## Student Health Services

### DIVISIONAL GOALS Supported:

1. Increase student retention and graduation.
2. Increase the number of students participating in university activities and programs.

“Wellness must be a prerequisite to all else. Students cannot be intellectually proficient if they are physically or psychologically unwell.”
Earnest Boyer

### SHS DEPARTMENT GOAL #1

<table>
<thead>
<tr>
<th>Strategies</th>
<th>SHS will be a recognized resource on campus for helping our students move toward a state of optimal health and wellness.</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Continue to be a hub for current health and wellness information by/through:</td>
</tr>
<tr>
<td></td>
<td>• SHS WEB SITE</td>
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<td></td>
<td>• E-MAILS</td>
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<td></td>
<td>• FLYERS</td>
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<td></td>
<td>• FRONT DESK INFORMATION VISITS</td>
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<td></td>
<td>• TIGER SCOOP</td>
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<td></td>
<td>• Blog</td>
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<td>• Crisis Committee Health Topic Leadership</td>
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<td>• Student Health Fair</td>
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<td>• Presentations to classes, groups, RSOs, Greeks</td>
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<td></td>
<td>• Student Health 101 e-journal sent monthly to all students.</td>
</tr>
</tbody>
</table>
### Collaborate with:

- ACAD 1100 Classes and Instructors
- Active Minds RSO
- Clinical Psychology Department
- College of Education, Health and Human Sciences
  - Dietetics Department
  - Health & Human Performance
  - Health Promotion Department
- English Department
- Fogelman College of Business & Economics
- Graphic Arts Department

### Student Learning Objectives

1. Recognize that health supports and enhances academic achievement and personal success.
2. Embrace the realization that health sustains strong social and learning environments and helps them stay in school.
3. Recognize SHS as a reliable resource for medical information and current health events.
4. Be well-informed consumers and take charge of their personal health.
5. List additional resources on and off campus for assistance with their personal health and wellness.
6. Apply medical information received to their personal lives, develop the ability to make personal health decisions, and take responsibility for their health and well-being.

### Evidence of achievement

Students use SHS and the information provided as a resource for health and wellness information. This is evidenced by the following:

- SHS website is used frequently to obtain information.
Website: 26,659 hits for the past year

* Information visits to clinic – 5066

SHS plays an active role in campaigning for prevention strategies to students and implementing an aggressive immunization program for students/staff/faculty to prevent influenza and other communicable infections.

* Emails were sent to ALL UofM students and, at times, faculty and staff with important health information:
  * Free Allergy Screenings: Allergy clinic was not available this year to provide screenings. We are working to reinstate the allergy screening clinic.
  * Student Health Fair n= ~3500
  * Flu Shots - Fall 2011 = 415 flu shots given by Le Bonheur nurses in October and November 2011.

Students choose to use the **Student Health Clinic** and the **Satisfaction Surveys** (n=206) show **96 - 100%** satisfaction in all areas: reception area, nursing, health-care providers, laboratory, and radiology. **97%** reported waiting less than 30 minutes to be seen by a health-care provider.

Students from journalism, English, sociology, psychology, and Helmsman reporters frequently requested information on health topics for presentations and personal use from the Health Educator, Health Education Graduate Assistants, and Physician.

  * 8 Published Helmsman Articles
  * 22 interviews for term papers and student presentations
  * 5 research projects

  * 74 requested health presentations were given by the Health Educator and/or Graduate Assistants to approximately 1800 students. The venues included classes, registered student organizations, Greek chapters, special presentations, ROTC programs, and programs for RAs. Topics ranged from stress, meningitis, influenza, motivation, and nutrition, to STIs, drugs, sex, tobacco, and alcohol. Presentations included: didactic, game show formats, and clicker programs.
TIGER SCOOP; Health Center News and Views posted 10 times a year. Evaluated by surveys in ACAD classes (n= 200) and sidewalk surveys (n=100).

The Tiger Scoop has become a very popular mechanism for dispensing information and is read by about 75% of the U of M community. Information includes topics requested through surveys, current information, a list of articles in Student Health 101, and a calendar of health events for the month.

