



# THE HEALTH ASSESSMENT ON NEEDS OF K-STATE STUDENTS

Mayrena I Hernandez

Master of Public Health Candidate

Kansas State University



# OVERVIEW

- The Health Assessment Needs of K-State Students:
  - The college transition
  - THANKS survey background
  - Background: Survey
  - THANKS survey analysis and recommendations
- Field Experience: Lafene Health Center:
  - History
  - Present day
  - Health Promotion/nutrition counseling
  - Scope of work
  - Learning objectives
  - Activities performed
  - Alignment with public health core competences





# THE COLLEGE YEARS: AN OPTIMAL TRANSITIONAL PHASE IN LIFE



- Entering college: exciting yet stressful
  - Adapting to new academic workloads
  - New social group and support networks
  - New environment and self-responsibility

- Physical activity
- Nutrition

→ College students fail to meet current physical activity and dietary recommendations

(Centers for Disease Control 1997, Dinger & Waignandt 1997, Dinger 1999, Septoe et al. 2002.)



# VARIABLES: PHYSICAL ACTIVITY AND NUTRITION

- **Physical activity:**
  - 30-35% of college aged students are obese or overweight. (Ferrara, Nobrega, Dulfan (2013)
  - Obesity in US college-aged population has increased from 12% in 1991 to 36% in 2004. (Ogden et al 2006.)
  - Only 45% of adults get the recommended 30 minutes of physical activity on 5 or more days per week and adolescents are similarly inactive. (Zaza et al 2005.)
  - 81-85% of adults continue the same physical activity patterns that they establish during their senior year of college (Sparling, 2003.)
- **Nutrition:**
  - On average, college students eat at fast-food restaurants 1 to 3 times per week. (Nelson et al 2008.)
  - A majority of young adults ages 20-29 years consume less than 1 serving a day of fruit (males 63%, females 59%) and vegetables including potatoes (males 19%, females 20%) (Neeson et al 2008.)



## UNIVERSITY SUPPORT

- Special opportunity to tackle the problem(s) of obesity and nutrition on campuses
  - Type-2 diabetes
  - Hypertension
  - Dyslipidemia
  - Chronic disease
- Opportunity to reexamine lifestyle choices
  - Encourage students to improve eating and exercise habits
  - Implement healthful changes
  - Provide a supportive environment: good food choices, multiple options for physical activity, pedestrian-friendly campuses (Zaza et al 2005.)



## HEALTH PROMOTION/NUTRITION COUNSELING AT K-STATE

- To provide leadership in health maintenance (wellness) promotion and disease and illness prevention for Kansas State University students, staff, faculty, and surrounding community members
  - CPR certification course
  - Health and wellness presentation
  - Health resource center
  - Internet resources
  - WellCAT Ambassadors
  - Social media presence





## THE HEALTH ASSESSMENT NEEDS OF K-STATE STUDENTS (THANKS)

- Assess the overall health status of on-campus students at K-State
- Self-reported through Qualtrics
- Randomly chosen K-State Student through university email
- Use data received to guide health and wellness services and outreach efforts so that they may appropriately align with the student's needs.



## THE HEALTH ASSESSMENT NEEDS OF K-STATE STUDENTS (THANKS)

**LAFENE+**  
HEALTH CENTER  
YOUR STUDENT HEALTH RESOURCE

FALL 2016

### THE HEALTH ASSESSMENT ON NEEDS OF K-STATE STUDENTS (THANKS) SURVEY

The purpose of this survey is to assess the overall health status of on-campus students at the Manhattan campus. The Kansas State University Lafene Student Health Center will use the data received to guide our health and wellness promotion services and outreach efforts so that they may appropriately align with the students' needs.

- Physical Activity
- Hydration
- Nutrition
- Tobacco use
- Mental Health
- Social Determinants of Health
- Sexual Health
- General Health
- Demographics





# THANKS 2016 PHYSICAL ACTIVITY



- Over 75% of students say they participate in at least 30 minutes of “moderate-intensity” activity at least 3 days a week
- About 35% of students use the K-State Recreation Center for physical activity, while 26% do so at home
- Students list “I don’t have enough time” and “lack of motivation” as the top two reasons for not exercising



# THANKS 2016 NUTRITION



- Students list “nutritious food costs too much” and ‘not having enough time to prepare meals and snacks” as top reasons for not making health food choices
- About 66% of respondents say they do not eat at least 2 servings of fruits and 3 servings of vegetables on a daily basis





