Integrating Vision Into Action (VIA) Into Professional & Program Development

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Session Learning Objectives

2. Identify appropriate tools and resources on the VIA site for professional and program development.
3. Integrate VIA tools and resources into evidence-informed health promotion practice.
Poll Question

What is your current familiarity with Vision Into Action (VIA)?

1. Very familiar (I have navigated the entire site and utilized it in my work)
2. Somewhat familiar (I have navigated some of the site)
3. Somewhat unfamiliar (I have seen the site but never navigated it)
4. Very unfamiliar (I have never seen site)
Health Promotion Section’s Publications Review Committee (PRC)

- Overall purpose was to review documents related to the ACHA Health Promotion Section for relevance and accuracy and make changes as appropriate.

- Membership at Time of Launch
  - Committee Chair (Polly Paulson, University of California - Davis)
  - Kerri Calvert (Illinois State University)
  - Stacy Andes (Villanova University)
  - Gina Baral (Lehigh University)
  - Marie Cascarano (Montclair State University)
  - Jim Grizzell (California State Polytechnic Institute, Pomona)
  - Vladimir Oge (Georgia Institute of Technology)

- What used to be a workbook available for purchase through ACHA is now an interactive Web site.

End-users of VIA:

- **Entry-level and seasoned health promotion professionals** can use VIA to assess and stimulate development of their own health promotion competencies.

- **Supervisors** of health promotion departments can use VIA to assess and advance the rigor of their health promotion initiatives and services and encourage professional development among their staff.

- **Senior administrators** can use VIA to communicate the purpose and function of health promotion to students, faculty, staff, and other campus and community constituencies.
Web Site Components

- Home
- About
- Standards of Practice for Health Promotion Professionals in Higher Education
  - History of the SPHPHE
  - Guiding Principles
  - Resources and tools for each of the seven Standards
- Guidelines for Hiring Health Promotion Professionals in Higher Education
- Stories from the Field
- Professional & Program Development
Vision Into Action (VIA) animates the American College Health Association (ACHA) Standards of Practice for Health Promotion in Higher Education Third Edition through the recommendation of tools, strategies, and action steps to assist health promotion professionals, supervisors, senior administrators, and others in translating the SPHPHE to practice.
“The choice is yours to wield VIA...”

Vision Into Action (VIA) is based on the ACHA Standards of Practice for Health Promotion in Higher Education, Third Edition. It is designed to be a practical tool with two distinct yet interrelated functions – professional development and program development.

The professional development component of this website guides individuals through a process of assessment and development of an action plan based on the SPHPHE. The program development component provides a parallel process, which allows departments to assess their current organizational capacities for incorporating the SPHPHE into their health promotion practices. VIA also provides key resources, case studies, tools, and downloads to help you implement your action plan and communicate the purpose and function of health promotion to students, faculty, staff, and other campus constituencies.

The choice is yours to wield VIA to improve individual health promotion skills and competencies; to implement it with a health promotion department; or to use it with a multidisciplinary team, a larger group of student affairs professionals engaged in health promotion, a campus and community coalition, or an entire institution. We challenge you to put your "vision into action."
STANDARDS OF PRACTICE


Standard 1 in ACTION!

"Because health is a vital part of learning, we have invested time and resources to better understand the connection between various health experiences and student success."

- Michael P. McNeil, Director, Alice! Health Promotion, Columbia University

Read more from your colleagues in the field.
Standard 2. Socioecological-Based Practice

Performance Objectives

Effective practice of health promotion in higher education requires professionals to understand and apply a socioecological approach. On this page, you can expect to:

- Communicate the impact of health and health promotion on campus and community socioecological factors
- Apply the socioecological model to develop assessment strategies
- Use the socioecological model to guide the planning, implementing processes and evaluation
- Critique sources of health information using the socioecological model
- Design socioecological-based strategies and interventions to achieve stated objectives
2.2 Examine and address campus and community health issues at all levels of the socioecological model — intrapersonal, interpersonal, institutional, community, and public policy.

LEARN
- The Community Tool Box: Analyzing Problems and Goals
- Healthy People 2020: Assess
- Healthy Campus 2020: Implementing Healthy Campus

OBSERVE

PERFORM
Working to provide effective health promotion efforts presents many challenges for health promotion professionals employed at institutions of higher education. For many professionals, the greatest sources of inspiration to overcome these challenges can be found in the success stories of fellow colleagues in the field. In this section, you will have an opportunity to read stories from institutions that have found success incorporating the Standards.

