

# **Solo Health Promotion Professionals: Meeting Challenges and Finding Solutions**



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**2007 ANNUAL MEETING  
SARATOGA SPRINGS, NY**

**OCTOBER 10, 2007**

# Session Objectives



- Identify challenges for solo health promotion professionals
- List potential resources
- Describe practical applications of resources & strategies

# Challenges of a Solo HP Professional



Location of Position within institution

Level of Position

Being a “Jack of All Trades”  
(master of nothing)

Lack of health promotion colleagues  
At our institution

Awareness Weeks/Workshops take up all the time of one Educator

Small Budget

Our “staff” is ugrad/grad students/  
Peer Educators

Planning Challenges: Realistically can only focus on 1-2 topics thoroughly

# A Survey... What are your Concerns?



- Our survey was created/distributed:
  - Using Survey Monkey
  - 10 Questions
  - Sent to 2 Listservs:
    - ✦ New York State College Health Association- Health Promotion Section
    - ✦ New England Health Education Network (NEHEN)
  - August 1, 2007
  - Time given to respond: 2.5 weeks

# Survey Results



- Who Answered?

- **N= 18**

- **Position Location:**

- ✦ **Health Services- 50%**
- ✦ Health Education- 17%
- ✦ Residence Life- 11%
- ✦ Other- Student Activities, Counseling, Wellness Programming

- **Reporting Structure:**

- ✦ **Director, Health Services- 50%**
- ✦ Director, Counseling Services- 11%
- ✦ Dean of Students- 11%
- ✦ Other- VP Student Affairs, Director of Nursing, Asst. Director- Res Life

# Survey Results



- **Who Answered?**

- **Degrees/Certifications:**

- ✦ **MS- 28%**
- ✦ MPH- 22%
- ✦ Med- 22%
- ✦ Other- RD, MSW, LADC, ScD, PhD
- ✦ **CHES Certified- 28%**

- **Direct Supervisees:**

- ✦ **Undergraduate Students- 67%**
- ✦ Graduate Students- 39%
- ✦ None- 17%
- ✦ **Other: Full-time employees, Part-time (non-student) employees**

\*Note: Percentages >100% due to respondents with multiple responses\*

# Survey Results



- Topic Area/s in your Job Description:
  - ✦ **Alcohol and Other Drugs- 61%**
  - ✦ **Sexuality/Safe Sex- 56%**
  - ✦ **Nutrition- 44%**
  - ✦ **Mental Health- 44%**
  - ✦ **Body Image- 39%**
  - ✦ **Fitness- 39%**
  - ✦ **Sleep- 39%**
  - ✦ **Sexual Assault- 39%**
  - ✦ **None Specified, I am expected to “cover it all”- 39%**

# Survey Results



- Topic Area/s asked to address outside of your Job Description:
  - ✦ “Wellness”
  - ✦ AIDS
  - ✦ Stress
  - ✦ Athletes with Positive Drug Tests
  - ✦ Healthcare; Health Insurance
  - ✦ Immunizations
  - ✦ Body Art
  - ✦ Oral Health
  - ✦ Web Site Management
  - ✦ Online Gaming
  - ✦ Spirituality
  - ✦ Injuries; Disease Prevention
  - ✦ Personal Safety
  - ✦ Sexual Harassment

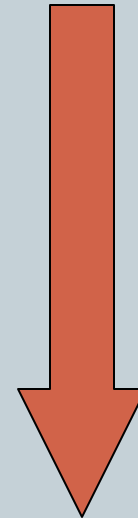
# Survey Results



## ○ Time Spent on Activities:

- ✦ Active Programs
- ✦ Outreach
- ✦ Supervision/Passive Programs
- ✦ Management of Peer Education Group
- ✦ Needs Assessment/Counseling Intervention- Individual
- ✦ Evaluation
- ✦ Administrative Tasks
- ✦ Counseling Intervention- Group

**Most**



**Least**

# Survey Results



- **What is your annual programming budget (not including money for professional development, payroll, etc)?:**
  - ✦ Minimum- \$0
  - ✦ Maximum- \$50,000
  - ✦ Mean- \$12,805
  - ✦ Median- \$9,500