## THANKS 2016 NUTRITION

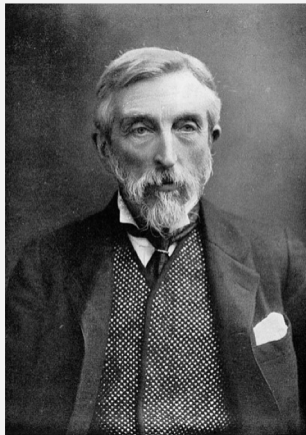


- Top 3 reasons students do not consume 2 servings of fruits and 3 servings of vegetables daily: 1) high cost, 2) lack of time to purchase and prepare, 3) dislike some or all fruits and vegetables
- About 20% students report having “had a concern about not having enough food for you/your family to eat”
- About 34% of these students consume pastries, cakes, cookies, multiple times weekly

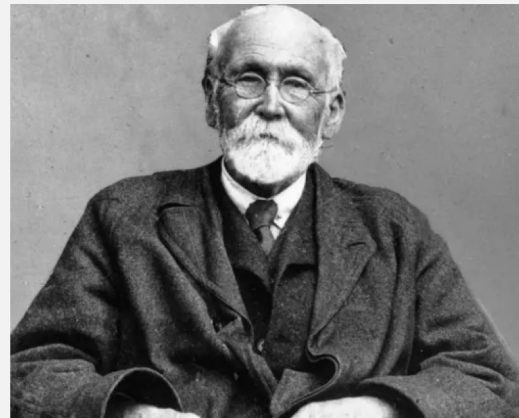


## BACKGROUND: SURVEY

- Surveys are most common in studies of health and health services, although its roots lie in social surveys to collect information on poverty and working class life.
- Surveys remains most used in applied social research



Charles Booth



Joseph Rowntree



## SURVEY STUDIES, A USEFUL TOOL IN HEALTHCARE

- Descriptive studies: real world observations to generalize population of interest (empirical data)
- Large amount of data in a short amount of time
- Fairly low cost
- Time specific



## DISADVANTAGES WITH SURVEY RESEARCH

- Can lack details or depth, not the full picture
- The design and development of the research tool must be as optimal as possible
- Low response rate
- Large sample is required



