

Arizona School-Based Syndromic Surveillance Program Evaluation Report

November 2008



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Introduction

Child Health Indicator Program (CHIP) is a software program to assist school nurses/health aides to track student health conditions with nursing diagnosis codes including acute and chronic illnesses, immunizations, injuries, and infectious disease syndromes. CHIP software can also be used to document and report health office activities including health screening, hearing and vision screening, medications; to create potential Medical Information Payment System (MIPS) billings online for Direct Service Claims (DSC)/Individual Education Plan (IEP) eligible daily medications; to document daily nursing procedures and encounters; to create reports including the immunization report and Annual Hearing Report; and to generate referral letters. In addition, the School-based Syndromic Surveillance Program (SSSP) is designed to collect and transmit electronic data on high priority conditions such as influenza-like illness (ILI), rash, and gastrointestinal illness (GI) on a daily basis and on all conditions weekly. The system is also able to provide a reverse alert to school nurses that can be used to advise about high pollution days or anything needing notification of the schools. The SSSP is a part of an early disease detection system sponsored by the Arizona Department of Health Services.

The purpose of the 2007 School-based Syndromic Surveillance Program (SSSP) CHIP User Survey was to study CHIP users' opinions and satisfaction with the CHIP software and the related training/technical support. The survey was designed to measure five areas: usefulness, application, training, practice, and satisfaction. The findings may identify systemic issues and set priorities for improving the CHIP software application and the training/technical support.

Methodology

The survey participants were CHIP users at schools that currently participate in the SSSP program. The CHIP user list and contact information were retrieved from the CHIP user profile database. Three emails were sent out to all 288 CHIP users for survey participation. The initial email was sent on December 14, 2007, and then two follow-up emails were sent on January 8 and January 11, 2008, to remind participants of the survey deadline of January 11, 2008. The survey questionnaire includes both optional questions, open-ended questions with the scenarios, and a comment section for additional feedback. To present the data in a simple format through graphs in the report, the 4-scale options were combined as 2-scale options: agree versus disagree, yes versus no, satisfied versus dissatisfied.

Results

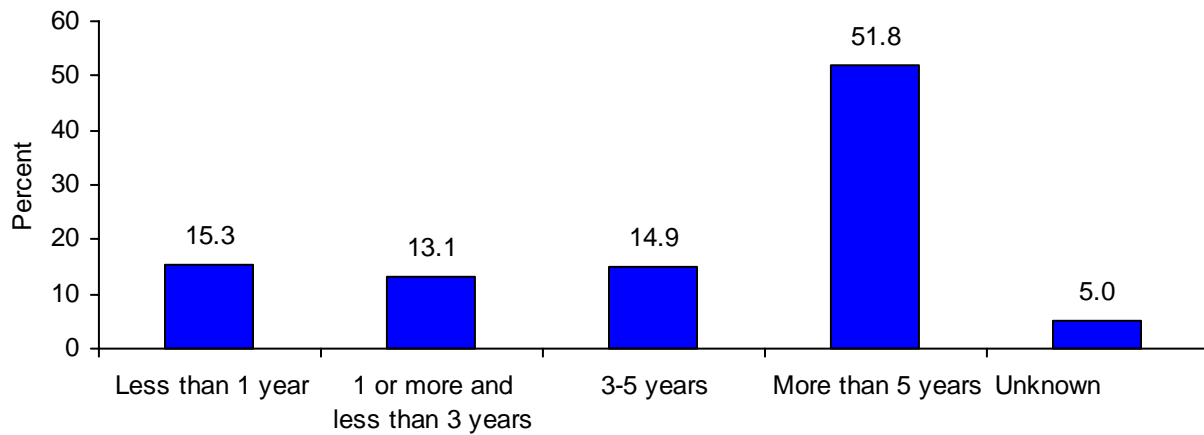
A total of 288 school nurses served 346 unique schools in the CHIP school email list as of November 13, 2007. By January 11, 2008, the number of completed surveys was 222, a response rate of 77 percent, which can fairly represent the CHIP users' opinions on CHIP software. The detailed frequency tables are in the Appendix 3.

1. Background

CHIP User Profile

About 15 percent of CHIP users have worked in a school health office less than one year (Figure1), although over half have worked in a school health office for more than five years.

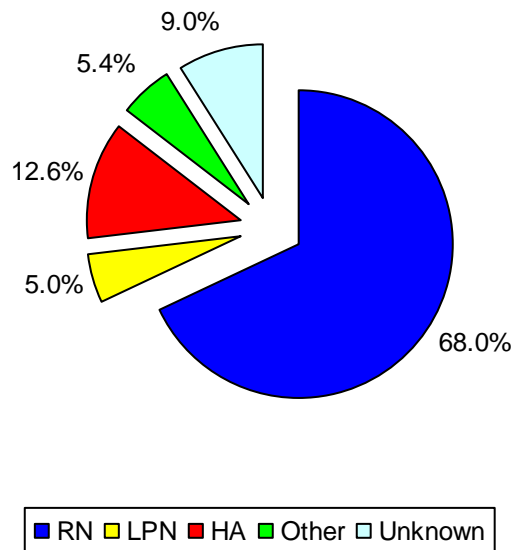
Figure1. Years worked in a school health office



CHIP User Credentials

The credentials for CHIP users are registered nurses (RN) (68%), health aides (HA) (13%), and licensed practical nurses (LPN) (5%) (Figure 2).

