



# Health & Wellness Annual Report

2023-24, DIVISION OF STUDENT LIFE, 6/28/2024

## Table of Contents

---

Executive Summary .....	5
Area Information .....	6
Department Information .....	6
Area Highlights .....	8
Major Accomplishments .....	9
Accomplishment 1: Implemented new Eating Disorder Care and Treatment Policy and Procedures .....	9
Accomplishment 2: Working with the Institute on Disabilities (IOD) to implement a Supportive Campus Community for Students in Recovery.....	9
Accomplishment 3: Developed and gained support for the Opioid Harm Reduction Public Health Initiative.....	10
Key Collaborations.....	11
Key Collaboration 1: Gain administrative support for implementing a vending machine in the MUB that will sale non-prescription medications, including Plan B. ....	11

Key Collaboration 2: Health & Wellness provides leadership and support for the UNH Health and Well-Being Committee .....	12
Responsible Department: Health & Wellness and the UNH Nursing Department .....	13
Area Progress and Impact.....	14
Summary of Prior Strategic Goals Strategic Goal 1: Implementation of the Sexual Health Task Force recommendations .....	14
Strategic Goal 2: Preparation for Re-Accreditation .....	16
Strategic Goal 3: Management of job responsibilities of vacant positions .....	17
Summary of Threats/Barriers .....	18
Threat/Barrier 1: Funding Limitations .....	18
Threat/Barrier 2: Staffing.....	19
Summary of Prior Student Learning Outcomes.....	22
Student Learning Outcome 2: Students will be able to demonstrate an understanding of one's health issues/conditions, including prevention approaches, self-care practices, and appropriate intervention and treatment when needed.....	25
SLO Description.....	25
Student Learning Outcome 3: Students will be able to describe Health & Wellness programs and services offered, how to access them and their value to well-being. ....	28
SLO description .....	28
Goals and Outcomes for 2024-2025.....	30
Strategic Goals for 2024-2025.....	30
<i>Strategic Goal 1: To be awarded a 3-year reaccreditation for Health &amp; Wellness from the Accreditation Association of Ambulatory Health Care (AAAHC).....</i>	30
Goal description: .....	30
In February of 2025, Health & Wellness will need to renew its accreditation through AAAHC with plans to be awarded our 9 <sup>th</sup> consecutive accreditation. Status as an accredited organization means UNH Health & Wellness has met nationally recognized standards for the provision of the highest quality of care to its patients and clients as determined by an independent, external process of evaluation. The accreditation will run for three years....	30
Strategic Goal 2: Provide leadership to assist the UNH Health and Well-Being Committee in gaining institutional commitment to the Health and Well-Being for the UNH Community.....	30

Strategic Goal 3: The Staff Wellbeing Workgroup aims to identify, develop, and implement systemic practices, policies, and procedures that enhance staff well-being. 31

Summary of Upcoming Student Learning Outcomes ..... 33

Student Learning Outcome 1: Students will be able to describe how to use the UNH Well-Being Wheel as a tool to increase understanding of wellness and well-being, and self-awareness for self-care. .... 33

SLO Description..... 33

Health & Wellness is committed to building a culture of well-being at UNH. Our approach not only assists in the process of healing, but also provides information and skills to maintain and enhance well-being. Health & Wellness views students and other members of the UNH community as whole and dynamic individuals. We are aware of how identities and values impact wellness. We encourage personal responsibility for achieving and maintaining wellness. Health & Wellness also realizes communities in which we live, learn, work, play and love also impacts wellness and well-being. Well-Being cannot be achieved unless our communities support everyone’s well-being. Students understanding of the 8 dimensions of wellness and how identity and community impacts wellness/well-being can assist them in coming to know themselves and what areas need attention, support, and self-care and how this affects them so they can create change and support their well-being now and in the future. It can also increase their awareness of the impact of community on their wellness. .... 33

- CAS Standards: Knowledge acquisition, construction, integration and application, Cognitive complexity, Intrapersonal development, Interpersonal development, Humanitarianism and civic engagement, Practical competence..... 33
- Methods: Campus partnerships; Courses/classes; Documents/handouts; Events and programming; Individual student engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Website content ..... 33
- Measures Used (Direct/Indirect): Patient/client satisfaction surveys, user survey, program evaluations, focus groups, student interns/peer education/ student employments evaluations, social media and web page engagement, information from electronic health records related to wellness coaching/counseling and specific medical appointments..... 33

Student Learning Outcome 2: Students will be able to demonstrate an understanding of one's health issues/conditions, including prevention approaches, self-care practices, and appropriate intervention and treatment when needed..... 34

Student Learning Outcome 3: Students will be able to describe Health & Wellness programs and services offered, how to access them and value to their well-being. .... 35

SLO Description..... 35

Health & Wellness strives to be the number one choice for students when it comes to caring for their health and wellness. We know that health and wellness is critical to academic and personal success so being aware of and utilizing services and programs as needed will aid in these areas, now and in the future..... 35

- CAS Standards: Knowledge acquisition, construction, integration and application, Practical competence ..... 35
- Methods: Advisory Relationships; Campus partnerships; Documents/handouts; Events and programming; Individual student meetings/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Student employment; Vdeos; Website content ..... 35
- Measures (Direct/Indirect): This will be measured through – program evaluations, patient/client knowledge and satisfaction survey tools, focus groups, user and nonuser surveys, feedback from student lea ..... 35
- ders, trainings, and end of year evaluation/review of peer education, internships and student employees, evaluation of social media interactions/engagement and number of students who utilize services. .... 35

# Executive Summary

---

Health & Wellness is a dedicated team of skilled, highly qualified, and compassionate professionals who tirelessly meet the needs of our students through comprehensive clinical services, education and counseling, prevention initiatives, and internship opportunities. Our commitment to student success and well-being extends to positively impacting the health and wellbeing of the entire UNH community through collaborative efforts. We understand to support students effectively, everyone who learns, works, lives, loves, and plays here must be supported in their wellness and wellbeing.

Budget cuts have significantly impacted on our ability to function as a comprehensive college health program. We closed the pharmacy, reduced hours of operation, and discontinued and scale back programs and services provided by Living Well staff. Additionally, our staff had to take on extra job responsibilities without additional compensation.

