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Step 2 Clinics

Ciara Gould

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About the Author

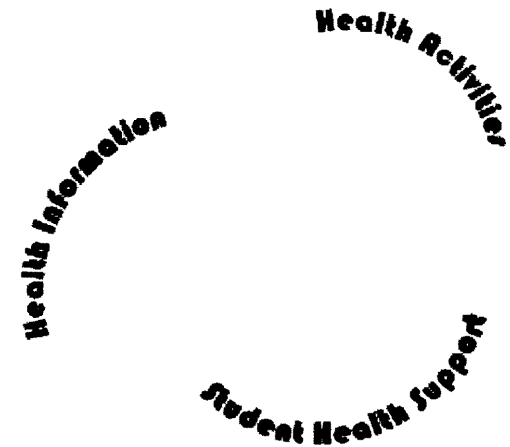
At the time of this manual's creation, Ciara J. Gould is a senior at the University of Tennessee. She has spent her four years as a college student trying to find a balance between volunteer service and academic work. As for her future plans, Ciara will be attending the University of North Carolina, Chapel Hill for a Master of Science in Health Care Policy in the fall of 2002. As for the summer between her undergraduate and graduate programs, Ciara says she'll spend it napping in a hammock as all of this work has tired her out.

Ciara would love to hear from you! Send her an e-mail at Ciara@tennessee.edu, she promises to respond once she climbs out of her hammock.

You may also send an e-mail to the folks at the Beaumont Clinic to see how things are going, they would love to hear from you too! clinicproject@hotmail.com

A College Scholars Production

Step 2 Clinics



**Creating Symbiotic Relationships for Health
Between College Volunteers and Elementary
Schools**

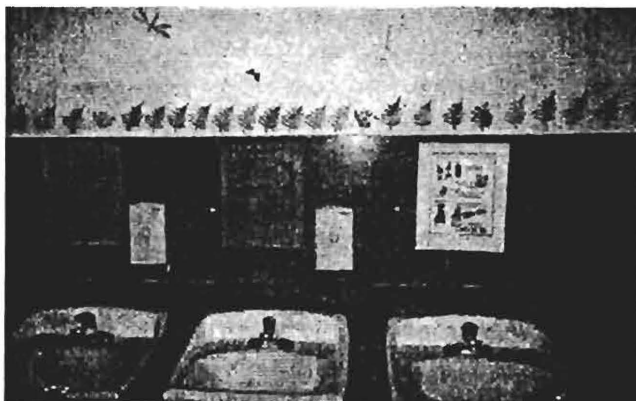
Ciara J. Gould

TO SUM IT ALL UP...

After reading through all of this I hope that this manual has inspired you to create something that will have a lasting impact on your community. I think Mother Teresa said it best when she implored us to "Live life not solely behind the walls of academia, but in the rough and tumble of the street". I must say that being the clinic coordinator at Beaumont Elementary has been one of the most enlightening and educational experiences of my college career. It has been the place where my interest in health care and dedication to volunteer service collided with extraordinary results. I have met so many inspirational individuals along the way, from my volunteers, to the students and faculty at Beaumont, to members of the Knoxville community. I have been challenged and encouraged and gone without sleep for a lot of nights to make this clinic into something that will last for at least a little while longer after I graduate.

I will leave you with this final thought: If you ever wonder if your efforts are making a difference, consider this point by Margaret Mead; "Never doubt that a small group of committed citizens can change the world. Indeed it's the only thing that ever has."





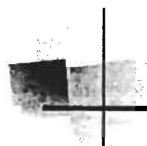
We posted cartoon instructions over all the sinks in the school, reminding students of the proper way to wash their hands.



A banner of Henry reminding students to wash their hands during the week-long campaign.

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SPECIAL THANKS TO:

- All of the 2001-2002 Beaumont clinic volunteers
- David Frey, Beaumont Elementary assistant principal
- Amy Williams, Community Volunteer Services Specialist for the Knox Area Chapter of the American Red Cross
- Glenn Graber, Ph.D. University of Tennessee Department of Philosophy
- Mary Anne Hoskins, University of Tennessee Arts and Sciences Advising Associate Director
- Paula Carney, Ph.D. University of Tennessee Department of Public Health
- Maria Metcalf, CHES, University of Tennessee Graduate Student in Public Health
- The faculty and staff at Beaumont Elementary



to properly wash their hands. At the end of the week, over 250 children had received Henry the Hand certificates for completing the course (which may be downloaded from the website).

At the same time, students were designing their own posters to promote Hand Washing Awareness. At the end of the campaign, graduate students from UT's School of Public Health judged the posters and prizes of antibacterial soap were awarded to the winners.