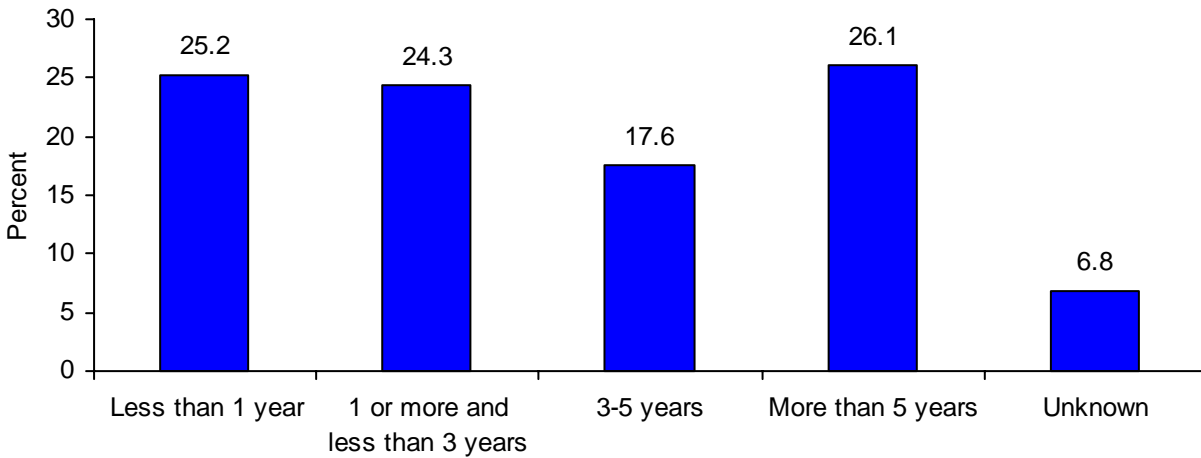
Figure 2. CHIP user credentials



Years of using the CHIP software

Of all the CHIP users, about 68 percent have used CHIP software more than one year and one-fourth have used it less than a year (Figure 3).

Figure 3. Years of using CHIP



Time since last CHIP user training

Eighty percent of CHIP users have been trained on the software. Eleven percent of current CHIP users have not had training and an additional ten percent of CHIP users did not receive training within the last two years (Figure 4).

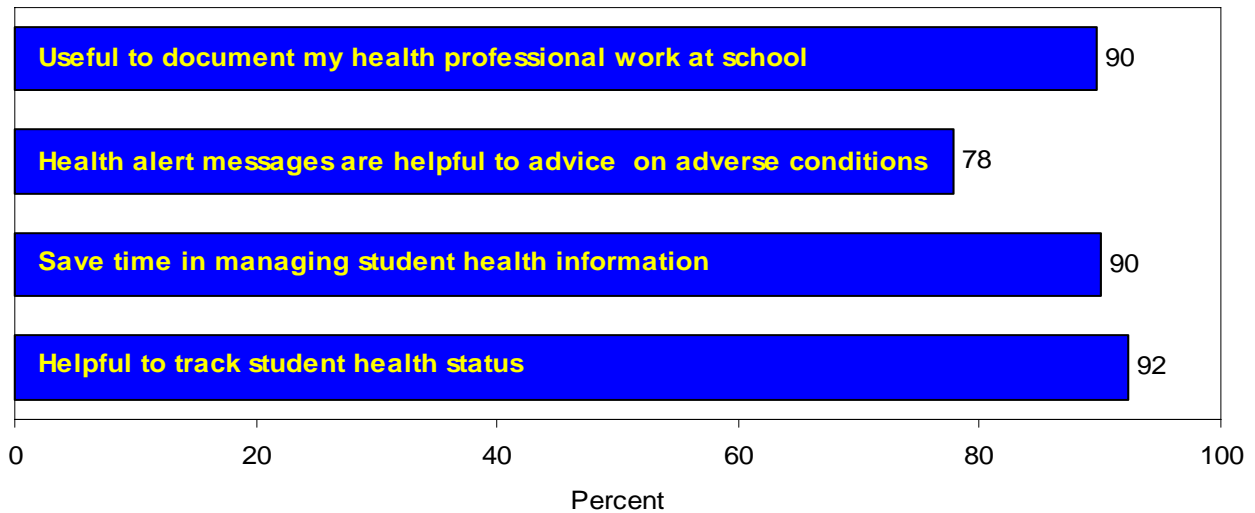
Figure 4. Last time of CHIP user training



2. Usefulness

Overall, about 90 percent of CHIP users consider CHIP software to be helpful for tracking student health status, documenting health professional work, and saving time in managing student health information. About 80 percent of CHIP users think health alert messages are helpful for them to advise students on adverse conditions such as excessive heat or high pollution (Figure 5).

