

# CAS

## Self-Assessment Guide Health Promotion Services

August 2006

### Part 1: MISSION

The mission and scope of practice of health promotion, sometimes referred to as wellness, must be reflective of the following fundamental assumptions about the role of health in higher education:

- there is a reciprocal relationship between learning and health; as well as, a direct connection between the academic mission of higher education and the well-being of students
- in the broadest sense, health encompasses the capacity of individuals and communities to reach their potential
- health transcends individual factors and includes cultural, institutional, socioeconomic and political influences
- health is not solely a biomedical quality measured through clinical indicators
- health and social justice are inextricably connected
- both individual and environmental approaches to health are critical

Health Promotion Services (HPS) must incorporate student learning and student development in its mission. HPS must enhance overall educational experiences. HPS must develop, record, disseminate, implement, and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. HPS must operate as an integral part of the institution's overall mission.

	ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 1. MISSION</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>					
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND	1	2	3	4	NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND	1	2	3	4	NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND	1	2	3	4	NR
1.4 The program functions as an integral part of the host institution's overall mission.	ND	1	2	3	4	NR
1.5 The program mission reflects:	ND	1	2	3	4	NR
1.5a a reciprocal relationship between learning and health	ND	1	2	3	4	NR
1.5b that health and social justice are connected	ND	1	2	3	4	NR
1.5c that individuals and environmental approaches to health are necessary	ND	1	2	3	4	NR
1.5d health transcends individual factors and helps individuals reach potential	ND	1	2	3	4	NR

### Part 1: Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

## Part 2: PROGRAM

**The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. Health Promotion Services (HPS) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.**

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

**HPS must provide evidence of its impact on the achievement of student learning and development outcomes.**

The table below offers examples of evidence of achievement of student learning and development.

<b>Desirable Student Learning and Development Outcomes:</b>	<b>Examples of Achievement</b>
<b>Intellectual Growth</b>	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences
<b>Effective Communication</b>	Writes and speaks coherently and effectively; Writes and speaks after reflection; Able to influence others through writing, speaking or artistic expression; Effectively articulates abstract ideas; Uses appropriate syntax; Makes presentations or gives performances
<b>Enhanced Self-Esteem</b>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Demonstrates assertive behavior; Functions without need for constant reassurance from others
<b>Realistic Self-Appraisal</b>	Articulates personal skills and abilities; Makes decisions and acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from past experiences
<b>Clarified Values</b>	Articulates personal values; Acts in congruence with personal values; Makes decisions that reflect personal values; Demonstrates willingness to scrutinize personal beliefs and values; Identifies personal, work, and lifestyle values and explains how they influence decision-making

<b>Career Choices</b>	Articulates career choices based on assessment of interests, values, skills, and abilities; Documents knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Can construct a resume with clear job objectives and evidence of related knowledge, skills, and accomplishments; Articulates the characteristics of a preferred work environment; Comprehends the world of work; Takes steps to initiate a job search or seek advanced education
<b>Leadership Development</b>	Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Comprehends the dynamics of a group; Exhibits democratic principles as a leader; Exhibits ability to visualize a group purpose and desired outcomes
<b>Healthy Behavior</b>	Chooses behaviors and environments that promote health and reduce risk; Articulate the relationship between health and accomplishing life long goals; Comprehends the continuum between illness and wellness; Exhibits behaviors that advance a healthy community
<b>Meaningful Interpersonal Relationships</b>	Develops and maintains satisfying interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to and considers others' points of view; Treats others with respect
<b>Independence</b>	Exhibits self-reliant behaviors; Functions autonomously; Exhibits ability to function interdependently; Accepts supervision as needed; Manages time effectively
<b>Collaboration</b>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Exhibits effective listening skills
<b>Social Responsibility</b>	Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms; Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Participates in service/volunteer activities
<b>Satisfying and Productive Lifestyles</b>	Achieves balance between education, work, and leisure time; Articulates and meets goals for work, leisure, and education; Overcomes obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual, and moral values; Articulates long-term goals and objectives
<b>Appreciating Diversity</b>	Understands ones own identity and culture. Seeks involvement with people different from oneself; Seeks involvement in diverse interests; Articulates the advantages and challenges of a diverse society; Is able to intervene in the abusive use of stereotypes by others; Understands the impact of diversity on one's own society
<b>Spiritual Awareness</b>	Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors
<b>Personal and Educational Goals</b>	Sets, articulates, and pursues individual goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others

HPS must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.