Despite challenges this academic year, including staff reductions and severe budget cuts, our team has shown remarkable resilience and unwavering dedication to our mission. The loss of valued colleagues and reduced programs and services have been deeply felt. Nevertheless, our staff has persevered, advancing our strategic goals and maintaining the quality of our services and programs.

Key accomplishments include implementing the American College Health Association Sexual Health Task Force recommendations through a cross-functional team effort, significantly enhancing our critical sexual health services and programs. We also began preparations for our national accreditation review by the Accreditation Association for Ambulatory Healthcare, aiming for our ninth consecutive reaccreditation.

In response to the budget cuts in FY 22-23, which resulted in the loss of several key positions, our staff has stepped up to maintain essential roles alongside their current responsibilities. We are also thoughtfully assessing which tasks can be discontinued to ensure the sustainability of our services and programs.

After three years of interim leadership, the Associate Vice-President for Student Life has now taken on the role of Executive Director of Health & Wellness, in addition to other responsibilities within the Division of Student Life. Additionally, a Lead Clinician has been appointed after two years of interim clinical leadership. These permanent leadership positions will help guide the department during this critical time. We appreciate the interim leadership's stability over the past three years.

Despite the challenges, Health & Wellness remains committed to achieving our mission and supporting the health and well-being of the UNH community.

# Area Information

---

**Area Name:** Health & Wellness

**Student Life Senior Leader:** Shari Robinson

**Senior Leader Email:** [Shari.Robinson@unh.edu](mailto:Shari.Robinson@unh.edu)

**Current Number of Positions (doesn't include student staff):** 28

## **Number of Positions Before Budget Cuts: Number of Positions After Budget Cuts:**

Full-Time Professional:	21	Full-Time Professional Staff:	17
Full-Time Operating:	15	Full-Time Operating Staff:	10
Adjunct:	4	Adjunct:	1
Student Staff:	10	Student Staff:	4

# Department Information

---

## **Clinical Services**

Department Head: Lindy Salkin, Lead Clinician

Health & Wellness's clinicians completed 14,418 primary care/mental health visits during the 23-24 academic year. The nursing staff triaged 3,306 patients, and over 2,800 immunizations were administered at Health & Wellness. Our patient satisfaction survey revealed that 4.83/5.0 patients felt that their healthcare provider answered their questions regarding their healthcare concerns. Additionally, 4.81/5.0 patients felt that their healthcare provider spent adequate time listening to their concerns. The clinical staff cares for patients from the Durham, Manchester, and Concord campuses.

## Living Well Services

Department Head: Kathleen Grace-Bishop, Director of Education and Promotion

The Living Well Services department is committed to helping students make lasting behavior changes supporting their academic and personal growth and well-being.

Our education/counseling services, prevention initiatives, and internship opportunities empower students to enhance self-awareness, gain knowledge, and learn and implement life-long skills and behaviors to be well.

The Living Well staff decreased by 30% due to the reduction in force in January.

### ***Counseling Services Visit Data***

- Wellness Coaching 190
- Alcohol, Nicotine and Other Drugs (ANOD) Counseling 195
- Nutrition Counseling 299

### ***Evaluation of Services***

100% of students who completed the satisfaction survey would recommend the service to a friend or peer, and 90% rated the helpfulness of sessions at eight or higher on a scale of 0-10. Counselors were rated 4.4 out of 5 for helping students clarify their goals, and 4.5 out of 5 felt confident acting towards a plan/action for well-being as a result of sessions.

***Massage Therapy*** 168

(service discontinued spring semester due to budget cuts)

### ***Prevention Initiatives***

- Programs 467
- Number of Individuals Reached 17,992

Counseling sessions increased while prevention initiatives decreased compared to the previous academic year. This shift was likely due to reallocating resources from programming to individual counseling, driven by funding losses, staff reductions, and a decreased campus-wide demand for programs.

### ***Peer Involvement Opportunities***

- Wellness Assistants (Work Study): 10 in the fall and 4 in the spring (due to budget cuts)

- Interns: 16 from various academic programs in nutrition, sexual health, well-being, ANOD, and mental health.
- Peer Education (Eating Concerns Mentors): 9

### **Business Office, Pharmacy and Radiology**

Department Head: Cindy McGahey, Interim Director of Finance and Administration, and Gregory Turcotte, Assistant Director of Finance and Administration.

The Business Office successfully submitted over 10,000 insurance claims for appointments and procedures not covered by the UNH Health Fee in FY24, generating \$546,000 in net revenue.

Additionally, the Business Office oversees all aspects of the Student Health Benefits Plan, including claims processing, funding approvals, and managing the annual enrollment/waiver process for the UNH Insurance Requirement for enrolled students. This year, over 2,600 individuals were under the plan, and the office processed over 11,500 health insurance waivers, which paid out over \$4.3 million in prescription and medical claims.

Before its permanent closure on May 6, the UNH Pharmacy filled 10,714 prescriptions for students, faculty, and staff. The Radiology Department performed 720 exams for ill or injured students and collaborated closely with UNH Athletics to provide pre-participation screenings for student-athletes.

## **Area Highlights**

---

Provide a brief summary of the area's strategic focus for the year and how the below accomplishments and collaborations connect to that. You may add more accomplishments/collaborations if appropriate, but it is not required/expected that every department is highlighted in every section.



## Major Accomplishments

---

### ***Accomplishment 1: Implemented new Eating Disorder Care and Treatment Policy and Procedures***

Last academic year, Health & Wellness and PACS collaboratively drafted the "Review of Current Eating Disorder Programs and Services at UNH and recommendations based on best practices in Eating Disorder Care and Treatment." This significant accomplishment allowed both offices to address a critical health issue increasingly affecting students, impacting their academic and personal success. Students seeking care for eating disorders often require extensive support across physical, nutritional, and mental health services, sometimes needing a higher level of care than what can be provided on campus.

The document detailed processes and protocols to inform those accessing care and identified ways the two offices could collaborate more effectively. It established clear guidelines regarding the level of care available on campus and the capacity to meet student needs. Over the past year, the following implementations were made:

- Review of processes and forms by USNH General Counsel
- Training for both staffs on the new policy and procedures
- Development of a protected SharePoint site for tracking cases utilized by both offices
- Monthly meetings between clinical staff, dietitians, and PACS to discuss shared patient/clients
- Implementation of the new policy and procedures with students

These new policies and protocols have enabled both teams to work more collaboratively to meet student needs, function within their scope of practice, and provide transparent information to students regarding available care and services.