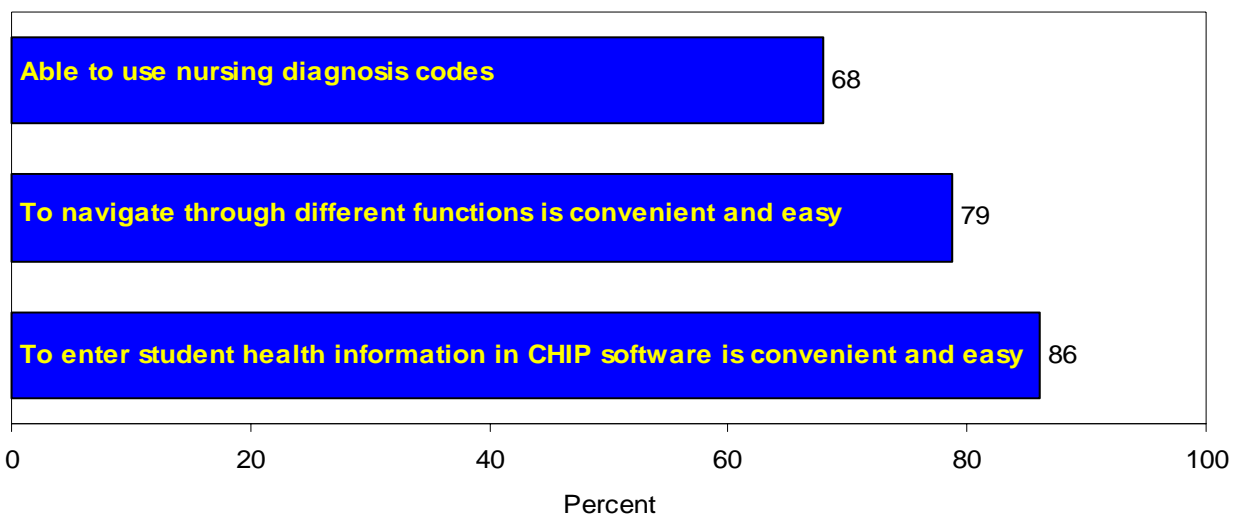
Figure 5. Usefulness



3. Ease of Use

Eighty-six percent of CHIP users agree that it is convenient and easy to enter student health information and about 80 percent agree that it is convenient and easy to navigate through different functions. However, one-fourth of CHIP users have difficulty using the nursing diagnosis codes (Figure 6).

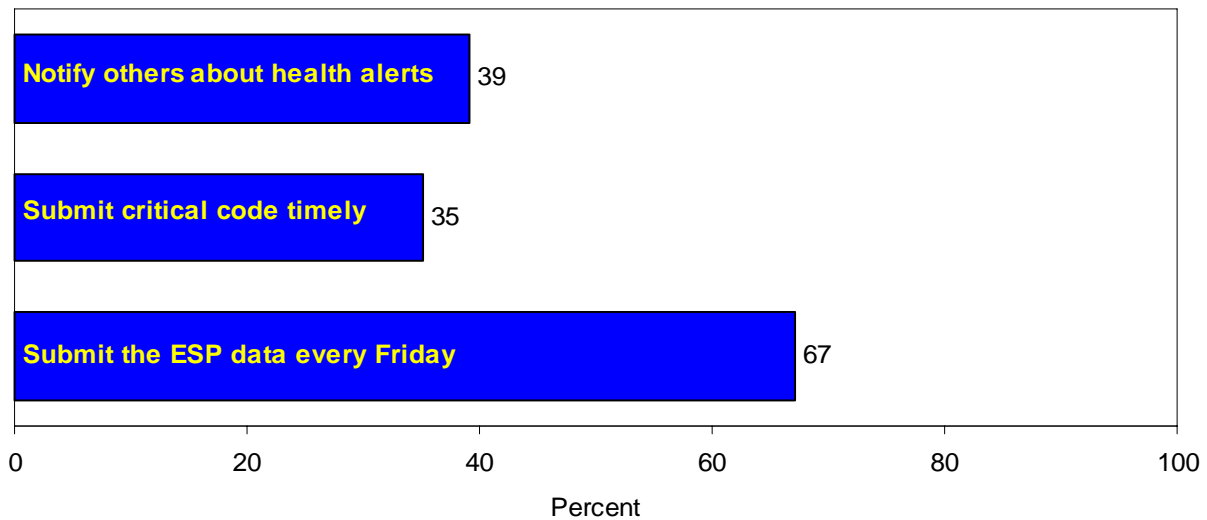
Figure 6. Application



4. Practices

Sixty-seven percent of CHIP users submit data every Friday and 35 percent of CHIP users submit critical code data immediately. About 40 percent of CHIP users notify school administrators or teachers or students when they receive health alert messages (Figure 7).