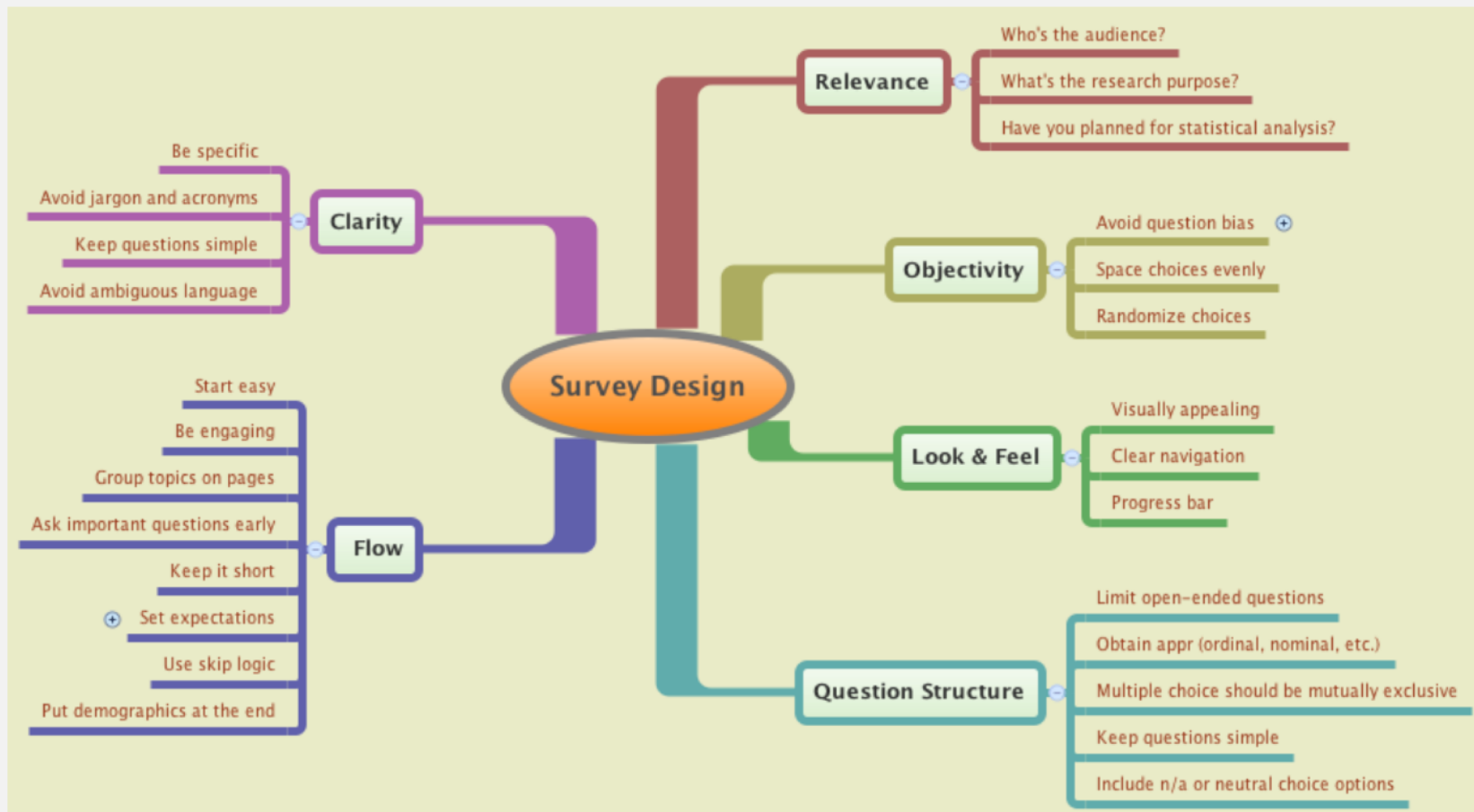
## DESIGNING THE RESEARCH TOOL

- The questions asked have to be carefully planned and piloted
  - The design, wording, form, and order of the questions can affect the type of responses obtained
  - Minimize bias in results
- 
1. Planning the content of a research tool: content validity
  2. Questionnaire layout
  3. Interview questions
  4. Piloting
  5. Covering letter



# QUESTIONNAIRE LAYOUT

- Should be clear and well presented
- Upper case letters only should be avoided: hard to read
- Questions should be numbered and clearly groups by subject
- Clear instructions given and headings included to make questionnaire easier to follow
- Avoid double-barreled questions, double negatives, leading or ambiguous questions
- Questions may be open or closed





## SURVEY RESEARCH: BRIDGING THE GAP

- Significant gap persists between the quest for new clues to solve the college health puzzle involved in diet, exercise, and behavioral change
- Poorly constructed or too long of surveys may results in low response rates, missing data and misleading results





## THE PURPOSE

- The purpose of this study was to assess the survey tool the Health Promotions team has used for the Fall 2016 and Fall 2017 student population at Kansas State University



## OUTCOME VARIABLES

- To describe the multidimensional characteristics of life among college students and health at Kansas State University
- To examine the relationship among physical activity, nutrition, college class, gender, race within the college population at Kansas State University
- To examine the predictability, construct validity, and reliability of survey research done by the Health Promotion/Nutrition Counseling team at Kansas State University



## METHODS

- Data from the Fall 2016 THANKS survey and the Fall 2017 THANKS survey: +900 participants merged
  - Only slight changes with water consumption ranges
  - Added financial planning
  - Sections analyzed:
    - A: Physical Activity
    - B: Nutrition
    - H: Demographics: sex, gender, class, residence



## THANKS 2016 & 2017 PHYSICAL ACTIVITY

- Physical activity was measured via self-report responses to questions related to frequency and intensity of moderate-intensity activity, strength training, and flexibility or stretching exercises, where they engage in physical activity, as well as barriers as to why a person does not engage in physical activity

### **Section A: Physical Activity**

***Physical activity is defined as any bodily movement produced by skeletal muscles that requires energy expenditure. (World Health Organization)***

**The questions in this section will inquire about your personal physical activity habits.**

**1. Do you participate in at least 30 minutes of "moderate-intensity" activity (*you are able to talk, but not sing*), strength or resistance training, and/or flexibility or stretching exercises?**



## THANKS 2016 & 2017 NUTRITION

- Nutrition in the health assessment survey focused on inquiring the individual about their personal nutrition/dietary habits

### **Section B: Nutrition**

***Nutrition is defined as the intake of food, considered in relation to the body's dietary needs. (World Health Organization)***

**The questions in this section will inquire about your personal nutrition/dietary habits.**

**1. How many glasses of water (8 oz) do you drink in a day?**



# DATA ANALYSIS

- IBM SPSS Statistical Software will be used to analyze sample data
  - Readability analysis: Flesch Reading Ease and Flesch-Kincaid Grade Level Readability
  - Descriptive statistics: total sample, subsample of male and females, and other demographics such as class
  - Questionnaire layout: reliability analysis: Cronbach's Alpha and Cronbach's Alpha if deleted
  - Inter-item correlation: Internal validity of question content and amount
  - Relationship between nutrition and physical activity at Kansas State University: predictable, valid: compare means