# Survey Results



## ○ **Themes Identified:**

- ✦ **Responsible for too many topics**
- ✦ **Difficult to prioritize**
- ✦ Stretched too thin
- ✦ Pressure for “flash”/awareness events versus long-term goals
- ✦ Not having peers/collaborators on your campus
- ✦ Most do not have a “seat at the table”, a.k.a. do not report or have access to high level administrators

# Resource Guide

\*See Handout\*



- **National Resources**
- **National/Regional Listservs**
- **Sources of Collaboration**
- **National Guidelines/Standards for Health Promotion & Health Educators**
- **Resources for Public Health & Planning Models**

# Resource Guide

## National Guidelines/Standards for Health Promotion



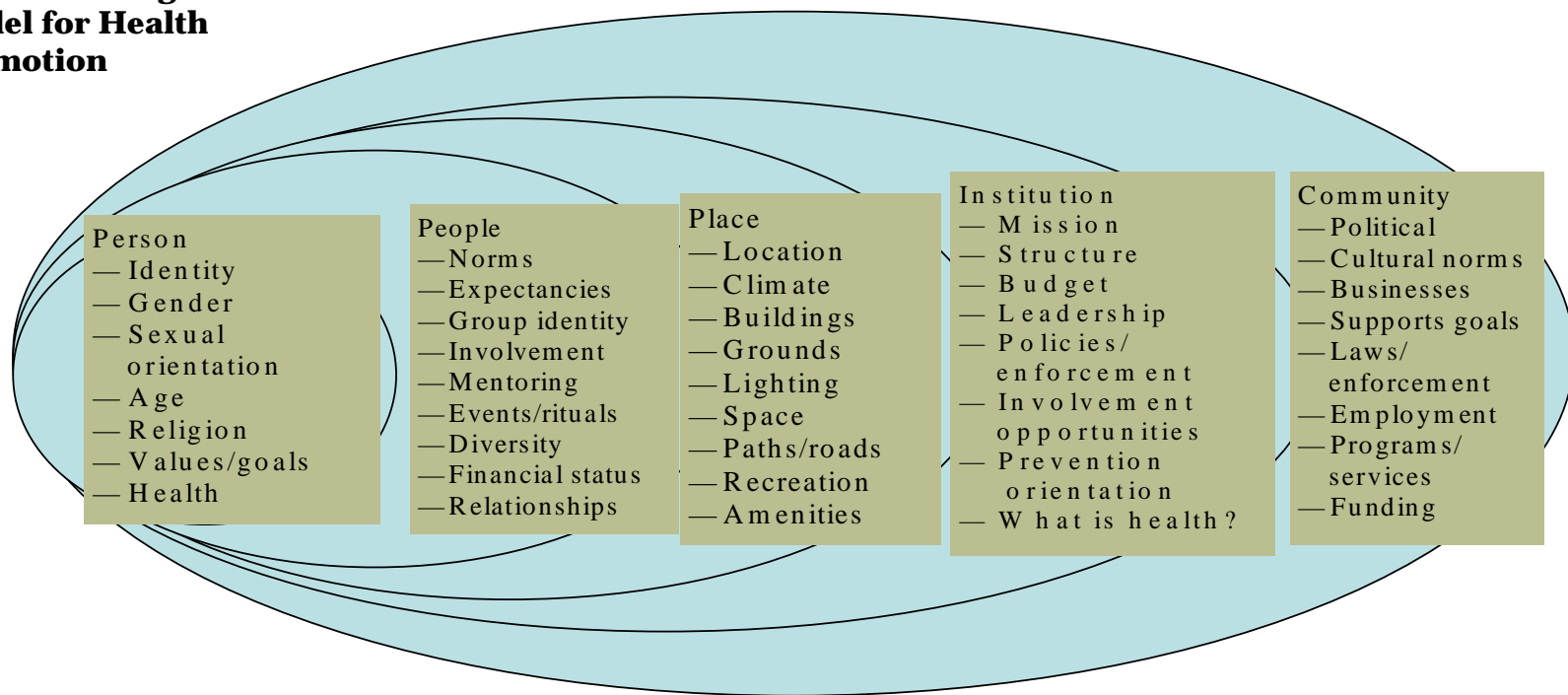
# Resource Guide

## Public Health Planning & Evaluation Models



### Multiple Dimensions

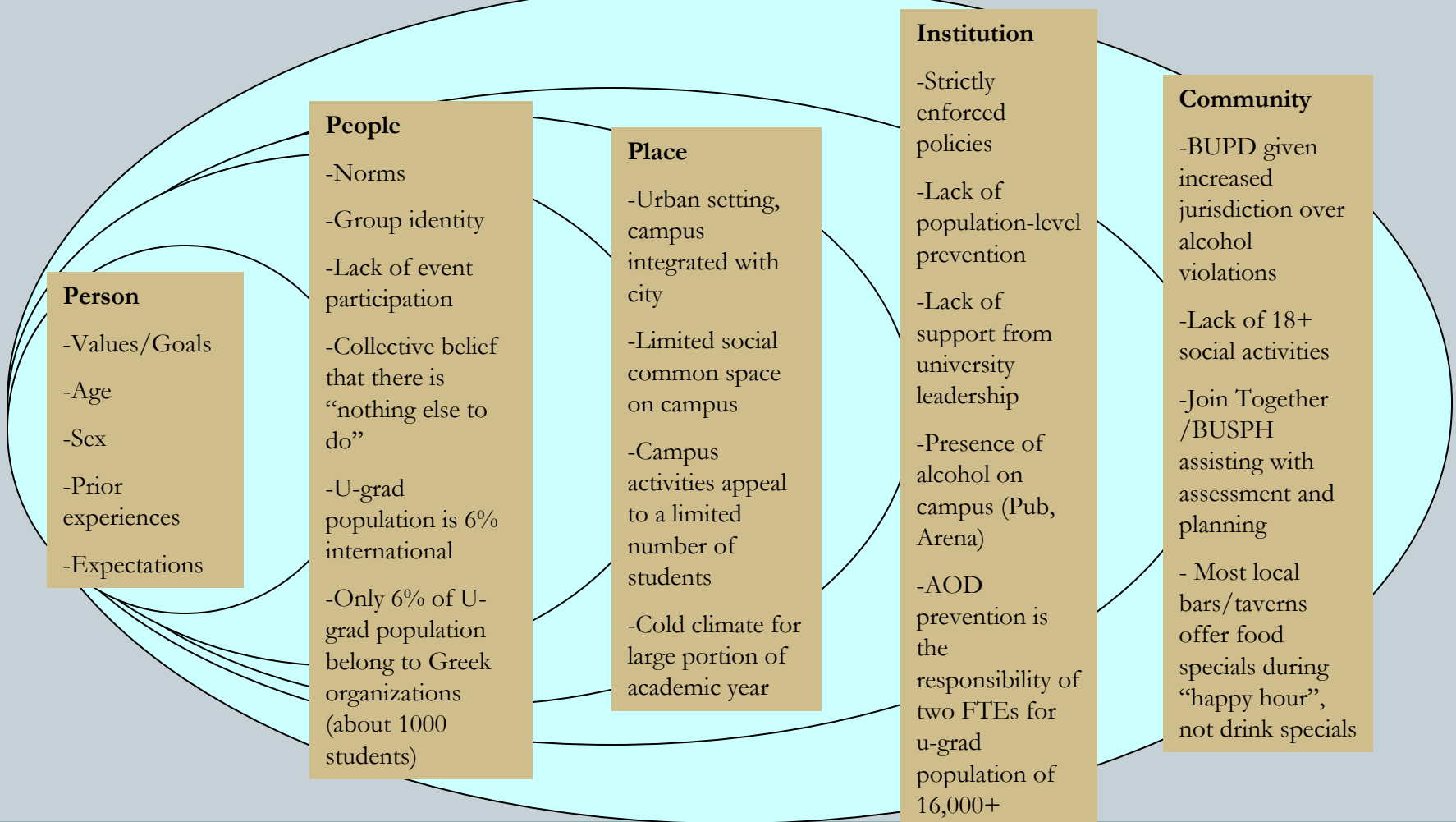
#### NASPA- Ecological Model for Health Promotion