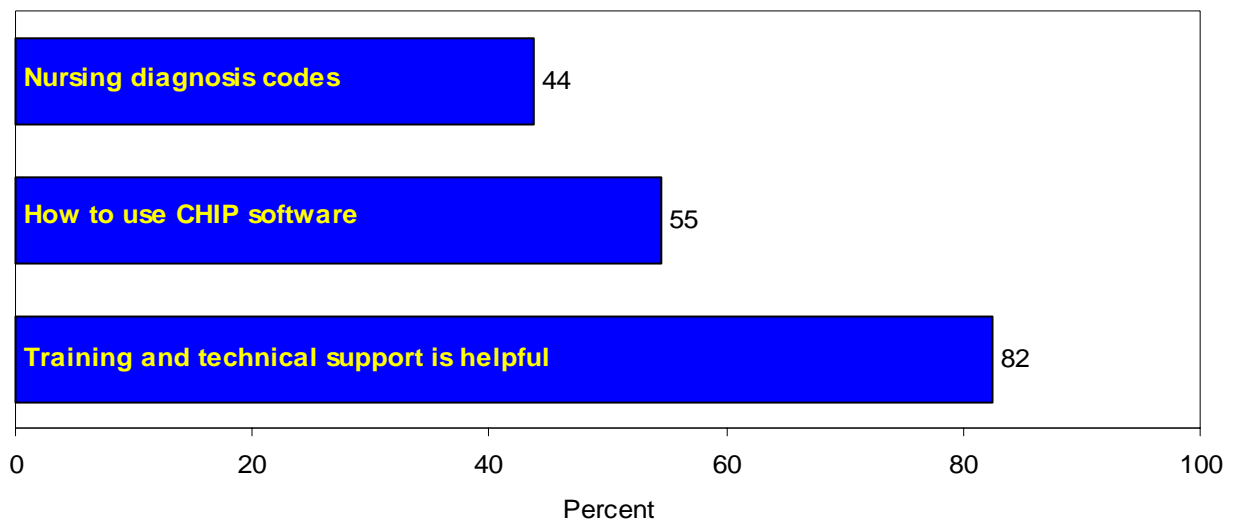
Figure 7. Practices



5. Training

Eighty-two percent of CHIP users consider the training and technical support to be helpful. CHIP users feel that more training is needed on how to use CHIP software (45%) and on nursing diagnosis codes (44%) (Figure 8).

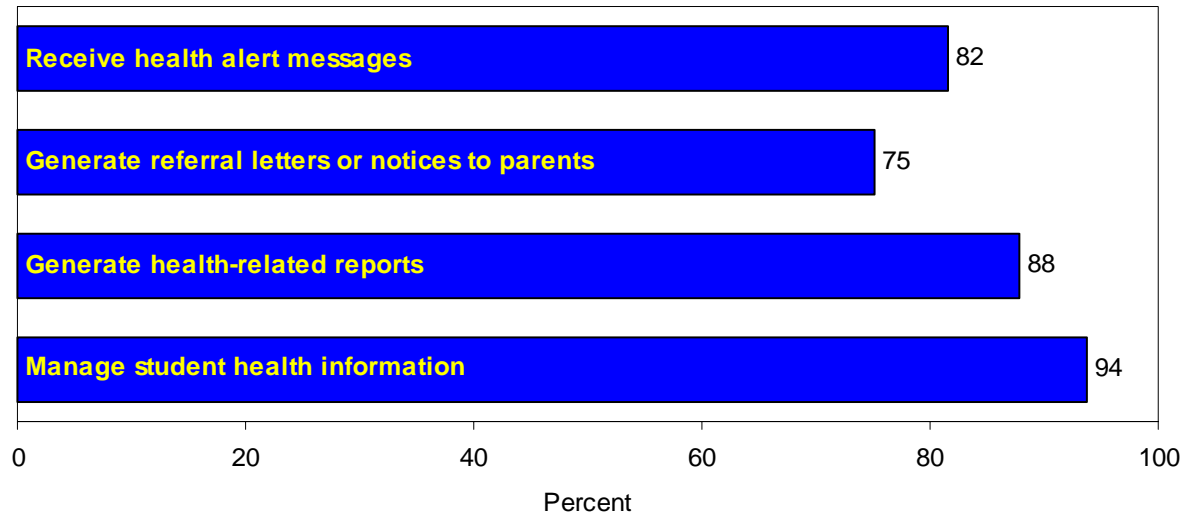
Figure 8. Training



6. CHIP User Satisfaction

More than 90 percent of CHIP users are satisfied with CHIP software as a tool for managing student health information. The level of satisfaction with CHIP software as a tool to generate health related reports is 88%, to receive health alert messages is 82%, and to generate referral letters or notices to parents is 75% (Figure 9).