## THANKS 2016 & 2017 DEMOGRAPHIC VARIABLES

- Gender
- Classification at K-State
- Race/ethnicity
- Age range
- Residence
- Domestic or international student
- Part-time or full-time student
- Combined: 809 participants:
  - 269 M, 540 F, mostly white, freshmen, living off campus, and enrolled full-time at KSU



# THANKS 2016 & 2017 DESCRIPTIVE DIFFERENCES

<i>Academic Standing</i>			
<b>Freshman</b>		Frequency	Percent
Age Range	<b>1.28 (.515)</b>		
★ ≤ to 18 years old		170	72.3
		60	25.5
		1	0.4
		1	0.4
Gender	<b>1.68 (.469)</b>		
★ Male		75	31.9
		157	66.8
Race/Ethnicity	<b>1.52 (1.454)</b>		
★ Caucasian		196	83.4
		5	2.1
		12	5.1
		2	0.9
		9	3.8
		6	2.6
Residence	<b>1.77 (1.539)</b>		
★ Campus Residence Hall		177	75.3
		10	4.3
		7	4.3
		7	3
		23	9.8
		9	3.8

<i>Academic Standing</i>			
<b>Sophomore</b>		Frequency	Percent
Age Range	<b>2.04 (.458)</b>		
		4	3.4
★ 19 to 24 years old		111	93.3
		3	2.5
		1	0.8
Gender	<b>1.68 (.468)</b>		
★ Male		38	31.9
		81	68.1
Race/Ethnicity	<b>1.55 (1.473)</b>		
★ Caucasian		99	83.2
		4	3.4
		5	4.2
		1	0.8
		6	5
		3	2.5
Residence	<b>3.53 (1.73)</b>		
		23	19.3
		25	21
		3	2.5
		4	3.4
★ Off Campus		62	52.1
		2	1.7





# THANKS 2016 & 2017 DESCRIPTIVE DIFFERENCES

Academic Standing			
Junior		Frequency	Percent
Age Range	<b>2.14 (.583)</b>		
★	19 to 24 years old	137	92.6
	25 to 30 years old	5	3.4
	31 to 39 years old	4	2.7
	50+ years old	2	1.4
Gender	<b>1.61 (.488)</b>		
	Male	57	38.5
★	Female	91	61.5
Race/Ethnicity	<b>1.51 (1.473)</b>		
★	Caucasian	127	85.8
	Black or African American	2	1.4
	Hispanic or Latino	9	6.1
	American Indian or Alaskan Native	1	0.7
	Asian	2	1.4
	Other	5	3.4
Residence	<b>4.20 (1.424)</b>		
	Campus Residence Hall	14	9.5
	Fraternity or Sorority House	16	10.8
	Copporative or School House	4	2.7
	Other		
	College/University Housing	7	4.7
★	Off Campus	106	71.6
	Parent/Guardian Home	1	0.7

Academic Standing			
Senior		Frequency	Percent
Age Range	<b>2.18 (.522)</b>		
★	19 to 24 years old	196	87.1
	25 to 30 years old	18	8
	31 to 39 years old	8	3.6
	40 to 49 years old	2	0.9
Gender	<b>1.69 (.473)</b>		
	Male	70	31.1
★	Female	152	67.6
Race/Ethnicity	<b>1.37 (1.224)</b>		
★	Caucasian	197	87.6
	Black or African American	7	3.1
	Hispanic or Latino	9	4
	American Indian or Alaskan Native	2	0.9
	Asian	3	1.3
	Other	3	1.3
Residence	<b>4.73 (.941)</b>		
	Campus Residence Hall	8	3.6
	Fraternity or Sorority House	6	2.7
	Copporative or School House	3	1.3
	Other		
	College/University Housing	11	4.9
★	Off Campus	187	83.1
	Parent/Guardian Home	7	3.1

Academic Standing			
Graduate or professional student		Frequency	Percent
Age Range	<b>3.02 (.982)</b>		
	19 to 24 years old	30	34.1
★	25 to 30 years old	35	39.8
	31 to 39 years old	16	18.2
	40 to 49 years old	5	5.7
	50+ years old	2	2.3
Gender	<b>1.67 (.473)</b>		
	Male	29	33
★	Female	59	67
Race/Ethnicity	<b>2.17 (1.901)</b>		
	Caucasian	4	65.9
	Black or African American	7	4.5
	Hispanic or Latio	1	8
	American Indian or Alaskan Native	14	1.1
★	Asian	2	15.9
	Other	2	2.3
Residence	<b>4.64 (1.116)</b>		
	Campus Residence Hall	7	8
	Other		
	College/University Housing	6	6.8
★	Off Campus	73	83
	Parent/Guardian Home	2	2.3