After completing the campaign, it was necessary to evaluate the results. I am happy to report that the incidence of illnesses seen in the clinic was dramatically reduced in the following weeks and I'm told that overall attendance improved. Based on those results I would say that the campaign was a success, but it is when you see students putting the principles that they learned from the campaign into practice that you really know your efforts made a difference.



A class of third graders after successfully completing a hand washing course.

Health Promotion Activities...An Example

At Beaumont, I coordinated a weeklong campaign called Hand Washing Awareness Week. Hopefully my experience with a health promotion campaign will help you plan some of your own.

The first thing I did was recognize a problem. In October, several students were coming down with very similar bugs and ending up in the clinic. I thought that a hand washing campaign would help reduce the spread of the infection going through the school. I approached a few teachers about developing such a campaign to make sure that it was something they would promote in their classrooms. I also approached the assistant principal to obtain permission for the campaign. I decided that we would couple a poster contest with classroom instruction on hand washing (led by volunteers, of course!).

The classroom instruction part of the campaign was probably the most difficult because I had to either find or make materials about hand washing that the students would find educational *and* fun. Unless you are an education major with ample amounts of time on your hands, I would suggest finding pre-existing materials rather than making your own from scratch.

For the hand washing campaign, I decided to use Henry the Hand (shown here) for several reasons. For one, Henry the Hand is a complete curriculum that is free to educators. Henry is also brightly colored and cartoonish, two features that caught the attention of students. Furthermore, the Henry the Hand curriculum is basic enough for volunteers to teach but not boring for students in grades K-3.



Henry the Hand © used with permission of Dr. Will Sawyer, creator of Henry.

To promote the campaign, I created banners to hang at the front of the school and downloaded posters from Henry the Hand's website to post over sinks at Beaumont. The publicity reminded teachers to participate in the campaign and also reinforced what the students were learning in the hand-washing course.

For an entire week volunteers went into classrooms throughout the school, promoting Henry's Four Principles Of Hand Awareness to students. Through role-play activities they taught the kids when and how

INTRODUCTION

I recently attended a meeting for clinic chairs in my community and I stood out like a sore thumb. I was the only college kid amidst a crew of parents and grandparents. When I listened to the other chairs talk about their clinics, I realized that everything about the operation I was running was different from theirs, down to the way I set the volunteer schedule.

After this experience, I decided to design this manual for other college kids who are interested in establishing health clinics in elementary schools. You will find that much of the information contained here is based on the experiences that I have had at Beaumont Elementary. Beaumont is an inner-city school in Knoxville, serving approximately 450 students in grades K-5. I started the clinic in October of 2001 after becoming a mentor at Beaumont and realizing that the school was in need of clinic supplies and volunteers. Along the way, I recruited over 40 amazing volunteers, all of them University of Tennessee students and most of them on a pre-med or pre-dental path. These volunteers are what make the clinic unusual. In most schools, the clinic is staffed by parents of students. At Beaumont, however, no parent volunteers staff the clinic.

A registered nurse is on site at Beaumont Elementary one day per week and is available by pager during the rest of the week. Volunteers staff the clinic on the four days when she is away from the school. In addition to taking temperatures, applying band-aids and calling parents, our volunteers also go into classrooms to conduct health activities with students. On top of all of this, they also collect information for a health resource center which a graduate student and I created for teachers and parents to obtain health information.

School clinics in Knox County are fortunate to have the support of the American Red Cross (ARC). ARC coordinates an impressive School Health Program which offers volunteer training in first-aid, a support network for clinic chairs, and a wealth of information on running a successful clinic. The ARC trains volunteers so that they are protected under the *Good Samaritan Law* and the *Federal Volunteer Protection Act*.

Depending on your location, some of the services discussed here (such as the ARC School Health Program) may or may not be

available to you; however, the goal of this manual is not to supply you with a cookie cutter for creating a clinic. Hopefully after reading through this manual you will be inspired with your own creative ideas and equipped to handle the logistical details of starting a clinic. After reading I also hope that you will understand why there is such a need for school based health programs and how much of an impact programs such as school health clinics can have on students, volunteers, and the community.

Some schools are lucky enough to have a slew of parent volunteers to staff the clinic on days when a nurse is not present. For those schools that are not fortunate enough to have an army of parent volunteers, the clinic may become nonexistent altogether, the actual facility used as a storage closet. When there is not a clinic, teachers must stop teaching to take care of sick and injured children. Without a clinic, children must stay in the classroom when they are ill. This is certainly not an ideal situation for the sick student but it's even less ideal for the children around the sick student who may also fall ill after exposure.

This need not be the case, however. In a town with a college or university, there is a plethora of people who are willing and eager to spend time volunteering in a school health clinic. Because of their fields of study, there are literally hundreds of students on a college campus who are looking for volunteer experiences working with children and/or health. This manual is designed to help you recognize and tap into groups and individuals who are on the hunt for hands-on volunteer opportunities in health care.

