

EMERGING HEALTH PROMOTION PROFESSIONALS: A GUIDE FOR STUDENTS SEEKING CAREERS IN COLLEGE HEALTH PROMOTION

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Susan Hochman, MPH, CHES

Melissa Kenzig, MSPH, CHES



Objectives



- Describe the role of health promotion in higher education
- Identify health promotion theories and tools commonly employed in college health promotion programs
- Discuss experiences and opportunities to prepare for a career in college health promotion

Agenda



- Definition and purpose of HP in HE
- HP in HE guiding principles & theories
- Doing HP in HE
- Getting a job in HP in HE
 - Education and experience
 - Where to look for a job
 - Applying and interviewing
- Transitioning from student to staff

Purpose of Higher Education

- Students should become empowered through the development of many intellectual and practical skills; students must take responsibility for their own learning and their participation in the civic processes of our democracy; and students must become informed about conditions that affect their lives in the US and as citizens of many wider communities. -*Greater Expectations*, AAC&U 2002
- Cognitive competence, intrapersonal competence, interpersonal competence, and practical competence. -Magolda, 1999
- *Learning Reconsidered: A campus-wide focus on the student experience* -The National Association Of Student Personnel Administrators & The American College Personnel Association, 2004

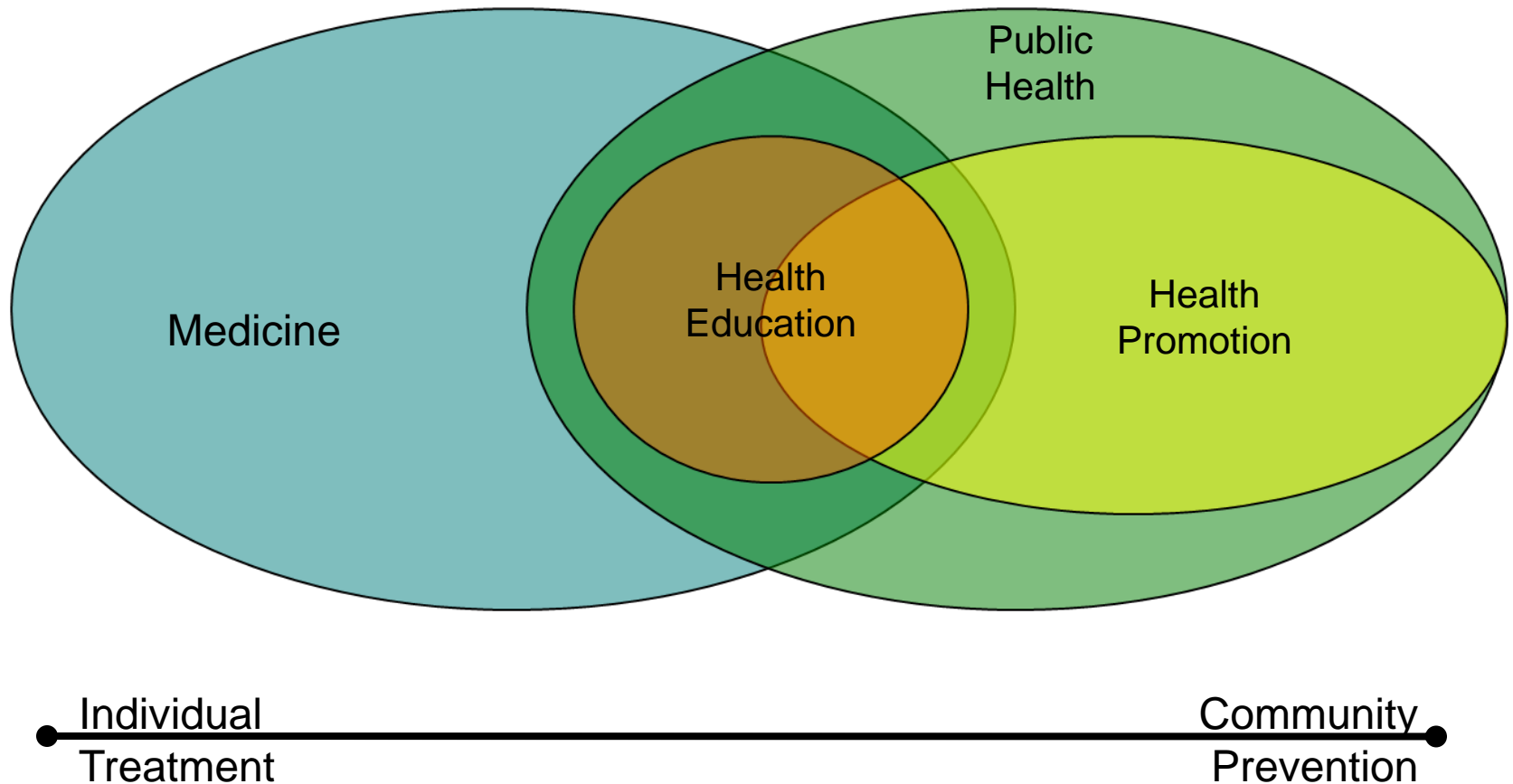
Definitions of HP

- Health promotion: the combination of educational and environmental supports for actions and conditions of living conducive to health.

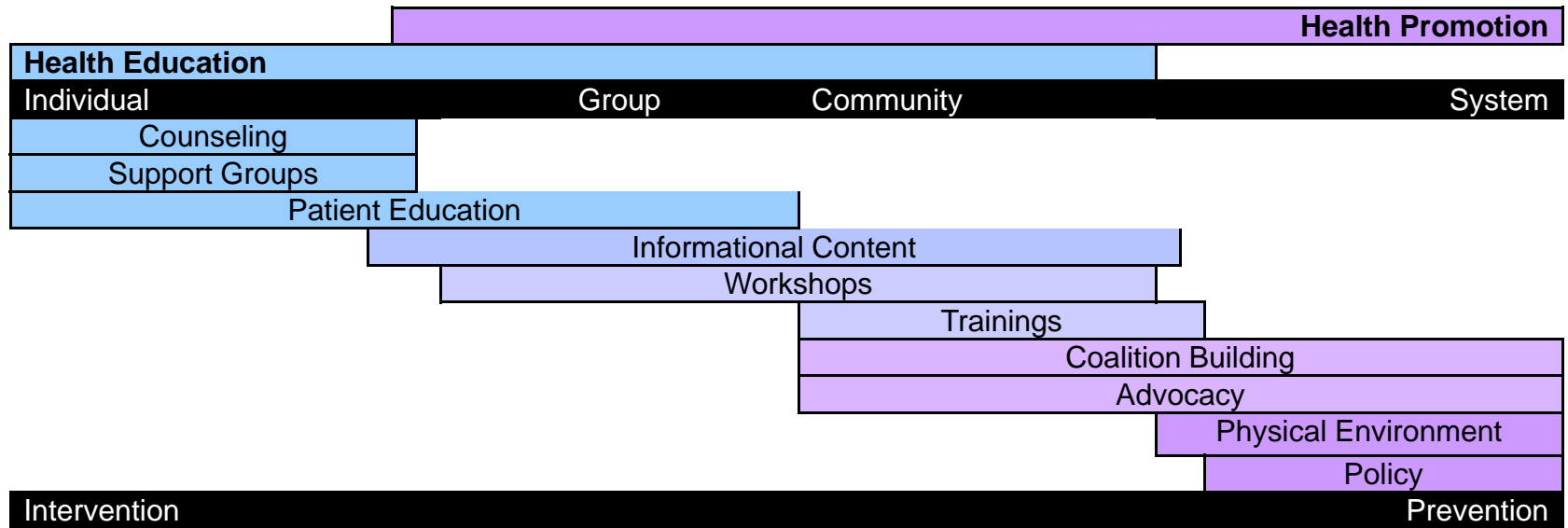
- Green L., Kreuter M. 1990. "Health Promotion as a Public Health Strategy for 1990s". *Annual Review of Public Health*, Volume 11, p313-334.

- Examples of health promotion:
 - Policy development and enforcement
 - Creating/Changing physical space to encourage healthy habits
 - Coalition building
 - Advocacy
 - Changing/Supporting cultural norms to enhance health
- Health education is a subset of health promotion

Medicine vs. Public Health



Health Promotion vs. Health Education



Purpose of HPHE

- Student learning is at the core of the higher education academic mission. Health promotion serves this mission by supporting students and creating healthy learning environments...The mission of health promotion in colleges and universities is to advance the health of students and to contribute to the creation of healthy and socially just campus communities. – *Standards of Practice for Health Promotion in Higher Education, 2005*