## THANKS 2016 & 2017 READABILITY ANALYSIS

- Flesch Reading Ease:
  - $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$
- Flesch-Kincaid Grade Level Readability Formula:
  - $FKRA = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$
- Fall 2016 and Fall 2017 THANKS survey resulted in a Flesch Reading Ease score of 70.3 indicated the THANKS survey is fairly easy to read and with a Flesch-Kincaid Grade Level score of 5.2 indicated the reader's age of fifth graders



## THANKS 2016 & 2017 RELIABILITY ANALYSIS

### Physical Activity:

- “How many times do you participate in at least 30 minutes of “moderate intensity” activity (you are able to talk, but not sing) in a week?”
- “How many times do you do strength or resistance training exercises in a week?”
- “How many times do you do flexibility or stretching exercises in a week?”
  - “I do not participate”, “1 day”, “2 days”, “3 days”, “4 days”, “5 or more days.”
- “Where do you go to exercise or engage in physical activity? Select all that apply.”



## THANKS 2016 & 2017 RELIABILITY ANALYSIS

“How often do you consume the following?”

- SSB beverages and foods
- “Multiple times daily”, “One time daily”, “Multiple times weekly”, “One time weekly”, “Rarely”, and “Never.”

“Where do you get your meals during the week?”

- “Multiple times daily”, “One time daily”, “Multiple times weekly”, “One time weekly”, “Rarely”, and “Never.”



# THANKS 2016 & 2017 RELIABILITY ANALYSIS

## Reliability Analysis of Physical Activity and Nutrition Sections

	N	Mean (SD)	Cronbach's Alpha	Cronbach's Alpha if item Deleted
<b>Measurement</b>				
<i>Physical Activity</i>			0.472	
Frequency of Moderate Intensity	328	4.56 (1.28)		0.349
Frequency of Strength/Resistance Training	328	2.93 (1.73)		0.21
Frequency of Flexibility/Stretching	328	2.68 (1.46)		0.446
Location of Engagement in Physical Activity	328	4.34 (1.87)		0.557
<i>"How often do you consume the following?"</i>			0.607	
SSB Number per Week	843	3.65 (5.68)		0.585
Energy Drink Number per Week	843	0.50 (1.75)		0.568
Sports Drink Number per Week	843	1.28 (3.25)		0.572
Juice Number per Week	843	1.77 (3.13)		0.575
Sweet Coffee Number per Week	843	1.50 (2.96)		0.566
Candies Number per Week	843	2.17 (3.72)		0.579
Pastries Number per Week	843	2.40 (3.56)		0.543
<i>"Where do you get your meals during the week?"</i>			★ 0.892	
Meals at Home per Week	8	3.62 (1.86)		0.848
Meals at Dining Hall per Week	8	3.87 (1.82)		0.92
Meals On Campus per Week	8	3.87 (1.82)		0.859
Meals Off Campus per Week	8	2.68 (1.62)		0.878
Meals at Vending Machine per Week	8	3.50 (2.23)		0.877
Meals Delivered Campus per Week	8	2.68 (1.62)		0.882
Meals Other per Week	8	3 (2.17)		0.852



## THANKS 2016 & 2017 RELIABILITY ANALYSIS

	Inter-Item Correlation Matrix: Physical Activity			
	Frequency of Moderate Intensity	Frequency of Strength/Resistance training	Frequency of Flexibility/Stretching	Location of Engagement in Physical Activity
Frequency of Moderate Intensity		0.423	★ 0.127	★ 0.137
Frequency of Strength/Resistance training	0.423		0.327	★ 0.14
Frequency of Flexibility/Stretching	0.127	0.327		★ 0.01
Location of Engagement in Physical Activity	0.137	0.14	0.01	



# THANKS 2016 & 2017 RELIABILITY ANALYSIS

		Inter-Item Correlation Matrix: "How often do you consume the following?"					
	SSB Number per Week	Energy Drink Number per Week	Sports Drink Number per Week	Juice Number per Week	Sweet Coffee Number per Week	Candies Number per Week	Pastries Number per Week
SSB Number per Week		0.258	0.227	0.201	0.179	0.198	0.189
Energy Drink Number per Week	0.258		0.33	0.274	0.369	★ 0.096	0.203
Sports Drink Number per Week	0.227	0.33		0.243	0.179	★ 0.027	0.178
Juice Number per Week	0.201	0.274	0.243		0.251	★ 0.029	0.151
Sweet Coffee Number per Week	0.179	0.369	0.179	0.251		0.154	0.185
Candies Number per Week	0.198	0.096	0.027	0.029	0.154		0.467
Pastries Number per Week	0.189	0.203	0.178	0.151	0.185	0.467	