Stories from the Field include **Standards in Action** testimonials provided by professionals in the field of health promotion in higher education, highlighting how they have put the Standards of Practice into action on their campuses. Additionally, you will find more descriptive Campus Case Studies that serve as real-world examples, as told by leaders themselves, highlighting how they have put the Hiring Guidelines, VIA, or the Standards into action on their campuses.

We invite you to review these stories as they may help to guide your strategic efforts and provide inspiration to support your program assessment, professional development, campus mobilization, and advocacy goals.

ACHA thanks its committee, coalition, task force, and section volunteers for providing examples for Stories from the Field. The views and opinions expressed in these examples are personal to those participants and do not represent official corporate statements, endorsements, or positions of ACHA.
Standard 2 in ACTION!

"The students approached each effort by first building relationships and developing allies among key stakeholders. Students met with bar owners and local officials, including the town’s mayor."

- Linda LaSalle, Associate Director, Educational Services at University Health Services, Penn State University

Read more from your colleagues in the field.

Standard 4 in ACTION!

"Though an important element, cultural competence in health promotion is more than simply redesigning messages to reflect the cultural beliefs and values of a particular audience."

- Vladimir Oge, Director, Health Promotion, Georgia Institute of Technology

Read more from your colleagues in the field.
Campus Case Studies

- Coming soon!
- Real-world examples, as told by leaders in the field, highlighting how they have put the Hiring Guidelines, VIA and/or Standards into action on their campuses.
Guidelines for Hiring Health Promotion Professionals in Higher Education

- The Guidelines for Hiring Health Promotion Professionals in Higher Education encourage and support institutions of higher education in hiring the most qualified staff.

- The second edition of the Hiring Guidelines, released in 2014, includes language that is most closely aligned with the third edition of the Standards of Practice for Health Promotion in Higher Education.

- Utilize the Hiring Guidelines to advertise, interview and hire competent staff.
GUIDELINES FOR HIRING HEALTH PROMOTION PROFESSIONALS IN HIGHER EDUCATION

The American College Health Association (ACHA) supports and recognizes the need for hiring well-qualified health promotion professionals in higher education.

In 2008 the ACHA Health Promotion Section developed the Guidelines for Hiring Health Promotion Professionals in Higher Education to encourage and support institutions of higher education in hiring the most qualified staff. The second edition of the Hiring Guidelines, released in 2014, includes language that is most closely aligned with the third edition of the Standards of Practice for Health Promotion in Higher Education and includes the following:

- Updated in-field terms (e.g., “evidence based” is now “evidence informed”)
- Essential and preferred functions organized into sample director-level and health promotion staff-level position descriptions
- Descriptions of the level of experience required for director-level and health promotion staff-level positions for greater alignment with current practice and Council for the Advancement of Standards in Higher Education (CAS) standards
- Recognition of the MCHES level of certification

Download the Complete Hiring Guidelines
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 in higher education. Additionally, the Council for the Advancement of Standards in Higher Education (CAS, 2012) and Accreditation Association for Ambulatory Health Care (AAAHC, 2013) 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.

In 2008 the ACHA Health Promotion Section developed the Guidelines for Hiring Health Promotion Professionals in Higher Education to encourage and support institutions of higher education (IHE) in hiring the most qualified staff. The second edition includes language that is most closely aligned with the third edition of the Standards of Practice for Health Promotion in Higher Education (ACHA, 2012); sample director-level and health promotion staff-level position descriptions; updated level of experience required for director-level and health promotion staff-level positions for greater alignment with current practice and Council for the Advancement of Standards in Higher Education (CAS) Professional Standards for Higher Education, and MCHES level of certification.

Introduction
The specific purpose of health promotion in higher education is to support student success. In the higher education setting, good health enables student success through the creation of health-supporting environments including both the physical and the social aspects of our surroundings (World Health Organization, 1991). Specific health promotion initiatives aim to expand protective factors and campus strengths, and reduce personal, campus and community health risk factors. This is done in alignment with the missions and values of the institutions of higher education (ACHA, 2012).

Qualified health promotion professionals in higher education possess specific competencies that make them best suited to support student success through the practice of prevention — that is, by preventing the development of personal and campus population-level health problems, while enhancing individual, group, and institutional health and safety. They are competent to:
- develop strategic plans for health promotion that support the unique missions and values of institutions of higher education
- examine and address campus and community health issues at all levels of the socio-ecological model — intrapersonal, interpersonal, institutional, community, and public policy
- engage and collaborate with interdisciplinary partners
- demonstrate cultural competence and inclusivity
Appendix A: Sample Director-Level Health Promotion Position Description

The following are recommended job components to consider for your director-level health promotion position descriptions. Each campus has flexibility to adapt the descriptions based on the institution’s unique needs, position responsibilities, and current organizational structure.

