

ACHA Guidelines

Guidelines for Hiring Health Promotion Professionals in Higher Education

Purpose

The American College Health Association (ACHA) supports and recognizes the need for hiring well-qualified health promotion professionals who can provide effective programs and services within our institutions of higher education. Given the lack of specific degree programs addressing health promotion in the higher education setting and limited credentialing options, the ACHA Health Promotion Section led the development of this guideline document to support hiring the most qualified staff.

These “Guidelines for Hiring Health Promotion Professionals in Higher Education” represent the views and recommendations of ACHA as developed by its Health Promotion Section. Adherence to the Guidelines is voluntary and not a condition of membership within ACHA or a prerequisite to the receipt of any ACHA offerings. A decision to follow the Guidelines is within the discretion of any institution and should be based on the institution’s own assessment of the applicability and validity of the Guidelines.

These guidelines were also developed in response to repeated inquiries from administrators and non-health promotion professionals requesting job descriptions for health promotion positions. It is important to note that these guidelines are intended to support hiring and are not intended to reflect on any current health promotion professionals.

A wide variety of college health promotion positions exist on campuses throughout the United States. The Accreditation Association for Ambulatory Health Care (AAAHC), the Council for the Advancement of Standards in Higher Education (CAS), and the ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE) indicate that professionals working in the area of health promotion must be appropriately credentialed, trained, and qualified for the position. Recent

reviews of position descriptions from across the United States did not reflect the use of these established standards.

Introduction

Health Promotion Defined

As we begin to define what well-qualified health promotion professionals mean, it is important to cover some fundamental information. While health education and health promotion are related terms, they are not synonymous. Health promotion is “the combination of educational and environmental supports for actions and conditions of living conducive to health” (Green & Kreuter, 1990).

An integral part of effective health promotion efforts in the higher education setting involves developing programs, policies, and environments that support learning outcomes and healthy learning environments for students. The ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE) state that effective practice of health promotion in higher education includes developing “health-related programs and policies to support student learning,” and advocating “for campus, local, state and national policies that address campus and community health issues.” Furthermore, student affairs professionals have been encouraged to adopt an ecological approach that addresses individual, interpersonal, community, and environmental influences on health. Because many health promotion professionals at institutions of higher education are engaged in both educational *and* environmental change efforts, “health promotion” will be used throughout these guidelines.

Benefits of Hiring Qualified Health Promotion Professionals

Hiring qualified health promotion professionals in higher education provides significant benefits. These professionals are trained and experienced to design and implement evidence-based and cost-effective health promotion programs to improve the overall

health and academic performance of college students. Qualified health promotion professionals possess specific competencies that make them best suited to fulfill the mission of their organization and higher education institution. They are competent to:

- conduct needs assessments of the population and campus community
- set measurable program objectives
- use theories and models of health promotion
- implement evidence-based programs
- assess and evaluate programs for student learning outcomes, individual health status and behavior changes, and community health and change.

Another benefit of having academically prepared specialists is that these professionals have the competencies to improve individual and community health behaviors and status as well as address the relationship between health and student learning, including academic performance.

Types of Positions

Positions in health promotion range from management to staff positions and encompass generalists to specialists. Regardless of position level, all qualified health promotion professionals should be competent in conducting needs assessments, selecting priority health issues and measurable behavioral objectives, designing and implementing evidence- and theory-based interventions and programs, evaluating effectiveness, and reporting outcomes.

Director of Health Promotion

A director of health promotion is a professionally trained individual who is responsible for overall departmental leadership including assessing, planning, implementing, supervising, and evaluating administrative activities to insure mission accomplishment and high quality effective health promotion services. Responsibilities include supervising and evaluating staff; managing and coordinating the budget; implementing policies; and prioritizing programs and resources that result in student learning and health behavior and status improvement on individual and community levels. The director oversees the department's strategic planning process and development of the department's vision, mission, goals, and objectives for student learning and health behavior and status. Someone in a director-level position has the skills to conduct needs assessments, prioritize health issues, and organize, implement, supervise, monitor, and

evaluate health promotion efforts, as well as manage staff effectively.