# THANKS 2016 & 2017 RELIABILITY ANALYSIS

	Inter-Item Correlation Matrix: "Where do you get your meals during the week?"						
	Meals at Home per Week	Meals at Dining Hall per Week	Meals On Campus per Week	Meals Off Campus per Week	Meals at Vending Machine per Week	Meals Delivered Campus per Week	Meals Other per Week
Meals at Home per Week		0.456	0.927	0.828	0.633	0.498	0.811
Meals at Dining Hall per Week	0.456		0.733	0.262	★ -0.052	★ -0.075	★ 0.144
Meals On Campus per Week	0.927	0.733		0.683	0.472	0.346	0.684
Meals Off Campus per Week	0.828	0.262	0.683		0.393	0.499	0.557
Meals at Vending Machine per Week	0.633	-0.052	0.472	0.393		0.875	0.912
Meals Delivered Campus per Week	0.498	-0.075	0.346	0.499	0.875		0.77
Meals Other per Week	0.811	0.144	0.684	0.557	0.912	0.77	





## THANKS 2016 & 2017 COMPARE MEANS

“How often do you consume the following?”

- SSB beverages and foods
- “Multiple times daily”, “One time daily”, “Multiple times weekly”, “One time weekly”, “Rarely”, and “Never.”

“Where do you get your meals during the week?”

- “Multiple times daily”, “One time daily”, “Multiple times weekly”, “One time weekly”, “Rarely”, and “Never.”



# THANKS 2016 & 2017 COMPARE MEANS

## Compare Means of General Nutritious Diet and “How often do you consume the following?”

	<i>"How often do you consume the following?"</i>						
	★ SSB Number per Week (.001)	★ Energy Drink Number per Week (.019)	Sports Drink Number per Week	Juice Number per Week	Sweet Coffee Number per Week	★ Candies Number per Week (0.005)	Pastries Number per Week
<b>General Nutritious Diet</b>							
"No"	5.836	0.883	1.185	1.661	1.833	3.516	2.373
"Neither Agree nor Disagree"	4.09	0.558	1.366	1.793	1.683	2.322	2.419
"Yes"	2.822	0.26	1.495	1.947	1.509	1.705	2.079

## Compare Means of General Nutritious Diet and “Where do you get your meals during the week?”

	<i>"Where do you get your meals during the week?"</i>						
	★ Meals at Home per Week (0.007)	Meals at Dining Hall per Week	Meals On Campus per Week	★ Meals Off Campus per Week (0.000)	★ Meals at Vending Machine per Week (0.031)	Meals Delivered Campus per Week	★ Meals Other per Week (0.045)
<b>General Nutritious Diet</b>							
"No"	4.4184	7	1.8182	2.6522	2.8333	1	6
"Neither Agree nor Disagree"	4.8841	6.2458	1.9597	1.9521	1.8289	1.75	3.5
"Yes"	5.3876	6.0917	1.614	1.536	1.4583	1.5556	5.6562



# THANKS 2016 & 2017 COMPARE MEANS

**Compare Means of General Nutritious Diet and Glasses of water per day**

	Glasses of water per day
<b>General Nutritious Diet</b>	
"No"	3.414
"Neither Agree nor Disagree"	3.569
"Yes"	4.481

**Compare Means of General Nutritious Diet and Physical Activity**

	Physical Activity				
	Participation in Physical Activity (0.000) ★	Frequency of Moderate Intensity (0.002) ★	Frequency of Strength/Resistance Training (0.000) ★	Frequency of Flexibility/Stretching	Location of Engagement in Physical Activity
<b>General Nutritious Diet</b>					
"No"	1.53	4.33	2.8	2.9	3.94
"Neither Agree nor Disagree"	1.32	4.19	2.68	3.13	4.19
"Yes"	1.19	4.69	3.43	3.37	4.29



# THANKS 2016 & 2017 COMPARE MEANS

## Compare Means of Participation in Physical Activity and “How often do you consume the following?”

	<i>"How often do you consume the following?"</i>						
	SSB Number per Week ★ (0.001)	Energy Drink Number per Week	Sports Drink Number per Week	Juice Number per Week	Sweet Coffee Number per Week	Candies Number per Week	Pastries Number per Week
Participation Physical Activity							
"Yes"	3.32	4.78	1.363	1.751	1.524	2.072	2.339
"No"	4.767	0.566	1.132	1.836	1.482	2.511	2.601