What HP in HE is NOT

- ❑ Disconnected from the university mission
- ❑ A set of random activities
- ❑ Focused solely on knowledge
- ❑ Just for fun
- ❑ Only individual interactions with students – i.e. a clinical service
- ❑ Lacking in purpose or mission
- ❑ Marketing for medical/counseling services

Standards

- Standards are agreed upon conditions of educational service that must be provided to achieve the highest level of service to students. – *Council on the Advancement of Standards in Higher Education, 2007*
- American College Health Association Standards of Practice for Health Promotion in Higher Education
http://www.acha.org/info_resources/SPHPHE_statement.pdf
- Council on the Advancement of Standards in Higher Education, Standards for Health Promotion Services
<http://www.cas.edu/>

What is a comprehensive college health promotion program?

- Connected with the learning mission of the institution
- Collaborative
- Culturally competent
- Theory-based
- Evidence-based
- Continued professional development and service

-ACHA Standards of Practice for Health Promotion in Higher Education, 2005

Theories used in HP in HE

- Health promotion strategies
 - Social Ecological Model
 - PRECEED/PROCEED
- Health behavior/topics
 - Health Belief Model
 - Stages of Change
 - Social Cognitive Theory
- No one theory is sufficient or necessary to plan health promotion interventions

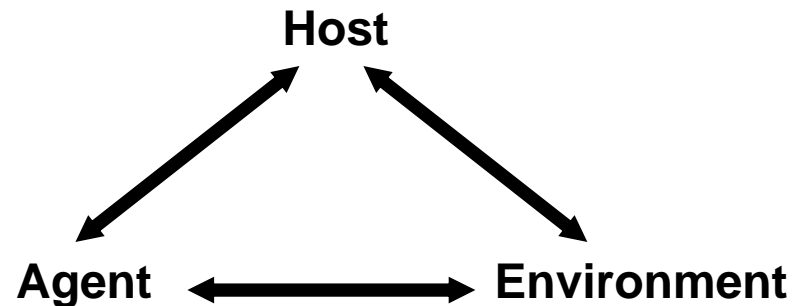
Social-Ecological Theory/Model for Health Promotion

- “(F)ocuses attention on both individual *and* social environmental factors as targets for health promotion...(and) addresses the importance of interventions directed at changing interpersonal, organizational, community, and public policy.”

Originally based on Uri Brofenbrenner’s 1979 model of child development and expanded upon by McLeroy and colleagues in 1988.









Definitions

- Ecology: Interaction between an organism and its environment
- Social Ecology: Social, institutional, and cultural contexts of people