Figure 9. CHIP User Satisfaction



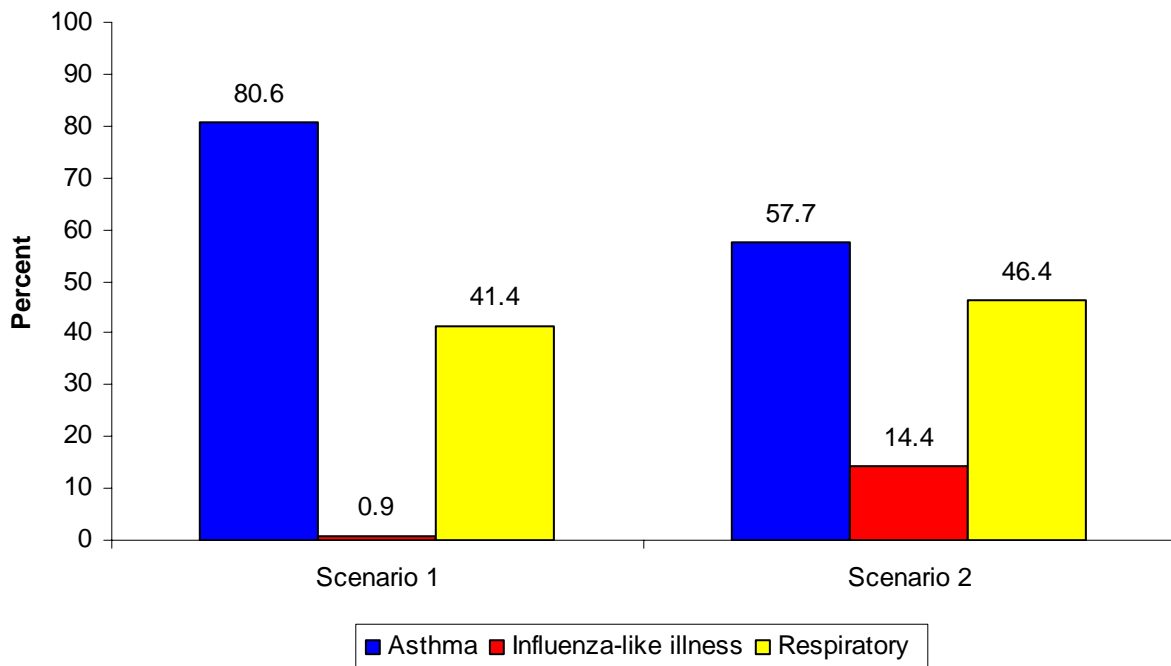
7. Usage of School Nurse Diagnosis Codes for Scenarios

Two scenarios were presented in the survey to determine how the CHIP users would apply the nursing diagnosis codes.

Scenario 1 was a student with symptoms of coughing, wheezing and shortness of breath, and a letter from a parent stating that the student has asthma. Eighty-one percent of CHIP users used either nurse diagnosis code of 325 or 326 (asthma) to document the student's health condition and 41.4 percent of CHIP users used 580 (respiratory) to reflect acute respiratory illness. Less than 1 percent of CHIP users miscoded it as influenza-like illness (ILI).

For scenario 2, the student has symptoms of coughing, sore throat, and a fever, and a primary care provider letter on file stating that the student has asthma. The student may qualify for CDC definition of ILI, but only 14.4 percent CHIP users used 582 (ILI) to document the student condition; 57.5 percent of CHIP users documented asthma for this student with a primary care provider letter on file stating that student has asthma. This may indicate underestimation of ILI in the school nurse office (Figure 10).

Figure 10. School Nurse Codes for Two Scenarios



Recommendations

A total of 167 school nurses provided feedback in the comment areas. Those comments include 64 providing positive feedback regarding the usefulness, satisfaction, and helpfulness of the CHIP software and the related training and technical support. In addition, comments were grouped into three categories of recommendations: operations (40), alert messages (39), and training and technical supports (145).

Based on the survey results and comments from the school nurses, the following recommendations are suggested to improve the CHIP software and its related training/technical support:

Operations

- Provide the option of using student ID number to enter the student's information
- Consolidate different health screening results through one data entry screen
- Provide a way to enter mass screening results for multiple students
- Additional tool will be added as the utilization report in CHIP version 11.0 to help CHIP users to display a count of all office visits and activities including special scenarios such as "bloody nose" "fell in the mud".

Alert messages

- Only have the alert page pop-up when there is a new alert

- Collaborate with the Office of Environmental Health to send alert messages on adverse conditions such as excessive heat, high pollution/ozone, and dust
- Send the health alert messages according to geographic areas in Arizona

Training and technical support

- Separate the basic training from in-depth training
- Provide basic training with more detailed instructions to all new CHIP users on:
 - Critical code uploads and emphasize timely submission of high priority conditions on the infectious disease syndrome
 - Auto-correct function, which is available to help CHIP users to use abbreviation to expand the description of health status.
 - How to document multiple phone calls on the same child
 - How to do the data entry for time
 - Hearing and vision screening entry, perhaps through video training
 - How to generate referral letters in Spanish and English
- Provide regular CHIP users with in-depth training on topics/updates such as:
 - How to run queries, letters of notification, etc.
 - How to do the Direct Service Claiming (DSC) processing
 - Accident reporting
 - Generating referral letters
- Provide training on diagnosis codes at regular school nurse meetings
- Continue to use experienced school nurses as super-users to provide support and training, and use video or web training as refresher training tools
- Continue to provide technical support
- Revise CHIP user' tutorial with inputs from a school nurse workgroup
- Provide link to "Did you know" webpage, which is the documentation of frequent technical support requests and solutions in the CHIP software (http://www.chip-az.org/did_you_know.htm)
- Provide technical support for installing new version of CHIP

