

Blue Cross NC Institute for Health and Human Services
Annual Report for 2016-2017

Appalachian State University
Beaver College of Health Sciences

The Annual Report reflects the Blue Cross NC IHHS focus on improving regional health and well-being through a three pronged approach: research, outreach, and clinical services. The IHHS, as part of Appalachian State University's Beaver College of Health Sciences, must hold training and education of students as paramount to all activities. The IHHS aspires to meet its objectives by connecting faculty, staff and students with regional partners to fulfill its mission and train future generations of health and human service professionals in the art and science of regional transformational.

As defined this year by the IHHS Task Force:

“The mission of the Blue Cross and Blue Shield of North Carolina Institute for Health and Human Services, within the Beaver College of Health Sciences, is to promote multidisciplinary research opportunities, clinical services, community outreach, and training programs related to holistic health and well-being with the overarching goal of improving lives through transformative social, environmental, and healthcare advances.”

In achieving this mission, we aspire to create a community of learning wherein all people are part of our regional classroom, engaging with us in the process of learning, teaching, seeking new knowledge and new methods, and working collaboratively toward a healthier future.

The remainder of this report is divided into three sections representing each area of focus: Research, Outreach, and Clinical Services. It must be acknowledged that Research, Outreach, and Clinical Services are intertwined and will become more intertwined as the IHHS realizes its objectives in the years ahead. This division in this report reflects the need to define financial divisions more than goal-oriented objectives. The IHHS Task Force will continue to examine the methodology of annual reports as it continues to define the future of the Institute.

RESEARCH

Purpose

One of the primary goals of the IHHS is to increase its research activity, making it the backbone of the three pronged approach of connecting Appalachian State to the region for transformative change in health and well-being—the other two being outreach and clinical service. Critical to all research efforts is the integration of students in all aspects: grant writing, conducting research and collecting data, and analyzing and disseminating results. Research can provide external funds to support the other activities of the IHHS, and external funds geared toward student training, clinical services, or outreach may, and should, create research opportunities. Thus, outreach and clinical services can be provided in an empirically responsible way as to collect, analyze, and disseminate data to demonstrate the effectiveness of our methods.

Funding

In the 2016-2017 academic year 12 external grants were either submitted for funding or managed through the IHHS. Some of these were IHHS-initiated foundation grants, while others were faculty-initiated grants to support research, outreach, and clinical training. Two grants were funded: one grant for just over \$1 million dollars to the Department of Education for training students to work with children with severe disabilities (PI: Emily Lakey) and the other for just under \$100,000 to the Pharmaceutical Research and Manufacturers of America Foundation. Two other grants from SAMHSA (Director, Annette Ward) and NIH/NIDCD (PI: Gary McCullough) continued. The Department of Education Grant (Lakey) focuses on program development and training surrounding autism and severe disabilities and aligns nicely with existing outreach development and clinical training development, as we move toward initiating autism diagnostics in the community.

Summary

The IHHS Task Force is considering a number of options to continue growth and development of research and grants through the IHHS. Among these are: 1) faculty appointments as Research Affiliate, Associate, and Fellow depending on level of funding; 2) Developing a grants program for faculty support using F&A returns; and 3) examining the requirements for running all health-related grants through the IHHS. The Task Force plans to meet twice next year to move forward with these decisions.

Table of Grant Activity 2016-2017

06/30/2017	17-0272	Martin Root	Apples and Inflammation	USDA National Institute of Food and Agriculture (NIFA)	Institute for Health & Human Services, IHHS	Not Funded
07/01/2017	17-0264	Alan Needle	Treating Joint Instability with a New SCRIpT Stimulating the Cortex to Rehabilitate Injury Induced Plasticity	NIH National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMSD)	Institute for Health & Human Services, IHHS	Proposal Approved
05/09/2017	17-0249	Scott Collier	The Effects of Thermal Therapy on Sleep and Pain	National Institute for Occupational Safety and Health (NIOSH)	Institute for Health & Human Services, IHHS	Proposal Approved
05/10/2017	17-0246	Gary McCullough	Expanding Interprofessional Education Curriculum in the Beaver College of Health Sciences and Collaborating Institutions	Josiah Macy Jr Foundation	Institute for Health & Human Services, IHHS	Not Funded
12/04/2017	17-0231	Abigail Stickford	Sympathetic neural and cardiovascular responses to pregnancy in obese women	American Heart Association (AHA)	Institute for Health & Human Services, IHHS	Proposal Approved
03/23/2017	17-0201	Melissa Gutschall	Sustainable public private partnership model to improve nutrition status food security and reduce health disparities in rural Watauga County	GlaxoSmithKline Foundation	Institute for Health & Human Services, IHHS	Not Funded
02/12/2017	17-0160	Gary McCullough	Resource Exchange for Appalachian Community Health REACH	Kate B Reynolds Charitable Trust	Institute for Health & Human Services, IHHS	Not Funded
02/10/2017	17-0156	Alan Needle	Neurological and Functional Effects of Immobilization after Ankle Sprain working	National Athletic Trainers Association (NATA) Research and Education Foundation	Institute for Health & Human Services, IHHS	Proposal Approved
02/17/2017	17-0138	Emily Lakey	Interdisciplinary Support for High Intensity Needs in Education iSHINE	DOED OSERS Office of Special Education Programs (OSEP)	Institute for Health & Human Services, IHHS	Funded
10/25/2016	17-0077	David Williams	Trends in Biopharmaceutical IPO Funding Product Development and Survivability	Pharmaceutical Research and Manufacturers of America Foundation (PhRMA)	Institute for Health & Human Services, IHHS	Funded
10/12/2016	17-0055	Alan Needle	Stimulating the Cortex to Rehabilitate Injury Induced Plasticity	NIH National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMSD)	Institute for Health & Human Services, IHHS	Withdrawn
07/28/2016	17-0012	Gary McCullough	Expanding Interdisciplinary Preventive Programs for Older Adults into Rural Communities	Kendal Charitable Funds	Institute for Health & Human Services, IHHS	Not Funded

COMMUNITY OUTREACH

Annual Report FY 2016-17 Blue Cross NC Institute for Health and Human Services Division of Community Outreach

SUMMARY

In 2016-17, the Blue Cross of North Carolina Institute for Health and Human Services (IHHS) Division of Community Outreach continued to be actively involved in community programming and collaboration. Led by IHHS Associate Director Mary Sheryl Horine as the sole FTE, staff also included Carol Cook, Program Coordinator (50% FTE) and Jackie Dyer, Girls on the Run Site Coordinator (50% temporary employee).

In its ninth year of operation, the Division continued five major projects and began engagement with three new projects; received two local grants; formed collaborations with multiple community organizations; advised one student club; represented IHHS at three health fairs/forums; and collaborated with two undergraduate classes for hands on application of competencies. Additionally, both Carol and Mary Sheryl fulfilled teaching responsibilities at the university.

Carol taught two sections of First Year Seminar to the Active Living Residential Community (ALRC) and one section of Fit and Your Health for the Public Health Department. The ALRC fosters an environment that encourages a well-rounded balance of mind, body and spirit in order to achieve personal and academic success.

Mary Sheryl taught HP 4200, Principles of Epidemiology. The class was a 3-credit class comprised of all seniors.

Division staff attended numerous trainings to enhance programmatic development. In total, the Division supervised 12 interns and relied upon the support of 575 community volunteers (ASU and broader community).