2012 SIDEWALK SURVEY - TIGER SCOOP
- 82% of students live off campus.
- 76% of students read the TIGER SCOOP.

<table>
<thead>
<tr>
<th>SIDEWALK SURVEY</th>
<th>SURVEY OF ACAD 1100 CLASSES FALL 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>📢 READ 🚫 DO NOT READ</td>
<td>📢 READ 🚫 DO NOT READ ◼ NO RESPONSE</td>
</tr>
<tr>
<td>23%</td>
<td>17%</td>
</tr>
<tr>
<td>77%</td>
<td>45%</td>
</tr>
</tbody>
</table>

CRISIS COMMITTEE instrumental in providing information to campus community at Student Health Fair on crisis response, and medical director participated in university community response (desktop and mock), covering such disasters/illnesses like anthrax, influenza, and earthquake.
STUDENT HEALTH FAIR, sponsored by SHS, was attended by approximately 3500 students and faculty/staff members. Results of BMI surveys done by MPH students and LSON students show a high number of overweight and obese students, which supports the need for TIGERS FEEL GRRREAT Fitness Programs and Memphis Healthy U. See goal #5 for information.

Students read the e-journal STUDENT HEALTH 101 sent by SHS to all students. Parents may sign up to receive a parent edition and are notified at New Student Orientation, on our website or Facebook page, by tweets and through the Parent E-Newsletter. Students had an average of 941 unique sessions per month. The yearly total of unique sessions was 10,351, with 3602 mobile sessions.

Many positive comments were made by students, faculty, and staff. SH101 editors also received positive comments, which they list in the monthly usage reports.

Student Health 101
We asked students to share what they've learned from Student Health 101. Below are a few of their comments:

“I enjoyed the two articles that talked about choosing a career, and loans. I learned that I should do research and plan ahead before I take any action that could lead me into debt, or in a career that I will never be happy with.” – Marlain

“I learned about loan repayment options, which is extremely helpful! I also learned how important core workouts are and that they aren't just ab workouts. I also learned some helpful tips on reconsidering my career choice, which is something I've done a lot here lately.” – Tiffany

“I really enjoyed reading the Handling Student Loans article because I really have a problem managing my money, and it was good to get some tips on things I could do to make sure I'm not overwhelmed with debt when I graduate. I learned that I should look at how much the career I'm pursuing is paying so that I can make sure I will be able to pay off my loans. I also learned that I should not take out that many loans; I should work and pay for school out of my own pocket so that I won't have to pay too much money back. I also enjoyed the Positive Steps to Help You Beat the Blues article because I learned that staying away from people who complain all the time is a good way to prevent feeling down. I also learned that staying active is a very good way to stay upbeat and positive. All and all, I learned different things from each article, and I will continue to read Student Health 101.” - Naafi'ah
“I wish I had information like this earlier in my college career. It would have saved me a lot of time and regrets.” – Angela

“I loved the Student Health 101, I definitely appreciate the fact that it was sent to all of our e-mails! I’m glad that I actually stop to read the articles that mostly related to me, and I did learn more than I had known before.” – NaTashia

**SHS asked students to share their thoughts on how to improve Student Health 101**

“I would not change anything. I think it is one of the best things happening here at U of M.” - D.

**SH101 Includes Learning Outcomes: An example of two:**

**Planning Ahead for Paying Student Loans**
Understand how loans work in terms of interest rates, repayment, penalties, etc.; Know what limits they should set when it comes to borrowing; Realize how failure to pay back loans can affect one’s future; Recognize that loans can be a positive tool for getting a college education; Realize how loans can affect one’s mental state and academic performance when the financial burden becomes too great; Know where to go for more information.