\*For more information on this ecological model, visit the NASPA- health in higher ed website:

<http://naspa-sql.naspa.org/help/hhekc/ecology.cfm>

# Boston University Alcohol Model (using NASPA framework)



3. Describe practical applications of resources & strategies

# Resource Guide

## Public Health Planning & Evaluation Models



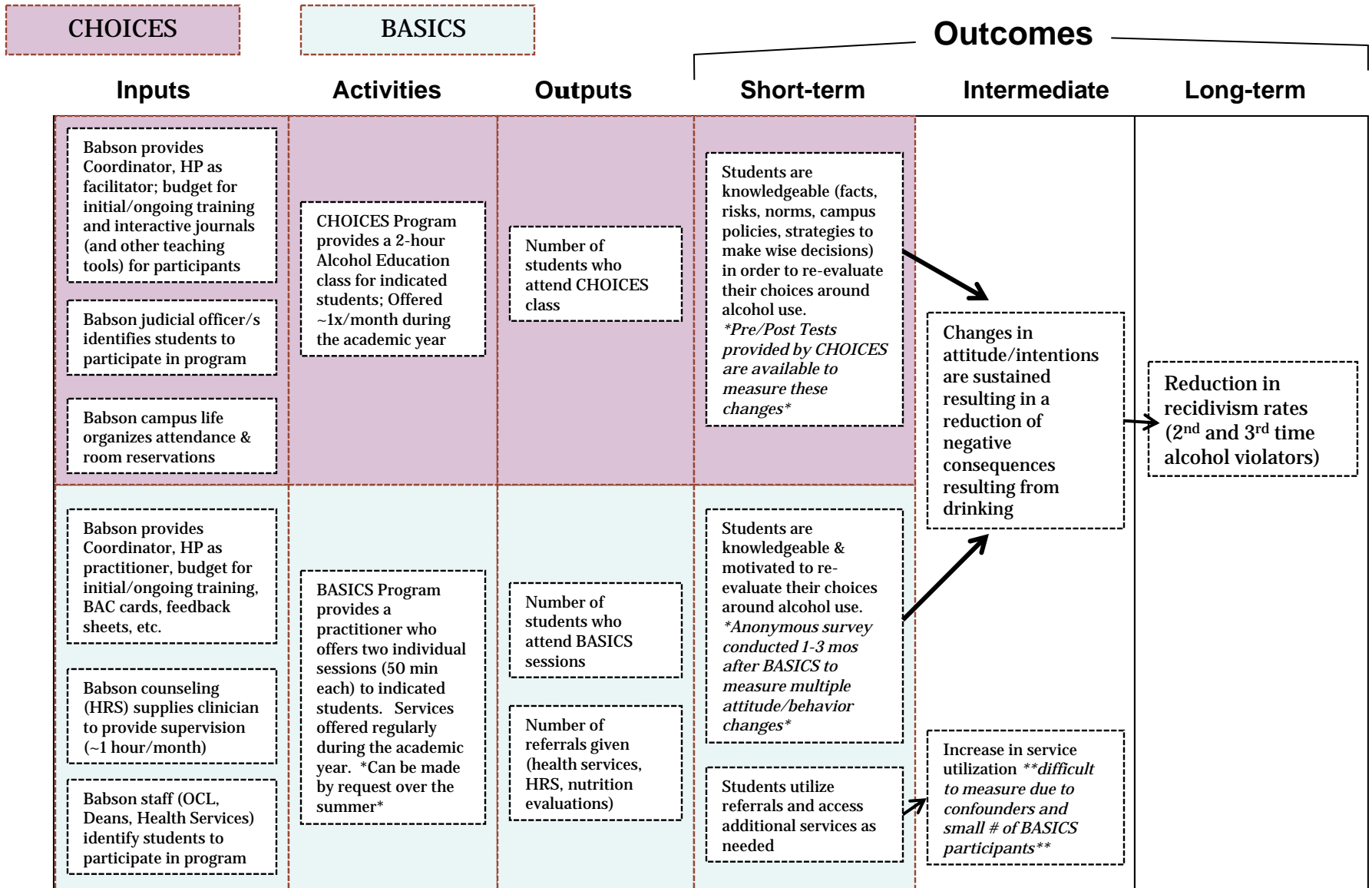
### Program Logic Model:

Activities outputs	Outcomes		
	Short-term	Intermediate	Long-term

\*This model was taken from *Measuring Program Outcomes: A Practical Approach*. United Way of America. 1996.