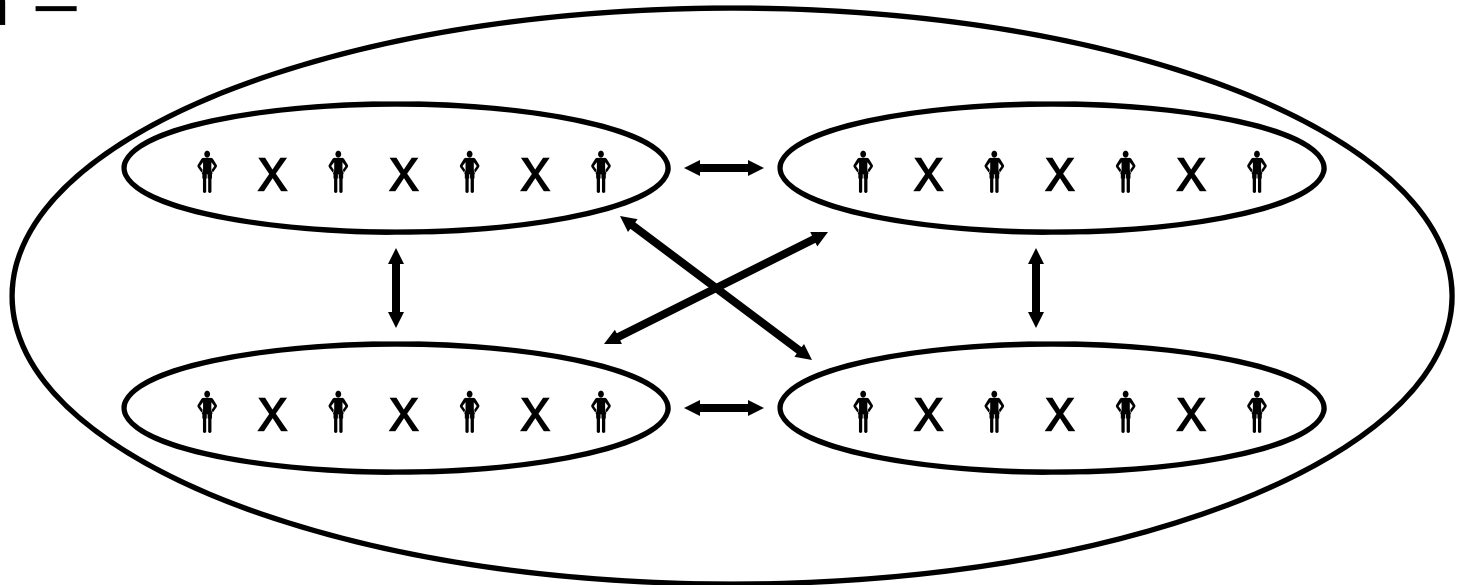
Individuals, Group, Community & System

□ Individual = 

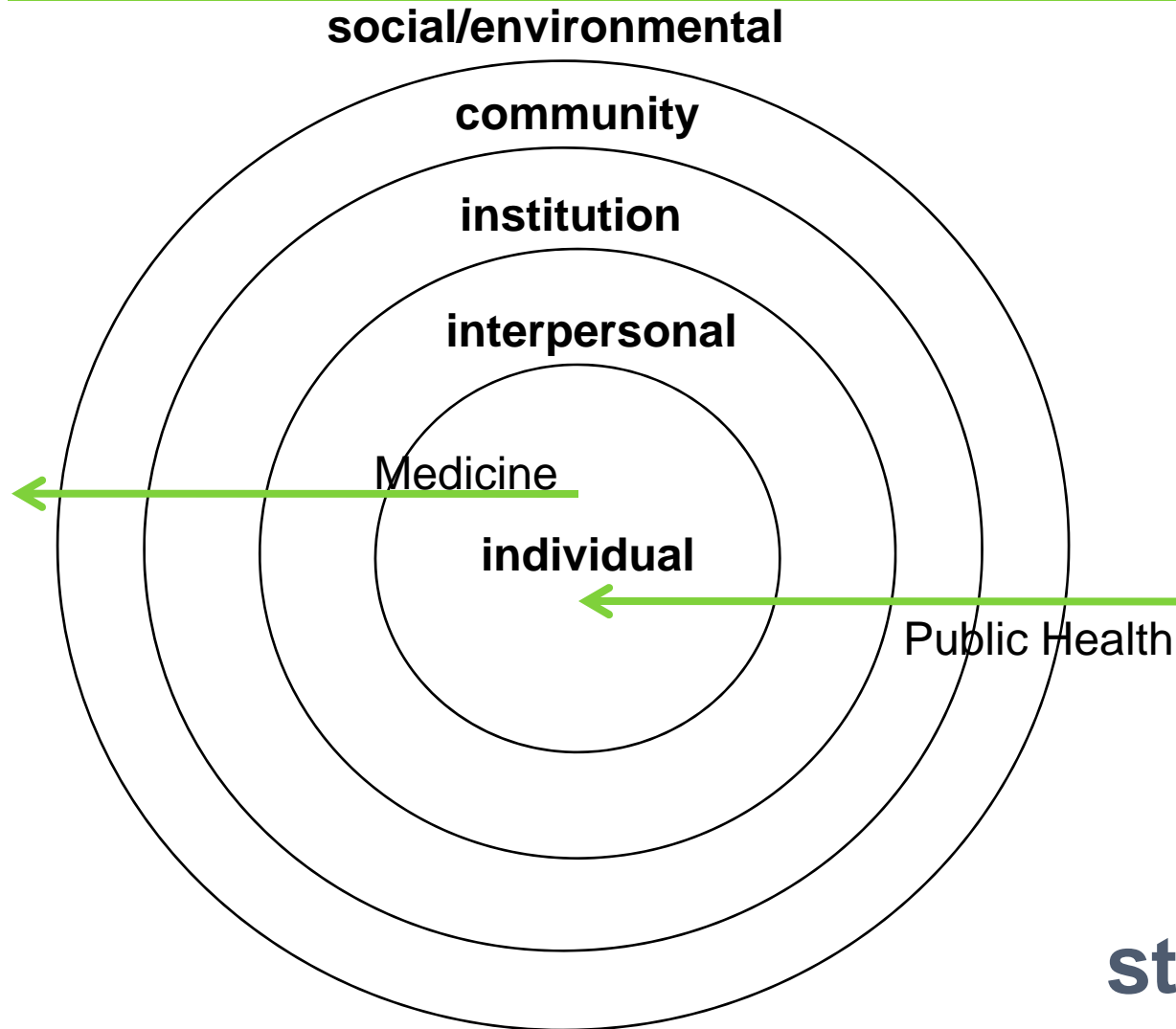
□ Group =  +  +  +  +  +  +  + 