In order to unite the University's resources with community need in the areas of health and human services, the following projects were undertaken or continued during FY 16-17:

1. Community Resource Directory (CRD):

Numerous community partners have commented on the lack of a central clearinghouse of local service providers and resources in the areas of health and human services. The Division continued research around community resources in a 3-county area and compiled them into a database using MySQL. The database was then converted into a format that functions with the Drupal content management system that the university utilizes. Mary Sheryl attended a training session to be able to implement the latest Drupal platform that the university has now switched to.

Effort was devoted to the never-ending task of verifying and updating content. One intern contributed approximately 40 hours to assist with data cleaning and updates.

The CRD currently lists 363 service providers with full descriptive information including fee structure, populations served, referral information, contact information and links to websites. The directory remains free to both search and to post content to for health and human service providers in the high country.

2. Girls on the Run of the High Country (GOTR-HC):

Beginning in 2009, BCBS of NC IHHS has been the affiliate sponsor for the Girls on the Run of the High Country (GOTR-HC) council. Mary Sheryl Horine currently serves as the Council Director and a member of the Advisory Committee. The mission of the project is to educate and prepare pre-teen girls in the 3rd – 8th grade for a lifetime of self-respect and healthy living. The international organization was founded in 1996 and currently has councils in 200+ communities with over 200,000 participants annually. The core curriculum of the program addresses many aspects of girls' development- their physical, emotional, mental and social well-being. Lessons provide girls with the tools to make positive decisions and to avoid risky adolescent behaviors. An advisory board of High Country leaders support the council as well as form governance and legal structure and to administer the curriculum.

In FY 16-17, GOTR-HC offered two 10-week programs, one each during the fall semester and spring semester. Additionally, GOTR-HC planned a summer camp program which did not materialize because of low numbers. The 10-week programs consisted of 25 different teams of girls at 21 sites with a total of 317 girls participating. Coaching staff consisted of 106 volunteers to work with the girls two days per week for the duration of the program. Each site was required to have at least one head coach over the age of 18 with CPR and First Aid certifications. All coaches had valid multi state background checks completed. The 106 coaches consisted of 45 elementary school teachers, 41 ASU students (including 7 academic year interns), 16 community members and 4 faculty/staff.

Two new-coach trainings were held in 2016-17. Each training lasted 5 hours and covered the basics of curriculum delivery. A CPR/First aid training was held in the fall after the new-coach training. Two centrally located mid-season coach update meetings were held. Each site received a minimum of one site visit to monitor program administration and delivery and to troubleshoot any issues.

Jackie Dyer, along with Coach Anna Welsh attended the GOTR Learning Academy System Admin Training to be able to administer the new National Coach Training program. The training was held in Houston, TX with the goal of improving quality, consistency and coach retention.

The new training platform prepares coaches to provide the best experience for girls in our program. The training is a blended model based on research in the field, council input, positive youth development practices, and adult learning principles. Using a learning management system, coaches complete several online modules that set the foundation for the in person training. The online module topics include: GOTRology, Policies and Procedures, Curriculum Overview and Girl Development. In person training builds upon the modules and teaches the core concepts of positive youth development which we call BPM: building relationships, creating a positive inclusive environment and cultivating mastery orientation. In person, coaches learn how to put these concepts into action, watch videos of coaches in the field and practice a full lesson. Infused throughout the entire training is preparing our coaches to work with all girls. We approach this by exploring the contexts in which our girls live and engage coaches in exercises which encourage them to reflect on their own contexts and identities and how these influences their interactions and coaching behaviors. Coaches leave in person training with an interactive Coach Guide containing best practices in each of the areas of training as well as additional information for a successful season.

As the culmination of the GOTR curriculum, participants take part in a 5k run with the goal of completing the 3.1 miles. The fall 2016 GOTR-HC 5k was held at the Lowes River Edge Park

in Wilkesboro, NC and had approximately 150 participants, 150 running buddies and 200 spectators. The spring 2017 GOTR-HC 5k was held on the Greenway Trail in Boone and had approximately 160 runners, 160 running buddies and 250 spectators. A planning committee of 8 volunteers assisted with the coordination of the 5k events. Planning included volunteer recruitment and coordination, registration, hospitality –food and water donations and transport, logistics, permitting through the Boone Town Council, contingency planning and marketing.

Sixty-three percent of GOTR-HC participants in 2016-17 received scholarship support in order to register for the program. Program fees for participants, lowered from previous years, were based on a sliding scale. Girls who qualified for free/reduced lunch paid a \$25 fee; girls with extenuating financial circumstances paid \$75; and the full program fee was \$100. Five girls in 2016-17 paid no program fees. An important aspect of GOTR-HC is to adequately fundraise so that the ability to pay program fees is not a barrier to participation. GOTR-HC fundraising efforts are described below as part of the objectives within the strategic plan.

Strategic planning completed during the 2014-15 year indicated the following five most important goals:

- Board development
- Program growth
- Staff growth
- Coach recruitment
- Income and sponsorship enhancement

To further work towards completion of these goals, the following special projects were initiated in 2016-17: a) board development; b) school outreach/site recruitment; and c) income enhancement.

a. Board Development: GOTR-HC bylaws, originally created in 2010 were reviewed for accuracy and updated with new information. Plans were put into place for recruitment of board members including outreach and adaptations for virtual meetings.

b. Program growth—site recruitment. An informational package including written program summaries, forms, newsletters and a USB Drive with a PowerPoint presentation and a video to further describe the program was developed with the goal of recruiting new sites. The informational package was sent to all elementary school and middle school principals in Wilkes, Avery, Ashe, Watauga and Alleghany counties. Follow-up phone calls were made to insure each school had received the package and to answer questions. It is standard protocol for the GOTR Director and Site Coordinator to meet with every school principal prior to the initiation of a site. Two new schools were adopted as sites as a result of the informational package.

c. Income Enhancement (fundraising)

Pedalin Pig Event: In order to attract new business sponsorships, GOTR-HC worked with the Boone Chamber of Commerce and the Pedalin Pig restaurant to promote a GOTR-HC awareness event. An email blast was sent to all business members of the Boone Chamber inviting them to attend the event which featured food, live music and information about the program. The event was not well-attended but did generate a small amount of funding and new opportunities for business sponsorships.

LUNAFEST is a nationally touring film festival dedicated to promoting awareness about women's issues, highlighting women filmmakers, and bringing women together in their

communities. For the fifth year, GOTR-HC has teamed with Mast General Store to bring the festival to the High Country. The ASU Women’s Center also jumped on-board to help plan and promote the event. Additionally, Lunafest was taken on as a marketing project by the Public Relations Campaign class (Comm 4318). A showing of the films was offered on campus in the Greenbriar Theater as well as in the community at the Harvest House. Proceeds of the film festival benefit the Breast Cancer Fund and Girls on the Run Attendance was very low at this year’s events (~30 people) and after paying the fees to rent the Harvest House, the event incurred a deficit of \$200.

Luck o’ the Lassie (LOL) is the primary fundraiser for GOTR-HC. Advisory team meetings for the event began in December when fundraising goals were set. The event was held around St. Patrick’s Day and held at The Inn at Ragged Gardens/Best Cellar restaurant. This year’s event had 75 attendees and raised over \$17,775, a record-breaking amount, through the live auction and donations. The Leigh Cooper Wallace Making a Difference Award was presented to GOTR advocate and supporter Tracy Grit, former principal of Riverside Elementary School and Banner Elk Elementary School in Avery County.