### ***Accomplishment 2: Working with the Institute on Disabilities (IOD) to implement a Supportive Campus Community for Students in Recovery***

The Institute on Disabilities (IOD) secured a grant from New Hampshire's Division of Behavioral Health at the Department of Health and Human Services to establish alternative peer groups for students in recovery from substance abuse. These IOD efforts are supported

by the Supportive Recovery Campus Community (SRCC). SRCC collaborates to foster an inclusive environment that reduces stigma associated with addiction and recovery.

The grant and the work of the SRCC have complemented the ongoing efforts of Health & Wellness, which holds primary responsibility for alcohol and other drug programs and services. For many years, Health & Wellness has been dedicated to expanding programs and services for students in recovery, utilizing the resources available. Health & Wellness has actively contributed to and advanced the initiatives of the SRCC in the following ways:

- Active participation as a member of SRCC
- Serving as a representative of the committee as part of membership to the UNH Campus Community Alcohol and Other Drug Coalition
- Launching the Wildcat Recovery webpage on the Health & Wellness website (<https://www.unh.edu/health/wildcat-recovery>)
- Providing meeting space, developing marketing materials, and promoting services for the Wildcat Recovery Group
- Establishing and facilitating weekly meet-up spaces for Wildcat Recovery
- Supervising BSW interns who served as student peer leaders, supporting weekly peer sessions throughout the academic year as well as assisting with outreach efforts to increase awareness of Wildcat Recovery
- Co-presenting Allyship training with the grant principal investigator
- Serving on the search committee for the Wildcats in Recovery project coordinator and participating in their onboarding process
- Assisting in marketing of initiatives
- Serving as a resource for students in recovery or seeking to pursue recovery through individual counseling and support
- Developing educational materials on addiction and recovery to be used in various formats

### ***Accomplishment 3: Developed and gained support for the Opioid Harm Reduction Public Health Initiative***

Health & Wellness proposed providing campus-wide access to Naloxone (Narcan) and Fentanyl Testing Strips (FTS) at UNH to mitigate the risks associated with drug use within the UNH community and support the health and well-being of students, staff, and their families.

Although illicit drug use rates at UNH are relatively low, New Hampshire has consistently ranked among the highest in the nation for fentanyl-related overdose deaths per capita. Fentanyl, a leading cause of opioid overdose, is often undetectable in other drugs, posing a significant risk to unsuspecting users.

In response to this crisis, there has been a national push to reduce opioid-related harm by increasing access to Narcan and Fentanyl Testing Strips. Like many college campuses, Health & Wellness aims to decrease these risks by making these resources available on campus. Collaborating with local agencies, we secured free supplies of FTS and Narcan, engaged with departments and student groups about serving as access points, and began developing educational and awareness resources. Narcan and FTS are now available at Health & Wellness.

Our comprehensive proposal outlined the necessity, access management, implementation plan, public health communication strategy, and Frequently Asked Questions. The UNH administration supported this initiative, which will be implemented in Fall 2024.

## **Key Collaborations**

---

### ***Key Collaboration 1: Gain administrative support for implementing a vending machine in the MUB that will sale non-prescription medications, including Plan B.***

During the Fall 2024 semester, the Director of the Memorial Union & Student Activities (MUB) and the Interim Senior Director of Health & Wellness were approached by the chair of the Student Senate Health and Wellness Council, along with members from Planned Parenthood Generation Action (UNH), to explore the possibility of making Plan B available for free in a vending machine at the MUB. Plan B, readily accessible across the United States, was seen as a crucial resource to enhance access within the UNH community.

In initial discussions, Health & Wellness revealed previous considerations, predating the campus impacts of COVID-19, about introducing vending machines stocked with popular non-prescription medications, including Plan B, for convenient access outside of Health & Wellness operating hours. The group expressed strong interest in pursuing this initiative for a vending machine offering a range of non-prescription medications.

An existing vending machine in the MUB was identified, prompting the MUB Director to engage the Executive Director of Hospitality and Campus Services to collaborate with the current vendor for implementation. Health & Wellness subsequently sought administrative endorsement for the vending machine initiative, which involved:

- Drafting a proposal for the non-prescription vending machine in the MUB
- Developing Frequently Asked Questions (FAQs) on the vending machine and Plan B availability
- Compiling a list of medications to be included
- Securing free Plan B for use and developing implementation logistics
- Collaborating with student organizations on educational initiatives about the vending machine and medications
- Planning marketing strategies to promote awareness of the vending machine

Administrative approval was granted at the end of the academic year, paving the way for implementation efforts to proceed for the upcoming fall semester.

### ***Key Collaboration 2: Health & Wellness provides leadership and support for the UNH Health and Well-Being Committee***

The UNH Health and Well-Being Committee is an ongoing committee. This committee was initiated after the President announced that UNH had joined over 200 campuses across the United States in becoming a member of the U.S. Health Promoting Campuses Network (USHPCN). Joining the USHPCN will assist UNH in successfully embedding well-being into our campus culture by prioritizing compassion, health and well-being, social justice, equity, and inclusion as a part of our values and mission for our entire community.

This committee's charge is to review and identify how to broaden and continue the creation of an institution that influences, improves, and supports the health, wellness, and well-being of students, faculty, and staff on the UNH campuses by embedding well-being into our campus culture. This committee comprises faculty, staff, and students, representing various offices and groups on the UNH campuses, and meets monthly with a structured agenda. The committee chairs will keep the Assistant Vice-Provost for Student Life, and Senior Vice-Provost for Student Life informed of the committee's work and its recommendations.

Leadership examples from Health & Wellness include:

- Co-chairing the committee alongside a faculty member from CHHS, with two additional staff members serving as active committee members and providing administrative support.
- Representation of UNH in the U.S. Health Promoting Campuses Network.
- Overseeing the implementation of the American College Health Association National College Health Assessment (ACHA-NCHA) across all UNH campuses, including Manchester and Law campuses, for the first time.
- Collaborating with Institutional Research to compile and present critical data from the ACHA-NCHA survey. Data from this survey will facilitate informed decision-making for the committee and other departments across the three campuses.