Health Promotion Staff (Specialist, Coordinator, Health Educator)

A staff-level health promotion professional serves in a variety of roles and is specifically trained to use evidence- and theory-based strategies and methods to influence the development of policies, procedures, interventions, and systems to improve the health and academic performance of individual students, student groups, and campus communities. This professional conducts individual and campus community assessments of health risks, needs and interests; selects priority health issues based on needs assessment results; sets measurable program goals and objectives; plans, implements and evaluates evidence- and theory-based interventions; and promotes advocacy and policy development to help students learn and improve health behaviors and status.

A common misconception is that health promotion professionals should spend a significant amount of time coordinating and delivering events, activities, health fairs and presentations. On the contrary, this guideline recommends that health promotion professionals should focus on creating well-planned, theory- and evidence-based interventions using thorough needs assessments, market research, and objective-setting to guide the development process. The interventions are then monitored and evaluated, and outcomes are reported to stakeholders. All health promotion professionals, regardless of the type of position, will increase their effectiveness by having the academic degrees, training and preparation, experience, and continuing professional education to complete these more complex tasks.

Attracting Well Qualified Candidates

Academic Degrees, Training, and Preparation

ACHA recommends that director-level candidates have a minimum of a master's or advanced degree in public health, health promotion, health policy, health education, or closely related field. Staff-level candidates are recommended to have a minimum of a bachelor's degree and at least two years of health promotion-related work experience; however, in following the CAS General Standards it is preferable that all health promotion professionals at institutions of higher education hold an advanced degree in a relevant discipline. One of the positive challenges of being a health promotion professional is constantly

integrating a multitude of diverse aspects of health into understanding the factors that impact college students' well-being, development, and academic success in a college career. A second challenge involves acknowledging that not every individual will possess the same professional capabilities, therefore it is critical to hire professionals with specific abilities and skills versus attempting to hire someone to "do everything" to address a certain content area or topic.

It is necessary to provide clear responsibilities and qualifications for all health promotion positions to be successful in using evidence- and theory-based initiatives to achieve the institution's intended goals and mission of health promotion for the student population. Depending on the primary functions of any particular health promotion position — for example, working with individual students, small groups of students, or planning population-based, comprehensive evidence and theory-based initiatives — successful candidates for the position may have different academic degrees and professional experience.

Inherent in many social science disciplines is a focus on the health of an institution's student population as a whole and the various sub-populations and communities contained within it, not solely individual physical/mental/emotional/spiritual health status. Therefore, individuals trained in disciplines besides public health, health promotion, and health education may have relevant skills for population-based health promotion positions. The key to recruiting and selecting an exceptional candidate is to clearly identify primary functions and requisite knowledge, skills, experience, and expectations for your health promotion position(s), and to assess these qualifications in all applicants.

Creating a comprehensive and relevant position description will attract many qualified health promotion candidates, ultimately benefiting your organization. Specific examples of what to include in the job description are accurate terminology and a primary focus on functional skills. Conversely, a mediocre job announcement may inadvertently detract exceptional candidates from your health promotion position.

What to exclude in Health Promotion position announcements	Rationale
<p><u>Inaccurate terminology:</u> Health Promotions</p>	<p>"Health promotions" is not a term used by any legitimate organization that conducts evidence-based health promotion activities, curricula, programs, and services. Example: Office of Disease Prevention and Health Promotion in the US Department of Health Services.</p> <p>Use of promotions with an "s" at the end implies that the department's primary responsibility is to run specials on the health topic of the day, week, or month without following standard health promotion planning processes.</p>
<p><u>Advertising responsibilities:</u> The position involves advertising or marketing medical, dental, or counseling services.</p>	<p>Promoting and improving student health is not the same as advertising direct services for students to use when they are ill or need help. Qualified health promotion professionals are typically not specialized in advertising. While direct services are important and advertising them is also necessary, professionals in the advertising or communications fields are often best suited for this purpose.</p>
<p><u>Focus on topic expertise:</u> The position is centered on expertise and experience in one or more illnesses, behavioral problems, or health topics, rather than focused on functional skills that can be applied to any health topic or illness.</p>	<p>Effective health promotion professionals are not necessarily experts in one or more health/illness topic areas. Their unique contribution is their comprehensive skill set and knowledge of theory and evidence-based practice of college health promotion. Staff should be flexible and willing to focus on <i>any</i> health topic based on needs assessment findings.</p>

Salary

Determining salaries for the positions described in “Type of Positions” on page 2 will be influenced by many factors including, but not limited to: geography, level of education, experience, benefits, internal institutional equity, and other factors. It is reasonable to expect that a director-level position be paid an equivalent salary as other similar level positions in the organization. According to CAS, the health promotion staff salary levels and fringe benefits “must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.” Given the level of education required to be successful in these positions those with hiring decisions are encouraged to develop appropriate salaries for health promotion professional positions.

