

# Wellness Hub Approach to School Health in Rural Oregon



## Umatilla County Public Health and InterMountain ESD

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### Background

#### Needs Statement

Here in Eastern Oregon, we are charged with how to do more with less - we have fewer primary care providers, specialist, dentists, and mental health professionals - however, we still must meet the needs of our students and community.

#### Problems the project seeks to solve

Schools across Umatilla County have identified healthcare needs their students have, that are not being met, which then result in poor scholastic performance, attendance, and success in school.

### Project Description

Using the Whole School, Whole Community, Whole Child model, UCo Health in partnership with InterMountain ESD has been working to develop the concept of Wellness Hubs.

Wellness Hubs integrate neighboring school districts, the local public health department, and community healthcare partner agencies to meet students health needs by bringing services to them at the school.

Phase One	Phase Two	Phase Three	Phase Four
Refining Wellness Hub model, building partnerships with community agencies, and identifying funding options.	Initiating a pilot Wellness Hub that will begin this work. Hub Coordinator will assess needs, build on successes, and adjust model in identified areas of weakness.	Expand adapted Wellness Hub model throughout Umatilla County.	Look into expanding concept and model into neighboring counties.

A Wellness Hub would be led by a coordinator that is a Nurse Health Educator employed by UCo Health. This coordinator would work closely with schools and partner agencies including:

Physical Health	Mental/Behavioral Health	Oral Health
UCo Health	Lifeways Umatilla County IMESD School Psychologist	Advantage Dental IMESD Oral Health Grant Manager Dental Van

### Objectives

Wellness Hubs aim to integrate physical, oral, and mental health care to empower students to be healthy and ready to learn.

#### Phase 1 Objective

Identify at least one physical, mental, and oral health community partner to participate in the Wellness Hub model by the end of 2015.

#### Phase 2 Objective #1

Implement one Wellness Hub that incorporates at least 2 school districts and 2 community partners that provide on site services by 2017.

#### Phase 2 Objective #2

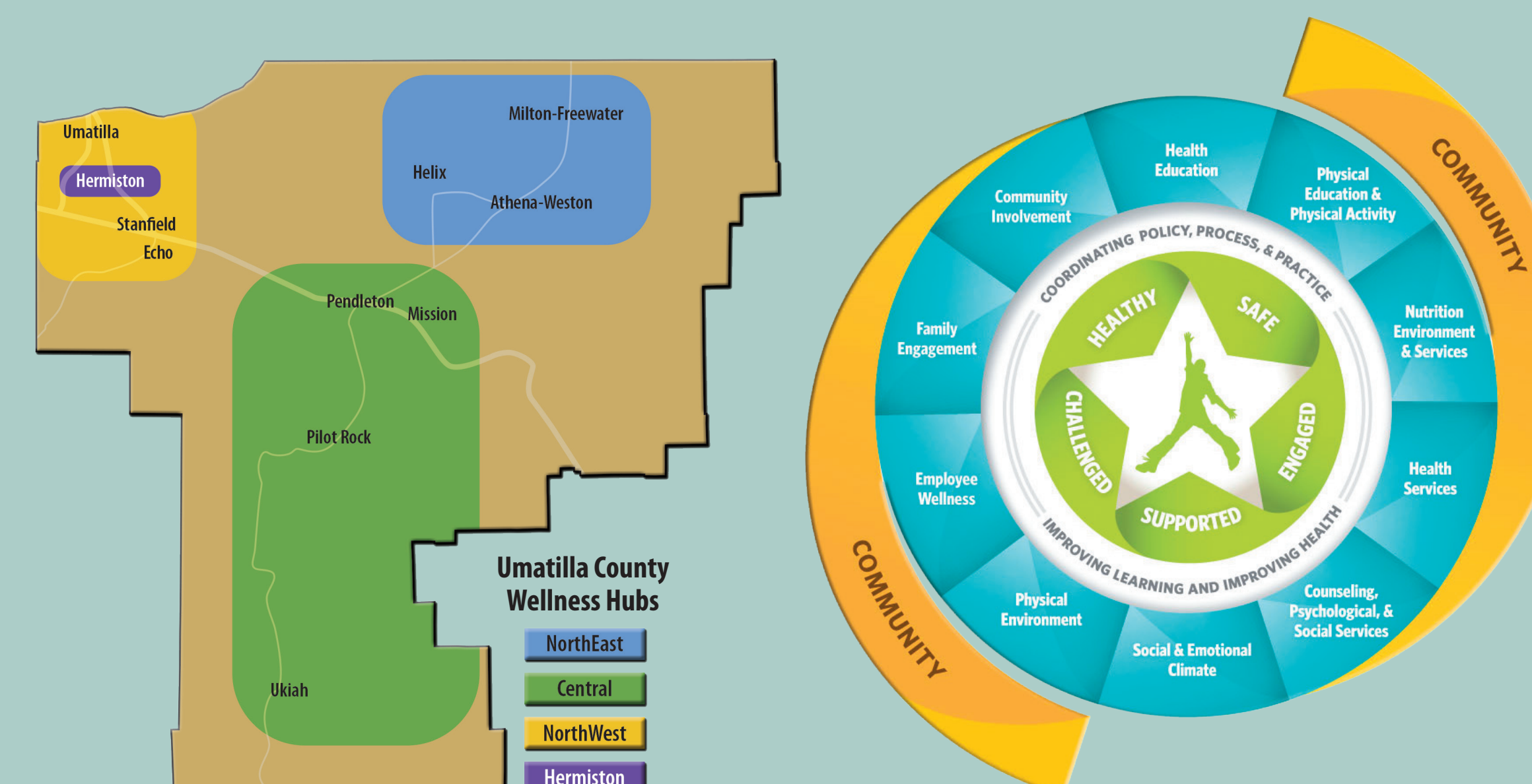
Complete 10% of Well Child Exams in identified Oregon Health Plan insured students that have not had an exam performed in over a year that go to school in the Wellness Hub location(s) within one school year of opening.

#### Phase 3 Objective

Implement a second Wellness Hub that incorporates at least 2 school districts and 2 community partners that provide on-site services by 2018.

#### Phase 4 Objective

Identify partner agencies, community health organizations, and school districts in a neighboring county to begin discussion of expansion and possible regionalization of Wellness Hub model by 2020.



Whole School, Whole Community, Whole Child. [www.cdc.gov/healthyschools/wscc](http://www.cdc.gov/healthyschools/wscc)

### Outcomes

Partnerships built with several community agencies including but not limited to: school districts, InterMountain ESD, Lifeways, Umatilla County, and Advantage Dental.

#### Projected Outcomes

1. Increased collaboration between community agencies that serve schools.
2. Decrease in unmet health care needs of students in Wellness Hub regions.

#### Results

1. Phase One objective has been met.
2. Additional objectives are still in progress.

### Lessons Learned

This project reinforces the concept that it takes a whole community to care for a child as well as it takes looking at the holistic health of a child for them to be successful in school.

Creative funding models need to be used to get much needed resources into schools.

#### Recommendations

1. Gathering community input and buy-in is vital to the success of any school health project.
2. Initiate community involvement and communications early in the process.
3. Recognize that each school and community has different needs and values. Find ways to meet those needs while also working within school- and parent-identified values and comfort levels.

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