This manual is also designed to assist in other aspects of establishing a health clinic in an elementary or middle school. From establishing a health information resource center to designing and implementing health education activities in the classroom, you can find useful information about making your clinic more than just a place for sick kids. An ideal health clinic is also an interactive place for promoting overall health.

Based on this idea that clinics should be interactive places, I designed the concept of Step 2 clinics. The title is meant to imply that the clinic is a step beyond a place where just band-aids are applied and temperatures are taken. The subtitle makes reference to symbiotic relationships, a biological term that I think is very appropriate to this concept. In a symbiotic relationship, both participants benefit from one another. In this case, the elementary students benefit from having access to a clinic and the volunteers benefit by having a place where they can develop skills which will help them in their chosen careers.

The clinic at Beaumont is dedicated to three components (shown in

| | |
|-----------------|--|
| February | <ul style="list-style-type: none"> American Heart Month AMD/Low Vision Awareness month National Children's Dental Health Month 3-9 National Burn Awareness Week 6 National Girls and Women in Sports Day 10-16 National Child Safety Awareness Week |
| March | <ul style="list-style-type: none"> Mental Retardation Awareness Month National Kidney Month National Nutrition Month 3-9 Save Your Vision Week 4-8 National School Breakfast Week 11-17 Brain Awareness Week 17-23 National Poison Prevention Week 27 American Diabetes Alert |
| April | <ul style="list-style-type: none"> Alcohol Awareness Month Counseling Awareness Month National Child Abuse Prevention Month National Youth Sports Safety Month 1-7 National Public Health Week 1-7 National Sleep Awareness Week 4 Kick Butts Day 5-7 Alcohol Free Weekend 7 World Health Day 13 YMCA Healthy Kids Day 27-28 Walk America (March of Dimes) |
| May | <ul style="list-style-type: none"> Asthma and Allergy Awareness Month Better Sleep Month Clean Air Month Correct Posture Month Lyme Disease Awareness Month National High Blood Pressure Education Month National Melanoma/Skin Cancer Detection and Prevention Month National Trauma Awareness Month 5-11 Food Allergy Awareness Week 5-11 National SAFE KIDS Week 7 Childhood Depression Awareness Day 12-18 National Running and Fitness Week 20-27 Buckle Up America 25 National Missing Children's Day 31 World "No Tobacco" Day |

Adapted from: <http://www.healthfinder.gov/library/nho/nhoyear.htm>
US Department of Health and Human Services ODPHP. April 2002

National Health Observances

| | |
|-----------|---|
| August | <ul style="list-style-type: none"> ▪ National Immunization Awareness Month (NIAM) |
| September | <ul style="list-style-type: none"> ▪ Children's Eye Health and Safety Month ▪ Cold and Flu Campaign ▪ National Cholesterol Education Month ▪ National Food Safety Education Month ▪ Head Lice Prevention Month ▪ 9-15 National 5 A Day Week ▪ 29-30 Family Health and Fitness Days ▪ 30 Walk a Child to School Week (through October 4) |
| October | <ul style="list-style-type: none"> ▪ Family Health Month ▪ Healthy Lung Month ▪ National Brain Injury Awareness Month ▪ National Dental Hygiene Month ▪ 6-12 National Fire Prevention Week ▪ 7 National Child Health Day ▪ 7-11 National School Lunch Week ▪ 16 World Food Day ▪ 23-31 National Red Ribbon Celebration (Campaign to keep kids off drugs) |
| November | <ul style="list-style-type: none"> ▪ American Diabetes Month ▪ 17 Great American Smokeout ▪ 18-22 National Health Education Week |
| December | <ul style="list-style-type: none"> ▪ National Drunk and Drugged Driving (3D) Prevention Month ▪ Safe Toys and Gifts Month ▪ 8-14 National Hand Washing Awareness Week ▪ 1 World AIDS Day |
| January | <ul style="list-style-type: none"> ▪ National Volunteer Blood Donor Month ▪ 20-26 Healthy Weight Week |

the graphic below) for health preservation and promotion. The first and most important is student health support. By this term, I am referring to the people and things that provide direct health services to students. This includes the physical aspects of the clinic such as the supplies and actual facility as well as the trained volunteers who staff the clinic. The primary function of the clinic is to provide aid to sick and injured students.

The second tenet, health information, refers to the clinic's first extension into the classrooms and homes of students. The clinic is a resource for teachers and parents to promote the health of their students. I feel very strongly that it is a duty of the clinic to provide teachers and parents with access to relevant and accurate health information.

The third tenet of the Beaumont clinic builds on the idea of serving as an outpost for health information. By turning one dimensional information into an activity, students actually learn more. Plus, health activities provide a reason for volunteers to go into classrooms to promote health and, in the process, they serve as positive role models for students.