**How NOT to Diet**
Learn about the prevalence of diet plans and explain why students have to carefully consider pursuing a diet; Understand why many health administrators and experts have a negative association when it comes to diets; Know how to evaluate some of the more common diets; Realize how to develop an overall healthy eating strategy that may be better than a diet; Know where to go for further information on healthy eating habits and weight loss.
<table>
<thead>
<tr>
<th>Article Name</th>
<th>Read and Learned from Article</th>
<th>Read and Didn’t Learn from the Article</th>
<th>Didn’t Read Article</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UofM stat</strong>&lt;br&gt;How NOT to Diet</td>
<td>77% (50)</td>
<td>14% (9)</td>
<td>9% (6)</td>
</tr>
<tr>
<td><strong>National stat</strong>&lt;br&gt;How NOT to Diet</td>
<td>79% (4,804)</td>
<td>10% (581)</td>
<td>12% (708)</td>
</tr>
<tr>
<td><strong>UofM stat</strong>&lt;br&gt;Planning Ahead for Paying Student Loans</td>
<td>74% (48)</td>
<td>5% (3)</td>
<td>22% (14)</td>
</tr>
<tr>
<td><strong>National stat</strong>&lt;br&gt;Planning Ahead for Paying Student Loans</td>
<td>68% (4,172)</td>
<td>11% (647)</td>
<td>21% (1,274)</td>
</tr>
</tbody>
</table>

How will your assessment data shape this strategy in the future?

- Concentrate more time on resources utilized most frequently by students.
- Blog to be discontinued until needed as an emergency information source.
- Help SHS reach more students.
- Revise our website and update continuously since it is used frequently by students.
- Market Student Health 101 to campus community.
DIVISIONAL GOALS Supported:
1. Increase student retention and graduation.
2. Increase the number of students participating in key co-curricular activities and programs.
3. Cultivate a welcoming, safe, and respectful campus environment.
4. Create a service-oriented culture in all units.

<table>
<thead>
<tr>
<th>SHS DEPARTMENT GOAL #2</th>
<th>Every patient leaves the clinic understanding their diagnosis, treatment, and follow-up.</th>
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<tbody>
<tr>
<td>Strategies</td>
<td>Patient teaching done at every clinic visit. In addition, information sheets/brochures specific to their diagnosis, if available, are given to the patient.</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>Patient will be able to verbalize to the clinic staff their diagnosis, treatment, and follow-up instructions following clinic assessment.</td>
</tr>
</tbody>
</table>
| Other Objectives                                           | • Increase wellness of students.  
• Increase self-care and efficacy.  
• Sustainable.  
• Contribute to the welfare of our University community.  
• Develop a deepened sense of taking care of one’s body.  
• Practice healthy behavior.  
• Understand one’s self.  
• Learn to communicate with others effectively. |
<p>| Evidence of achievement                                     | Survey responses confirmed that patients leave Student Health Services understanding their diagnosis, treatment, and follow-up care. |</p>
<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know my diagnosis from today’s visit.</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>I know the treatment for my diagnosis today.</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>I know my follow-up instructions.</td>
<td>99%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Letter from patient:**

“I just wanted to say thanks for the wonderful experience. . . . Everyone was so nice, including the receptionist, nurses, doctor and x-ray tech. It was a quicker and more pleasant experience than I imagined. Thanks again!” U of M Student

**How will your assessment data shape this strategy in the future?**

- Continue to conduct quality improvement activities within SHS based on the learning outcome of student users.
- Recruit and retain highly qualified staff to provide quality healthcare to our students.
- Promote continuous professional staff improvement.
DIVISIONAL GOALS Supported:

1. Increase student retention and graduation.
2. Increase the number of students participating in key co-curricular activities and programs.
3. Cultivate a welcoming, safe, and respectful campus environment.
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<table>
<thead>
<tr>
<th>SHS DEPARTMENT GOAL #3</th>
<th>1. Inform, encourage, educate, and support our students to become healthier through nutrition education, exercise education, and motivational strategies.</th>
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<tbody>
<tr>
<td></td>
<td>2. Increase the percentage of students <em>actually participating</em> in TFG each semester and to assist in personal development of lifestyle changes which will benefit each student throughout their lifetime.</td>
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**Strategies**

**TIGERS FEEL GRRREAT FITNESS PROGRAM (TFG)**

Leadership shared with Campus Recreation and Intramural Services

Collaboration:

- CRIS
- Memphis Healthy U
- Psychology Department
- Masters of Public Health Department
- Nutrition Department
- Wellness and Health Promotion Department
- Exercises Science Department
- Human Resources
- CCLT
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>1. Become more active and in better physical health after completing the program as evidenced by lower body mass index measurements and lower body fat percentages.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Participate in the TFG program.</td>
</tr>
<tr>
<td>Other Objectives</td>
<td>• Apply knowledge from TFG to improve lifestyle and promote healthy lifestyles to their offspring, friends, and relatives.</td>
</tr>
<tr>
<td>Evidence of achievement</td>
<td><strong>FA 2011 AND SP 2012 TIGERS FEEL GRRREAT!</strong></td>
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<tr>
<td></td>
<td>Pre-registration limited to 200; nevertheless, all students desiring a place in the program were included. For the first week, 125 students participated (62.5%). However, attendance dropped following midterm, with 24 students finishing the program and completing the final evaluation.</td>
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<tr>
<td></td>
<td>Some students attended 2 sessions each week to increase workout time.</td>
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<td></td>
<td>TFG participants attended an average of 8.21 sessions.</td>
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<td></td>
<td>Seventy-four percent exercised and used CRIS outside of their TFG session.</td>
</tr>
<tr>
<td>TFG participants self-reported to leaders:</td>
<td>• Feeling more energetic and in better physical health than prior to joining the TFG Fitness Program.</td>
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<tr>
<td></td>
<td>• Expectations for the program were met.</td>
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<tr>
<td></td>
<td>• Improved self-esteem and self-worth.</td>
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<tr>
<td>Post Program Assessment completed by students who finished the TFG Fitness Program (n=24):</td>
<td>Using a Likert Scale (1=very helpful  5 = not helpful)</td>
</tr>
<tr>
<td></td>
<td>o Average TFG program rating was 1.2.</td>
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<tr>
<td></td>
<td>o Average rating for helpfulness of the Nutrition Sessions was 2.</td>
</tr>
<tr>
<td></td>
<td>o Average rating for helpfulness of the Motivation Sessions was 2.</td>
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</table>
STUDENT EXPECTATIONS OF TIGERS FEEL GRRREAT!
POST-PROGRAM EVALUATION  n=24

Were your expectations met?

- Expectations of the Program generally
  - Fully Met
  - Partially Met
  - Not Met

- Expectations toward your fitness goals
  - Fully Met
  - Partially Met
  - Not Met
Did participation in TFG change your attitudes regarding:

- Self-Esteem
- Self-Worth

How will your assessment data shape this strategy in the future?

Evaluate TFG participants’ feedback on how to increase personal motivation and perseverance.

Continue collaboration with CRIS for program effectiveness.
DIVISIONAL GOALS Supported:

1. Increase student retention and graduation.
2. Increase the number of students participating in key co-curricular activities and programs.
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<table>
<thead>
<tr>
<th>SHS DEPARTMENT GOAL #4</th>
<th>Normalize student perceptions of alcohol and other drug use by college students, thereby reducing the amount of alcohol ingested, especially by freshmen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td><strong>SOCIAL NORMS Media Campaign IV</strong> (ALCOHOL PROJECT) ($6,500 award from CHASCo)</td>
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<tr>
<td></td>
<td><strong>Electronic Check-Ups to Go</strong> (E-CHUG &amp; E-TOKE) online alcohol and marijuana prevention programs on SHS website.</td>
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<td></td>
<td><strong>National Alcohol Screening Day</strong></td>
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<td></td>
<td>Collaboration with CCLT and Psychology Departments.</td>
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<td></td>
<td><strong>True Blue Choices Program from NCAA grant</strong> - ($30,000 over 3 years - awarded April 2010).</td>
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<td></td>
<td>Collaboration:</td>
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<tr>
<td></td>
<td>– Clinical Psychology</td>
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<td></td>
<td>– Masters of Public Health</td>
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<td></td>
<td>– Athletics</td>
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<td></td>
<td>– Community Health</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>Undergraduate students will self-report drinking 3 or fewer drinks per week in each consecutive year.</td>
</tr>
<tr>
<td></td>
<td>1. CORE survey will show the same or lower alcohol use in Spring 2012 as compared to previous year surveys.</td>
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<td></td>
<td>2. Fewer students will self-report binge drinking on the CORE survey.</td>
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<td></td>
<td>3. E-CHUG statistics will show fewer drinks consumed over previous years.</td>
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<td></td>
<td>4. Freshmen will know U of M policies regarding alcohol and other drugs, and will participate in an alcohol intervention (Social Norms Media Campaign IV, True Blue Choices, or e-CHUG).</td>
</tr>
</tbody>
</table>
| Other Objectives | • Remember motivational interviewing facts throughout life and continue to be lifelong learners.  
• Share information with family members and friends. |
| Evidence of achievement | CORE data for Spring 2012 survey showed a decrease in the number of students reporting zero drinks in a typical week and an increase in the number drinking 1-2 drinks in a week. Those drinking more heavily (4 or more drinks in a typical week) stayed the same. Marijuana use continues to increase slightly every year surveyed.  