□ Community =  x  x  x  x  x  x 

□ System =



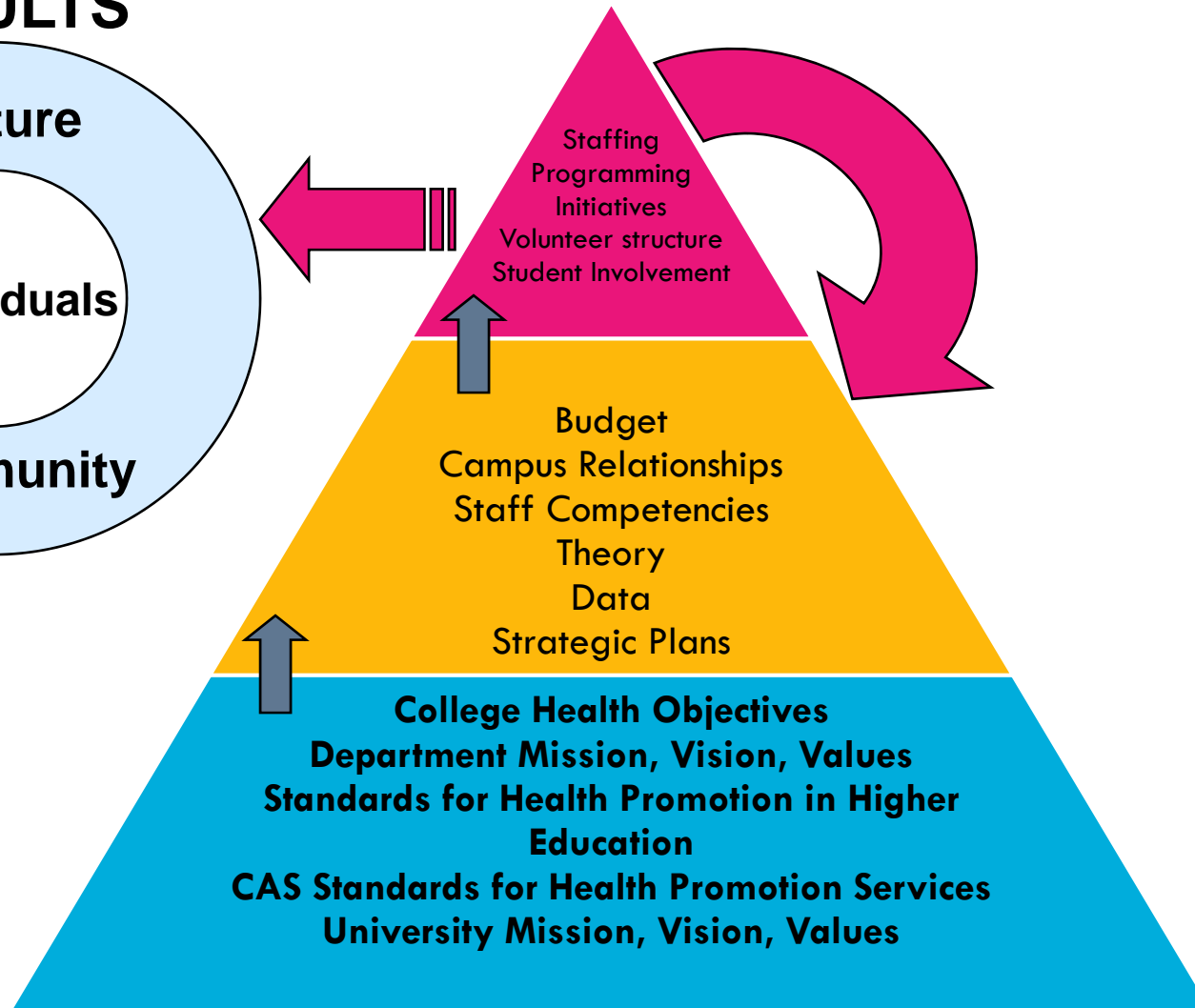
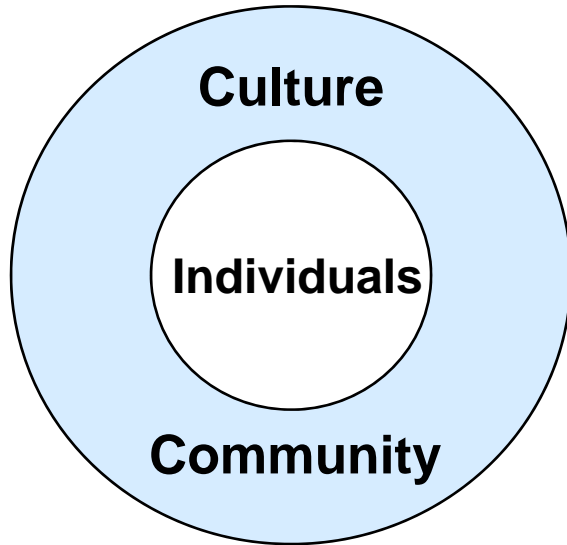
Social Ecological Theory/Model