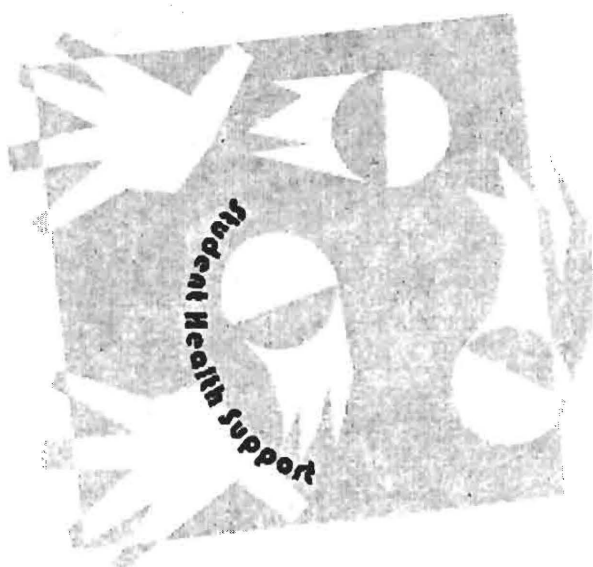
Creating Health Promotion Activities

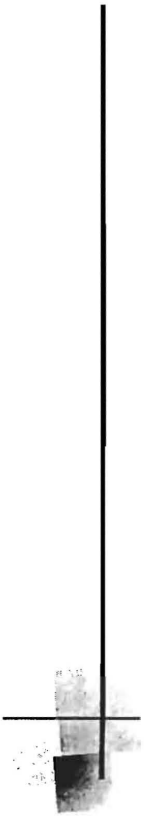
Perhaps one of the most fun things you and your clinic volunteers can do is go into the classrooms at your school and facilitate health promotion activities. Health promotion activities include poster contests, videos, arts and crafts, health fairs, and interactive lessons. Depending on the health topic and the resources available, you can incorporate several of these activities into a week or month-long campaign. Before planning any sort of health promotion activity, ask teachers about the sorts of topics they want addressed. Examples of popular health topics at the elementary level include oral health, hand washing, and seat belt and helmet use. Be sure to run your plans past the school's principal before putting them into motion.

By coordinating your health promotion activities with national events such as National SAFE Kids Week, or Family Health and Fitness Days USA, you can usually obtain free materials from the sponsoring agencies. To help you in your activity planning, I have included, on the following pages, a list of nationally health themed days and weeks specifically chosen for elementary and middle schools. Utilize the materials that you have obtained for your Health Resource Center as well.

Here are some steps to help facilitate your planning of a health promotion activity.

1. Identify a problem.
2. Talk to teachers and/or administrators in the school to see if they recognize the problem and if they will support your efforts to address it.
3. Enlist the help of your volunteers. (This is where it really pays to know your volunteers, for example, you can enlist your pre-dental students to help with an oral health campaign).
4. Determine the materials/activities you want to use.
5. Propose your activity to the principal and teachers.
6. If approved by the administration, implement your activity.
7. After the activity, talk with the teachers you worked with to see how well the activity worked and what you can do to improve it for the future.





Publicizing the Resource Center

Before anyone will use the HRC, they have to understand what it is and what it is not. You will definitely want to send an inventory list to each teacher once the HRC is established. As new materials come in, you can post notices in a central location so that teachers are aware of them. Ask your school's principal if you can speak for a couple of minutes at a faculty meeting to introduce the idea of the HRC and answer any questions that teachers may have. If you are offering the HRC to parents, design a simple flier to send home with each student explaining the purpose of the HRC and giving examples of the information that can be obtained there. Another great way to publicize the HRC is through the school newsletter. Newsletter editors are always looking for information to include in their next edition so write up a small article (less than 100 words) and pass it on to the editor.



STEP 2 CLINICS

GOING BACK TO SCHOOL

The way that I started the clinic at Beaumont was quite by accident. I never dreamed that as a senior in college, I would spend more time in an elementary school than in my classes. In fact, the first time I ever stepped foot into Beaumont Elementary was as a mentor for two fourth graders. It was during this first visit that I picked up a copy of the school newsletter and read about the need for clinic supplies. From there, I learned that even with supplies, the clinic was basically a storage closet for old computers and that no one had volunteered to staff it for over two years. I tell this story for an important reason. In order to start a clinic in an elementary school, you first have to find an elementary school without a clinic.

You might be saying, "but I don't know the first thing about elementary schools in my area!" I assure you that this does not matter. You know other college students. You probably even know education majors who are student teaching in area schools. Use your people resources; ask if their schools have clinics. Better yet, find a school that does not have a clinic but has a mentoring or tutoring program and join that program. You will gain access to the school, get to know the administration, faculty, and students and will be better equipped to propose the idea of starting a clinic.