Position Description Recommendations

Position description recommendations are provided below for two common health promotion

professional positions in institutions of higher education: director-level and staff-level. Each row in the following two tables represents a *recommended* essential or preferred job component to consider for your health promotion position descriptions. Each campus has flexibility to adapt them based on their unique needs, position responsibilities, and current organizational structure.

Coinciding interview questions are provided in Appendix A for each “essential” job description component specifically related to health promotion. Questions for more general essential components (like computer, supervisory, and communication skills) were excluded because excellent questions are easily accessible online or can be requested from campus human resources departments. *Please note that on campuses where only one health promotion professional position exists, ACHA recommends following the Director-level recommendations, regardless of the position title.*

DIRECTOR-LEVEL POSITION		
Job Responsibilities	Recommendation	Interview Question Categories (Appendix A)
Oversee the planning, implementation, and evaluation of theory- and evidence-based health promotion strategies, policies, programs, and services	Essential	Program Planning, Evaluation and Needs Assessment, Theories and Models, Evidence-based Practice
Develop strategic plans, goals, and measurable objectives for health promotion	Essential	Strategic Planning and Goal Setting
Collaborate with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health for students	Essential	Collaboration
Direct the development, implementation, and analysis of periodic student health surveys that 1) provide baseline and follow-up health data, 2) identify departmental needs and priorities, 3) evaluate effectiveness of interventions, and 4) track trends in student health status and behavior	Essential	Evaluation and Needs Assessment
Hire, train, manage, supervise, and evaluate professional, support, and/or student staff	Essential	Not provided
Incorporate multicultural diversity and social justice concepts and principles into health promotion services	Essential	Diversity and Social Justice
Plan, administer, and manage operating budgets	Essential	Not provided

Guidelines for Hiring Health Promotion Professionals in Higher Education / 5

Determine departmental staffing needs	Essential	Not provided
Participate on the Student Health Service, Student Affairs Division, or appropriate organizational leadership and/or executive team.	Essential	Not provided
Participate in research and professional writing, publications, and/or presentations	Essential	Research
Actively participate in professional organizations, preferably in a leadership capacity	Preferred	Not provided
Identify grant opportunities and funding sources for department initiatives and apply for relevant grants at the local, state, and/or national level	Preferred	Not provided
Job Qualifications	Recommendation	Interview Question Categories (Appendix A)
Education/Certifications:		
Master's or advanced degree required. Most relevant degree areas include public health, health promotion, health policy, or health education. Degrees in other fields may be considered with evidence of sufficient university-level coursework and/or professional continuing education in the areas listed above.	Essential	Academic Preparation and Training
PhD or equivalent terminal degree in public health, health promotion, health policy, or health education	Preferred	Assess from application materials
Certified Health Education Specialist (CHES), Certified in Public Health (CPH), or eligible and intent to become certified	Preferred	Assess from application materials
Work Experience:		
A minimum of five years of full-time professional health promotion work experience, preferably in a higher education setting	Essential	Assess from application materials
Evidence of ability to provide leadership and problem-solving skills in analyzing health promotion needs of emerging adults, especially college students	Essential	Evaluation and Needs Assessment, Problem-Solving and Critical Thinking
Experience conducting needs assessments and using results to guide programmatic decisions and budget allocations	Essential	Evaluation and Needs Assessment
Experience conducting literature reviews, program evaluations, interpreting findings, and developing plans to programmatically and strategically respond to the findings	Essential	Evaluation and Needs Assessment
Experience using environmental management strategies/ecological model	Essential	Theories and Models