**Comparison of the number of drinks per typical week in 2010, 2011, and 2012**

<table>
<thead>
<tr>
<th></th>
<th>2010 n=333</th>
<th>2011 n=659</th>
<th>2012 n=672</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 drinks</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1-3 drinks</td>
<td></td>
<td></td>
<td></td>
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<td>4-7 drinks</td>
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</tbody>
</table>
Comparison of the number of binge drinkers in a 2-week period in 2010, 2011, and 2012 (CORE Survey - not during Spring Break or any holiday)

% BINGE DRINKING

Perception and actual reported number of alcoholic drinks in 2012

CORE SURVEY 2012 DATA (n=762)
Comparison of Marijuana Use in 2010, 2011, and 2012 CORE SURVEY

- Zero
- 1-12/yr
- 2 X/mo - 1X/wk
- 3X/wk - daily

2010 n=333
2011 n=659
2012 n=672
Perception and Actual Reported Use of Marijuana in 2012

CORE SURVEY 2012 DATA (n=762)

Who Uses Marijuana?

Marijuana Users (in Past 30 Days) by Class

CORE SURVEY 2012 DATA (n=762)
National Alcohol Screening Day
Data showed 155 students participated in the screening. About 20 higher-risk students were identified, and it was suggested they seek counseling.

Electronic Check-up to Go (ECHUG and ETOKE)
Data showed, between July 2011 and June 2012, 107 students completed the Alcohol e-CHECKUP TO GO and 88 completed the Marijuana e-CHECKUP TO GO.

<table>
<thead>
<tr>
<th>How will your assessment data shape this strategy in the future?</th>
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<tbody>
<tr>
<td>Continue using Tiers 1 &amp; 2 interventions, some Tier 3, and a few Tier 4s consistently throughout the year. Administer the CORE Survey at least every 2 years.</td>
</tr>
<tr>
<td>Increase informational programs and social norms marketing on marijuana to general and targeted populations (males, Greeks, sophomores, seniors).</td>
</tr>
<tr>
<td>Continue Social Norms Campaigns for alcohol and coordinate with NCAA True Blue Choices Program.</td>
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</tbody>
</table>
**DIVISIONAL GOALS Supported:**
1. Increase student retention and graduation.
2. Increase the number of students participating in key co-curricular activities and programs.
3. Cultivate a welcoming, safe, and respectful campus environment.
4. Create a service-oriented culture in all units.