If you're searching for a school, here are a couple of things to consider. Choose a school that is within a few miles of your college. It needs to be close enough that students can reach it with minimal time spent driving or walking. Beaumont is only a five minute drive from UT's campus and is not accessible by foot, though we have worked out a carpool system for those volunteers who do not drive. Most importantly though, choose a school where the faculty and administration are supportive of your ideas. If you approach a principal about starting a clinic and he or she is less than enthusiastic, do not even proceed to the next step. A successful clinic needs the support of the school's faculty and administration behind it every step of the way.

If you have found an elementary school that is enthusiastic about your idea, then you are ready to start putting a clinic together. The following pages are things that you should think about while plan-



nig. Certainly this manual cannot list every minor detail that goes into running a clinic, nor is that the intention. Consider these items and schedule a meeting with the principal. He or she can assist you in planning.

Actual Facility

Does the school have a space designated for a clinic? At Beaumont, there was an actual room with a bathroom attached to it which was supposed to be the clinic. However, when I first arrived, it had been turned into a storage closet for old computers. With the help of Beaumont's assistant principal, I moved those computers out and reclaimed the area as the clinic. If your school does not have a designated clinic, determine where one could be placed. Most schools are tight on space so be flexible when trying to nail down a location. Beaumont's clinic has five beds, and lots of space, but I have seen other clinics with only one bed and no space and they run just fine too.

Supplies

Determine if your school system supplies items such as band-aids and disposable thermometers. In Knox County, most of the basic supplies for a clinic are provided by the school system. However, if you want things like tissues for runny noses, paper cups for water and lost teeth, or plastic bags for ice packs, you're going to have to obtain them elsewhere. At Beaumont, they have a clinic supply drive at the start of the school year. Check with the editor of your school's newsletter to see if you can submit a wish-list for the clinic. You may also consider asking your school's Parent Teacher Association (PTA, PTSA, PTO) for a small amount of financial assistance.



Volunteer Training

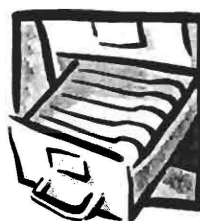
This is a vitally important part of designing a clinic. Every volunteer that sets foot into your clinic needs to be certified to work in a clinic setting. This is not only for the protection of the elementary students but also for the protection of the volunteer and the school itself. In Knox County, the American Red Cross (ARC) provides low-cost training to clinic volunteers. ARC also handles the liability associated with a school clinic as long as the clinic volunteers are certified and acting in accordance with stated policy and procedure. Contact other schools in your area, or your school system's health services department, to see how they train their volunteers. A basic knowledge of first aid is not enough to prepare volunteers for working in a clinic. They will need to know additional information such as the school system's policy on dispensing medication, when and how to contact parents, and the type of care that they can or cannot provide. If you cannot find a clinic training course, work with other clinic coordinators in your area to provide volunteers with the training they will need beyond knowledge of first aid.

Resources in Your Community

A trip to your local health department will result in a literal jackpot of health information. The health department can supply you with brochures, fact sheets, booklets, and other health promotion materials on a wide variety of topics such as lead poisoning, oral health, immunizations, and nutrition. You can locate your health department in the phone book under the government section.

Other organizations in your community can provide you with printed materials on health topics. Check out organizations such as the American Heart Association, the Juvenile Diabetes Foundation, the National Kidney Foundation, and the March of Dimes.

Organizing the Resource Center



It is best to organize the HRC as a library would be organized. The idea is to make the information as accessible as possible for your target audience. If the material is difficult to sort through, you will quickly find that teachers and parents will not use the HRC. I suggest the following as "must-haves" for any HRC.

- Filing Cabinet- if you cannot invest in a conventional metal cabinet, start in a plastic file box. It also pays to ask around; a teacher at your school may have an extra cabinet for you to borrow.
- Filing Folders- Organize the information by topic. For example, all brochures and fact sheets on nutrition should be in one file folder.
- Inventory List- Include the topic, type of publication (fact sheet, video, poster, brochure, etc), and length of time the item may be checked out.
- Check-out Cards and Box- This will allow you to keep up with who is borrowing your materials and how frequently the HRC is being utilized. You can either go on the honor system or request that your clinic volunteers be responsible for checking out the materials.

**National Clearing House for
Alcohol and Drug Information**
www.health.org

NCADI is a department within the National Institutes of Health. Information on drugs and alcohol may be downloaded or ordered. Through this site, you may also order stickers, book covers, and bookmarks for free. Videos on drugs and alcohol may be ordered for a small fee.