Limitations

The findings in this report are subject to several limitations. First, the survey participants are current CHIP users, and thus the findings may not reflect school nurses/ health aides that do not use CHIP software. Secondly, the results may overestimate the dissatisfaction among CHIP users due to potential self-selection bias. The CHIP users who encountered difficulty or were less satisfied with the software might be more likely to submit their concerns and suggestions through the survey.

Conclusion

The findings in this report show a good portion of Arizona school nurses' satisfaction with the CHIP software and reveal their difficulty and concerns about CHIP software. Overall, ninety-four percent of CHIP users were satisfied with the CHIP software as a tool to manage student health information.

About 90 percent of CHIP users considered the software to be helpful to track student health status, to document health professional work, and to save time in managing student health information. However, more than one fourth of CHIP users had difficulty in using diagnosis codes and 55 percent of CHIP users still felt the need for training on how to use CHIP software. Sixty-seven percent of CHIP users submitted the weekly data every Friday and only 35 percent of CHIP users submitted the critical codes immediately. The comments from CHIP users echoed their concerns and revealed their need of training on diagnosis codes and CHIP software (Appendix 2 & 4). The feedback from CHIP users may help the SSSP program contractors to improve software functions and provide technical support/trainings to better assist school nurses in utilizing CHIP as a tool to track student health conditions and submit timely electronic data on high priority conditions to the Arizona Department of Health Services.

Child Health Indicator Program User Survey

Thank you for using Child Health Indicator Program (CHIP) software to track your students' health information. We value your opinions as primary users of CHIP. Please help the Arizona Department of Health Services assess CHIP utility by providing your feedback in this survey. Please contact Lea Trujillo, Program Manager, at trujill@azdhs.gov with any questions, comments, or suggestions regarding this survey. All information will be kept anonymous and used in aggregate form only. Your time and insights are highly appreciated!

1. Contact information (Optional)

Name _____ Phone _____ Email _____

2. Background information

How many years have you worked in a school health office?

- Less than 1 year
 1-2 years
 3-5 years
 more than 5 years

Please select your credential:

- RN
 LPN
 HA
 Other _____

How many years have you used the CHIP software?

- Less than 1 year
 1-2 years
 3-5 years
 more than 5 years

When was the last time you participated in CHIP user training?

- Never had training
 Less than 3 months
 4-6 months
 7-12 months
 1-2 years
 more than 2 years

3. Usefulness

Please indicate your agreement or disagreement with the following statements. (Explain, if NA)	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
Q1. The CHIP software is very helpful for me to track student health status, such as illness, injury, medication, and immunization records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2. Overall, the CHIP software helps me save time in managing student health information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3. The health alert messages provided through CHIP software are helpful for me to advise students on adverse conditions such as excessive heat or bad air.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4. Overall, the CHIP software is useful for me to document my health professional work at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation or other comment:

4. Application

Please indicate your agreement or disagreement with the following statements. (Explain, if NA)	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
Q1. The process to enter student health information in CHIP software is convenient and easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2. The process of navigating through different functions in CHIP software is convenient and easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3. I can use the chronic, acute and nursing diagnosis codes to document all possible scenarios of student health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4. I have difficulty in using chronic, acute and nursing diagnosis codes to record student health conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation or other comment:

Child Health Indicator Program User Survey

5. Practice

Please indicate how often you practice the following descriptions. (Explain, if NA)	Always	Sometime	Seldom	Never	NA
Q1. I submit the ESP data every Friday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2. I submit data immediately when I see the ESP data submission request for critical codes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3. I notify administrators/teachers/students when I receive health alert message such as excessive heat or high pollution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation or other comment:

6. Training

Please indicate your agreement or disagreement with the following statements. (Explain, if NA)	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
Q1. The CHIP user training and technical support is helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2. I need more training on how to use CHIP software.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3. I need more training on how to use chronic, acute and nursing diagnosis codes to document student health conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation or other comment:

7. CHIP User Satisfaction

Please rate your level of satisfaction for each of the following questions. (Explain, if NA)	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	NA
Q1. What is your level of satisfaction with the CHIP software as a tool to manage student health information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2. What is your level of satisfaction with CHIP software as a tool to generate health-related reports?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3. What is your level of satisfaction with CHIP software as a tool to generate referral letters or notices to parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4. What is your level of satisfaction with CHIP software as a means to receive health alert messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation or other comment:

8. Please list all of the chronic, acute and nursing diagnosis codes you would record for the following two student scenarios: (Include .11, .22 and .33. Separate codes with comma. ex: 888.22, 888.33)

Scenario 1: A student comes to your office with coughing, wheezing and shortness of breath. The student has a letter from a parent stating that the student has asthma.