Guidelines for Hiring Health Promotion Professionals in Higher Education / 6

A minimum of three years of full-time supervisory experience of professional staff	Preferred	Not provided
Experience working in a college/university setting	Preferred	Not provided
History of verified active membership in relevant professional associations (e.g. ACHA, APHA, NASPA, SOPHE, etc.)	Preferred	Assess from application materials
Knowledge:		
Knowledge of the ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE)	Essential	Standards and Frameworks
Demonstrated knowledge to conceptualize health promotion in the context of higher education	Essential	Problem-Solving and Critical Thinking
Demonstrated knowledge and application of student development and learning theories and models	Essential	Theories and Models
Demonstrated knowledge and application of health promotion, behavior change, and population-based theories and models	Essential	Theories and Models
Demonstrated knowledge and application of evidence-based health promotion programs/initiatives	Essential	Evidence-based Practice
Knowledge and application of fundamental principles of organizational development, environmental management, and cultural change	Essential	Theories and Models
Familiarity with social marketing and health communications strategies	Preferred	Not provided
Skills:		
Demonstrated skills in developing and implementing environmental and policy change activities and strategies	Essential	Policy
Quantitative and qualitative research skills (e.g. research design, survey development, focus group design and facilitation, data analysis and interpretation, etc.)	Essential	Research
Presentation skills, especially with respect to diverse populations	Essential	Not provided
Budget skills/fiscal management skills	Essential	Not provided
Computer skills	Essential	Not provided
Written/oral/interpersonal communication skills	Essential	Not provided
Supervisory skills	Essential	Not provided
Grant writing skills	Preferred	Not provided
Proficiency with statistical software	Preferred	Research

Performance Expectations	Recommendation	Interview Question Categories (Appendix A)
Incorporate ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE) and ACHA Healthy Campus 2010 objectives into all aspects of health promotion services including strategic planning, service-delivery, staff training, professional development, and staff evaluation	Essential	Standards and Frameworks
Deliver cost-effective, evidence-based programs that have a high likelihood of achieving measurable improvements in health behaviors and status and/or enhanced academic performance	Essential	Evidence-based Practice
Develop a strong, evidence-based, data-driven program based on relevant, measurable, and practical health and learning outcomes	Essential	Evidence-based Practice, Strategic Planning and Goal Setting
Demonstrate commitment to diversity, social justice, and cultural competence and the ability to work in a multicultural environment	Essential	Diversity and Social Justice
Ability to handle multiple projects simultaneously, manage time efficiently, and prioritize tasks	Essential	Not provided
Willing to be an active member of at least one relevant professional organization	Preferred	Not provided
STAFF-LEVEL POSITION		
Job Responsibilities	Recommendation	Interview Question Categories (Appendix A)
Plan, implement, and evaluate theory- and evidence-based health promotion strategies, policies, programs, and services	Essential	Program Planning, Evaluation and Needs Assessment, Theories and Models, Evidence-based Practice
Develop strategic plans, goals, and measurable objectives for health promotion programs and services	Essential	Strategic Planning and Goal Setting
Collaborate with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health for students	Essential	Collaboration
Develop, implement, and analyze periodic student health surveys that 1) provide baseline and follow-up health data, 2) identify program needs and priorities, 3) evaluate the effectiveness of programs and services, and 4) track trends in student health status and behavior	Essential	Evaluation and Needs Assessment
Hire, train, manage, supervise, and evaluate paid and/or volunteer student staff, interns, and/or peer educators	Essential	Not provided

Guidelines for Hiring Health Promotion Professionals in Higher Education / 8

Incorporate multicultural diversity and social justice concepts and principles into health promotion services	Essential	Diversity and Social Justice
Participate in research and professional writing, publications, and/or presentations	Preferred	Research
Actively participate in professional organizations, eventually in a leadership capacity	Preferred	Not provided
Identify grant opportunities and funding sources for department initiatives and apply for relevant grants at the local, state, and/or national level	Preferred	Not provided
Job Qualifications	Recommendation	Interview Question Categories (Appendix A)
Education/Certifications:		
Bachelor's degree required. Most relevant degree areas include public health, health promotion, health policy, or health education. Degrees in other fields may be considered with evidence of sufficient university-level coursework and/or professional continuing education in the areas listed above.	Essential	Academic Preparation and Training
Master's or advanced degree	Preferred	Assess from application materials
Certified Health Education Specialist (CHES), Certified in Public Health (CPH), or eligible and intent to become certified	Preferred	Assess from application materials
Work Experience:		
A minimum of two years related health promotion work experience, preferably in a higher education environment	Essential	Assess from application materials
Evidence of ability to provide leadership and problem-solving skills in analyzing health promotion needs of emerging adults, especially college students	Essential	Evaluation and Needs Assessment, Problem- Solving and Critical Thinking
Experience conducting needs assessments and using results to guide programmatic decisions and budget allocations	Preferred	Evaluation and Needs Assessment
Experience conducting literature reviews, program evaluations, interpreting findings, and developing plans to programmatically and strategically respond to the findings	Preferred	Evaluation and Needs Assessment
Experience working in a college/university setting	Preferred	Not provided
History of verified active membership in relevant professional associations (e.g. ACHA, APHA, NASPA, SOPHE, etc.)	Preferred	Assess from application materials