**National Institute of Child Health
and Human Development
(NICHD)**
www.nichd.nih.gov

NICHD is a department within the National Institutes of Health. From this site you may download information concerning a variety of issues including Sudden Infant Death Syndrome (SIDS), calcium and kids, and many others. Print materials are free and include stickers, door hangers, brochures, education cards, etc. The Milk Matters Calcium Education Campaign which focuses on promoting calcium consumption in kids may be obtained through this site.

**National Institute of Mental Health
(NIMH)**
www.nimh.nih.gov

NIMH is a department within the National Institutes of Health. From this site you may download or order information on learning disabilities, adult or child mental illness, and depression.

**The American Academy of Family
Physicians**
http://aafpfoundation.org/cgi-bin/hep.pl

This site is a database of thousands of health education materials. It is well organized and easy to navigate so that you can find information on virtually any topic. Materials on this site have been reviewed for accuracy since they are from a variety of sources. While some materials are free, others can be quite expensive so be sure to check the price.

**The Society for Playful Education
(SOPE)**
www.sope.net

SOPE is a non-profit organization dedicated to spreading the word about clean hands. You may order colorful, free posters from SOPE for free or you may purchase a great book on hand washing from this site.

STEP 2 CLINICS

DAY TO DAY OPERATIONS

Before you even think about recruiting a single volunteer, sit down and think about what a typical day in the clinic should look like. There are some aspects of record keeping that you should develop before the first child ever visits the clinic. Think about keeping the following records.

Volunteer Log

This will help you keep track of how many hours your volunteers are donating to the clinic. You can use this information for volunteer recognition, or if you ever have to write a letter of recommendation for one of your volunteers. Plus, this information is excellent to have if you ever decide to write a grant for the clinic.

Log of Clinic Visits

This log is to keep track of who is visiting the clinic. It should include the child's name, teacher, the volunteer who saw the child, the child's complaint, any action taken, a place for his temperature, a place to indicate if the child was sent home or back to class, etc. Design the form to best suit the needs of your school and clinic. If your clinic is sponsored by The American Red Cross, this form will be supplied to you.



Cumulative Health Cards

In Knox County, Cumulative Health Cards are provided for each student. It is a way of keeping up with how many times and for what reasons individual students use clinic services. Ask your principal or school nurse if these cards are available, or make your own from index cards. Include a space for the child's name, age and teacher's name. Then record information about each clinic visit; the date, time, child's complaint, and services provided.

Records Supplied by the School

Your school should have a card in a central location (usually the office) for every student that lists allergies, medical conditions, parent phone numbers, etc. This information is vital for clinic volunteers to know when providing care. For example, if a child comes in off of the playground with a bee sting, the volunteer needs to know if the child has an allergy to bee stings. Talk with your school's principal to determine where these cards are stored and how they should be accessed by clinic volunteers.

Communication

Hands down, this is one of the most important aspects of your clinic design. Without efficient communication, you will quickly realize that your workload is increased dramatically. Setting up communication with volunteers, both prospective and certified will greatly ease your need to get information to them in a timely manner. I suggest the following channels of communication:

Communicating with Volunteers

- **E-mail Account:** Most college students tend to use electronic forms of communication. With e-mail, you can reach numerous people at one time with minimal effort. I have one suggestion: open a new e-mail account dedicated just to clinic e-mails. I opened an account and titled it clinicproject@hotmail.com. For one, this address is easier to remember than my personal account and two, at times I receive and send so many clinic e-mails per week that my personal account would be overwhelmed.



- **Bulletin Boards:** In your clinic there should be a bulletin board or dry erase board for weekly announcements. I usually put up notes about new supplies or a motivational quote. While it seems like a small thing, a communication board will help you stay connected with volunteers whom you do not see on a weekly basis.



- **Phone Lists:** I learned the hard way that you need a list of every volunteer's contact information. As volunteers go through training, make sure to get their contact information and add it to the list. Distribute the list to your volunteers so that they can contact one another when they need to swap a shift.



Will Rogers Institute
www.wrinstitute.org

The Will Rogers Institute is dedicated to finding treatments for lung disorders. You may request free booklets on childhood asthma, exercise, and nutrition from the site.

**National Education Association
Health Information Network**
<http://www.neahin.org>

NEA HIN offers several coordinated school health programs, available free to schools. Examples of the programs offered by NEA HIN include environmental health, HIV/AIDS, kids' mental health, and parent education materials. NEA HIN also offers information on obtaining free or low-cost health insurance for kids in need.

**United States Department of
Agriculture-For Kids**
<http://www.usda.gov/news/usdakids/index.html>

Interactive site with links on nutrition for kids. USDA offers several different curriculum guides which may be ordered for free or downloaded. Topics include nutrition, food safety, etc. Coloring books and full color posters may also be downloaded from this site.