High Country Triple Crown (HCTC) is the premier adult running race series in the High Country and also GOTR-HC’s second largest fundraiser. Organized by a planning team of 7 community members and ASU faculty/staff, the events consisted of The Cub (seven mile race), The High Country Half Marathon and The Knob (2 miles). In total, 395 people participated in the series with 90 people volunteering at the events. Presenting sponsors of the HCTC included Mast General Store, Foscoe Realty and Modern Toyota of Boone. Other sponsors included M-Prints, Tapp Room , Blowing Rock Brewing Co., Hatchet Coffee, Appstate Track and Cross Country Teams, Blowing Rock Parks and Recreation, Valle Crucis School and Lost Province Brewing Company. The 2017 HCTC contributed \$12,000 to GOTR-HC.

Women’s Fund of the Blue Ridge (WFBR): For the fourth consecutive year, the WFBR contributed funding to GOTR-HC for the provision of services to girls in the high country so that they might meet their full potential.

GOTR-HC Budget Information

INCOME 2016-17

Contributed Income:	\$7,250
Earned Income:	\$20,047
Luck o’ the Lassie Event	\$17,775
High Country Triple Crown Events	\$12,000
TOTAL Income	\$57,072

EXPENSES 2014-15

Personnel	\$14,844
Professional Services	\$2,345
Operational	\$8,040
Special Event	\$675
Program Administration	\$7,273
5k	\$4,271
Scholarships	\$13,650
TOTAL Expenses	\$51,098

3. Crinkleroot Retreat:

In a response to the Autism Community Needs Assessment conducted in 2009, Crinkleroot Retreat held its 7th Annual Retreat for kids ages 8-14 with an autism diagnosis. Siblings (ages 8 and up) were also encouraged to attend the camp for the first time. The name “Crinkleroot” was derived from a healing herb called crinkleroot that grows in the Blue Ridge region during April, which is recognized as Autism Awareness Month.

Crinkleroot 2017 was led by Emily Cluen and the Camp Management Class within RMPE. Thirty-two ASU undergraduate and graduate students with a special interest and/or experience working with individuals with an Autism Spectrum Disorder served as counselors for the camp. All campers had a one to one camper/counselor ratio and other counselors organized group activities. Heather Holt-Hill, Director of Camp Lakey Gap provided a 4-hour training to volunteers who had varying levels of experience working with people on the autism spectrum and the Camp Management class led all volunteers in team-building activities.

Campers had the opportunity to participate in “typical camp activities” that were modified to meet the specific needs of children with an ASD. Activities included field games, arts and crafts, camp songs, board games, hikes, a campfire, smores, etc. The camp concluded with a talent show and awards given to each camper to recognize their achievements and special characteristics.

4. Community Health and Mobility Partnership (CHAMP):

CHAMP is an ASU and community partnership designed to improve strength, balance and mobility and to prevent falls in older adults and people with disabilities. The program offers a multidisciplinary approach with a team of providers including physical therapists, nurses, athletic trainers, physician assistants, gerontology practitioners and other allied health professionals. CHAMP works to decrease the amount of falls in the county by testing the patients and then, if necessary, recommending them to an appropriate health care provider. Students from the various disciplines listed above engage CHAMP participants while receiving oversight from practicing professionals and ASU faculty. Following a thorough assessment, follow-up recommendations are made for participants in order to maintain their balance and health as they age. Following each screening, students of the Wake Forest PA program conduct follow-up phone calls to answer questions from participants. Prior to each participant’s next scheduled appointment, he or she receives another phone call to check in and to confirm the appointment. All results from CHAMP screenings are faxed to each participant’s primary health care provider when provider’s contact information is supplied. All CHAMP screenings are free of charge.

In 2016-17, CHAMP conducted assessments monthly at the McDowell County Senior Center in Marion as well as the Watauga Senior Center and Appalachian Brian Estates in Boone, and at the Quest for Life center in Caldwell County. Services were provided to 245 older adults. Volunteers contributed over 165 hours to the program and consisted of 250 students/faculty/staff from nutrition, health promotion, athletic training, physical therapy, physician’s assistants, gerontology, sociology, nursing and exercise science.

During spring of 2017 it was decided that CHAMP will continue in McDowell and Caldwell but will no longer be offered in Watauga County as an IHHS initiative. IHHS will be transitioning to the RHOC (Rural Health Outreach Collaborative) described below.

5. Resource Lending Library (RLL):

The Division of Community Outreach continues to make the Resource Lending Library available to community members for the purpose of increasing access to physical activity.

Items in the RLL were shared with 3 different organizations and utilized by 450 people of varying ages. As equipment has become outdated or broken, there will be a need in FY 17-18 to replace numerous items in the library.

6. New Engagement:

a. Screening, Intervention, Brief Intervention and Referral for Treatment (SBIRT)

SBIRT is a comprehensive, integrated, public health approach to early intervention and treatment services for persons with substance use disorders, or those who are at risk of developing these disorders. In 2015 IHHS was awarded a three year grant from the Substance Abuse and Mental Health Services Administration (SAMHSA). The primary focus of this grant is to train students in health and human service career paths to screen individuals for substance use and, through motivational interviewing, empower individuals to acknowledge associated health risks and seek additional assistance as needed.

In 2016-17 SBIRT training was integrated into other BCHS departments beyond the Social Work Department where the project was initiated. Similar to the Social Work classes, the first portion of the training within these courses introduce the topic, emphasize the need for the training, and instruct students regarding the process for completing the training. There were a total of 158 students trained in the classroom for the first portion. In BCHS department integrating the training include Social Work, Health Promotion, and Nursing.

Two trainings of field supervisors/preceptors who oversee BSW and MSW students in clinical practicum sites, took place in January and April. Feedback on the trainings was provided by Dr. David Miller and Dr. Sebastian Kaplan who helped to develop the trainings. Teresa Carnevale, PhD, MSN, RN joined the training team and she is an effective clinical faculty member who will help sustain the project in the Nursing department.

Meetings were held with Mark Suggs, ITT personnel, to ensure data collection and outcomes are reported and that the reporting mechanisms have been designed in a manner to ensure all questions can be easily found and answered. Student ratings of the program including knowledge, attitudes and skills changes using the SBIRT model has been our primary method of evaluation.

b. Rural Health Outreach (RHOC)

The RHOC is a rural health training partnership between Appalachian's Beaver College of Health Sciences and Wake Forest Baptist Health/Wake Forest School of Medicine to train students in the delivery of rural health services through mobile clinical work and regional community partnerships.

In 2016-17 the RHOC is partnered with the Area Agency on Aging to expand the IHHS Senior Health Program. Using a hybrid in-person and telehealth approach, the RHOC takes faculty and students from nursing, social work, speech pathology, exercise science, and our Wake Forest partnering physician assistant program into regional senior centers and other locations to provide health screens, assessments, and educational health-related programs. We partner with local providers to create a sustainable collaborative culture of health.

Assessments include general health status, nutrition, cognition/memory, balance/fall risk, and aspects of social support and behavioral health. Screenings were offered in Watauga and Ashe Counties. The RHOC screened 50 participants between February and May 2017. Five faculty

from the College of Health Science mentored 1 BSW, 2 CD, 7 ES, 6 Nutrition, 6 WF PA, and 3 HES students. Adaptions to the flow and how many assessments were offered at each screening was an ongoing process as we learned what would work at the different facilities.

c. Hub for Autism and Neurodiversity (HAND)

The Hub for Autism and Neurodiversity (HAND) provides community-wide education, connects families and individuals to services and resources, and advocates for acceptance and understanding of autism and neurodiversity. In 2016-17, IHHS partnered with HAND to develop Autism diagnostic assessments and speech-related interventions as part of the IHHS Interprofessional Clinic. While serving to address autism-related gaps in the regional community, HAND also provides valuable training and experience for Appalachian students in a variety of health and education-related fields.