## Compare Means of Participation in Physical Activity and Glasses of water per day

	Glasses of water per day
Participation Physical Activity	
"Yes"	4.477
"No"	3.469

## Compare Means of Participation in Physical Activity and “Where do you get your meals during the week?”

	<i>"Where do you get your meals during the week?"</i>						
	Meals at Home per Week	Meals at Dining Hall per Week	Meals On Campus per Week	Meals Off Campus per Week	Meals at Vending Machine per Week	Meals Delivered Campus per Week	Meals Other per Week
Participation Physical Activity							
"Yes"	4.9012	5.9805	1.6773	1.7875	1.6923	1.5806	4.6548
"No"	4.6134	6.5	1.6692	1.95	1.8077	2.25	4.3333



## THANKS 2016 & 2017 STRENGTHS

- Conducted by MPH and RD personnel
- Large amount of student response
- Qualtrics system is familiar to students
- Sent out reminders at different time points
- Questionnaire layout
- Reliability analysis: “Where do you get your meals during the week?” had a Cronbach’s Alpha of 0.892 and above 0.8 if Cronbach’s Alpha if item deleted.
- Logical comparisons with significance:
  - General nutritious diet of certain foods and where meals were obtained
  - Physical activity participation and consumption of sugar sweetened beverages
- Readability analysis:
  - Flesch Reading Ease score of 70.3
  - Flesch-Kincaid Grade Level score of 5.2



## THANKS 2016 & 2017 LIMITATIONS

- Lack of piloting survey tool
- Reliability analysis:
  - Low Cronbach's Alpha for PA (0.42) and Cronbach's Alpha if item deleted less than 0.7
  - "How often do you consume the following?": Cronbach's Alpha of 0.67 less than 0.70 if the Cronbach's Alpha if item were deleted.
  - Inter-item correlations: PA and location of engagement in PA below 0.15
  - Possible confusion on PA question #1 for low reliability with dichotomous response



## THANKS 2016 & 2017 CONCLUSIONS

- The Health Promotions team produced a survey tool that can be beneficial information on the college students at KSU to establish or reinforce health patterns for their time at KSU or later in life
- The THANKS survey is a step in the right direction to bridge the gap between college health involved in diet, exercise and behavior.
- The THANKS survey has room for improvement
  - Pilot study of PA and nutrition sections as well as the remainder of the sections of the holistic health survey
- Research is a value for health care
  - The necessity for high-caliber tools is essential for good health care





## FIELD EXPERIENCE: LAFENE HEALTH CENTER







# HISTORY

- 1913-1916: Health services were located on the 2<sup>nd</sup> floor of Anderson Hall
- 1920: Hospital: An old 2-story stone building
- WWII: influx of WWII veterans, more hospitals needed: 80 standing beds, extra beds set up in dining room and kitchen of the old stone building: winter epidemics of influenza, etc.
- November 1959: New building: current location \$20,000, with unfinished basement
- 1949-1961: Dr. Benjamin Lafene: director of health center
- 1987: Hospital portion of health center closed due to decline use with an increase in ambulatory services
- 1989: First non-physician as director for student health center





## PRESENT DAY

- 70 staff: 6 full-time physicians, over 300 students each weekday during fall and spring semester, Accredited by Joint Commission on Accreditation of Healthcare Organizations since 1968 continuously
- \$141.83 student health fee
- 13 departments which include Administration, Records and Registration, Clinical Laboratory, Environmental Services, General Outpatient Clinic, Health Promotion, Nutrition Counseling, Pharmacy, Physical Therapy and Rehabilitation, Radiology, Sports Medicine, Psychiatric Counseling and Women's Clinic.



K-State Communications and Marketing Photography



# MISSION



- “The mission of Lafene Health Center is to maintain, for the Kansas State University community, through the utilization of quality resources, a medical facility capable of offering a comprehensive, high quality, easily accessible, affordable outpatient health care service to the student community. In addition to the care of the sick and injured, the Center shall be a resource and an advocate for health education, promotion and wellness.
- The Center shall, at all times and to the best of its ability, be responsive to the needs and concerns of the student body and general community of Kansas State University.”



# PRINCIPLES

- “Providing quality medical care to the individual student attending the University (outpatient care for illness, immunizations and health education)
- Assisting other University departments in providing a healthy environment, e.g. Infectious Disease Advisory Committee, Campus Safety, CARE Office, etc.
- Providing the opportunity for health education (classroom instruction, individual contact in clinic, articles on health in University newspapers)
- Consult and actively participate with the WellCAT Ambassadors whose activities include providing a liaison between the student body and the Health Center.
- Providing the opportunity through the WellCAT Ambassadors for better understanding of the Student Health program.”