**Factors
affecting
student health**

Process of HP in HE

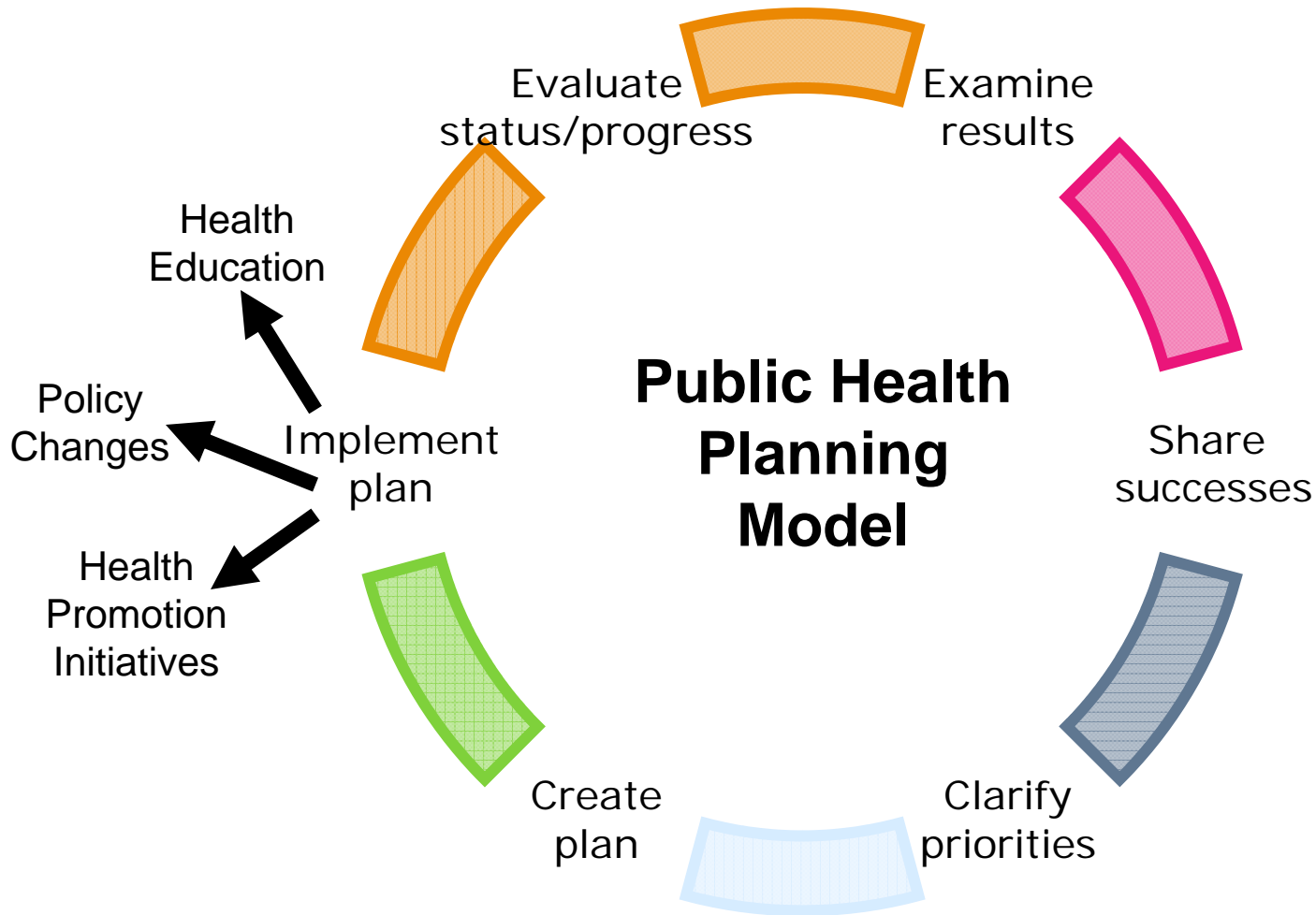
RESULTS



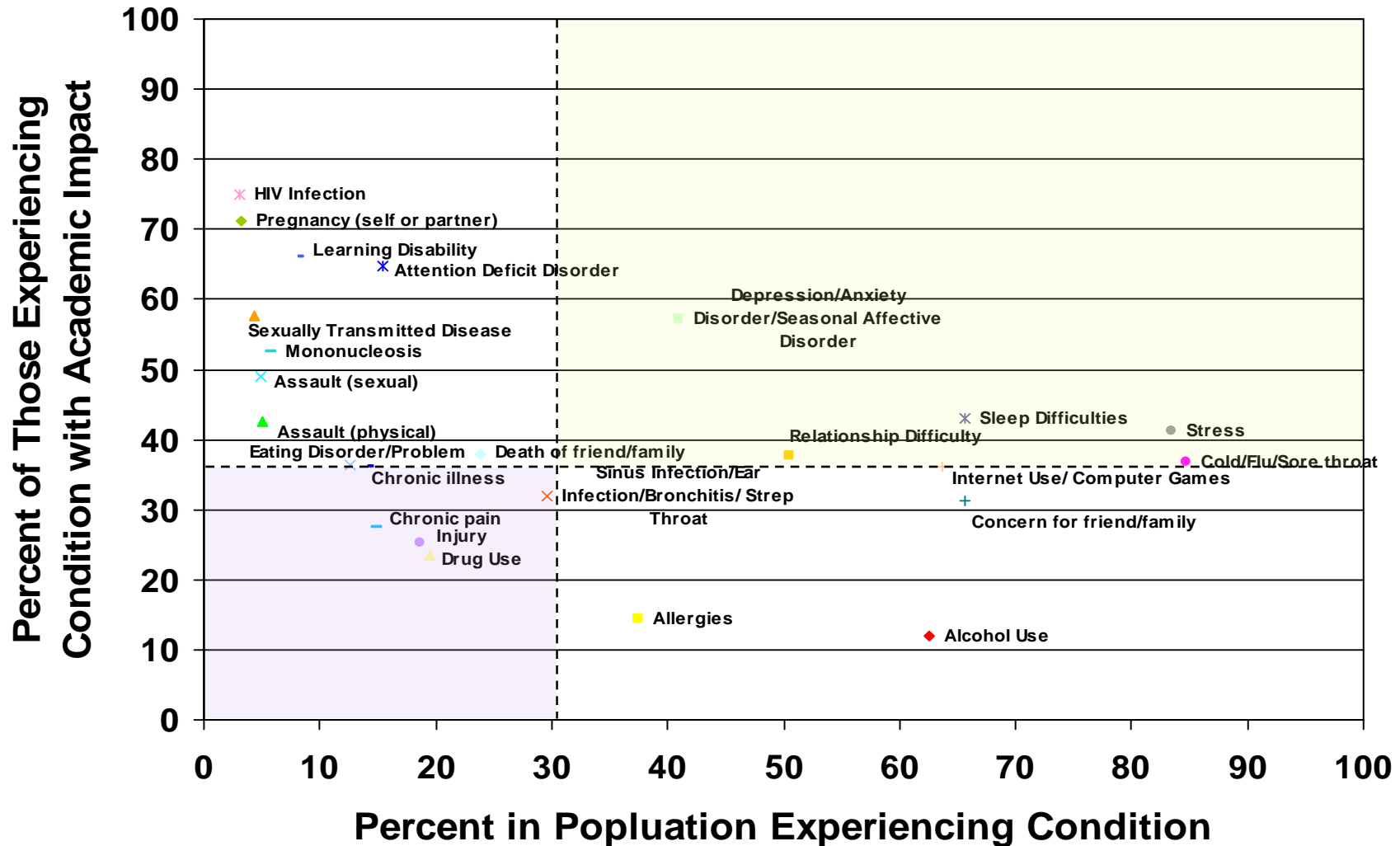
Strategic Planning



Using Data to Plan HP Initiatives



Experience vs. Impact (NCHA Q44): Columbia University Undergrads



Determining Priorities

Physical Activity

- Why am I doing this? – Physical activity has been shown to:
 - Improve cognitive performance
 - Decrease stress
 - Improve sleep quality
 - Increase energy levels
 - Be important to the CU president
- Healthy Campus 2010 Objective: 22-2/3. Increase the proportion of college students who engage in physical activity at least 3 days per week that includes moderate physical activity for at least 30 minutes, or vigorous physical activity for 20 or more minutes per occasion.

CU Undergrads	National Undergrads	CU Grads	National Grads	HC 2010 Target
43.1%	43.3%	37.7%	28.1%	55%

Moving From Data to Practice

- What is our goal/target?
- What are we currently doing to reach our goal/target?
 - ▣ Policy/initiative analysis at your institution
- What are the evidence-based practices that could help us reach this goal/target?
 - ▣ Examine costs/benefits
 - ▣ Literature review
- What will we implement?
 - ▣ Best practices!
- How will we measure our progress?
 - ▣ NCHA
 - ▣ Another survey, focus groups, other...

Education & Experience



- Health education
- Public health
- Student affairs/Higher education
- Certifications
- Is a master's degree necessary?
- Important coursework