### ***Key Collaboration 3: Collaboration with the College of Health and Human Services (CHHS) Nursing Program***

**Responsible Department:** Health & Wellness and the UNH Nursing Department

**Department(s) collaborated with:** UNH Nursing Department

**Description of the efforts:** Health & Wellness collaborated with the Nursing Department in two ways:

- Health & Wellness collaborated closely with undergraduate nursing faculty and students to successfully organize two annual flu clinics in October. Students administered the flu vaccine and assisted with the clinic's implementation. Nursing faculty provided direct supervision to ensure a valuable learning and practice experience for nursing students. Health & Wellness staff led the planning, execution, and evaluation of the clinics, including comprehensive training for nursing students.
- Additionally, Health & Wellness partnered with the CHHS Graduate Nurse Practitioner program to host three Nurse Practitioner students for their clinical placements throughout the academic year. Under the guidance of Health & Wellness Nurse Practitioners, these students were trained on the PointNClick electronic medical record system, observed clinical visits, and gained hands-on experience in patient care. They had opportunities to conduct patient assessments, document notes, and manage orders for labs, medications, and X-rays. This collaboration fulfills clinical hour requirements for Nurse Practitioner students and provides them with diverse

clinical exposure, from mental health to orthopedic care, tailored to the college health population at UNH.

## Area Progress and Impact

---

Provide a brief summary of the area's progress and impact for the year and how the below goals, threats/barriers, and SLOs connect to that. You may add more goals, threats/barriers, and SLOs if appropriate, but it is not required/expected that every department is highlighted in every section.

### Summary of Prior Strategic Goals

#### Strategic Goal 1: Implementation of the Sexual Health Task Force recommendations

---

During the 2022-2023 academic year, a Sexual Health Task Force, with organizational cross-representation, was charged with utilizing the American College Health Association's (ACHA) Best Practices for Sexual Health Promotion and Clinical Care in College Health Settings (2020) to make a recommendation on how Health & Wellness can enhance and possibly expand the sexual health and well-being services provided to students. This task force was implemented knowing that sexual health visits consistently comprise one of the three top reasons for clinical visits for our organization. Living Well Services has seen increased demand, recognizing the need for sexual health and well-being education across campus and sexual health coaching.

The task force determined that Health & Wellness is meeting many of the needs of students in this area. Several recommendations were already in place, but other regions provided opportunities. This report was submitted to the Health & Wellness Leadership Team at the end of last academic year.

The recommendations were reviewed by the Leadership Team, and the next steps were determined.

#### Activities

The Leadership Team established a Sexual Health and Well-Being Committee. This ongoing, in-house committee has clinical and Living Well Services representation. This committee was charged with determining which recommendations would be implemented, utilizing the meetings to increase communication, share knowledge, and collaborate to meet the sexual health and well-being needs of students effectively, and determining training needs for the organization.

Implementation of the recommendations is determined based on the scope of services/practice, staffing, finances, readiness (e.g., training), etc. The recommendations are being prioritized, and individuals, groups, or departments will be tasked as appropriate.

Focus this year was on recommendations related to:

- *Clinical*
  - Be proactive about sexual health with ALL patients and take an inclusive, comprehensive routine sexual health history
  - Implement Expedited Partner Therapy (EPT) where legal
  - STI and HIV Screening
  
- *Health Promotion*
  - Implement an inclusive, evidence-based availability program for safer sex for diverse populations
  - Leverage social media

### **Accomplishments and assessment data**

- Launched At-Home STI Testing as part of Get Yourself Tested (GYT) Month
- Identified the need to provide education on how staff can work better with difficult sexual health visits. This need was shared with the Health & Wellness Education Committee for AY 24-25 training sessions.
- Development of Organ Inventory
- Identify policies that need to be developed around PrEP and PEP
- Began working on updating the STI Intake form
- Implemented two staff trainings: Sexual Citizenship: Moving from Understanding to Application in College Health (in collaboration with SHARPP) and Updated Guidelines from the World Health Association for Transgender Health (in collaboration with PACS)

This is an ongoing process, and it will take time to implement many of the recommendations that Health & Wellness doesn't already have in place. Budget and staffing are impacting the ability to implement recommendations.

## ***Strategic Goal 2: Preparation for Re-Accreditation***

Health & Wellness is preparing for its ninth re-accreditation cycle during the Academic Year 2024-2025, a testament to our longstanding commitment to excellence. Health & Wellness has been accredited by the Accreditation Association for Ambulatory Health Care (AAAHC) for 23 years, and this accreditation underscores our dedication to providing high-quality care.

The AAAHC accreditation is a prestigious recognition affirming that Health & Wellness meets stringent national standards for ambulatory health care. Notably, not all health organizations pursue accreditation, and fewer still achieve it following rigorous on-site surveys every three years. Our last successful accreditation survey was completed in 2022.

Maintaining accredited status demonstrates our unwavering commitment to planning and delivering the highest health care and service standards for the UNH campus community. Key activities and accomplishments in preparation for our upcoming accreditation include:

- Uploading and updating all policies and procedures in PowerDMS
- Ensuring alignment of all AAAHC standards with Health & Wellness policies and procedures in PowerDMS
- Reviewing the 2022 accreditation survey results and addressing all recommendations comprehensively
- A complete review of the 2022 Accreditation survey results and recommendations to ensure all areas of recommendation are addressed.

Utilizing PowerDMS has proven invaluable in streamlining our policy management and approval processes. It has enabled us to effectively link accreditation standards with our operational procedures, ensuring readiness and compliance as we prepare for the upcoming accreditation cycle.



### ***Strategic Goal 3: Management of job responsibilities of vacant positions***

Due to university-wide budget cuts in FY 2024, funding for critical positions within Health & Wellness, including the Executive Director, Health Information Manager, Business Manager, Health Communication Specialist, and Administrative Assistant, was not allocated. As a result, the responsibilities of these positions must be absorbed by existing staff until funding is secured and approved.