**HPS must advance the health of students and contribute to the creation an institutional and community climate of health and social justice.**

**HPS must review health promotion research and theories from interdisciplinary sources as a guide for the development of initiatives.**

**HPS must articulate the theoretical frameworks used in setting priorities and decision-making to the campus community.**

**HPS must apply professionally recognized constructs, tested theories, and evidence based strategies, to the development of initiatives designed to improve the health of individuals and the campus environment.**

**HPS must involve students, faculty members, staff members, and community constituents to advance the health of students and to create campus and community environments that support students' health.**

HPS professionals should strive to reduce risk, incidence, and severity for individual mental and physical distress, illness and injury; enhance health as a strategy to support student learning; and advocate for safety, social justice, economic opportunity, and human dignity.

**HPS must acknowledge that health and social justice are inextricably connected.**

HPS professionals should strive to identify and address the complex social, cultural, economic, and political factors that may contribute to or compromise the health of individuals or communities; advocate for inclusive and equal access to resources and services; and eliminate health disparities and increase the quality and years of healthy life for all.

**HPS must include both individual and environmental prevention strategies.**

HPS professionals should strive to reduce the risk of individual illness and injury, as well as build individual capacity and address larger institutional issues, priority health issues, community factors and public policies that affect the health of students.

**HPS professionals must advance the connection between the academic mission of higher education and the well-being of students.**

HPS professionals should support the academic mission of student learning by assisting students in leading healthier lives and engaging individuals who will become political, social and economic decision makers, thereby advancing the collective health of the community.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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<b>PART 2. PROGRAM</b> <i>(Criterion Measures)</i>	<b>Rating Scale</b>
2.1 The program promotes student learning and development that is purposeful and holistic.	ND 1 2 3 <u>4</u> NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose	ND 1 2 3 <u>4</u> NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.	ND 1 2 3 <u>4</u> NR
2.4 The program provides evidence of its impact on the achievement of student	

learning and development outcomes in the domains checked		
<u>List student learning and/or developmental outcomes in spaces provided</u>		
2.4.1	<input type="checkbox"/> Intellectual Growth	ND 1 2 3 4 NR
2.4.2	<input type="checkbox"/> Effective Communication	ND 1 2 3 4 NR
2.4.3	<input type="checkbox"/> Enhanced Self-Esteem	ND 1 2 3 4 NR
2.4.4	<input type="checkbox"/> Realistic Self-Appraisal	ND 1 2 3 4 NR
2.4.5	<input type="checkbox"/> Clarified Values	ND 1 2 3 4 NR
2.4.6	<input type="checkbox"/> Career Choices	ND 1 2 3 4 NR
2.4.7	<input type="checkbox"/> Leadership Development	ND 1 2 3 4 NR
2.4.8	<input checked="" type="checkbox"/> Healthy Behavior <i>See Satisfying &amp; Productive Lifestyles</i>	ND 1 2 3 4 NR
2.4.9	<input type="checkbox"/> Meaningful Interpersonal Relationships	ND 1 2 3 4 NR
2.4.10	<input type="checkbox"/> Independence	ND 1 2 3 4 NR
2.4.11	<input type="checkbox"/> Collaboration	ND 1 2 3 4 NR
2.4.12	<input type="checkbox"/> Social Responsibility	ND 1 2 3 4 NR

2.4.13 <input checked="" type="checkbox"/> Satisfying and Productive Lifestyle	ND 1 2 3 4 NR
Promote through a myriad of workshops, training programs, volunteer opportunities, college DTS credit, etc.	
2.4.14 <input checked="" type="checkbox"/> Appreciate Diversity Individual support	ND 1 2 3 4 NR
Safe zone training, LGBTQA resource center and support volunteer	
2.4.15 <input type="checkbox"/> Spiritual Awareness	ND 1 2 3 4 NR
2.4.16 <input type="checkbox"/> Personal and Educational Goals	ND 1 2 3 4 NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development	ND 1 2 3 4 NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7 Program offerings contribute to the creation of a climate of connected health and social justice.	ND 1 2 3 4 NR
2.8 Research and theories from interdisciplinary sources guide program offerings.	ND 1 2 3 4 NR
2.9 Recognized constructs, tested theories, and evidence based strategies guide initiatives and decision-making.	ND 1 2 3 4 NR
2.10 All facets of the campus community are involved in the creation of a healthy environment.	ND 1 2 3 4 NR
2.11 Both individual and environmental health preventions strategies are addressed in program offerings.	ND 1 2 3 4 NR
2.12 Program offerings advocate for the connection between the well-being of students and the academic mission.	ND 1 2 3 4 NR

## Part 2: Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the program contributes to student learning and development?

C. What evidence is available to confirm program goals' achievement?

## Part 3: LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower Health Promotion Services (HPS) leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant