

## **Student Health Services Student Learning Objectives**

1. What are the learning objectives that your program has (explicit or implicit) for students using your services?
  - As expressed in our Mission Statement “The Student Health Service is committed to educating the student population on decisions that will assist them in making healthier choices during their academic careers at California State University, Chico.” It is our contention that students should not only have access to high quality health care but cost should not be a hindrance in obtaining the care needed. In order that we might fulfill our objective we ensure the following:
    - a. All students are encouraged to address their health care issues proactively.
    - b. Students are reminded that preventative measures should be implemented in their daily lives to help prevent chronic health issues.
    - c. The Health Educator and Peer Educators are used as a very explicit means of educating and informing students, faculty, and staff regarding numerous health care issues.
    - d. Each health care provider within Student Health Service attempts to establish a connection with their patients/students. In doing so providers are able to offer students services and/or referrals offered within the center, college community, or in the community at large. Establishing this type of relationship is not only beneficial when addressing the problem at hand, it also allows the provider to establish a relationship that not only helps but also educates the patient.
    - e. The purpose of the Health Service web site is first and foremost used to serve as an informative instrument. However, it is also used to educate faculty, staff, and students. During an age when technology can serve as an informative tool, we seek to offer our students a wide range of information ranging from the cost of prescriptions to insurance coverage.
    - f. Students seeking to fill their requirements for proctorships and residency rotations frequently seek the Student Health Service as an ideal location to further their understanding/background regarding college and adolescent health issues.
    - g. Classroom presentations are frequently given in a formal or informal setting and used as an educational resource to students.
  
2. What are the indicators by which you estimate the extent to which students are learning each of those things your program intends for them to learn?
  - There are a number of resources used to determine to full effect of any efforts to educate our student population. They include but are not limited to the following:

- a. All classroom presentations are preceded and followed by an evaluation of the course content. This is done in order to determine what the knowledge base is before any presentation is given. It further helps us determine what the student has learned from the content of the course. Additionally, all evaluation solicit input from the attendees. Individuals are encouraged to comment on their feelings, issues, and concerns regarding the specific topic.
- b. The Student Health Service has strategically placed comment boxes throughout the center. Students are allowed to comment on any process, procedure, and experience they have within the SHS. The comments are reviewed by the Director of the SHS and shared with the coordinator's committee. All appropriate comments are addressed and when possible the student is contacted and informed of any new changes.
- c. The Student Health Service participates in an annual Point of Service survey that is administered to approximately 100 students. The SHS consistently ranks as one of the most valued student services on campus. The results of this survey also gives our department an indication on what services may need improvements, what the utilization rate may be, and how we might better focus our resources.