The university's commitment to addressing Autism-related needs spans nearly a decade. In 2009, the Autism Task Force at the Institute for Health and Human Services conducted a needs assessments of local providers and families with a child on the autism spectrum. The results of this assessment indicated that there was a greater need for autism-related services, support, and education in the local area. This Autism Task Force (comprised of ASU faculty, community providers, and families with children on the autism spectrum) hosted multiple trainings and community forums. In December 2013, the Innovative Approaches Initiative, a community effort to bring together parents and service providers to jointly address local needs through systems-level changes, agreed to continue the work that the Autism Task Force had started with IHHS taking on a collaborative role.

In October 2015, IA hosted an Autism Summit which was attended by approximately 80 people, including faculty from multiple colleges at Appalachian. Results of the Summit included increased commitment to work collaboratively with an expansion of the IA Autism Subcommittee to include members from the school system, health care, Parent-to-Parent Family Support Network, Communication Sciences and Disorders Department and the Communication Science Disorders Clinic, UNC TEACCH and IHHS.

Other notable achievements since that Summit include the following:

- Approximately 500 ASU students intending to become school teachers have received an introductory autism training.
- The Appalachian Popular Programming Society's Films Council has begun offering sensory-friendly film screenings in collaboration with Parent-to-Parent Family Support Network, ABLE Recreation, and High Country Families of the Spectrum. Last year alone 6 films were shown using sensory-friendly conditions with approximately 100 people attending per film. The Films Council also partnered with High Country Families on the Spectrum to show *Life, Animated* followed by a panel discussion with young adults with autism and their families.
- Funding was secured for two guest speakers with autism to give public talks at ASU which were attended by faculty, students, service providers, and parents.
- A two-day TEACCH-led training was hosted by ASU and attended by 50 faculty/staff/public school teachers across multiple program areas and departments including QEP, IHHS, LAP, Communication Sciences and Disorders, Nutrition, Health Promotion and RCOE. This training has jump-started an international collaboration with the CedarNest project in China.

e. Sustainability Grant

In 2016-17, the IHHS Division of Community Outreach applied for a community impact grant through Appalachian's Sustainability Council and was awarded funding to start a composting and education project with a community partner. Working with the KAMPN (Kids with Autism Making Progress in Nature) organization, IHHS furthered the ability of the university to make an impact towards improving the health of the people in the regional community while connecting students to valuable experiential learning opportunities. By offering a nature-based, cost-free, summer camping program for children with autism and their families, KAMPN was also able to provide an educational opportunity for campers as well as a physical means to improve food quality and to mitigate waste as a result of the grant funding. Solar lights were installed as a means of facilitating the campers' late-night hikes to and from the bathroom in a safe, effective, and energy efficient way and staff members were trained on the usage and importance of composting and were provided with educational resources to share with the campers.

EXECUTIVE SUMMARY OF HEALTH PROMOTION for FACULTY/STAFF

2016-2017

Health Promotion for Faculty and Staff (HPFS), directed by Sherri Wilson, continued offering programs and services that helped to promote a healthier lifestyle and a better quality of life for the Appalachian State University employees. Over the past year, the duplicated count of employees served by HPFS was 23,432 (5% overall, decrease from previous year). The unduplicated count was 1,206, 60% of the faculty and staff. During the year, HPFS continued offering balance training, aerobic training, core stability, and strength training group exercise classes, and higher levels of cardiovascular and endurance training programs. In addition, HPFS co-coordinated a) the 8th Annual Recreation Management Association Scholarship 5K fundraiser, b) the 12th Annual Huntington's Disease 5K, and c) 22 CPR/AED/First Aid classes and 37 ergonomic assessments. In 2016-17, HPFS sponsored five blood drives that collected 183 productive units of blood, enough to save over 549 lives. In addition, HPFS continued assisting moderate-to-high-risk employees suffering cardiovascular diseases and diabetes, provided immunizations, and complete blood panels (CBC, Thyroid, PSA, and Hemoglobin) to complement its lipid panel profile. Over 100 students from the Departments of Health and Exercise Science, Recreation Management and Physical Education, and Fine and Applied Arts received learning opportunities by HPFS during the past academic year. Finally, in 2016-17, with financial assistance from Academic Affairs and College of Health Sciences, HPFS continued to replace worn and damaged equipment, and improve and upgrade its facility.

II. MAJOR ACCOMPLISHMENTS OF IHHS DIVISIONS AND PROGRAMS

Health Promotion for Faculty and Staff

During 2016-2017, Health Promotion for Faculty and Staff (HPFS) continued to expand its services and improve existing programs. Participation of Appalachian faculty and staff members in Health Promotion programs during the year was positive, with a comparable usage from the previous year. Relationships with University disciplines and departments continued to thrive. Ongoing professional development, facility upgrades and programs, and preventive care measures continued to be successful. Note the specific major accomplishments during 2016-2017 below:

- **During 2016-2017, there was positive participation in HP group exercise classes and weight room usage:**
 - Utilized Health and Exercise Science and Recreation Management and Physical Education students to lead group exercise classes.
 - Utilized Health and Exercise Science students to lead one-on-one personal training sessions.
 - Continued offering indoor cycling classes
 - Continued offering TRX Suspension Training classes
 - Continued offering High Intensity Training (HIIT) classes
 - Continued offering Personal Training services
 - Continued offering Yoga classes
 - Continued offering Total Body Strength Training classes
 - Continued offering Core Conditioning classes
 - Introduced Cardio Kick Boxing classes
 - Introduced Sport Conditioning classes

- **Replaced and upgraded the Health Promotion's equipment and supplies in 2016-17:**
 - Replaced two Sprague stethoscopes for blood pressure screenings.
 - Replaced three sphygmomanometers for blood pressure screenings.
 - Replaced 12 exercise bands (7-light, 3-medium, 1-heavy, 1-extra heavy)
 - Replaced 10 Pilates Rings (5-moderate, 5-firm)
 - Replaced 10 indoor cycling seat saddles
 - Replaced five exercise mats
 - Replaced 15 Resistance Bands
 - Replaced 30 dumbbells (10-2 lbs., 10-3 lbs, 10-4 lbs.)
 - Replaced a Hyperextension bench
 - Replaced four treadmills
 - Replaced a Pro Olympic Curl Bar
 - Replaced a digital metronome
 - Replaced a megaphone
 - Replaced two Seiko printable timers
 - Replaced three 12-volt clock timer batteries
 - Replaced office paper shredder
 - Purchased three medicine balls (8 lb., 10lb., and 12lb.)
 - Purchased 15 Monster Bands (10-light, 5-medium)
 - Purchased two dumbbell racks
 - Purchased 20 power tubes with handles (10-5 lbs., 5-10 lbs., 5-15 lbs.)
 - Purchased a 3-in-1 Plyo-Box (16", 20", 24")
 - Purchased two 50 ft. Battle Ropes
 - Purchased 32 Bumper Plates (8-10 lbs., 8-25 lbs., 8-35 lbs., 8-45lbs.)
 - Purchased a Dead Lift Shrug Bar with Hi/Lo handles
 - Purchased a Decline Bench
 - Purchased a 3-Way Olympic Bench Press
 - Purchased eight rubber octagonal dumbbells (2-100 lbs., 2-95 lbs., 2-90 lbs., 2-85 lbs.)
 - Purchased 12 Agility Dots
 - Purchased six hardwood discs
 - Purchased a Gigaphone
 - Purchased six 2-way radios
 - Updated American Red Cross First Aid CPR materials (15 manuals, two DVDs)
- **During the past year, HP continued to educate and inform the Appalachian State University community:**
 - Maintained updates on the HP webpage to provide information seasonal flu, pneumonia, smoking cessation, and community outreach programs.
 - Administered on-site blood pressure screenings to 14 departments.
 - Performed 37 ergonomic assessments campus-wide.
 - Led two Lunch-and-Learn health-related seminars.
 - Administered 22 First Aid and CPR/AED classes.
 - Provided learning opportunities for over 100 Health and Exercise Science, Recreation Management and Physical Education, and Fine and Applied Arts (service learning/interviewing/intern).

In 2016-2017, Health Promotion for Faculty and Staff continued to maintain strong relationships with various Appalachian State University disciplines and departments through special events and special services, including:

- Coordinated two 5K Run/Walk fundraisers with Recreation Management students:
 - 8th Annual Recreation Management Association Scholarship 5K, raised over \$1000; 33 runners and walkers attended.
 - 12th Annual Huntington's Disease 5K, which collected over \$15,000 for HDSA, 123 runners and walkers attended.
- Sponsored five American Red Cross blood drives for the university community, resulting in 183 donated pints of blood. In addition, HPFS led 22 American Red Cross First Aid and CPR/AED classes, certifying 121 employees and students in basic lifesaving skills.
- Conducted an incentive programs: “Commit to Be Fit”
- Offered two educational seminars, “*Living to be 100!*” and “*Exercising, and Mental Health*”
- Continued offering preventive care services throughout the year with the collaboration of external sources:
 - Appalachian District Health Department administered 361 influenza immunizations.
 - The Breast Clinic from Winston-Salem, a member of the American Cancer Society, conducted 158 mammograms.
 - Family Eye Care Center administered 19 vision/glaucoma screenings
- Continued to allocate space for Recreation Management and Physical Education (RMPE) program to offer indoor cycling classes.
- Collaborated with Beaver College of Health Sciences departments – Health Fair: The Future of Your Health is in Your Hands! ~388 participants

In 2016-2017, Health Promotion for Faculty and Staff provided programs and services for 23,432 contacts. One thousand two hundred six Appalachian State University employees participated in at least one Health Promotion program or service, representing 60% of the Appalachian State University faculty and staff. The 2016-2017 program statistics for Health Promotion are below.

2016-17 Data for Health Promotion for Faculty and Staff

Number of Contacts for Programs/Services¹

<u>Programs/Services</u>	<u>Number of Contacts</u>
Exercise Programs (groups/facility)	17,511
Classes/Special Services	
Blood Drive	171
CPR/First Aid	121
Personal Training	3154
Employee Health Fair	388
Employee Fun & Fitness Day	15
Educational Seminars	30
Immunizations	
Influenza/H1N1	361

Health Screenings

Blood Pressure	555
Cholesterol/Multi-chemistry Blood Test	130
CBC	22
HGB	20
PSA	8
Thyroid Panel	31
Fitness Tests	81
Health History	433
Mammogram	158
Glaucoma/Vision	19
Workstation Analysis	37

Student Learning Opportunities 108

Incentive Programs 72

Total 23,432

Participation Rates

Total number of individuals² participating in at least one program: 1206 ¹

Percent of faculty/staff served: 60% ³

Distribution of Participation by Division/Status

<i>Division</i>	<i>Number</i>	<i>Percent</i>	<i>Status</i>	<i>Number</i>	<i>Percent</i>
Academic Affairs	772	55 %	Faculty	380	27%
Business Affairs	262	19 %	Staff	826	59%
Student Development	108	8 %	Family	89	6%
Other (Athletics, Advancement, etc.)	251	18%	Other (students and community)	98	8%

¹This number represents the number of contacts; some individuals participated in more than one program.

²Includes faculty, staff, family members, students, and community members.

³This number is based on the statistic that 2,000 full- and part-time faculty and staff are employed at Appalachian and 1,206 faculty/staff participated in a least one program. It excludes community members, family members, and students who participated this year (187).

III. MAJOR PROBLEMS EXPERIENCED BY IHHS DIVISIONS AND PROGRAMS

Health Promotion for Faculty and Staff

Health Promotion in 2016-17 continued to experience staffing, facility, and programming issues, some, of which, are below:

- **Staffing issues**
 - The continued absence of a registered dietitian denies employees a comprehensive health-related service.
 - Hiring a massage therapist would complement the program and serve as an excellent stress management resource for the employees.

- **Facility issues**
 - The HPFS facility is not handicap accessible, and the steep steps that lead to the facility pose a problem for overweight participants and those recovering from injuries to the lower extremities.
 - The HPFS facility provides no privacy for participants or staff members during one-on-one consultations.
 - Inadequate space limits growth, limits space for group exercise classes, which forces HPFS to hold classes outside, in the hallway, or on Varsity Gymnasium floor, which poses the issue of “fighting” for space with PE and Athletics.
 - The facility needs a new paint job. The walls have not been painted since 2000.

Staff Activity:

Health Promotion for Faculty and Staff

Sherri Wilson, the Program Coordinator for Health Promotion for Faculty and Staff, continued to collaborate with internal and external departments, provide community-based services, and maintain her professional credentials. Ms. Wilson served as a member of the following committees in 2016-17: (a) Appalachian State University’s Interdisciplinary Committee, (b) Appalachian State University’s Sustainability Committee, (c) Appalachian State University’s Smoking Policy Committee, (d) Appalachian State University’s Health and Wellness Committee, and (e) Appalachian State University’s Work Well Committee.

Ms. Wilson served in the following outreach programs during 2016-17: (a) co-organizer of the employee health fair, (b) student supervisor for the 8th Annual Black Saturday 5K, (c) student supervisor for the 12th Annual Tom Moore 5K, (d) student supervisor for the inaugural Employee Fun & Fitness Day, (e) American Red Cross CPR and First Aid classes Instructor (22 classes), which certified 121 employees, (f) Office Ergonomist (37 ergonomic assessments), and (g) served as a patient during an Athletic Training Class, discussing autoimmune diseases.

Lastly, Ms. Wilson continued to update her professional credentials, while obtaining additional certifications throughout the year. Ms. Wilson’s professional development requirements included (a) renewed American College of Sports Medicine Fitness Specialist Certification, (b) renewed American Council on Exercise Personal Training Certification, (c) renewed American Council on Exercise’s Health Coach Certification, (d) renewed National Strength and Conditioning Association Personal Trainer Certification, (e) earned OSHA Health and Safety Training Ergonomic Certification, (g) earned Exercise ETC Senior Strength and Conditioning

Specialist Certification, (h) earned Fusion Cycling Indoor Cycling Certification, and attended Human Resources Service's Appstate Career System

Tracy Weston, the Program Assistant for Health Promotion for Faculty and Staff, continued to excel in the preventive care, outreach and professional development areas of her job. Mrs. Weston coordinated two mammogram screenings, two influenza vaccine clinics, a vision/glaucoma screening, 13 blood screenings, and administered nine departmental blood pressure assessments during 2016-17 fiscal year.

Mrs. Weston's outreach services proved beneficial for Health Promotion for Faculty and Staff's participants. Mrs. Weston coordinated five employee American Red Cross blood drives, co-organized the 2016 employee health fair, volunteered for the 8th Annual Black Saturday 5K, and for the 12th Annual Tom Moore 5K.

Lastly, Mrs. Weston continues to strive for professional excellence. During the 2016-17 fiscal year, Mrs. Weston attended the following workshops/meetings: SHRA Performance Management Policy Introduction Workshop, Supervising the Student Employee Workshop, monthly DRA meetings, and she continues to work with Ms. Charlene Austin, Institute of Health and Human Services' Executive Assistant, on an as needed basis for budget training.

Sean Weddell, the Exercise Coordinator for Health Promotion for Faculty and Staff, continued to improve the department's health and fitness programs. Mr. Weddell continued to meet participants' needs by offering high demand group exercise classes, providing personal training services and collaborating with Physical Education Program. Health Promotion for Faculty and Staff's classes included Spin, High Intensity Interval Training (HIIT), Yoga, Core Conditioning, TRX Group Fitness, Strong Women, Complete Body Cardio, Kettle Bell, Cardio Kick Boxing and Sport Conditioning.

Mr. Weddell's leadership and interpersonal skills continue to increase personal training participation (17% utilizing six personal trainers (himself, four student trainers and one non-student personal trainer) per semester, working with over 70 clients, on a weekly basis. Additionally, Mr. Weddell continued to work in partnership with Physical Education (Edgar Peck) to allow four spin classes, per semester, to utilize the Health Promotion for Faculty and Staff's facility.

Mr. Weddell's continued to update his continuing educational units by attending an American Council on Exercise weekend workshop and participating in the American College of Sports Medicine Summit.

Finally, Mr. Weddell's community services included: (a) serving as the volunteer coach for the Appalachian State University Cycling Team, (b) serving as a Boone Area Cyclist (BAC) Board Member, (c) managing a Development Cycling Team and BAC Race Team, (d) co-coordinating the App State Cycling/BAC home race weekend, and (e) assisting with the employee health fair.

Clinical Services

Counseling for Faculty and Staff Music Therapy

Communication Sciences and Disorders

Counseling for Faculty and Staff Summary Report

CFS Annual Report Statistics

July 1, 2016 – June 30, 2017

Total Employees Counseling (Unduplicated)	180
Students[2] Counseling	48
Consults	23
Total Employees/Grad Student Direct Service	<u>251</u>
Family Members Counseling	67
Total Clients Direct Service Only	318

Faculty (Counseling)	71
Staff (Counseling)	<u>109</u>
Total	180

Direct Service & Workshops	
Employees Counseling/Consult	203
Employees Workshop Attendees	<u>202</u>
Total Employees Served	405

Employees' Divisions (Counseling)	
Academic Affairs	131
Business Affairs	30
Student Development	13
Human Resource Services	1
Athletics	3
University Advancement	2
Chancellor's Office	0
University Attorney	<u>0</u>
Total Employees	180

All Males Counseling	95
All Females Counseling	<u>200</u>
Counseling Clients Total	295

	115
Hours of Counseling	1

Trainings	
# of Workshops	26
# of Classes	<u>16</u>
Total	42

Counseling/Consult Issues⁵¹	
Anxiety/Stress	80%
Relationships: Partner/Children	38%
Depression	42%
Career/Work Performance	35%
Adjustment	30%
Self-Esteem	27%
Grief/Loss	15%
Health/Illness	15%
Anger Management	15%
Financial	8%
Relationship: Co-worker/Friend	10%
Abuse (Emotional, Physical, Sexual)	12%
Substance Abuse/Dependence	12%
Obsessions/Compulsions	8%
Aging/Retirement	6%
Relationship: Supervisor	6%
Eating Disorder/Weight	15%
Spiritual/Religious	8%
Impulse Control	8%
Post-Traumatic Stress	3%
Suicidal Thoughts	5%
Relationship: Subordinate	1%
Racial/Cultural	4%
Neurological Problems	2%

2016 – 2017 Annual Report

Counseling for Faculty and Staff continued to reach a significant segment of the University population. The service completed 116 new intake appointments over the course of the 2016-2017 reporting year. CFS provided 1151 hours of counseling representing an increase of 16.7% over the previous reporting year.

Staff Training and Professional Development

All staff members of CFS have actively engaged in training and professional development activities to maintain current skills and licensure. Tandra Carter participated in an 8-hour suicide assessment training sponsored by the ASU Psychology Department.

University/Community Engagement

CFS staff strive to be active participants in the university community. Participation has taken the form of serving on university committees and assisting on ad hoc projects. Tandra Carter is a member of the Threat Assessment Team, Interpersonal Violence Committee, Workplace Violence Committee, the Safety Council, and the University's Alcohol and Drug Reporting Committee.

Counseling for Faculty and Staff participated in the University's Safety Festival, Faculty/Staff Health Fair, and Faculty/Staff Orientation by staffing a table with information regarding the services of CFS. Tandra Carter also serves as the Building Coordinator for University Hall along with Amy Sanders. Tandra Carter served as workshop presenter for Human Resources.

CFS additionally maintained connections with the university community by providing consults to staff, faculty and administrators.

Upcoming Projects and Goals

Tandra Carter has been accepted in to the Agents of Change Training series which focuses on preparing for and managing change within organizations.

Department of Communication Sciences and Disorders



BEAVER COLLEGE OF HEALTH SCIENCES

APPALACHIAN STATE UNIVERSITY

Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic Annual Report

July 2016 - June 2017

The Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic serves as a clinical training site for students in the M.S. in Speech-Language Pathology program at Appalachian State University. Approximately 30 graduate students are trained at the Clinic each semester.

The on-campus clinic, housed in University Hall, provides speech-language pathology and audiology services to pediatric and adult clients and provides therapy services to children in the Preschool-Language Classroom. Our clinical educators provide services and training at several additional off-campus locations, including three sites affiliated with the Appalachian Regional Health Services (Watauga Medical Center and Outpatient Rehabilitation Center, Foley Center in Blowing Rock, and Cannon Memorial Hospital in Linville), Watauga Opportunities in Boone, and the Foothills Correctional Institute in Morganton. In addition, speech and hearing screenings are conducted at numerous sites in the region.

During the 2016-17 fiscal year, our on-campus clinic in University Hall provided audiologic evaluations for 578 clients, speech-language evaluations for 21 clients, individual speech-language therapy for 200 clients and group speech-language therapy for 56 clients. At our off-campus sites, speech-language services were provided to 751 clients at the Watauga Medical Center and Outpatient Rehabilitation Center, 563 clients at Foley Center, 136 clients at Cannon Memorial Hospital, 16 clients at Watauga Opportunities, and 223 clients at Foothills Correctional Institute. In addition, our clinical educators

screened 233 clients for speech- language disorders and coordinated hearing screenings for 3026 clients. A traumatic brain injury support group provided counseling and speech-language services to 15 additional clients, and a summer language camp provided speech-language therapy to 8 clients.

The Department of Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language Hearing Association. Our clinical programs and facilities in University Hall meet the rigorous standards of the Council. The Master of Science Degree in Speech Language Pathology is accredited by the National Council for Accreditation of Teacher Education and the Bachelor of Science Degree in Communication Sciences and Disorders is approved by the North Carolina Department of Public Instruction.

We greatly appreciate the ongoing support we receive from the Scottish Rite.

Complete reporting information for the 2016-17 fiscal year is provided on the following pages.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Gail S. Donaldson", with a long horizontal flourish extending to the right.