Anticipated and actual activities during this period include:

#### **Anticipated Activities:**

- The Interim Director of Finance & Administration assumed high-level financial responsibilities initially managed by the Executive Director, pending filling this vacant role.
- Ongoing search efforts for the Executive Director continued into FY 2024, supported by special one-time funding identified by the Executive Committee.
- The Health Information Manager and Business Manager's responsibilities were divided among the Interim Director of Finance & Administration, Business Director, and Administrative Coordinator until funding for these roles was secured.
- The Administrative Assistant position for Thrive, the Health & Wellness satellite office in the Hamel Recreation Center, remained unfunded for two fiscal years. Plans included staffing the office with students, when possible, and redistributing administrative duties among existing staff at Health & Wellness.

#### **Activities This Year:**

- The Interim Director of Finance & Administration continued to manage the high-level financial responsibilities intended for the Executive Director.
- Unfortunately, special funding earmarked for the Executive Director position was lost during the budget reset process, resulting in the discontinuation of the search for an Executive Director. The role will now be integrated into the Assistant Vice-Provost of Student Life's responsibilities.
- Due to the budget reset, the health information manager and business manager's responsibilities were redistributed, with funding only available for a part-time (16 hours/week) role in the next fiscal year.

- The loss of the Health Communication Specialist significantly impacted marketing efforts and public health campaigns, with the remaining staff taking on additional tasks to maintain critical functions such as website maintenance, limited marketing, social media management, and public health campaigns like 'How are You-Really?'
- Due to staffing changes, student staff intended for Thrive, located in Campus Recreation, were redirected to assist in the Health & Wellness registration area, leading to the office's closure this academic year. Administrative duties were absorbed by existing staff at Health & Wellness.

Internal assessments have highlighted concerns about staff workload, fair compensation for additional responsibilities, and low morale. Health & Wellness remains committed to alleviating staff burdens by prioritizing essential tasks, streamlining functions, and exploring ways to support and care for our dedicated team during this challenging period.

## **Summary of Threats/Barriers**

---

### ***Threat/Barrier 1: Funding Limitations***

The lack of needed funding severely impacts Health & Wellness's ability to fulfill its mission as a comprehensive college health center. This includes providing the necessary scope and quality of programs and services, directly affecting our capability to retain and hire skilled staff and maintain essential facilities. Addressing these funding challenges is essential to sustain our commitment to student health and well-being at UNH.

- **Revenue:**
  - The Student Health Fee accounts for about 84% of the Health & Wellness Revenue. Any changes in the student population will materially impact our ability to serve the community.
  - Fee-for-service charges account for about 13% of Health and wellness revenue. This is limited by the amount insurance companies reimburse for designated services. Increased charges will not translate to increased revenue.
- **Expenses:**
  - Less than 11% of Health & Wellness expenses are associated with supplies and other direct support expenses. Approximately a third of this amount is restricted to maintenance/licensing agreements or provider insurance.

- Salaries and Fringe Benefits account for about 52% of Health & Wellness expenses.
- Internal University Allocations account for about 37% of Health & Wellness revenue.

As a result of ongoing reductions in our budget over the last several years, Health & Wellness has continued to function as efficiently as possible. Some services, such as evening and weekend hours, massage therapy, and free patient parking, were eliminated, and others, such as service provided by Living Well Services, have been decreased. Health & Wellness is diminishing its ability to be a comprehensive college health center. Further reductions will mean continued reductions in staffing.

### ***Threat/Barrier 2: Staffing***

Recent budget decisions impact retaining and recruiting qualified staff, significantly impacting Health & Wellness in several key ways:

- **Reduction in Force (RIF) and Position Eliminations:**
  - The elimination of staff positions, including ten status and adjunct positions across all Health & Wellness departments, due to budget cuts has left Health & Wellness with depleted staffing and no ability to fill these positions.
  - These decisions were often made without the involvement of Health & Wellness. Due to external budget needs, vacant positions were eliminated solely because they were vacant when additional dollars were needed. When additional external funding was necessary, additional positions were impacted by a reduction in force.
  - All position decisions were made without regard to business or student needs. This has left Health & Wellness without the authority to right-size the organization effectively to maximize student services.
- **Loss of Funding for Key Leadership Position:**
  - One-time dollars to hire a full-time director for Health & Wellness were lost in the budget reset process. An executive director has been named, but only at 40% of the total position job responsibilities, whereas all other departments in Student Life have a 100% director.
  - As a result, the responsibilities of the Health & Wellness executive director position are distributed among the remaining staff, adding to their current workload and impacting their health and well-being.

- Though the department is pleased to have permanent leadership, there is internal concern about the perceived value of this position and Health & Wellness.
- **Increased Workload and Impact on Staff Morale:**
  - Job responsibilities of the eliminated positions must be maintained and managed by the remaining staff in addition to their existing duties, without additional compensation.
  - This increased workload indicates a lack of investment in current staff, increasing burnout and negatively impacting morale and possible employee retention.
- **Compensation and Recruitment Challenges:**
  - Positions that require salary adjustments to meet living/ethical wage standards are not being reviewed, further demotivating staff.
  - It is unclear whether Health & Wellness will receive support to fill vacant positions or if interested candidates can be found, given the organization's perceived instability.

Retaining and attracting skilled and qualified staff is critical to our success as an organization and providing care and services to students.

### ***Threat/Barrier 3: Lack of strategic decision-making from administration***

Health & Wellness' mission to support students was significantly hindered by the lack of strategic decision-making from higher administration. This impacted Health & Wellness in several key ways:

- **Communication Breakdown:** There was minimal to no communication about the budget reduction process or its impact on various departments and students. This left the community uninformed, unvalued, and uncertain about moving forward.
- **Leadership Engagement:** Health & Wellness leadership was not adequately engaged in decisions that directly impacted the organization. Their input could have contributed to more informed and thoughtful decision-making processes.
- **Mission Alignment and Resource Allocation:** Higher administration did not understand Health & Wellness's mission, the organization's complexity, and the

necessary resources to fulfill it. This knowledge gap hinders the organization's ability to effectively support student retention, success, health, and well-being.

- **Trust and Future Planning:** The lack of transparency and involvement eroded trust in higher administration's ability to manage financial resources and demonstrate value for employees and students alike.

Addressing these issues is crucial for restoring trust and ensuring that future decision-making is informed and aligned with the needs of Health & Wellness and other departments within the UNH community. By doing so, Health & Wellness can uphold its commitment to serving the UNH community with excellence and ensuring the continued provision of essential services and support to our students and staff.

