all the Accepted Student Days during the summer, Move in Day, and at Orientation for new students in all schools. There was a 7% increase in medical and a 25% increase in mental health visits this year.
2. Achieve 100% immunization compliance by October 1, 2014 for the fall admissions and by February 15, 2014 for spring admissions.

This goal was not achieved. The HWC staff reached out to the students personally on several occasions to educate them on the importance and purpose of immunization records, but did not get a great response. Trinity encourages the students to follow up with the Health and Wellness Center, but the HWC needs to work with Dean of Student Services and others to ensure this compliance in the future.

1. Create a peer advisory group to aid in educating the student body about the top diagnoses we see in the health center.

The Health and Wellness Center did not achieve this goal. It was discussed among the staff in the Fall, but lacked the follow up. It will remain a goal in the upcoming year.

1. Create programs that are responsive and proactive in educating students regarding the concerns that are most prevalent in the HWC.

The Health Center and Resident Life were successful in hosting two residence hall talks on STDs and breast health. The Residential Coordinators worked closely with the Nurse Practitioners and the nursing student to bring an educational program to the students. The Counselor hosted guided imagery, stress management, parents group, and anxiety/depression screenings during the year. Many of these were held in conjunction of an activity being hosted by the Assistant Dean of Student Engagement.

1. **Key Assessments**

**Medical Services**

The Health and Wellness Center saw a 7% increase in usage in 2014-15. Only 34% of the students who have paid the Health Fee have utilized the HWC. The HWC was marketed at Move In Day, Orientation, and in reminder emails and social media posts. The overall number of visits increased, but it was the same students accessing the center. Overall, there was a 9% decrease in unique students visiting the HWC. This demonstrates that the students that did utilize the services did return multiple times.

These numbers demonstrate there is still a significant need to market the Health and Wellness Center to the College of Arts and Science (CAS) students. Many of these students live on campus and are not accessing this great service.

First year students utilized the medical services in the Health Center the most this year. 37% of the visits were from freshman verses only 24% from last year. The freshmen are the students that the providers focus a great deal of their time by reaching out prior to the beginning of the school year as well as during orientation and registration days. This shows that the outreach was beneficial. Many of the freshmen visited the health center for immunizations, physicals, and gynecological advice.

In the past the 76% of the visits were from upper classman, this year it was only 57%. Seniors usually account for the highest number of visits, but they decreased by almost half this year. This could indicate that they had become less dependent on the medical services and learned how to prevent the illnesses they typically came in for treatment.

Gynecological visits, immunizations, and respiratory were the top three diagnoses. These are the same top diagnoses from last year. Flu vaccine was another top diagnosis, but several outside flu clinics were held during the school year, which does not reflect what was happening inside the HWC.

The importance of being able to provide gynecological services to the students is evident by what they are coming to the HWC. This includes but is not limited to STI screenings, contraception counseling, well woman examinations, and vaginal infections. A lot of education is given in each of these types of visits. It would be helpful to take this education to the dorms or an open discussion twice a year. Keeping the relationship with Washington Hospital Midwives/Women’s Center will be important for referring students with more difficult plans of care.

There was a 3% increase in the immunization category. The Nurse Practitioners worked to get students their required vaccinations. The Nurse Practitioners developed a system in each of the students’ charts which allowed them to be reminded of what vaccines a student needed when they came into access the health services for any reason.

Respiratory illness is always a top diagnosis in the fall and winter. Many students have asthma that gets triggered when they get the common cold or the flu. The Nurse Practitioners provided much proactive education this year for students with respiratory illnesses. The flu vaccines were also highly encouraged to all students.

Revenue increased by 59% this year due a second provider, claim billing fee schedule increases for services and medication, and the broadening of some medical services provided including health screenings, spirometery, peak flow monitoring, ear lavages, abscess incision and drainage. Mental Health saw a significant increase in total billed after the implementation of the new ledger bill, which included case management hours. 40% of the amount billed by the Counselor is contributed to time spent doing case management.

**Mental Health Counseling Services**The Health & Wellness Center offered a wide range of mental health services to the Trinity community over the 2014-15 school year. Services included individual counseling, crisis intervention, case management, mental health screenings, educational programming, support group counseling and faculty/staff consultation and training.

Individual Counseling

During the 2014-15 school year the Counselor conducted 428 individual sessions. The top three diagnoses for these students were: depression (35%), trauma\* (23%) and stress/anxiety (19%).

According to The Center for Collegiate Mental Health 2013 Annual Report and the National Survey of College Counseling Center Directors (2014), the top 3 diagnoses in colleges across the US were: depression, stress/anxiety, and relationship difficulties. Trinity students present with trauma as the second most frequent diagnosis. Many also have more than one mental health diagnosis (For example trauma -child sexual abuse, depression and substance abuse). The cases are very complex, often requiring crisis intervention, case management, and collaboration with outside community resources.

\*trauma included those who were experiencing repercussions from physical and/or sexual assault, robbery, rape, physical and/or sexual abuse & domestic violence, loss of parent/primary caregiver in childhood, childhood serious injury or illness.

Undergraduate students utilized a large majority of these services: 30% sophomore, 24% junior, 21% freshman, 17% senior. Graduate students utilized 7% and faculty/staff 1% of visits. Most of these sessions were billable. Some students/ faculty/staff who did not have the school insurance or had not paid the health fee (therefore not billable) were seen when in crisis, and/or for evaluation and referral to outside providers and services.

