



# Promoting Community Wellness through Flu Clinics in the Worcester Public Schools

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## Mission

We aim to promote health and wellness in the Worcester community through interprofessional healthcare volunteer led flu clinics in the Worcester Public School. Starting in 2014, we annually run a total of 29 flu clinics covering all 45 of the Worcester public schools. Delegating roles to our numerous volunteers, we as a team are responsible for providing materials and ensuring all injectioners are adequately trained. We screen all students prior to clinic to ensure consent needs are met.

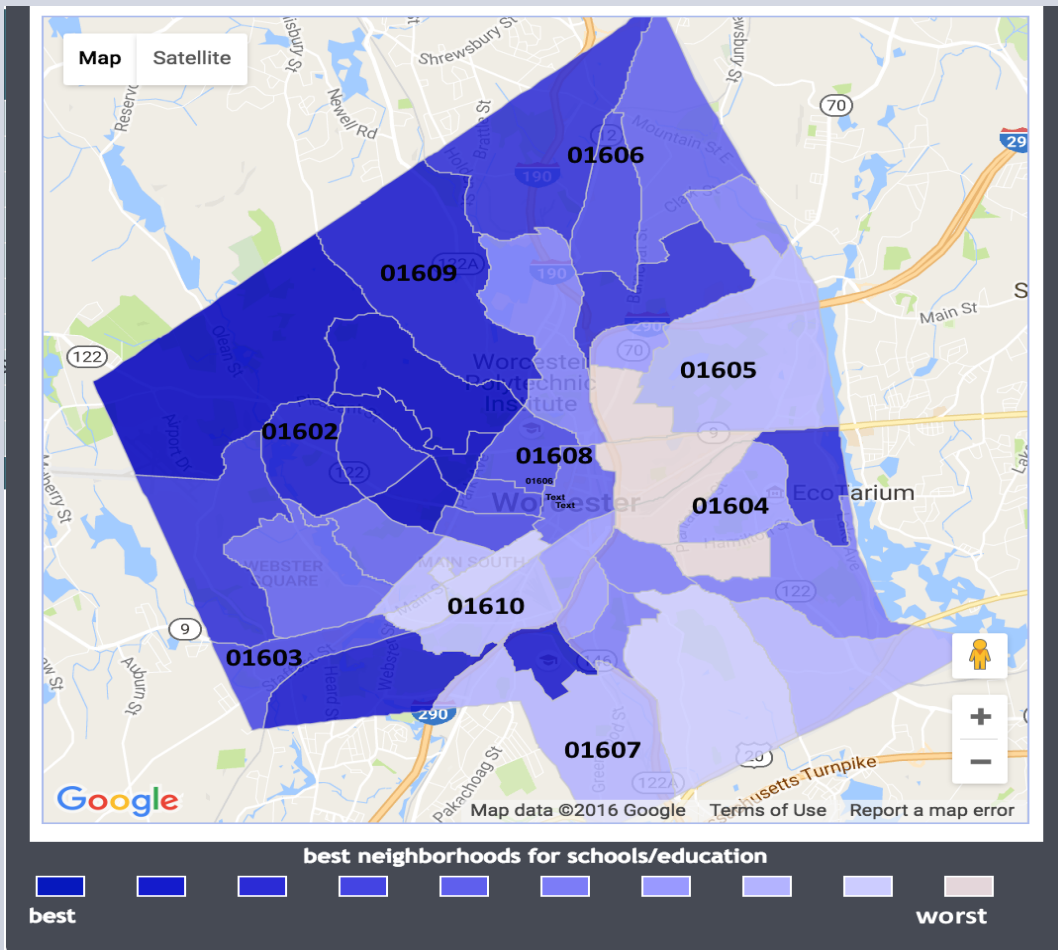
## The Population of Focus: Worcester Public School Students

**-Demographic Diversity:** 41.8% of the students are Hispanic, 31.1% are Caucasian, 15.4% are African-American, 7.4% are Asian, and 4.1% are multi-racial.

**-Linguistic Diversity:** 44% of students speak a first language other than English, compared to 17% in the state as a whole.

**-Socioeconomic Diversity:** Over 75% of students are from low-income families, defined as families living below 200% of the national poverty line and are eligible for free or reduced lunches.

**-Regional Diversity:** Most children in the Worcester Public Schools attend school in the neighborhood where they live. Both the neighborhoods and the schools in Worcester vary significantly (Graph 1).



Graph 1. The best neighborhoods for schools and education in Worcester by zip code.

## Goals, Progress and Outcomes

1. Improve vaccination rates among Worcester’s Youth: eliminate barriers to ensure every child with a consent form on clinic day received a shot.