# Program Logic Model:

## Babson College- Indicated Alcohol Prevention



### 3. Describe practical applications of resources & strategies

# Overcoming Challenges

- ✦ Responsible for too many topics
  - ✦ Difficult to prioritize
  - ✦ Stretched too thin
  - ✦ Pressure for “flash”/awareness events versus long-term goals
- ✦ Use Needs Assessment/Strategic Planning to identify priority areas
  - ✦ Bring research/best-practices to your Director/Sr. Admin.
  - ✦ Use program planning/logic models to evaluate and establish short and long-term goals

# Overcoming Challenges (Cont'd)

- ✦ Not having peers/collaborators on your campus
- ✦ Most do not have a “seat at the table”, a.k.a. do not report or have access to high level administrators
- ✦ Work with your Director to gain access to high level admin:
  - Attend their weekly meeting to present your Needs Assessment/Evaluation Findings
  - Align some of your goals/objectives to their current projects/mission statements

# Additional Conference Sessions

- Thursday (10/11). 9:10-10:25am.

**Is Assessment a Four-Letter Word? Using CAS Standards to Evaluate Programs and Strategize for the Future**

- Thursday (10/11). 1:55-3:10pm.

**Implementing BASICS: Overcoming Barriers on Campus**

**Questions?  
Comments?**

**Thank You!**

# Contact Information

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# Solo Health Promotion Professionals: Meeting Challenges and Finding Solutions

## Resource Guide

### I. National Resources

1. American College Health Association ([www.acha.org](http://www.acha.org))
2. Student Affairs Administrators in Higher Education ([www.naspa.org](http://www.naspa.org))
3. (US Dept of Ed) Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention ([www.higheredcenter.org](http://www.higheredcenter.org))
4. EDC- Center for College Health and Safety ([www.campushealthandsafety.org](http://www.campushealthandsafety.org))
5. The National Commission for Health Education Credentialing, Inc (NCHEC) ([www.nchec.org/](http://www.nchec.org/))
6. The Council for the Advancement of Standards in Higher Education (CAS) ([www.cas.edu/](http://www.cas.edu/))
7. College Student Educators International (ACPA) ([www.myacpa.org](http://www.myacpa.org))

### II. National/Regional Listservs

1. \*New England Colleges\* **NEHEN (New England Health Education Network).**

-List members communicate with each other about programming ideas, emerging trends in student behavior, staffing & structure of health education services, collecting data and statistics, job postings, and anything else where it would be helpful to have a colleague's opinion or support.

-In addition to the listserv, members gather 2-3 times/year for a 5-hour meeting.

2. **SHS (The Student Health Service Listserv).**

-The Student Health Service discussion group (SHS) is the major forum and information source for college health professionals, students involved in health promotion, and any other interested parties.

-The listserv is housed and maintained at University of Tennessee at Knoxville.

-Instructions:

1. Send an e-mail to: [listserv@listserv.utk.edu](mailto:listserv@listserv.utk.edu)
2. Under the SUBJECT, type Subscription
3. In the MESSAGE, type SUB SHS (Your Name).

You will then receive confirmation of the subscription and a formal electronic welcome with instructions from the group. You may cancel the subscription at any time.

## **Solo Health Promotion Professionals: Meeting Challenges and Finding Solutions**

### **3. Hlthprom (The College Health Promotion Listserv).**

-The College Health Promotion List (Hlthprom) provides a forum for the exchange of information among professionals providing health promotion and prevention services at colleges/universities. Discussions might address such topics as sexuality, STDs, HIV/AIDS, alcohol, tobacco, and drugs use, nutrition, peer education, and administration.