### ***Threat/Barrier 4: Communication***

Effective communication between Health & Wellness and the UNH community is paramount, as it directly influences awareness, utilization of services, and the prevention of health issues. The community must be well-informed about available services and programs for illness, injury care, and overall well-being, including supporting faculty and staff, both as patients and in their roles with students.

However, the loss of the Communication Health Specialist position and the reduced printing budget have significantly hampered our ability to communicate these crucial messages effectively. This has particularly impacted our public health and prevention efforts, limiting our capacity to educate the community on health and wellness issues, impart skills, and foster behavior change. Notably, we cannot develop or maintain public health campaigns like the "How are You, Really?" mental health initiative in collaboration with PACS, which assists the community in being proactive and focusing on prevention and working upstream instead of focusing only on reacting.

Moreover, existing staff members have taken on additional communication duties without adequate training or skills, stretching their responsibilities beyond their current roles. This situation poses challenges and detracts from their primary duties.

Ultimately, these constraints impede Health & Wellness from fully achieving its mission and efficiently serving the UNH community's health and wellness needs.

## Summary of Prior Student Learning Outcomes

---

### ***Student Learning Outcome 1: Students will be able to describe how to use the UNH Well-Being Wheel as a tool to increase understanding of wellness and well-being, and self-awareness for self-care.***

#### **SLO Description**

Health & Wellness is committed to building a culture of well-being at UNH. Health & Wellness views students and other members of the UNH community as a whole and as dynamic individuals. We are sensitive to how the components of our lives impact our well-being. We encourage personal responsibility for achieving and maintaining wellness. Our approach assists in the healing process and provides information and skills to maintain and enhance well-being. Health & Wellness also realizes that the environments we live, learn, play, and work in impact wellness and well-being. Students understanding the eight dimensions of wellness and how identity and community affect wellness/well-being can assist them in coming to know themselves and what areas need attention, support, and self-care, and how this impacts them so they can create change and support their well-being now and in the future.

This SLO provides Health & Wellness with an opportunity to determine the impact of our efforts in introducing our new Well-Being Wheel to the UNH community, its role in helping students learn about wellness and well-being, and its use to increase awareness of self-care.

- CAS Standards: Knowledge acquisition, construction, integration and application, Cognitive complexity, Intrapersonal development, Interpersonal development, Humanitarianism and civic engagement, Practical competence
- Methods: Campus partnerships; Courses/classes; Documents/handouts; Events and programming; Individual student engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Website content

#### **SLO Progress**

- Measures Used (Direct/Indirect):  
Patient/client satisfaction surveys, program evaluations, student interns/peer education/ student employment evaluations, feedback on/evaluation of social media, and web page engagement.

- Assessment Data

*Educational Program Evaluations:*

Measure:

New learning objectives for evaluations to assist with assessing the impact of this SLO used on Well-Being Wheel program evaluations: Define eight dimensions of wellness; Differentiate the difference between wellness and well-being; Discuss the ways identity and community impact wellness; Identify strengths and challenges in one’s current state of wellness; Recognize ways to care for your wellness; Explain how the Well-Being Wheel can be used as a check-in tool. There was a question related to rating the helpfulness of the program and an open-ended question: As a result of this program, ONE action I will take is... An example of a few of these responses: getting more sleep/rest, treating myself better, stop trying to control things out of my control, better myself emotionally, ask for help when I need it, treat myself better, try and focus on all areas of my life.

Outcome:

Based on surveys by program attendees that were returned (Response rate = 3%). Responses were on Likert Scale from Strongly Agree 5, Agree 4, Neither Agree Nor Disagree, 3, Disagree, 2, Strongly Disagree, 1,

**As a result of this program, I can...**

3	Define 8 dimensions of wellness.	4.6
4	Identify strengths and challenges in my current state of wellness.	4.3
5	Differentiate the difference between wellness and well-being.	4.3
6	Discuss the ways identity impacts wellness.	4.3
7	Discuss the ways the community impacts wellness.	4.3
9	Recognize ways to care for my well-being.	4.3
	Access campus resources to help me enhance my well-being.	4.6
11	Overall, how would you rate this program?	9.3

0=Not at all helpful | 5=Somewhat helpful | 10=Extremely helpful

***Student Feedback-Placement/Involvement at Health & Wellness (peer educators, interns, student employees):***

Measure:

At the end of the academic year or their time with the office, all students involved in the office are asked to complete an evaluation that reflects on their learnings/growth and gains through experiences/opportunities within the office and the quality of supervision.

Two questions related to the well-being wheel were asked: understanding the difference between wellness and well-being and recognizing the intersection of well-being and diversity, equality, inclusion, and accessibility (DEIA).

Outcome:

Based on surveys returned by peer educators, interns, and student employees (Response rate = 52%). Responses were scored on a Likert Scale -Strongly Agree 5, Agree 4, Neither Agree nor Disagree, 3, Disagree, 2, Strongly Disagree, 1.

**As a result of my placement at Health & Wellness, I...**

Understand the difference between wellness and well-being.	4.5
Recognize the intersection of well-being and diversity, equity, inclusion, and accessibility (DEIA).	4.3

***Web page and social media related to the Well-Being Wheel***

Measure:

Engagement with Health & Wellness web page and social media account.

Outcome:

We do not currently have this data. Web page and social media analytics were collected and analyzed by the Health Communication Specialist. This position no longer exists, and the job responsibilities cannot be absorbed by another staff member.

- Key Take-Aways:
  - Need to continue to work to increase the number of completed program evaluations. Currently, we have a QR code for students to utilize after



programs, but often, since our program takes the entire allotted time, requesting completion of the evaluation is a “last minute” request. Need to allocate time within the program to complete evaluation before students leave.

- We can include only limited information on social media engagement since we do not currently have a Communication Health Information Specialist who would have been able to provide more detailed data. We also have limited information on our website that speaks to engagement. In both cases, the information it gives speaks to interest/engagement but is unclear about the impact when this position is filled. We need to determine how we might create ways to assess the impact of these forms of education.

***Student Learning Outcome 2: Students will be able to demonstrate an understanding of one's health issues/conditions, including prevention approaches, self-care practices, and appropriate intervention and treatment when needed.***

**SLO Description**

It is key to the mission of Health & Wellness is the work of staff to assist students in gaining knowledge and skills related to caring for themselves for now and in the future to manage their health not only when sick or injured but also to assist them in staying and being well and utilize care systems appropriately.