Guidelines for Hiring Health Promotion Professionals in Higher Education / 9

Knowledge:		
Knowledge of the ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE)	Essential	Standards and Frameworks
Demonstrated knowledge to conceptualize health promotion in the context of higher education	Essential	Problem-Solving and Critical Thinking
Demonstrated knowledge of health promotion, behavior change, and population-based theories and models	Essential	Theories and Models
Demonstrated knowledge of evidence-based health promotion programs/initiatives	Essential	Evidence-based Practice
Demonstrated knowledge of environmental management strategies/ecological model	Essential	Theories and Models
Demonstrated knowledge of fundamental principles of organizational development, environmental management, and cultural change	Preferred	Theories and Models
Demonstrated knowledge of student development theories and models	Preferred	Theories and Models
Familiarity with social marketing and health communications strategies	Preferred	Not provided
Skills:		
Demonstrated skills in developing and implementing environmental and policy change activities and strategies	Essential	Policy
Ability to critically review health-related professional literature relevant to college students and assess its applicability and utility for effectiveness on a particular campus	Essential	Literature Review
Demonstrated skills in gathering, compiling, and synthesizing information to develop health promotion initiatives and educational materials for a diverse group of students	Essential	Literature Review
Demonstrated skills in a variety of educational methods including presentations, workshops, trainings, individual behavior change sessions, and small group discussion/facilitation	Essential	Educational Methods
Proficient in a variety of computer software applications (e.g. word processing, spreadsheet, PowerPoint, statistical software, web design, and graphic design software, etc).	Essential	Not provided
Written/oral/interpersonal communication skills	Essential	Not provided
Supervisory skills	Essential	Not provided
Quantitative and qualitative research skills (e.g. research design, survey development, focus group design and facilitation, data analysis and interpretation, etc.)	Preferred	Research
Budget skills/fiscal management skills	Preferred	Not provided
Grant writing skills	Preferred	Not provided

Performance Expectations	Recommendation	Interview Question Categories (Appendix A)
Incorporate ACHA Standards of Practice for Health Promotion in Higher Education (SPHPHE) and ACHA Healthy Campus 2010 objectives into all aspects of health promotion services including strategic planning, service-delivery, staff training, professional development, and staff evaluation	Essential	Standards and Frameworks
Deliver cost-effective, evidence-based programs that have a high likelihood of achieving measurable improvements in health behaviors and status and/or enhanced academic performance	Essential	Evidence-based Practice
Develop strong, evidence-based, data-driven programs and services based on relevant, measurable, and practical health and learning outcomes	Essential	Evidence-based Practice, Strategic Planning and Goal Setting
Willingness and flexibility to gain knowledge of, develop expertise in, and design and implement health promotion programs on a variety of key health issues based on needs assessment results	Essential	Evaluation and Needs Assessment, General
Demonstrate a commitment to diversity, social justice, and cultural competence and the ability to work in a multicultural environment	Essential	Diversity and Social Justice
Ability to handle multiple projects simultaneously, manage time efficiently and prioritize tasks	Essential	Not provided
Willing to be an active member of at least one relevant professional organization	Preferred	Not provided

References

- Accreditation Association of Ambulatory Health Care. (2004). *Accreditation handbook for ambulatory health care*. Wilmette, IL: Author.
- American College Health Association. (2004). *Standards of practice for health promotion in higher education*. Baltimore, MD: Author.
- Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education* (6th ed.) Washington, DC: Author.
- Green, L., & Kreuter, M. (1990). Health promotion as a public health strategy for 1990s. *Annual Review of Public Health, 11*, 313-334.
- National Association for Student Personnel Administrators. (2005). *Leadership for a healthy campus: an ecological approach for student success*. Retrieved April 15, 2008, from <http://naspa-sql.naspa.org/help/archives/docs/EcologyBooklet.pdf>.

Appendix A – Sample Interview Questions

In an ideal Health Promotion staff search process a multi-disciplinary committee of faculty, staff, and students will pre-screen applicants via a phone interview process and will conduct at least one full day on campus interview process with each of the three to four finalists.