<table>
<thead>
<tr>
<th>SHS DEPARTMENT GOAL #5</th>
<th>Educate students about the resources available on campus and in the Memphis community so they can maintain or enhance their physical, psychological, spiritual, and financial wellness.</th>
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</thead>
<tbody>
<tr>
<td>Strategies</td>
<td><strong>STUDENT HEALTH FAIR</strong></td>
</tr>
<tr>
<td></td>
<td>• Various handouts, brochures, and bookmarks at SHS.</td>
</tr>
<tr>
<td></td>
<td>• Medical Resources</td>
</tr>
<tr>
<td></td>
<td>• Counseling Resources</td>
</tr>
<tr>
<td></td>
<td>• HIV/STI Screening Resources</td>
</tr>
<tr>
<td></td>
<td>• Flu Shots</td>
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<tr>
<td>Collaboration:</td>
<td>− Student Affairs departments</td>
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<tr>
<td></td>
<td>− Fogelman Business &amp; Economics</td>
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<tr>
<td></td>
<td>− Engineering</td>
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<td></td>
<td>− Masters of Public Health</td>
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<tr>
<td></td>
<td>− Loewenberg School of Nursing</td>
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<tr>
<td></td>
<td>− Mathematics</td>
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<tr>
<td></td>
<td>− Chemistry</td>
</tr>
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<td></td>
<td>− Speech and Audiology Center</td>
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<td></td>
<td>− Biology</td>
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<td></td>
<td>− Graphic Design</td>
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<td></td>
<td>− Education</td>
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<td></td>
<td>− UT Health Sciences Center</td>
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<td></td>
<td>− Community Not-For-Profit Organizations</td>
</tr>
<tr>
<td></td>
<td>− Local Hospitals</td>
</tr>
</tbody>
</table>
| Student Learning Objectives | 1. Identify resources on campus and in the community which students can access for their physical, psychological, spiritual, and financial wellness.  
2. Identify two healthy behaviors. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Other Objectives</td>
<td>Other participants included faculty, staff, visitors, and families</td>
</tr>
</tbody>
</table>
| Evidence of achievement    | 1. Evaluations (n=457) demonstrated the most influential exhibits:  
• Food/Nutrition  
• Exercise  
• Sexual Health  
• Stress  
2. Self-reported healthy ideas learned.  
• Anti – Smoking  
• Diet and Nutrition  
  • Value of each  
  • Portions  
  • Sugar (soda, red bull)  
  • Vegetables/fruit/campus garden/eat organic/healthy foods/low-fat  
  • Body Mass Index  
  • Increase water  
• Exercise  
  • Types (take the stairs, rec center options)  
  • Frequency increase  
• Sexual Health/Safe Sex/Birth Control/Pregnancy  
  • Options  
  • Availability  
  • Sex before marriage = bad  
• Breast Cancer Awareness and Examination  
• Organ Donation  
• Fire Safety |
<table>
<thead>
<tr>
<th>How will your assessment data shape this strategy in the future?</th>
<th>We analyze suggestions from surveys (what students like and what they want) for possible changes at our first planning committee meeting each year. For instance, adjusting the hours for maximum benefit of students — registration data confirmed that 10 am – 2 pm was the most beneficial on Wednesdays. Additionally, increasing the hours of operation was detrimental to the exhibitor’s stamina and many departments would not be able to stay until 4 pm. Requests for information helped us determine interest and search for not-for-profit organizations covering that information. Multiple suggestions for healthier food prompted a change from pizza to wraps and fruit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Stress</td>
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<tr>
<td>- Asthma</td>
<td></td>
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<tr>
<td>- Blood Pressure</td>
<td></td>
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<tr>
<td>- Sickle Cell</td>
<td></td>
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<tr>
<td>- Hearing and Sight</td>
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<tr>
<td>- Loud music/computer screen</td>
<td></td>
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<tr>
<td>- Awareness of campus services such as Student Health, Disability Services, Campus Safety, Counseling</td>
<td></td>
</tr>
</tbody>
</table>
### DIVISIONAL GOALS Supported:

1. Increase student retention and graduation.
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4. Create a service-oriented culture in all units.

### SHS DEPARTMENT GOAL #6

Provide varied, accurate, relevant, and timely health information to all students on campus, especially commuter students.

#### Strategies

Publish and post issues of the **TIGER SCOOP: Health News and Views** on restroom stall doors in all academic buildings, Administration Building, Wilder Towers, and in a literature rack on the information desk of the UC. Sent electronically to the Law School, Speech and Audiology Center, Athletics, and Athletic Advising. ISSUES also posted on SHS website.

**Collaboration:**

- IT
- Graphic Arts Dept.
- Journalism Dept.
- Clinical Psychology Dept.
- Fogelman Business & Economics
- English Dept.
- Loewenberg School of Nursing.
- Nutrition Dept.
- Health Promotion Dept.
- Marketing Dept.
- ACAD 1100
- Student Affairs Depts.

#### Student Learning Objectives

1. Self-report healthy behavior change(s) based upon information from Tiger Scoops.
2. Stay informed of health issues and important health events like SHF and flu shots.
<table>
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<tr>
<th>Other Objectives</th>
<th>Tiger Scoop publications have given the Health Educator an opportunity to contact several researchers on campus, and by assisting them with their needs we have become allies in getting information out on campus and collaborating on various projects.</th>
</tr>
</thead>
</table>
| Evidence of achievement | 1. Tiger Scoop readership continues to grow and show an influence on student behaviors.  