Case Management/ Crisis Intervention

The Counselor spent a significant amount of time this year managing student issues beyond the counseling sessions. In the National Survey of College Counseling Center Directors (2014), 94% of directors described a continuing trend toward a greater number of students with severe psychological problems. Many Trinity students presented with significant mental health issues. The need for case management and/or crisis intervention was constant. This year the Health Center director helped the counselor find ways to bill for some of these services, increasing revenue. In addition to the 418 individual sessions, 164 adjunct services were billed (approximately 3/5).

Programming

The following programs were offered this year:

* Freshman Orientation: Mental Health Awareness
* Parent Orientation: Letting Go, Supporting from Afar
* Adjusting to College (1 day and 1 evening program)
* Purple Wednesday (Domestic Violence and Sexual Assault)
* Relaxation Sensation I: Stress Management
* Relaxation Sensation II: Guided Imagery
* Quelling Test Anxiety (evening program for nursing students)
* Depression Awareness and Screenings (1 day and 1 evening program)
* Alcohol Use/Abuse Awareness and Screenings
* Eating Disorders Awareness and Screenings
* Parents Support Groups (day and evening)

These programs (a mix of day, evening and weekend) served approximately 580 students, faculty and staff. Numerous events were offered in conjunction with other departments including Student Engagement, Title IX & Academic Support, DOSS, and Campus Housing. In addition, collaboration with academic departments including Counseling, Education and Nursing occurred.

Support Groups

Parents Support Groups were offered twice weekly (1 day and 1 evening) during the Fall semester and weekly during Spring. Parents and parents-to-be were present. Though attendance was small, students reported regularly that it was helpful. In addition, many of these students also took advantage of individual counseling at Trinity, support through the Washington Hospital Center’s Teen Alliance for Prepared Parenting (TAPP) program and through the Mary Center.

The counselor also presented at The DC Campaign to Prevent Teen Pregnancy’s Conference on supporting parenting teens in higher education. This was helpful by informing community providers of the supports that Trinity offers to pregnant and parenting students. It also was useful for developing new connections and enhancing the list of student resources.

Trainings

The counselor conducted the following trainings over the 2014-15 school year:

* Communication, Conflict and Crises- Resident Coordinator Orientation
* Roles and Boundaries as a Resident Coordinator
* Dealing with Distressed and Disruptive Students – Faculty/Staff
* How to Administer Depression Screenings- Counseling Graduate Students
* How to Administer Eating Disorders Screenings- Counseling Graduate students
* How to Administer Alcohol Abuse Screenings- Counseling Graduate Students

The collaborations with the counseling department were especially helpful in numerous ways. Our graduate students gained hands-on experiences in mental health, more members of the Trinity community were able to be screened, and those identified to be at-risk were given resources and/ or referred for follow-up.

Consultation

The Counselor met with numerous faculty and staff surrounding a variety of issues including Classroom management, Coping with students of concern, Dealing with psychotic behavior, Working with difficult supervisees, De-escalating angry students and Supporting their staff.

Risk Management

The counselor worked to manage risk in the following ways:

* Bi-weekly consultation with psychological consultant
* Periodic Chart review
* Timely and appropriate record-keeping
* Documentation of necessary incidents
* Consultation with in-house council
* After hours emergency availability/ plan
* Provision of evidence-based treatments
* Possession of individual malpractice insurance
* Continued education and training
* Use of CARE team to identify and manage at-risk students
1. **Key Assessment Plans and Results**

*Goal 1*

Overall goal: Increase the number of students utilizing the Health and Wellness Center by 20% over the 2014-15 school year.

Progress statement: There was a 1% increase in students utilizing the Health and Wellness Center. There was a significant amount of freshman that repeatedly visited the HWC.

Assessment indicators: Factors that help to increase the usage of the Health and Wellness Center include personal outreach from the staff, early distribution of health information packets to students, health center staff presence at Orientations, Open House, Move In Day, special lunch time events, and the common areas that students congregate. Data: Claims reports, daily visit logs

Report: Present data. Personal outreach and presence on campus is beneficial to increasing the utilization of the Health and Wellness Center. Students that receive early communication from the Health and Wellness Center are more likely to return paperwork, follow immunization requirements and follow up with the HWC.

*Goal 2*

Overall goal: Decrease in documented STI cases throughout the 2014-15 school year.

Progress statement: There was a 27% decrease in documented STI cases.

Assessment Indicators: Factors that help to decrease the number of STIs include educational discussions held in the dorms, a greater push for STI education with every gynecological encounter, and passing out condoms to the student in the dorms and in the Health and Wellness Center. The Health and Wellness Center also left informational brochures on STIs in the waiting rooms and exam rooms allowing students to freely take what they were interested in.

Data: Public Health Department reporting sheets, claims data

Report: Based on this report, we can conclude that with increased education and ease of access to condoms the number of documented STI cases has decreased. Dorm room discussions allow an intimate setting where students can freely ask questions to educate themselves about STIs.

1. **Goals for 2015-16**
2. Review Staffing structure for alignment to student’s needs. Including consideration of a social worker and a medical billing / insurance assistant.
3. Increase educational programs on preventable disease to help decrease the number of students with these diagnoses: diabetes, high cholesterol, obesity, STIs, and high blood pressure. A Health Expo would be a great way to involve outside vendors to help in the education process. Education empowers individuals and encourages them to make a positive change in their life. Many of the students are pre-diabetic or diabetic. Simple lifestyle changes can reverse their diagnosis of diabetes and save their vision, limbs, and kidneys. With a full staff in the Health and Wellness Center, ongoing educational programs can be implemented.
4. Develop a peer education program with the primary goal: to promote health and well-being through awareness, prevention, and education.