The following interview questions, solicited from health promotion professionals currently in these positions can help guide the interview process. Questions coincide with the essential health promotion job description components and are listed alphabetically by category. Questions for more general essential components (e.g. computer, supervisory and communication skills) were excluded because excellent questions are easily accessible online or can be requested from campus

human resources departments. However, a “General Health Promotion” category of questions is provided to assist in the screening process.

Academic Preparation and Training

- Describe your academic training, university-level coursework, and/or continuing education experiences relevant for this position.

Collaboration

- Describe a time when you collaborated with peers from other departments in order to advance a health promotion initiative.
- Describe a time when you needed to utilize campus and community resources to maximize the effectiveness of a health promotion initiative.

Diversity and Social Justice

- Provide an example of how you have applied issues of diversity and social justice to a health promotion practice.
- What training and continuing education experiences do you have with diversity and social justice issues?

Educational Methods

- What types of educational methods have you used in previous work experiences?
- On a scale of 1 to 10, how would you rate your presentation skills? Why did you rate yourself at this level?
- Which of the following is your strongest skill? Public speaking, conducting workshops, facilitating individual behavior change sessions, or small group discussion/facilitation. With which are you the least comfortable?

Evaluation and Needs Assessment

- Please provide an example of when you assessed the health needs of a population and/or learning outcomes, preferably college students. Describe each step in the process. What problems were encountered and how did you solve them? How did you use the results to make decisions about future programs and services?
- If a health issue emerged from a needs assessment that negatively affected students but it was not currently your specialty area, how willing would you be to address it? What are some steps you would take to begin developing programs in that area?

- Describe a time when you evaluated the process, impact, and outcome objectives of a health promotion program. What strategies did you use? How did you use the evaluation results to make decisions about the future of the program? How did you communicate the results to your community?
- How have you measured the success or effectiveness of your health promotion programs?

Evidence-based Practice

- What are some examples of current theories and evidence-based health promotion programs that are effective with college students?
- Tell us about evidence-based health promotion strategies that you have implemented in your practice or health promotion programs.

General Health Promotion

- Why are you interested in the health promotion in higher education setting in particular?
- What does the term “health promotion in higher education” mean to you?
- Describe the essential components of a comprehensive college health promotion program.
- Given finite resources, please describe how you would prioritize these essential components.
- How do you remain current on issues related to health promotion in higher education?
- What are the most pressing/emerging campus health issues and/or trends in health promotion in higher education? How do you know? How does this differ by institution or type of campus?
- Tell us about a time when you needed to learn a new skill to be successful in your job. How did you feel about being asked to learn something new?
- Which health promotion *skills* are your strongest? In which areas do you need to develop?
- Tell us what you already know and think about our health promotion services at [insert campus name]? What ideas do you have to strengthen our existing program?
- Where would you like to see the [university’s name] health promotion program in one year? How about in the next 3 to 5 years?

Literature Review

- What are the key steps of conducting a professional literature review and why is this skill important for a college health promotion professional to have?
- How have you applied the results of a literature review to the development of a health promotion program or development of educational materials?
- Tell us about a time when you used a professional literature review to guide your health promotion practice.

Policy

- Describe the role of policy change in the context of college health promotion?
- Tell us about a time when you worked toward changing a policy to improve the health of a community or supported the student learning environment. What were some of the essential steps in the process? What were some of the challenges and how did you work toward solving them?

Problem-Solving and Critical Thinking

- Describe a difficult situation that you have faced in your work and how you worked to solve it.
- Explain how health promotion conducted in the context of higher education is similar to and different from health promotion conducted in other settings?
- Describe how you would work with limited funding or other resources for health promotion.

Program Planning

- Describe a complex health promotion program you planned or in which you participated. What was your specific role in the program? What specific steps did you take to plan the program?
- Which program planning models are you familiar with and/or have applied to your practice?

Research

- Describe your experience working with survey instruments or population-based data collection tools.
- Provide an example of a time when you conducted quantitative and qualitative research. Discuss how you would apply these methods in your practice.
- Please provide an example of when you assessed student learning outcomes?

- Please provide an example of when you conducted or analyzed environmental data?
- What type of statistical software have you used? How would you rate your proficiency?