**National Institute on Drug Abuse
(NIDA)**
<http://www.nida.nih.gov/>

NIDA is a department within the National Institutes of Health which offers information on drug abuse and addiction. Fact sheets on drug abuse can be downloaded or ordered in bulk. The Mind Over Matter curriculum may be viewed by students online or downloaded and printed. Mind Over Matter includes interactive games as well as full color slide presentations on the effect of drugs on the brain.

**Centers for Disease Control
(CDC)**
<http://www.cdc.gov/tobacco/edumat.htm>

The CDC offers excellent posters and videos for kids and teens on the dangers of smoking. Ordering is not an efficient process, however, and must be done through the mail.

Crest
www.crest.com

Great site offering interactive games for kids concerning oral care as well as science experiments, and fact sheets for teachers or parents to use.



Web Resources

| Organization and Address | Description |
|--|--|
| Henry the Hand Foundation www.henrythehand.com | Henry the Hand is a complete curriculum for hand washing and hand awareness. |
| Tennessee Traffic Safety Resource Center http://stc.utk.edu/html/tntsr/htm/clpart.htm | Site includes downloadable fliers, brochures, and posters on seatbelt safety, child seat restraints, and drinking and driving. |
| National Highway Traffic Safety Administration http://www.nhtsa.dot.gov/people/outreach/media/catalog/Index.cfm? | Order forms for free brochures, fact sheets, stickers, videos, CD-ROMS, posters, book covers, etc. on auto safety. |
| Colgate Bright Smiles Bright Futures http://www.colgatebsbf.com/ | Great site offering downloadable worksheets for use in the classroom, interactive games for kids, fact sheets for parents, and order forms for free oral health education kits for teachers. |
| Immunization Action Coalition http://www.immunize.org/catg.d/free.htm | Site offers free downloadable information on immunizations, including vaccination schedules for infants, children and adults, myths about vaccines, and information on diseases like chicken pox, hepatitis, and meningitis. |
| American Cancer Society www.cancer.org | While the website offers information, you need to call the toll-free number to request materials (1-800-ACS-2345). There is not a catalog, but operators will be able to assist you in obtaining materials. For kids, I recommend the Spiderman smoking comic books. For parents, I recommend the pamphlets on nutrition and skin cancer. Most materials are free & ordered in bulk. |

Communicating with School Faculty

It is best if you select one member of your school's faculty to serve as your primary advisor. Usually the clinic advisor is the principal or assistant principal. This is the person that you go to with questions, ideas, volunteer concerns, etc. To minimize the clinic's demand on this individual, have your volunteers report directly to you and then you can take their concerns to the advisor. There are certain cases, however, when volunteers should bypass you and go directly to the advisor. For example, if a volunteer suspects child abuse, it must be reported immediately and with regard to the child's safety and privacy. Stress to your volunteers the importance of protecting the privacy of *all* children that they see in the clinic. Also, in emergency situations, the advisor and administration must be notified immediately. These topics should be addressed in your training session so that all of your volunteers know how to react to unusual situations.

STARTING A HEALTH RESOURCE CENTER



A health resource center (HRC) can be a great addition to the clinic. An HRC is a place where health information in any form (brochures, books, fact sheets, videos, posters, stickers, or audio tapes) is stored for access by teachers and/or parents. A well stocked HRC will encourage teachers to visit the clinic on a regular basis to obtain information for classroom activities and supplies for health related bulletin boards. An HRC is also one more way to involve your volunteers by encouraging them to collect materials.

Do not let a lack of money stop you from creating a health resource center in your school. If you have few or even no financial resources for starting such a center, think small. There are so many government agencies and even private organizations and companies that will send you free health information. The key is to organize the resource center so that it is easy for people to access the information. Determine who you want to target for use of the center and for what reasons. If you only want to supply information for teachers to use in classroom health activities, then you reduce your search to seeking out materials that will suit this purpose. If, however, you wish to make the center accessible to parents, who are looking for health information for both themselves and their children, you will have to broaden your search base.

On the following pages is a list of websites from which you can either download information or request that materials be sent to you. While there are many more sources for health information on the web, all of the websites listed here have been reviewed for accuracy and most are through departments of the National Institutes of Health. It is vitally important that any information you place in your HRC is from a reputable source. With the abundance of information on the Internet, be extremely careful about the materials that you offer to teachers and parents. If you are concerned about the accuracy of a document, it is best to leave it out of the HRC. I suggest having a health professional (such as your school's nurse) review the documents that you place on file.