Gail S. Donaldson, PhD

BCBS-NC Professor and Chair
donaldsongs@appstate.edu 828-
262-6533

28 November 2017

Appalachian State University
Charles and Geneva Scott Scottish Rite

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
AUDIOLOGICAL EVALUATIONS					
Outpatient Clients					
Summer July 1-Aug 16	0	0	39	0	39
Fall 2016	3	6	154	6	163
Spring 2017	0	3	80	1	83
Summer May1-June 30 2017	<u>1</u>	<u>1</u>	<u>52</u>	<u>0</u>	<u>54</u>
TOTAL	4	10	325	7	339
Service Hours:					
Summer July 1-Aug 2016	0.0	0.0	28.0	0.0	28.0
Fall 2016	1.3	3.5	102.7	1.5	107.4
Spring 2017	0.0	2.6	56.5	0.3	59.1
Summer May1-June 31 2017	<u>0.3</u>	<u>1.0</u>	<u>41.6</u>	<u>0.0</u>	<u>42.9</u>
TOTAL	1.3	7.1	228.7	1.8	194.4
OSHA Clients					
Summer July 1-Aug 15 2016	0	0	4	0	4
Fall 2016	0	0	97	0	97
Spring 2017	0	0	121	0	121
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	222	0	222
Service Hours					
Summer July 1-Aug 15 2016	0	0	4.0	0	4.0
Fall 2016	0	0	29.4	0	29.4
Spring 2017	0	0	33.3	0	33.3
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	0	0	66.7	0	66.7
Upper Mountain Research and Winkler Knives Clients					
[Upper Mountain] Spring 2017	0	0	8	0	8
[Winkler Knives] Summer 2016	0	0	9	0	9
[Winkler Knives] Summer 2017	0	0	0	0	0
	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	17	0	17
Service Hours					
Spring 2017	0	0	2.2	0	2.2
Summer 2016	0	0	2.3	0	2.3
Summer 2017	0	0	0.0	0	0.0
	<u>0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	0	0	4.4	0	4.4
Grand Total Audiological Evaluation Clients	4	10	564	7	578
Grand Total Audiological Evaluation Service Hours	1.3	7.1	299.7	1.8	308.05

Appalachian State University
Charles and Geneva Scott Scottish Rite

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
AUDIOLOGICAL SCREENINGS					
Public School Screenings					
Clients					
Summer July 1-Aug 1 2016	0	0	0	0	0
Fall 2016	0	1504	0	0	1504
Spring 2017	0	1326	0	0	1326
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	2830	0	0	2830
Service Hours					
Summer July 1-Aug 1 2016	0	0.0	0	0	0.0
Fall 2016	0	17.4	0	0	17.4
Spring 2017	0	21.5	0	0	21.5
Summer May1-June 30 2017	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0</u>	<u>0.0</u>
TOTAL	0	38.9	0	0	38.9
Grand Total Audiological Screening Clients	0	2830	0	0	2830
Grand Total Audiological Screening Service Hours	0	38.9	0	0	38.9

SPEECH/LANGUAGE EVALUATIONS

Clients:					
Summer July 1-Aug 1 2016	2	3	0	0	5
Fall 2016	6	4	6	0	16
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	8	7	6	0	21
Service Hours:					
Summer July 1-Aug 1 2016	2.5	8.5	0.0	0	11.0
Fall 2016	7.5	6.0	15.6	0	29.1
Spring 2017	0.0	0.0	0.0	0	0.0
Summer July 1-June 30 2017	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	10.0	14.5	15.6	0	40.1

Appalachian State University
Charles and Geneva Scott Scottish Rite

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
SPEECH/LANGUAGE SCREENINGS					
Speech Proficiencies					
Clients					
Summer July 1-Aug 1 2016	0	0	0	0	0
Fall 2016	0	0	0	0	0
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	0	0	0
Service Hours					
Summer July 1-Aug 1 2016	0	0	0.0	0.0	0.0
Fall 2016	0	0	0.0	0.0	0.0
Spring 2017	0	0	0.0	0.0	0.0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
TOTAL	0	0	0.0	0.0	0.0
Preschool Screenings					
Clients					
Summer July 1-Aug 1 2016	26	0	0	0	26
Fall 2016	127	0	0	0	127
Spring 2017	61	0	0	0	61
Summer May1-June 30 2017	<u>21</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	214	0	0	0	214
Service Hours					
Summer July 1-Aug 1 2016	5.0	0	0	0	5.0
Fall 2016	23.0	0	0	0	23.0
Spring 2017	9.5	0	0	0	9.5
Summer May1-June 30 2017	<u>4.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.0</u>
TOTAL	37.5	0	0	0	37.5
Grand Total Speech/Language Screening Clients	222	7	6	0	235
Grand Total Speech/Language Screening Service Hours	47.5	14.5	21.6	0.0	83.6

Appalachian State University
Charles and Geneva Scott Scottish Rite

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
INDIVIDUAL SPEECH/LANGUAGE THERAPY					
Outpatient Clients					
Summer July 1-Aug 1 2016	13	6	4	1	23
Fall 2016	10	12	11	8	33
Spring 2017	9	13	16	8	38
Summer May1-June 30 2017	<u>10</u>	<u>11</u>	<u>4</u>	<u>0</u>	<u>0</u>
TOTAL	42	42	35	17	119
Service Hours					
Summer July 1-Aug 1 2016	58.0	26.6	11.7	7.0	96.3
Fall 2016	136.9	235.7	101.9	61.9	474.5
Spring 2017	145.8	279.0	112.0	60.6	536.8
Summer May1-June 30 2017	<u>57.8</u>	<u>69.0</u>	<u>21.4</u>	<u>0.0</u>	<u>0.0</u>
TOTAL	398.5	610.3	247.0	129.5	1255.8
LLP Clients					
Summer July 1-Aug 1 2016	0	2	0	0	2
Fall 2016	0	4	1	0	5
Spring 2017	0	4	0	0	4
Summer May1-June 30 2017	<u>0</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	14	1	0	11
Service Hours					
Summer July 1-Aug 1 2016	0	2.7	0	0	2.7
Fall 2016	0	65.3	13.3	0	78.6
Spring 2017	0	67.1	0	0	67.1
Summer May1-June 30 2017	<u>0</u>	<u>26.1</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	161.2	13.3	0	148.4
Watauga Opportunities Clients					
Summer July 1-Aug 1 2016	0	0	6	0	6
Fall 2016	0	0	5	0	5
Spring 2017	0	0	4	0	4
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	15	0	15
Service Hours					
Summer July 1-Aug 1 2016	0.0	0	19.3	0	19.3
Fall 2016	0.0	0	81.6	0	81.6
Spring 2017	0.0	0	76.9	0	76.9
Summer May1-June 30 2017	<u>0.0</u>	<u>0</u>	<u>28</u>	<u>0</u>	<u>0.0</u>
TOTAL	0.0	0	177.8	0	177.8

Appalachian State University
Charles and Geneva Scott Scottish Rite

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
Individual Preschool Language Classroom (PLC)					
Clients					
Summer July 1-Aug 1 2016	11	0	0	0	11
Fall 2016	14	0	0	0	14
Spring 2017	12	0	0	0	12
Summer May1-June 30 2017	<u>12</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	49	0	0	0	49
Service Hours					
Summer July 1-Aug 1 2016	35.0	0	0	0	35.0
Fall 2016	152.2	0	0	0	152.2
Spring 2017	123.0	0	0	0	123.0
Summer May1-June 30 2017	<u>36.8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.0</u>
TOTAL	347.0	0	0	0	347.0
Hanen Parent Education Program					
Clients					
Summer July 1-Aug 1 2016	0	0	0	0	0
Fall 2016	6	0	0	0	6
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	6	0	0	0	6
Hanen Parent Education Service Hours					
Summer July 1-Aug 1 2016	0.0	0	0	0	0.0
Fall 2016	26.9	0	0	0	26.9
Spring 2017	0.0	0	0	0	0.0
Summer May1-June 30 2017	<u>0.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.0</u>
TOTAL	26.9	0	0	0	26.9
Grand Total Individual Therapy Clients	97	56	51	17	200
Grand Total Individual Therapy Service Hours	772.4	771.5	438.1	129.5	1955.9