Standards and Frameworks

- What is your understanding of the ACHA Standards of Practice for Health Promotion in Higher Education and how would you apply them if offered this position?
- What are some health issues that significantly interfere with academic success among college students?
- How would you respond if the President of our institution asked you how the health promotion office contributes to the mission of the university?
- What is your understanding of the ACHA Healthy Campus 2010 objectives, and how would you apply them if offered this position? To what extent are they part of your vision for health promotion?

Strategic Planning and Goal Setting

- Provide an example of how you have advocated for health promotion initiatives to be included in a campus strategic plan.
- Tell us about a time when you needed to set short- and long-term goals for yourself and/or department and how you monitored progress toward those goals.
- Tell us about how you set priorities for your department. How does resource allocation impact or reflect on these priorities?
- Provide an example of the measurable goals and objectives that you set for a health promotion program that you planned.

Theories and Models

- Provide an example of how you have applied health promotion theory to the development of programs.
- What theories have you used in your practice? Give some examples of how you have specifically applied them to your work.
- What theories have you used in your work with individual behavior change? Community change?
- Describe your knowledge of and application of the ecological model to your practice.

Appendix B – Potential Advertising Options

The following possible advertising options are presented alphabetically by sponsoring organization. Costs vary by advertising location. Please utilize the contact information for the most up to date details.

Name	Contact Information
American College Health Association	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/
Hlthprom listserv	send email to hlthprom@lists.wisc.edu
NASPA Health in Higher Education Knowledge Community listserv	send email to hhekc@listserv.naspa.org
NASPA Placement Exchange	http://www.theplacementexchange.org
Student Health Services listserv	send email to shs@listserv.utk.edu

Appendix C – Further Reading/Resources

Accreditation Association of Ambulatory Health Care. (2004). *Accreditation handbook for ambulatory health care*. Wilmette, IL: Author.

Bureau of Labor Statistics. *Occupational employment and wages, May 2007 21-1091 health educators*. Retrieved October 18, 2007, from <http://www.bls.gov/oes/current/oes211091.htm>.

Bureau of Labor Statistics. Health educators. Monthly labor review, editor's desk. Retrieved on October 18, 2007, from <http://www.bls.gov/opub/ted/2007/oct/wk1/art01.htm>.

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education* (6th ed.). Washington, DC: Author.

Gold, R.S., & Miner, K.R. (2002, January). Report of the 2000 joint committee on health education and promotion terminology. (Special Report). *Journal of School Health*, 72 1, 3-7.

Grace, T.W. (2002) Integrating public health and clinical preventive medicine into college health. In S. Turner & J. Hurley (Eds.), *The history and practice of college health* (pp.379-403). Lexington, KY: The University Press of Kentucky.

Modeste, N., & Tamayose, T. (2004). *Dictionary of public health promotion and education: terms and concepts* (2nd ed.). San Francisco: Jossey-Bass.

National Association for Student Personnel Administrators. (2005). *Leadership for a healthy campus: an ecological approach for student success*. Retrieved April 15, 2008, from <http://naspa-sql.naspa.org/help/archives/docs/EcologyBooklet.pdf>.

O'Donnell M.P. (1989). Definition of health promotion: Expanding the definition. Part III. *American Journal of Health Promotion*, 3, 5.

Sloane, B. C., & Zimmer, C. H. (1992). Health education and health promotion on campus. In H.M. Wallace, K. Patrick, G.S. Parcel, & J.B. Igoe (Eds.), *principles and practices of student health [Volume 3: College Health]* (pp.539-557). Oakland, CA: Third Party Publishing Company.

Teixeira, C. (2007). Health educators: working for wellness. *Occupational Outlook Quarterly*, 51:2, 30-36. Retrieved Oct 18, 2007, from <http://www.bls.gov/opub/ooq/2007/summer/art03.pdf>.

Zimmer, C. G. (2002). Health promotion in higher education. In S. Turner & J. Hurley (Eds.), *The history and practice of college health* (pp.311-327). Lexington, KY: The University Press of Kentucky.

Appendix D - List of Acronyms

AAAHC..... Accreditation Association for Ambulatory Health Care

ACHA..... American College Health Association

APHA American Public Health Association

CAS Council for the Advancement of Standards in Higher Education

CHES..... Certified Health Education Specialist

CPH Certified in Public Health

NASPA..... National Association for Student Personnel Administrators

SOPHE Society for Public Health Education

SPHPHE ACHA's Standards of Practice for Health Promotion in Higher Education