- Internships/Trainings
- SHAC/Peer Educators

Types of Positions



- Health educator/Health promotion specialist
- Coordinator/Solo health educator
- Director
- Student Affairs vs. Student Health
- Topic Specific Positions

Where to look for positions

- Websites
 - University human resources
 - HigherEdJobs.com
- Listservs
 - Hlthprom listserv
 - hlthprom@lists.wisc.edu
 - NASPA Health in Higher Education Knowledge Community listserv
 - hhekc@listserv.naspa.org
 - Student Health Services Listserv
 - shs@listserv.utk.edu

Where to look for positions, cont.

□ Websites

- American College Health Association (ACHA)
http://www.acha.org/prof_dev/classifieds.cfm
- American Public Health Association- Public Health CareerMart
<http://careers.apha.org>
- Chronicle of Higher Education <http://www.chroniclecareers.com>
- HEDIR: Health Education Directory, with HPCareer.net
<http://www.hedir.org>
- HigherEdJobs <http://www.higheredjobs.com>
- Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention <http://www.higheredcenter.org/jobs/>
- Public Health Employment Connection:
<http://cfusion.sph.emory.edu/PHEC/phec.cfm>

Networking



- ACHA
- NASPA
- Student Chapters of APHA, SOPHE, & BACCHUS
- Don't be afraid to talk to people!

Interview Tips

- ❑ Do your homework! Know everything there is to know about the department and organization
- ❑ Dress professionally & appropriately
- ❑ Be prepared for potential people you may meet during the interview and have something to say to them