## HEALTH PROMOTION/NUTRITION COUNSELING AT K-STATE

- Staff:
  - Julie Gibbs, MPH-  
Director
  - Megan Katt, BS, RD-  
Health Educator
  - Jenny Yuen, MPH, CHES-  
Health Educator





## SCOPE OF WORK

- Working within the community
- Connecting with community partners
- Development of materials of campaign
- Conduct assessment of campaign



## LEARNING OBJECTIVES

- To understand how to organize and implement a campaign that served the student and staff population Kansas State University
- To understand research in relation to implementing a campaign/program in a public health setting
- To recognize the importance of a properly developed survey tool
- To gain a better overall understanding of a community-based health program and campaign

## ACTIVITIES PERFORMED

- Fall 2017 Flu Campaign
  - Research on influenza
  - What is the current campaign
  - Impact of the CDC
  - Planning of a more effective campaign for Fall 2017
  - Community outreach
  - Development of campaign material



# FALL 2017 FLU CAMPAIGN



**flutalk**  
Get the facts



The flu vaccine

- Is safe
- Does not cause the flu
- Protects the ones you love

**Spread the word and  
Get VACCINATED!**



For more flu facts go to  
[www.cdc.gov/flu](http://www.cdc.gov/flu)  
800.232.4636



CDC FluTalk Poster



**Walk-In Flu Vaccine Clinic**  
For students and faculty/staff


**Sept. 25-Dec. 1**  
Hours: 8:30-11:30 a.m. and 1-4 p.m.  
Monday-Friday  
No appointment needed.

Cost is covered by most insurance companies.  
Students — \$22; Faculty/Staff — \$25

**LAFENE+**  
HEALTH CENTER

1105 Sunset Ave.  
785-532-6544

For K-State, By K-State



**KANSAS STATE**  
UNIVERSITY



# FALL 2017 FLU CAMPAIGN

## #FightFluAtKSU

weekly social media giveaways



**SNAP**

Snap a selfie of you fighting the flu:  
>with your flu shot sticker  
>eating healthy or working out  
>be creative!

Share to FB, Twitter,  
or Instagram  
with #FightFluAtKSU



**SHARE**



**WIN**

Each photo you post earns you  
a spot in the weekly giveaway  
raffle!

**LAFENE+**  
HEALTH CENTER

 kstatelafene



♥ 💬 📌

Liked by meg\_katt, kroozerk and 4 others

kstatelafene Last week for #FightFluAtKSU prizes! Stop by our walk-in clinic & post your flu shot selfie to enter to win this K-State water bottle!

OCTOBER 16, 2017



## FALL 2017 FLU CAMPAIGN

- Goal of 1,800 influenza vaccines to the students and staff of KSU in the 2017-2018 season starting in September
- February 11<sup>th</sup>, 2018: Lafene Health Center administered 1,860 influenza vaccination
- 2016-2017 season (September 2016-March 2017): 1,914 influenza vaccinations



# THE HEALTH ASSESSMENT ON NEEDS OF K-STATE STUDENTS

- Review 2016 THANKS survey
- Apply immediate recommendations for 2017 THANKS survey
- Understand the purpose and development of the THANKS survey

**LAFENE+**  
HEALTH CENTER  
YOUR STUDENT HEALTH RESOURCE

FALL 2016

## THE HEALTH ASSESSMENT ON NEEDS OF K-STATE STUDENTS (THANKS) SURVEY

The purpose of this survey is to assess the overall health status of on-campus students at the Manhattan campus. The Kansas State University Lafene Student Health Center will use the data received to guide our health and wellness promotion services and outreach efforts so that they may appropriately align with the students' needs.



# ALIGNMENT WITH PUBLIC HEALTH CORE COMPETENCIES

- Biostatistics
  - Thesis research
  - Understanding and evaluating research articles
  - Analysis
  - Development of a survey tool
- Environmental health
  - Understanding the impact this plays into implementing campaigns/programs
- Epidemiology
  - 2017 Flu Campaign
- Health service administration
  - Lafene staff and health promotions team
  - Impact of organizational structure, goals, funding
- Social and behavior science
  - Designing and development of campaign, using theories of health behavior



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- **Social and behavior science**
  - **Designing and development of campaign, using theories of health behavior**



## CONCLUSIONS

- Better understanding of health care system
- Better understanding of biostatistical analysis and the impact on public health
- MPH program expanded my view of public health and its impact



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# QUESTIONS?



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