**2012 SIDEWALK SURVEY RESULTS** (*n*=100)  
- 82% were commuter students.  
- 76% reported reading TIGER SCOOP.  
- 65% reported articles that were helpful or specifically interesting:  
  - Alcohol abuse, statistics  
  - Birth control/contraceptives, reproductive health, pregnancy  
  - Safe zone/space  
  - Calendar of events  
  - Domestic violence  
  - Nutritional information, food, eating, diets, holiday eating  
  - HIV testing  
  - Kick Butts Day, tobacco use  
  - Physical health  
  - “General info” |
| How will your assessment data shape this strategy in the future? | Assessments assist us to write about topics requested by students. For example, many students requested birth control information, so we added the Birth Control Corner to the Tiger Scoop and wrote about a different birth control method each month during 2011-12. During 2012-13 the focus will be on Sexually Transmissible Infections.  

Many students, faculty and staff have requested additional copies for their own use so we will continue to post each copy of the Tiger Scoop online at: [http://saweb.memphis.edu/health/newsletters.htm](http://saweb.memphis.edu/health/newsletters.htm)  

We will Tweet when new Tiger Scoops are posted and put it on Facebook. |
### DIVISIONAL GOALS Supported:

1. Increase student retention and graduation.
2. Increase the number of students participating in key co-curricular activities and programs.
3. Cultivate a welcoming, safe, and respectful campus environment.
4. Create a service-oriented culture in all units.

<table>
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<tr>
<th>SHS DEPARTMENT GOAL #7</th>
<th>Educate students to adopt healthy lifestyles by providing a resource for tobacco cessation and information on additional resources.</th>
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<tbody>
<tr>
<td>Strategies</td>
<td>Focus on becoming tobacco free by providing SMOKING CESSATION SUPPORT for individuals and groups through SHS clinical psychology graduate assistant.</td>
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**Collaboration:**
- Memphis Healthy U
- Clinical Psychology Students
- Dr. Leslie Robinson, Associate Professor of Clinical Psychology
- Dr. James Murphy, Associate Professor of Clinical Psychology
- Masters of Public Health Department
- UT Research Programs
- Church Health Hope and Healing Center
- UT Pharmacy Student’s Association – tobacco cessation program

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>1. Eliminate or decrease tobacco use.</th>
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<tr>
<td></td>
<td>2. Make healthy lifestyle choices.</td>
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</table>

<table>
<thead>
<tr>
<th>Other Objectives</th>
<th>1. Network with various not-for-profit organizations in the community for the health of the community.</th>
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<tr>
<td></td>
<td>2. Provide resources for assistance in smoking cessation as our campus moves toward becoming tobacco free.</td>
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</table>
| Evidence of achievement | 1. CORE survey to collect tobacco use data.  
2. 4 participants in SHS G.A.’s Smoking Cessation Counseling during 2011-2012 with 100% success rate.  
3. Students referred to various programs on and off campus for tobacco cessation.  
4. UT pharmacy students provided a 4-week “Beat the Pack” Program on UofM campus. |
| How will your assessment data shape this strategy in the future? | Additional marketing needed.  
Further develop the smoking cessation program in fall 2012. |
<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Student Learning Objectives</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
</tr>
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<tbody>
<tr>
<td><strong>Weekly Free Oral HIV Screening</strong></td>
<td>Students will be conscientious and knowledgeable about HIV screening and using protection.</td>
<td>Screenings well attended during Fall and Spring semesters. (7/1/2011-6/30/2012)</td>
<td>Continue offering and advertising free oral HIV screenings and educational services.</td>
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<tr>
<td><strong>Free weekly Nutrition Seminars during Fall</strong></td>
<td>Increase basic nutrition knowledge for healthier lifestyles. Use 2 items learned in these Nutrition Seminars in their daily lives.</td>
<td>The attendees were able to answer questions about the topics posed by the presenters at the end of the presentation. Each presentation built upon a previous one and participants were able to give examples of how they used the information from an earlier topic.</td>
<td>Continue to collaborate with graduate nutrition classes to offer these seminars each fall semester. Develop 2 learning objectives for each presentation and quiz participants by hands, clickers, or other method to determine whether the learning objectives were met.</td>
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</table>
DATA REQUESTED TO HELP WITH OTHER INSTITUTIONAL REPORTS