Codes: _____

Scenario 2: A student comes to your office with coughing, sore throat and a fever. The student has a primary care provider letter on file stating that the student has asthma.

Codes: _____

Child Health Indicator Program User Survey

9. Comments:

1. Issues: Any processes, procedures, or aspects of the CHIP software that may affect your ability to document student health information or provide quality service.

2. Suggestion: Do you have any suggestions for CHIP software development to better help you with your work in the student health office?

~ Thank you for your participation. We value your input. ~

Appendix 2: Brief Summary of Comments from School Nurse

Positive

Usefulness

- Document school nurse workload and track history of student health status
- Save time in documentation, management, and monitor of student health conditions

Practice

- Receive health alert messages and notify the principle/teachers
- Submit Early Surveillance Program (ESP) data

Training

- Technical support is very helpful
- Training is important and helpful
- “Super Users” are helpful

User satisfaction

- Health alert is helpful
- Immunization report
- Referral letter is useful

To be improved

Data entry

- Same information to be entered in three different applications
- Vision and hearing data entry is time consuming
- Data entry for screening needs to have option to be consolidated to one screen
- Put all grades in one area

Code

- Other code for miscellaneous student condition such as bloody nose, headache, vomiting, suspicion of MRSA, confirmation of MRSA, eye problems, injury from fights, sprains, glass repair, shoes broken, cleansing wounds, etc.
- Need to add “OTHER” code back and provide space to document specific scenarios not listed in diagnosis codes

Operation

- Program is not user-friendly. For example, having to type in the time as 1425p instead of either military time or AM/PM.
- The program is slow to open
- Print is too small
- It does not show any place to document multiple phone calls
- Medical alert messages show up in red, bold print automatically when you open anything regarding that student.
- To use the student ID to enter a student
- To be able to see how many times a particular student visited school nurse office
- To have some common issues to choose from with a submenu for the applicable codes
- Provide way to enter mass screening results quickly

- Hearing and vision documentation needs to have a global pass, then we can go in and change those that failed; difficult to get vision and hearing letters
- Have trouble to print referral letters that I have sent
- Provide the option to search for the code within the activity screen
- Allow to check the box permission on file from activity menu and track strep throat separately from 580 code
- Allow to print a chronic health condition sheet for one teacher each time
- Allow to see a generic care plan with options that can be applied to students with illnesses other than diabetes, asthma, and seizure.

ESP

- ESP pop-up with no new information is annoying
- Not realize “critical codes” data needed to be submitted immediately
- Cannot submit ESP data on Friday due to work schedule
- ESP pop-up message appears until finishing all data entry

Health alert

- Health alert messages are often redundant; it keeps popping up even if there is not new information that day.
- Health alert messages do not apply to other areas except for Phoenix area
- Alerts/Warnings posted later than other alert mechanism

Training

- Have orientation training for all new school nurses, and health aides
- Need training on usage of codes, especially on new codes
- Need training on using IEP summary, how to run queries, letters of notification, to use MIPS billing module, accident reporting, immunization report
- Trouble using the DSC procession area
- Need training for daily functions of how to navigate the system
- Need more in-depth training on how to use nurse diagnosis codes
- Would like to have step by step instructions in the training and manual

Manual

- Need clearly written manual and handbook that is easy for non-computer people

Recommendations

- Provide specific training for ESP
- Develop more user friendly function for hearing and vision data entry
- Modify the data entry time as AM/PM
- Only have the alert page pop-up when there is a new alert
- Provide the option of using student ID number to enter student
- Provide the option of using the key word to search the description of health status. For example, use the first few letters of the problem and then have the program pull it up
- Provide function to document multiple phone calls on the same child
- Explore the health alert message sources for different geographic areas in Arizona
- Data entry for screening needs have the option to be consolidated to one screen
- Provide a way to enter mass screening results for multiple students
- Suggestion for codes:

- Add codes: bloody nose, headache, strep throat, vomiting, "suspicion of MRSA", and another condition "confirmation of MRSA", sore throat, bug bite, abrasions, soft tissue injury, blunt trauma to the abdomen, suspected fracture, sprains
- Add code for non-illness or non-injury visits that school nurses see regularly (like "fell in the mud", "call home for forgotten item", etc)
- Add "other" code and provide space to document the description
- Revise the manual
- Training for IEP module
- Document the frequent technical support requests and solutions to establish "Help Tab"
- Provide training on ESP and emphasize the importance of timely submission
- Find good sources of alert messages for different geographic area.
- Separate the basic training vs. in-depth training
- Provide basic training with more detailed instructions to all new CHIP users
- Provide in-depth training (topic or updates) for the school nurses who have been using CHIP for several years.
 - How to run queries, letters of notification, etc.
 - How to do the IEP billing on-line
 - DSC processing
 - MIPS billing module
 - Accident reporting
- Provide training on diagnosis codes at regular RN meeting
- Continue to use experienced school nurses as super-users to provide support and training
- Use video as refresher training tool
- Continue to provide technical support
- Revise tutorial with a few school nurse task force
- Provide training for generating referral letters
- Referral letter in Spanish and English
- Technical support for installing new version CHIP
- Recommendation messages for vaccines
- Should assign the tasks of sending alert message to the Office of Environmental Health