- ❑ Be ready to eat and talk and manage food consumption. Follow interviewers lead when ordering
- ❑ Be confident, not cocky
- ❑ Be formal in any written communication
- ❑ Write thank you notes to everyone you meet
- ❑ Have copies of your resume on hand, do not assume they have read it
- ❑ Tailor yourself to your audience
- ❑ Have initial schpeel down- clear, crisp, & concise

Questions to ask:



- ❑ How is the position funded?
- ❑ How is the program funded?
- ❑ Who does the position report to and what is the organizational structure?
- ❑ What challenges does the program face?
- ❑ What is the office culture?
- ❑ How does the office incorporate the Standards in to the work?
- ❑ Is there support for professional development?
- ❑ With which office do you collaborate?

Transitioning from Student to Professional

- Buy a new wardrobe
- Find your system for time management and to do's
- Remembering you are not a student anymore, especially when supervising or interacting with students
- Professional relationships vs. friendships
- Tone it down
- Don't pretend like you know everything
- Learn everything you can from everyone around you
- Find your voice
- Manage the first week on the job

Melissa's Proverbs

- Perfection prevents progress.
- Act as if.
- Do. Or do not. There is no try. (Yoda)
- Be authentic.
- You're not landing airplanes. Everything will be fine.
- Ask the three questions:
 - Why are you doing this?
 - How have you involved the key stakeholders?
 - Is it mission driven?