To join HLTHPROM, fill in the form on this page:

[https://lists.wisc.edu/read/all\\_forums/subscribe?name=hlthprom](https://lists.wisc.edu/read/all_forums/subscribe?name=hlthprom)

### **4. AOD (NASPA- Knowledge Communities- Alcohol & Other Drug Listserv).**

-The Alcohol and Other Drug (AOD) Knowledge Community provides an institutionalized and ongoing structure within NASPA to discuss issues around alcohol and other drugs on our campuses.

-To subscribe to this list, send an email with no message to:

[join-aodkc@listserv.naspa.org](mailto:join-aodkc@listserv.naspa.org)

To send a message to this list, use the following address:

[aodkc@listserv.naspa.org](mailto:aodkc@listserv.naspa.org)

To unsubscribe from the list, send an email (using your email account) with no message to:

[leave-aodkc@listserv.naspa.org](mailto:leave-aodkc@listserv.naspa.org)

### **5. HHEKC (NASPA- Knowledge Communities- Health in Higher Ed Listserv).**

-The Health in Higher Education Knowledge Community (HHEKC) provides opportunities for student affairs professionals, campus administrators, faculty members, and students to explore and address the complex, important relationships between health and learning – and the role of health in students' academic and personal success.

-To subscribe to this list, send an email with no message to:

[join-hhekc@listserv.naspa.org](mailto:join-hhekc@listserv.naspa.org)

### **6. The BACCHUS Network Listserv.**

This list reaches advisors, students, and community representatives interested in health and safety concerns, prevention initiatives and peer education. It should be used for posting messages and questions that pertain to prevention activities and strategies.

-To subscribe to this list, visit the following website:

<http://www.bacchusgamma.org/listserve.asp>

## **Solo Health Promotion Professionals: Meeting Challenges and Finding Solutions**

### **III. Sources of Collaboration**

#### **1. Your College/University's Faculty and/or Research Centers:**

-Ex: Babson College's Math & Science Division- Center for Statistical Computing offers free statistical consulting to faculty and staff

-Ex2: Boston University's Join Together (a program of Boston University School of Public Health- provider of information, strategic planning, etc for AOD prevention & policy development) provides tools/resources to survey BU students.

#### **2. Local Schools of Public Health:**

-Writing Grants: Professors can serve as consultants and/or PhD level (objective) evaluators for projects/interventions.

-Recruiting Interns: All Master of Public Health (MPH) students are required to complete a practicum prior to graduation. \*Many students are willing to take the position even if it is unpaid- because they are receiving course credit. These often take the form of a high level independent project.

-Ex: Babson graduate intern (summer 2007)- completed a Needs Assessment focused on AOD issues on campus.

### **IV. National Guidelines/Standards for Health Promotion & Health Educators:**

1. **Standards of Practice for Health Promotion in Higher Education** (published by ACHA) provide measurable guidelines for quality assurance and accreditation of health promotion and prevention services in post-secondary institutions.

2. **Vision Into Action: Tools for Professional and Program Development**- based on the Standards of Practice for Health Promotion in Higher Education (published by ACHA).

3. **Healthy Campus 2010** (published by ACHA) establishes national health objectives and serves as a basis for developing plans to create college health programs to improve student health.

4. **The Seven Areas of Responsibilities & Competencies for Health Educators** (developed by NCHCEC).

5. **The CAS Standards** (published by Council for the Advancement of Standards). Functional areas for which standards have been developed include- Alcohol, Tobacco, and Other Drug Programs and Health Promotion Programs.