Appendix 3: Survey Results

1. Usefulness

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unknown
Helpful to track student health status	64	29	2	1	5
Save time in managing student health information	57	33	4	1	5
The health alert messages are helpful for me to advise students on adverse conditions	32	46	10	1	11
Useful to document my health professional work at school	52	37	4	0	6

2. Application

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unknown
To enter student health information in CHIP software is convenient and easy	44	42	6	2	6
To navigate through different functions is convenient and easy	32	47	15	1	6
Able to use nursing diagnosis codes	21	47	21	4	8
Difficulty in using nursing diagnosis codes	5	21	51	14	10

3. Practice

	Always	Sometime	Seldom	Never	Unknown
Submit the ESP data every Friday	67	24	1	1	8
Submit data immediately when I see the ESP data submission request for critical codes	35	14	3	4	44
Notify administrators/teachers/students when receive health alert message	39	26	10	9	16

4. Training

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unknown
Training and technical support is helpful	30	53	4	1	12
Need training on how to use CHIP software	17	38	30	6	10
Need training on nursing diagnosis codes	10	33	34	11	11

5. CHIP User Satisfaction

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Unknown
Manage student health information	50	44	2	1	4
Generate health-related reports	47	41	3	1	9
Generate referral letters or notices to parents	33	42	10	2	13
Receive health alert messages	31	51	5	3	10

6. Usage of School Nurse Diagnosis Codes for Scenarios

	Scenario 1		Scenario 2	
	Number	Percent	Number	Percent
Asthma	179	80.6	128	57.7
Influenza-like illness	2	0.9	32	14.4
Respiratory	92	41.4	103	46.4

Note:

1. Scenario 1 is a student with symptoms of coughing, wheezing and shortness of breath, and a letter from a parent stating that the student has asthma.
2. Scenario 2 is a student with symptoms of coughing, sore throat, and a fever, and a primary care provider letter on file stating that the student has asthma.

Appendix 4: Summary from CHIP User Observation at School

Background

The CHIP user observation study was conducted in six individual schools during a two week period from December 3 to 13, 2007. These schools were selected from three counties (Maricopa, Pinal, and Gila) and included elementary, middle, and high schools. The number of enrolled students in those schools range from 100 to 660. Three schools provide more than 90% free/reduced lunch, the other three schools provide less than 50% free/reduced lunch.

Overview

Four school health offices have RNs as primary providers, while health aides are the primary school health service providers in the two other schools. Three of them have been using CHIP software for more than 2 years and three are new CHIP users. All observed schools have CHIP version 10.0 installed. Of six CHIP users, all were ASHAR trained, four were formally trained for CHIP and one received technical support by phone.

Summary

1. How information collected from CHIP software is utilized

The usage of features available in CHIP software varies among the six CHIP users. The more experience and years the users have with CHIP software, the more likely they use CHIP's different functions as follows:

- Report of aggregate student visits by day or month goes to administration and into school newsletter
- Report nursing interventions by code at the end of year
- Present conference reports/presentations/class to administration office
- Generate referral letters for immunization, hearing, and vision
- Produce ASHAR report, immunization reports, injury report, hearing/vision screening reports
- Produce frequent flyer award for teachers who send kids a lot (immunization/BMI hearing/vision)
- Manage medication logs each day
- Conduct height/weight screening (not BMI yet)
- Do the Individual Education Plan (IEP) online
- Refer a child to go to a doctor
- Consolidate screening report when a child leaves with health logs
- Review certain kids if they come in a lot and document whether students who got passes actually showed up
- Identify the vaccines needed and send referral letters out with registration paperwork at the beginning of school year

2. Understanding or utilization of critical codes

These six CHIP users do not run reports on infectious illness or look at acute illness data.

Two out of these six CHIP users understand that the purpose of submitting critical codes on a

daily basis is to detect or monitor outbreaks, but the other four are not sure. Some CHIP users are not sure if they submit critical codes correctly.

3. Differentiate between respiratory illness and Influenza-like illness

The CHIP users' ability to differentiate between respiratory illness and influenza-like illness (ILI) depends on their professional experience as an RN or health aide. It shows that training should be done to improve the data quality for reporting respiratory illness, asthma and ILI.

4. Comments on CHIP software

These CHIP users liked CHIP software because:

- Electronic data management can pull a report on a student instantly
- Easy to refer back to documentation
- Easier to track student information
- Quick flipping through modules and having multiple student records open at once
- Immunization report—print out referrals every 6 weeks
- Auto-tabulated report
- Vision referrals
- Screenings
- Helpful tutorial

Suggestion:

- Need a way of listing who has a PRN inhaler (PRN = as needed)
- Training modules would help CHIP users with steps
- Add codes for headache and more symptoms