- CAS Standards: Knowledge acquisition, construction, integration and application, Cognitive complexity, Intrapersonal development, Practical competence
- Methods: Campus partnerships; Documents/handouts; Events and programming; Individual student; engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Student employment; Videos; Website content

**SLO Progress**

- Measures Used (Direct/Indirect): Review of electronic health records of students after LWS and clinical visits/interactions and screening tools; patient/client satisfaction surveys, focus groups, evaluation of social media/website engagement and interaction utilization of other educational tools, peer review of electronic health records; and program presentations and training evaluations.

- Assessment Data

### *Clinical Visits Evaluation*

Measure and Outcome:

A clinical visit survey was sent by the Health Information Manager through our electronic health record system PointNClick at the end of each month between September 2022 and May 2023. Patients are prompted to complete the survey within 48 hours. 1,291 surveys were completed.

Survey Questions (Yellow highlight identifies those that support this SLO)

Responses were scored on a Likert Scale - Strongly Agree 5, Moderately Agree 4, Neither Agree nor Disagree 3, Moderately Disagree 2, Strongly Disagree 1.

#### Visit Satisfaction Survey

- 1 How would you rate the ease of scheduling your appointment?  
4.60
- 2 How satisfied were you with the wait time between being checked-in and being seen by the healthcare provider? 4.76
- 3 How satisfied are you with the customer service you received from the staff you encountered during your most recent visit? 4.79
- 4 My healthcare provider spent adequate time listening to my health concerns 4.81
- 5 My healthcare provider clearly answered questions I had regarding my health care concerns 4.83
- 6 My healthcare provider clearly explained my diagnosis 4.62
- 7 My healthcare provider clearly explained my treatment/care options 4.76
- 8 My healthcare provider clearly explained self-care options I can use in the future 4.62
- 9 I was provided with educational materials that will be useful in caring for myself. 4.41
- 10 Based on the information I received, I feel confident that I could utilize self-care methods in the future. 4.57

### *Living Well Services Counseling Evaluation*

Measure:

A counseling evaluation was sent by counselors to each of their clients through PointNClick at the end of the counseling relationship or the end of the semester.

Outcome:

Based on returned surveys (Response rate = 8%) for 9/1/22 – 5/30/23. Responses were scored on a Likert Scale - Strongly Agree 5, Moderately Agree 4, Neither Agree Nor Disagree, 3, Moderately Disagree, 2, Strongly Disagree, 1, NA.

Survey results for the year:

I felt heard by my educator/counselor.	4.7
The session(s) helped me clarify my goals.	4.39
I was able to develop a clear plan of action to improve my well-being.	4.3
I am confident to take action toward my plan of action/well-being.	4.46

*Living Well Counselor Peer Review of Client Records*

As part of the peer review process of electronic health records, it was determined that 100% of the time, education on appropriate wellness topics was provided to clients.

- Key Take-Aways
  - Need to increase the response rate to the Living Well Counseling Evaluations. Discussions are occurring to see what changes can be made to this process to assist in this area.
  - Have discussions to determine if there are other ways to determine if meeting this SLO besides patient/client satisfaction.
  - Look at analyzing by class standing to see if there is a difference in evaluation that might speak to personal development and/or utilization of Health & Wellness which might speak to understanding of healthcare system and working with providers.

### ***Student Learning Outcome 3: Students will be able to describe Health & Wellness programs and services offered, how to access them and their value to well-being.***

#### **SLO description**

Health & Wellness strives to be the number one choice for students when it comes to caring for their health and wellness. We know that health and wellness is critical to academic and personal success so being aware of and utilizing services and programs as needed will aid in these areas, now and in the future.

- CAS Standards: Knowledge acquisition, construction, integration and application, Practical competence
- Methods: Campus partnerships; Documents/handouts; Events and programming; Individual student meetings/supervision/trainings; Patient/client appointments; Internships/peer education/employment evaluations; Social media content; Website content

#### **SLO Progress**

- Measures (Direct/Indirect): Program evaluations, patient/client knowledge and satisfaction survey tools, focus groups, user and nonuser surveys, feedback from student leaders, peer education, internships and student employee's evaluation, evaluation of social media interactions/engagement and number of students who utilize services.
- Assessment Data

*Student Feedback-Placement/Involvement at Health & Wellness (peer educators, interns, student employees):*

Measure:

All students involved in the office at the end of the academic year or time with the office are asked to complete an evaluation that reflects on their learnings/growth and gains through experiences/opportunities within the office and quality of supervision. Questions were asked related to this SLO; "Can provide referrals/recommendation to services, programs and resources at Health & Wellness," and "Orientation to Health & Wellness was sufficient and helpful."

Outcome:

Based on surveys that were returned (Response rate = 52%). Responses were scored on a Likert Scale - Strongly Agree 5, Agree 4, Neither Agree nor Disagree, 3, Disagree, 2, Strongly Disagree, 1.

As a result of my placement at Health & Wellness I...

Can provide referrals/recommendations to services, programs, and resources at Health & Wellness.	4.8
Orientation to Health & Wellness was sufficient and helpful	4.4

- Key Take-Aways
  - Look at adding questions to the evaluation of education programs to gain insight into students' knowledge of specific programs offered by Health & Wellness, where/how to access programs, and gather information on their perception of why it might be important for them to attend these programs, again being conscious that length of evaluation could impact completion rate.
  - Ongoing evaluation of our questions in our patient/client satisfaction surveys will allow us to adequately measure our SLOs, considering that the survey length could impact the completion rate.
  - Look at developing brief questionnaires for specific clinics (STD, Flu) to gain insight into students' knowledge of specific programs offered by Health & Wellness, where/how to access programs, and gather information on their perception of why it might be important for them to attend these programs.

# Goals and Outcomes for 2024-2025

---

## Strategic Goals for 2024-2025

---

### ***Strategic Goal 1: To be awarded a 3-year reaccreditation for Health & Wellness from the Accreditation Association of Ambulatory Health Care (AAAHC)***

Goal description:

In February of 2025, Health & Wellness will need to renew its accreditation through AAAHC with plans to be awarded our 9<sup>th</sup> consecutive accreditation. Status as an accredited organization means UNH Health & Wellness has met nationally recognized standards for the provision of the highest quality of care to its patients and clients as determined by an independent, external process of evaluation. The accreditation will run for three years.