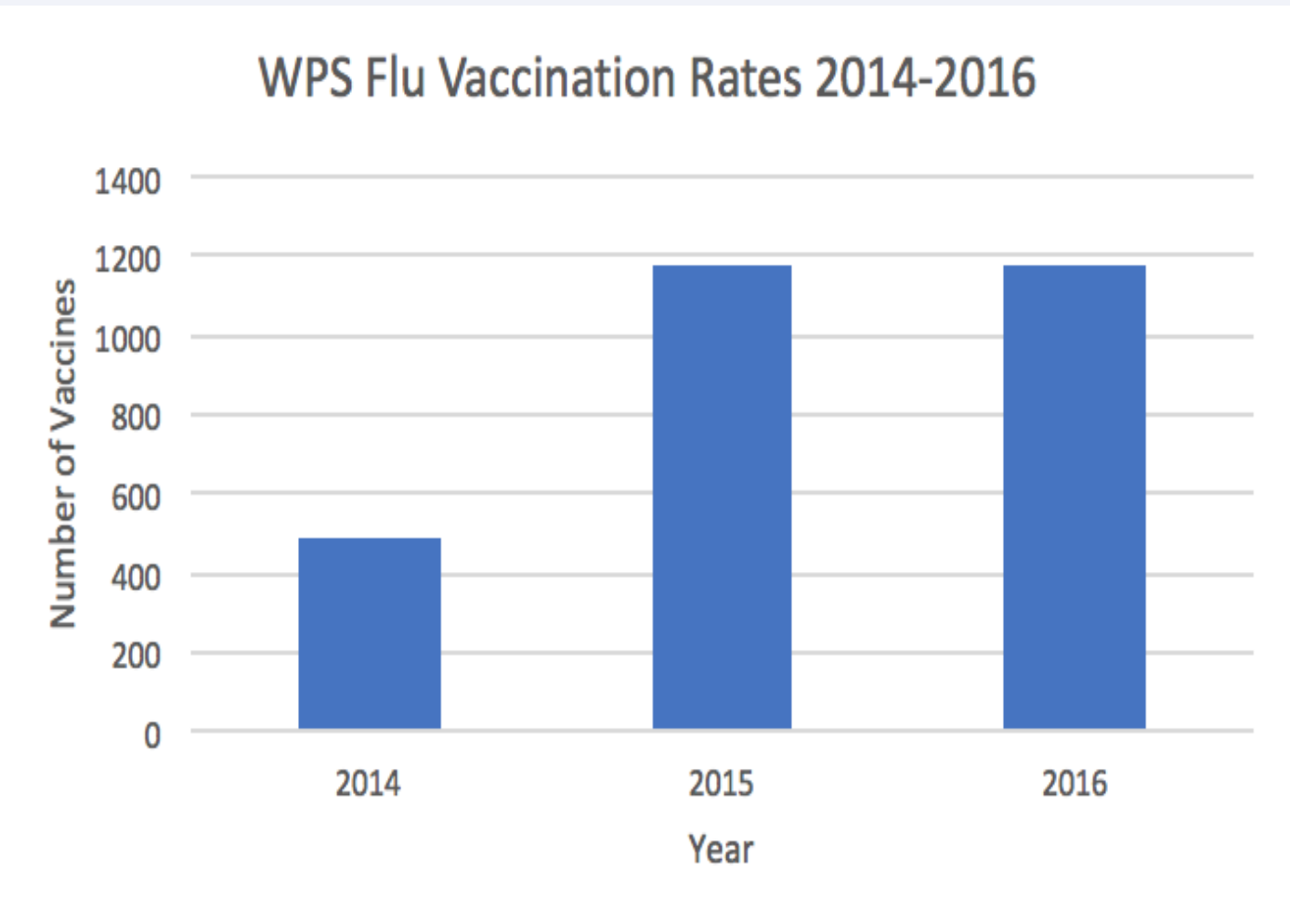


Table 1. Total number of Worcester Youth vaccinated in our clinics from 2014-2016.

2. Improve efficiency of flu clinics using feedback from the 2015 flu clinics

Feedback from 2015 Flu Clinics	Adjustment for 2016 Clinics	Outcomes
Materials did not make it from the DPH to their respective schools; Some clinics had inadequate supplies	We transported vaccines and supplies to and from the clinics each day; We checked through the supplies first at the DPH and then made adjustments at the sites, calling DPH for more supplies if necessary	<b>Flu Clinic Supplies/ Resources</b>  ■ Adequate ■ Inadequate but fixable on site
Clinics were not held in an ideal area of the school	We visited sites beforehand to ensure adequate space and privacy for each clinic	<b>In-school Clinic Area</b>  ■ Adequate ■ Deficient
Questionnaires were incomplete, or were not checked over, leading to errors	Team Leaders were responsible for checking over the forms before any vaccines were administered. School nurses and/or parents were consulted if forms were incorrect	<b>Status of Paperwork and Forms</b>  ■ Organized and ready ■ Needed work ■ Somewhat organized
Clinics were understaffed or staffing was not adequate for needs of clinic	We reached out to clinical faculty members and fellow medical students for help volunteering in clinics; 48 first-year medical students were injection trained	<b>Adequacy of Clinic Volunteers</b>  ■ Very Adequate ■ Adequate ■ Inadequate

Table 2. Data collected from each of the 29 sites where we were Team Leaders.

## Interprofessional Network

Our collaborators in the flu clinics included volunteers from:

- Worcester Department of Public Health
- Worcester Public School Nursing Staff
- UMass Medical School students and clinical faculty
- Nurses-in-training and their supervisors from Quinsigamond Community College, Becker College, Worcester State University
- Worcester Regional Medical Reserve Corps



Picture 1. Nursing students, medical students, and school nurses working together at the flu clinics.

## Future Directions

Take Away Points:

- Need for further outreach to promote uptake at flu clinics
- Unique character of each school and subsequent need for flexibility among members of flu clinic teams based upon variable circumstances and student populations
- Careful documentation helped identify possible areas for improvement at future clinics

Next Steps:

- Collaborate with outside groups such as the *Medical Interviewing in Spanish* OEE and the Caring for Youth With Autism PHC to enhance the experience for children with extra needs (Spanish speaking students, children with disabilities)
- Construct and distribute a list of “best practices” to our schools to improve efficiency and standardization

## References

The Research Bureau. Worcester by the Numbers: Public and Charter Schools Report 14-01. January 2014.  
[http://profiles.doe.mass.edu/state\\_report/enrollmentbyracegender.aspx](http://profiles.doe.mass.edu/state_report/enrollmentbyracegender.aspx)

## Acknowledgements

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