COLLEGE STUDENT VOLUNTEERS

If I had to write down every reason why college students make great volunteers, I would quickly have to expand this manual into another volume. Instead, I'm going to focus on why some college students make great clinic volunteers. For one, if your volunteers are pre-med, pre-dental, early childhood education majors, human services majors, or social work majors, they are going to be excited about gaining real-world experience towards their chosen careers. Due to liability concerns, very few opportunities exist in health care that allow volunteers to interact with patients. Most volunteer opportunities in hospitals involve some sort of clerical or filing work and almost no contact with patients. While the students who wander into a school health clinic are not usually in need of complicated care, they help the volunteers develop skills such as listening and needs assessment which will prove invaluable to them in their chosen careers.

Not only do college students have the desire to volunteer in settings like school clinics, they also have the time to volunteer during the school day. Unlike working individuals, college students often have breaks between classes which can afford them an hour or two to staff a clinic on a weekly basis. As an added bonus, college student volunteers also serve as positive role models for the elementary students.

Unfortunately, there are a few drawbacks to having a clinic that is completely run by college students, but with careful planning, these obstacles can be avoided. The college calendar and the elementary calendar rarely coincide. During scheduled breaks, (fall break, winter break, spring break), it is difficult to nearly impossible to have college student volunteers in the clinic. Add on top of these breaks the exam periods that college students go through and you'll find that there are weeks during the semester where 80% of your volunteers are unable to cover their shifts. By planning ahead, you may be able to recruit a few parents from the school to cover those days when your volunteers have their noses buried in the books.

Recruiting Volunteers

You will find that recruiting volunteers is probably the most time-consuming part of being a clinic coordinator. To fully maximize your efforts, allow me to suggest the following. Before actually recruiting volunteers, sit down and seriously think about your vision for the clinic. How much time per week are you expecting from each volunteer? What sort of training requirements are you going to have? What are volunteers going to be responsible for in the clinic? These are things that you will have to communicate to potential volunteers before they make the decision to volunteer in the clinic.

To fully support a clinic, you need to recruit more than 20 volunteers. The key is to talk about the clinic to everyone! Tell your friends, talk with your professors, talk to presidents of student organizations in which you're involved. Just by talking about the clinic, you will start building a network of individuals who may not be interested in volunteering themselves, but know of others who might be. If, after maximizing your connections, you're still short on volunteers, pick up a listing of your university's student organizations. Look for clubs revolving around children, health, or volunteering and contact them. When you talk about the clinic, let your excitement for your vision and plans show. You are more likely to attract volunteer when they can see how enthusiastic you are.

It's possible to recruit more volunteers than you expected...

When I started recruiting volunteers for the clinic at Beaumont, I had no idea that I was about to hit a volunteer jackpot. I started by talking at an Alpha Epsilon Delta (AED) meeting where I was a member and on the executive board. AED is an honor society for pre-health students so everyone in the meeting was either pre-med, dental, physical therapy, or pharmacy. I then went to a TeamVOLS interest meeting for individuals who wanted to volunteer in a hospital setting. TeamVOLS is the central volunteer organization for the University of Tennessee. I knew the director of the program and she agreed to let me talk about the clinic. By the time I left these meetings, I had a list of over 75 individuals who wanted more information about the clinic. Forty-five of these people went on to become certified clinic volunteers.

Now that I have enough volunteers to staff the clinic, I do not do as much recruiting because of the amount of time it takes. I still talk about the clinic quite a bit, but not nearly as actively as I did at the beginning of the project. We have a pre-health advising office here at UT, and they have been nice enough to give me bulletin board space where I can passively advertise the volunteer opportunities at



the clinic.

Retaining Volunteers

After recruiting and training volunteers, you may think that your workload will get lighter. It won't. If your volunteers are not happy working in the clinic, they will not return. You will find that after a few weeks, they simply disappear. It is your job to keep them coming back. I came up with an acronym for volunteer retention called RETAIN.

Recognize the individual talents and interests of your volunteers and try to give them tasks that will highlight these. For example, if you have any pre-dental volunteers, they might be interested in helping you coordinate an oral health awareness campaign.

Encourage your volunteers to express their ideas and concerns for the clinic and then act on them.

Time. Spend time listening and talking with your volunteers. As a college student, time is expensive, but it is necessary to let your volunteers know that they are important to you.

Advocate. If one of your volunteers ever feels like he has been treated unfairly by a school employee or another volunteer, take the time to get to the root of the problem and stand up for your volunteers.

Include. No matter what the project, make an effort to include your volunteers. With inclusion comes a sense of ownership. My volunteers often refer to the clinic as "my clinic" because they are involved in every aspect of it.

Notice. Continuously be on the look-out for volunteers that are going above and beyond their duties and express your appreciation to them. Take an extra effort to make sure that all of your volunteers know that you notice how much work they are doing for the clinic. Every semester, I design an appreciation bulletin board for my volunteers.

By continuously staying in contact with your volunteers and being supportive of their needs, you will find that your volunteers will stick with you and the clinic.