# Solo Health Promotion Professionals: Meeting Challenges and Finding Solutions

## V. Resources for Public Health & Planning Models:

### 1. Public Health logic models (can be used for program planning/evaluation)

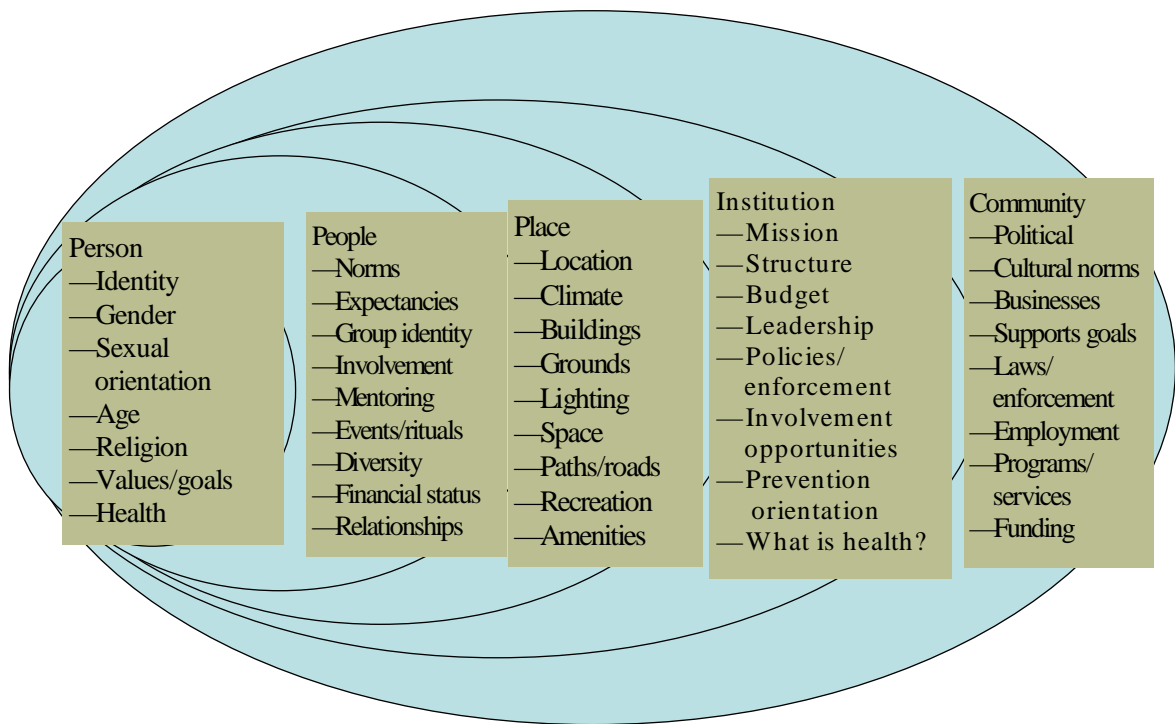
#### Program Logic Model:

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2. NASPA- Ecological Model for Health Promotion

# Multiple Dimensions



\*For more information on this ecological model, visit the NASPA- health in higher ed website: <http://naspa-sql.naspa.org/help/hhekc/ecology.cfm>

**3. Campus Health & Safety: Recommended Models for Key Processes for the Development and Implementation of Effective Programs. Example:**



## Strategic Planning

### **Problem Identification and Analysis (Needs Assessment)**

Through survey data, and individual and environmental indicators, the prevention team examines the who, what, where, when, and how of alcohol and other drug use on campus to identify specific problem areas.

### **Identifying Specific Goals and Objectives**

After clearly identifying the problem, the prevention team describes the changes they wish to see.

### **Selecting Evidence-Based Strategies and Tactics**

Based on the desired outcomes they have identified, the prevention team consults current research to select appropriate evidence-based strategies to achieve those outcomes.

### **Identifying Readiness Level**

Once they have selected strategies to pursue, the prevention team examines the level of willingness and ability to use these strategies and tactics adapted from the [Tri-Ethnic Center](#) to create change in campus and community life.

### **Selecting Activities**

Once the level of readiness has been identified, the prevention team selects a series of activities that will help them move toward achieving the desired outcome.

### **Evaluation**

Evaluation is a fundamental component of developing, assessing, and improving upon prevention programs and policies.

\*For more information regarding the recommended Strategic Planning Process, visit the Campus Health & Safety site:

[www.campushealthandsafety.org/effectiveprevention/keyprocesses/strategicplanning/](http://www.campushealthandsafety.org/effectiveprevention/keyprocesses/strategicplanning/)