Anticipated plan and activities

- Complete review and updates of all policies and procedures
- Complete survey application including all supporting documents
- Schedule site visit prior to end of February 2025
- Successfully complete site visit and receive preliminary accreditation report
- Receive and review final accreditation report and address any areas identified

Participating in ongoing external review helps to ensure Health & Wellness continues to uphold its commitment to excellence in healthcare delivery and maintains the highest standards of service for the UNH community.

### ***Strategic Goal 2: Provide leadership to assist the UNH Health and Well-Being Committee in gaining institutional commitment to the Health and Well-Being for the UNH Community***

Goal description:

Secure commitment from University leadership to prioritize health and well-being

Anticipated plan and activities in conjunction with the UNH Health and Well-Being Committee

- Complete CAS Cross-Functional Framework for Advancing Health and Well-Being Self-Assessment to help ways to strengthen work of UNH Health and Well-Being Committee.
- Complete the Healthy Campus Framework Assessment to identify areas of strength and challenge in order to help identify needed resources to move goals of committee forward.
- Move towards adoption of the Okanagan Charter:
  - Work to continue to education administration and other members of the UNH community about value of being Health Promoting Campus and adopting the Okanagan Charter
  - Join adoption cohort through the US Health Promoting Campus Network
  - Identify areas of institutional commitment to the work of the charter.
  - Develop adoption document
  - Gain support from the President for adoption of the Okanagan Charter.
- Work to allocate resources including funding to support efforts identified.

***Strategic Goal 3: The Staff Wellbeing Workgroup aims to identify, develop, and implement systemic practices, policies, and procedures that enhance staff well-being.***

- Review Existing Policies:
  - Identify areas in current policies where wellbeing can be integrated or enhanced.
- Staff Input:
  - Establish mechanisms for staff input in policy development, revision, and implementation. Ensure policies are accessible to all staff and reviewed annually.
- New Policies:
  - Develop new policies addressing physical, mental, and emotional health.
- Systemic Practices:
  - Identify and Improve Practices: Identify systemic practices impacting staff well-being and propose improvements.
- Embedding Wellbeing:

- Develop strategies for embedding well-being practices into the organizational culture.
- Training and Awareness:
  - Implement Training Programs: Educate staff and leadership on the importance of systemic well-being practices.
- Increase Awareness:
  - Raise awareness of new and existing policies, procedures, and practices related to staff well-being.
- Continuous Evaluation:
  - Ongoing Evaluation: Establish mechanisms for continuous evaluation of the effectiveness of systemic practices, policies, and procedures.
- Staff Feedback:
  - Solicit feedback from staff and leadership to inform adjustments and improvements.



## ***Summary of Upcoming Student Learning Outcomes***

***Student Learning Outcome 1: Students will be able to describe how to use the UNH Well-Being Wheel as a tool to increase understanding of wellness and well-being, and self-awareness for self-care.***

### ***SLO Description***

Health & Wellness is committed to building a culture of well-being at UNH. Our approach not only assists in the process of healing, but also provides information and skills to maintain and enhance well-being. Health & Wellness views students and other members of the UNH community as whole and dynamic individuals. We are aware of how identities and values impact wellness. We encourage personal responsibility for achieving and maintaining wellness. Health & Wellness also realizes communities in which we live, learn, work, play and love also impacts wellness and well-being. Well-Being cannot be achieved unless our communities support everyone's well-being. Students understanding of the 8 dimensions of wellness and how identity and community impacts wellness/well-being can assist them in coming to know themselves and what areas need attention, support, and self-care and how this affects them so they can create change and support their well-being now and in the future. It can also increase their awareness of the impact of community on their wellness.

- CAS Standards: Knowledge acquisition, construction, integration and application, Cognitive complexity, Intrapersonal development, Interpersonal development, Humanitarianism and civic engagement, Practical competence
- Methods: Campus partnerships; Courses/classes; Documents/handouts; Events and programming; Individual student engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Website content
- Measures Used (Direct/Indirect): Patient/client satisfaction surveys, user survey, program evaluations, focus groups, student interns/peer education/ student employments evaluations, social media and web page engagement, information from electronic health records related to wellness coaching/counseling and specific medical appointments.

***Student Learning Outcome 2: Students will be able to demonstrate an understanding of one's health issues/conditions, including prevention approaches, self-care practices, and appropriate intervention and treatment when needed.***

**SLO Description**

It is key to the mission of Health & Wellness is the work of staff to assist students in gaining knowledge and skills related to caring for themselves for now and in the future to manage their health not only when sick or injured but also to assist them in staying and being well and utilize care systems appropriately.

- CAS Standards: Knowledge acquisition, construction, integration and application, Cognitive complexity, Intrapersonal development, Practical competence
- Methods: Campus partnerships; Documents/handouts; Events and programming; Individual student; engagement/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Videos; Website content
- Measures Used (Direct/Indirect): Review of electronic health records of students after LWS and clinical visits/interactions and screening tools; patient/client satisfaction surveys, user surveys, focus groups, feedback on/evaluation of social media/website and other educational tools, peer review of electronic health records and program presentations and training, program/training evaluations.

***Student Learning Outcome 3: Students will be able to describe Health & Wellness programs and services offered, how to access them and value to their well-being.***

***SLO Description***

Health & Wellness strives to be the number one choice for students when it comes to caring for their health and wellness. We know that health and wellness is critical to academic and personal success so being aware of and utilizing services and programs as needed will aid in these areas, now and in the future.

- CAS Standards: Knowledge acquisition, construction, integration and application, Practical competence
- Methods: Advisory Relationships; Campus partnerships; Documents/handouts; Events and programming; Individual student meetings/supervision; Patient/client appointments; Internships/peer education; Presentation; Social media content; Student employment; Videos; Website content
- Measures (Direct/Indirect): This will be measured through – program evaluations, patient/client knowledge and satisfaction survey tools, focus groups, user and nonuser surveys, feedback from student leaders, trainings, and end of year evaluation/review of peer education, internships and student employees, evaluation of social media interactions/engagement and number of students who utilize services.