Total Visits to Health Center – 13,533
- Medical visits – 8467
- Patients with single visits – 47%
- Patients with multiple visits – 53%
- Information visits at front desk – 5066
- Family Planning visits – 923
- Laboratory tests performed – 3708
- X-Rays performed – 498
- Web Site Hits – 26,659 this year

Students participating in service hours
- 41 students helped Health Education with posting the TIGER SCOOP, programming, and general office work.
  - 8 students earned service hours for scholarships.
  - 7 earned volunteer hours for their Greek memberships.
  - Remainder desired to volunteer with health education.
- 41 students provided 1230 hours of work.

Undergrads employed in SHS
- 2 student workers for the front desk – paid for approximately 40 hours per week.
- 1 Intern through the “Green” Internship, January – April, 20 hours/week – managed Tiger Scoop distribution.

Number of graduate assistants in SHS
- 2 graduate assistants – 1 from Clinical Psychology, 1 from Dietetics.
  - 20 hours/week each.

Social Media
- SHS has a Facebook and Twitter account.
- Follow us on Facebook and Twitter.

The UofM Student Health Services: https://www.facebook.com/pages/The-University-of-Memphis-Student-Health-Services/333553066711997
@Healthy_Tigers.
AWARDS/NOTABLE ACCOMPLISHMENTS BY THE DEPARTMENT, INDIVIDUAL STAFF, OR STUDENTS:

- SHS staff completed SafeZone Training.
- SHS staff completed OSHA – Blood and Body Fluids Safety Training.
- SHS staff are all CPR certified by the American Heart Association.
- In 1988, Congress passed the Clinical Laboratory Improvement Amendments (CLIA), establishing quality standards for all laboratory testing to ensure the accuracy, reliability, and timeliness of patient test results regardless of where the test was performed. SHS is accredited and in compliance.
- SHS’ laboratory received a 2011 certificate from the American Proficiency Institute for participating in a continuous program of quality assurance for laboratory testing.

Personnel

- Debbie Widman
  - 9 years of service
  - Received Bachelors of Professional Studies in Health Services Administration from the University of Memphis, December 2011.
- Jessica Hicks
  - 1 year of service
- Karen Berry
  - 7 years of service
  - Obtained X-ray Certification from State of Tennessee, Spring 2012
- Kathleen Cates
  - 21 years of service
  - ACLS Certified (Advanced Cardiac Life Support).
  - “Basic Preparation Course for Faith Community Nurse,” offered by North Central Area Health Education Center.
- Juanita Virdure
  - 17 years of service
  - Attended “Rheumatology and Musculoskeletal Medicine”, Spring 2012
- Nila Lawson
  - 34 years of service
  - Attended “Evidence-Based Drug Therapy Update”, Spring 2012
o Lou Ann Pritchard
  ▪ 3 years of service
o Jacqueline De Fouw
  ▪ 12 years of service
  ▪ Recipient of Pyramid Award – 2012
  ▪ Member Statewide Coalition for Healthy and Safe Campus Communities- CHASCo
  ▪ Member Memphis Prevention Network
  ▪ Continuing work on Prevention Specialist Certification
  ▪ Recipient of 3 grant awards from CHASCo for prevention efforts on campus
  ▪ Attended the following professional development conferences
    ▪ Strategic Prevention Planning II –CHASCo – Su 2011
    ▪ Bystander Training – CHASCo – Su 2011
    ▪ NASPA – AOD Conference – Spring 2012
    ▪ Southern College Health Association – Spring 2012
    ▪ Partners in Prevention –CHASCo- Spring 2012
o Wayne Capooth, M.D.
  ▪ 10 years of service
  ▪ FEMA Certificate of Achievement for ICS-100 for Higher Education - Introduction to Incident Command System
  ▪ Attended “7th Annual Summer Conference on Emergency Medicine” - Fall 2011