**Appalachian State University
Charles and Geneva Scott Scottish Rite**

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
GROUP SPEECH/LANGUAGE THERAPY					
PLC					
Clients					
Summer July 1-Aug 1 2016	12	0	0	0	12
Fall 2016	14	0	0	0	14
Spring 2017	12	0	0	0	12
Summer May1-June 30 2017	<u>12</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	50	0	0	0	50
Service Hours					
Summer July 1-Aug 1 2016	302.2	0	0	0	302.2
Fall 2016	1168.2	0	0	0	1168.2
Spring 2017	1052.5	0	0	0	<u>1052.5</u>
Summer May1-June 30 2017	<u>291.8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	2814.7	0	0	0	2814.7
Hanen Clients					
Summer July 1-Aug 1 2016	0	0	0	0	0
Fall 2016	0	0	6	0	6
Spring 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	6	0	6
Hanen Service Hours					
Summer July 1-Aug 1 2016	0.0	0	0	0	0.0
Fall 2016	0.0	0	94	0	94.0
Spring 2017	0.0	0	0	0	0.0
Summer May1-June 30 2017	<u>0.0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0.0</u>
TOTAL	0.0	0	94	0	94.0
Grand Total Group Therapy Clients	50	0	6	0	56
Grand Total Group Therapy Service Hours	2814.7	0	94.0	0	2908.7

**Appalachian State University
Charles and Geneva Scott Scottish Rite**

Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
CONTRACTED SERVICES					
Watauga Medical Center Clients					
Summer July 1-Aug 1 2016	0	0	47	0	47
Fall 2016	0	0	303	0	303
Spring 2017	0	0	245	0	245
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>25</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	620	0	620
Service Hours					
Summer July 1-Aug 1 2016	0	0	41.8	0	41.8
Fall 2016	0	0	250.0	0	250.0
Spring 2017	0	0	193.0	0	193.0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>38.0</u>	<u>0</u>	<u>0.0</u>
Total Watauga Home Health Care Service Hours	0	0	484.8	0	484.8
Watauga Outpatient Rehab Center Clients					
Summer July 1- Aug 1 2016	0	0	12	0	12
Fall 2016	0	0	72	0	72
Spring 2017	0	0	36	0	36
Summer May 1- June 30 2017	<u>0</u>	<u>0</u>	<u>11</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	131	0	131
Service Hours					
Summer July 1-Aug 1 2016	0	0	39.3	0	39.3
Fall 2016	0	0	233.3	0	233.3
Spring 2017	0	0	121.8	0	121.8
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>31.2</u>	<u>0</u>	<u>0.0</u>
TOTAL	0	0	394.3	0	394.3

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Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*	Totals
Canon Memorial Hospital Clients					
Summer July 1-Aug 1 2016	0	0	18	0	18
Fall 2016	0	0	66	0	66
Spring 2017	0	0	48	0	48
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	136	0	136
Service Hours					
Summer July 1-Aug 1 2016	0	0	29.0	0	29.0
Fall 2016	0	0	81.0	0	81.0
Spring 2017	0	0	29.2	0	29.2
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>2.4</u>	<u>0</u>	<u>0.0</u>
TOTAL	0	0	139.2	0	139.2
Folley Center at Chestnut Ridge Clients					
Summer July 1-Aug 1 2016	0	0	4	0	4
Fall 2016	0	0	220	0	220
Spring 2017	0	0	282	0	282
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>57</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	563	0	563
Service Hours					
Summer July 1-Aug 1 2016	0	0	25.0	0	25.0
Fall 2016	0	0	411.6	0	411.6
Spring 2017	0	0	297.5	0	297.5
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>73.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	0	0	734.1	0	734.1

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Description	Preschool	School	Adult	ASU Students*	Totals
Correctional Facilities					
Foothills Correctional Institute					
Clients					
Summer July 1-Aug 1 2016	0	0	41	0	41
Fall 2016	0	0	84	0	84
Spring 2017	0	0	76	0	76
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>22</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	223	0	223
Service Hours					
Summer July 1-Aug 1 2016	0	0	220	0	220
Fall 2016	0	0	405	0	405
Spring 2017	0	0	320	0	320
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>60</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	1005	0	1005
Western Youth Correctional Institution- (NO WYCI services in 2016/17)					
Clients					
Summer July 1-Aug 1 2016	0	0	0	0	0
Fall 2016	0	0	0	0	0
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	0	0	0
Service Hours					
Summer July 1-Aug 1 2016	0	0	0	0	0
Fall 2016	0	0	0	0	0
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	0	0	0
Grand Total Contracted Client Hours	0	0	1673	0	1673
Grand Total Contracted Service Hours	0	0.0	2757.3	0	2757.3
Support Group/ Camp Services					
Tramatic Brain Injury Support Group					
Clients					
Summer July 1-Aug 1 2016	0	0	7	0	7
Fall 2016	0	0	7	0	7
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	14	0	14
Service Hours					
Summer July 1-Aug 1 2016	0	0	37.7	0	37.7
Fall 2016	0	0	108	0	108
Spring 2017	0	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	0	145.7	0	145.7

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Communication Disorders Clinic

Description	Preschool	School	Adult	ASU Students*
Language Learning Camp Clients				
Summer July 1-Aug 1 2016	0	8	0	0
Fall 2016	0	0	0	0
Spring 2017	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	8	0	0
Language Learning Camp Service Hours				
Summer July 1-Aug 1 2016	0	189	0	0
Fall 2016	0	0	0	0
Spring 2017	0	0	0	0
Summer May1-June 30 2017	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	0	189	0	0
Grand Total Support Group Client Hours	0	8	14	0
Grand Total Support Group Service Hours	0	197.0	145.7	0
CUMULATIVE GRAND TOTAL CLIENTS, 2016-17	373	2,911	2,314	24
CUMULATIVE GRAND TOTAL SERVICE HOURS, 2016-17	3,636	1029.0	3756.4	131.3

* NOTE: ASU Students are counted in the Adult category, but NOT in the client totals for statistical purposes

2017-2018 Advanced Planning

In the coming year, the IHHS will have some exciting opportunities.

First, we'll have a new position on board—the Director of the Interprofessional Clinic. This individual will work to grow clinical training programs across disciplines that will train our students to work in the rural health environment of Western North Carolina.

Second, we will be pulling together all of our current activities and resources surrounding autism—including our new diagnostics, Crinkleroot, the sensory friendly film series, and more to create a comprehensive community approach to working with autism. Guided by our group of parents and community partners (HAND), we will expand services and create a synthesis across existing classes, new classes, research, and clinical opportunities to fulfill our vision of a regional classroom, where our communities come together to teach, learn, and create new knowledge and new opportunities around autism. We are currently calling this developing program InterACT, or Interdisciplinary Autism Collaborative Training.

Third, we will expand our Rural Health Outreach Collaborative beyond senior centers to reach people for health screening and education at food banks, churches, and other areas where more people in need can be accessed while training our students.

Service Statistics