Position Summary:

The director will lead the creation a campus-wide prevention plan that establishes a supportive environment for student success and health behavior through the development and application of population-level initiatives including prevention activities and health assessments; engagement and cultivation of partnerships to address student health needs; and application and evaluation of theoretical frameworks and planning models that address individual and community health.

Major Responsibilities and Duties:

- Oversee the planning, implementation, and evaluation of theory-based and evidence-informed health promotion strategies, policies, programs, and services
- Develop strategic plans, goals, and measurable objectives for health promotion
- Collaborate with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health for students
- 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
- Hire, train, manage, supervise, and evaluate professional, support, and/or student staff
- Incorporate multicultural diversity and social justice concepts and principles into health promotion services
- Plan, administer, and manage operating budgets
- Determine departmental staffing needs
- Participate on the student health service, student affairs division, or appropriate organizational leadership and/or executive team
- Participate in research and professional writing, publications, and/or presentations
- Actively participate in professional organizations, preferably in a leadership capacity

Minimum Requirements:

- Master’s or advanced degree. 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. PhD or equivalent terminal degree in public health, health promotion, health policy, or health education preferred. Master Certified Health Education Specialist (MCHES), Certified in Public Health (CPH), or eligible and intent to become certified.
- A minimum of five years of full-time professional health promotion work experience, preferably in a higher education setting
- Evidence of ability to provide leadership and problem-solving skills in analyzing health promotion needs of emerging adults, especially college students

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1 These recommendations should be independently considered by institutional officials exercising their own judgment and decision-making authority. Otherwise, the representation does not imply any endorsement of this tool or the data derived from it.
Poll Question

Where is your greatest need for professional development? (Select one of the standards)

1. Alignment with the missions of higher education
2. Socioecological-based practice
3. Collaborative practice
4. Cultural Competency
5. Theory-based practice
6. Evidence-informed practice
7. Continuing professional development and service
Step 1: Individual Assessment

The Individual Assessment is an opportunity for professionals to assess their current level of experience in each of the seven standards. This assessment is taken anonymously.

Begin your Individual Assessment

Step 2: Individual Action Plan

After your score is calculated for each standard, your next step is to complete your Individual Action Plan to increase your capability to effectively practice health promotion in higher education.

Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles, documents, strategies, and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your Individual Action Plan and guide your professional development.

Complete your Individual Action Plan
Individual Assessment

Select one option for each question that comes closest to your answer. When you have completed the questions, click the "Submit" button below to view your results. To print your results, please select "Print" in your browser menu bar or hit "CTRL+P".

Please use the following scale for all questions:

4 = Very experienced
3 = Experienced
2 = Developing Experience
1 = Minimal Experience
0 = No experience

Standard 1. Alignment with the Missions of Higher Education

Effective practice of health promotion in higher education requires professionals to align health promotion initiatives with the missions of institutions of higher education. Please rate your level of experience with the objectives of Standard 1.

| 1.1. Develop a strategic plan for health promotion that supports the unique missions and values of the institution of higher education. | 0 | 1 | 2 | 3 | 4 |
| 1.2. Design health promotion initiatives that support student success as defined by the institution of higher education. | 0 | 1 | 2 | 3 | 4 |
| 1.3. Disseminate research that demonstrates the effect of individual health behaviors and environmental health behaviors on student success. | 0 | 1 | 2 | 3 | 4 |
| 1.4. Advocate for health as a core value of the institution of higher education. | 0 | 1 | 2 | 3 | 4 |

Standard 2. Socioecological-Based Practice

Effective practice of health promotion in higher education requires professionals to understand and apply a socioecological approach. Please rate your level of experience with the objectives of Standard 2.

| 2.1. Review professional literature on socioecological planning models. | 0 | 1 | 2 | 3 | 4 |
| 2.2. Examine and address campus and community health issues at all levels of the socioecological model — interpersonal, interprofessional, institutional, community, and public policy. | 0 | 1 | 2 | 3 | 4 |
| 2.3. Focus primarily on transforming the campus and community environments through population-level initiatives. | 0 | 1 | 2 | 3 | 4 |
| 2.4. Build upon the inter-relationships and interdependencies among the members and systems of the campus and community. | 0 | 1 | 2 | 3 | 4 |
| 2.5. Advocate for campus, local, state, and national policies that address campus and community health. | 0 | 1 | 2 | 3 | 4 |
Thank you for completing the Individual Assessment. The range of possible scores is from 0 to 4, with 4 being the highest level reflection of the standards.

After your score is calculated for each standard, your next step is to complete your Individual Action Plan to increase your capability to effectively practice health promotion in higher education.

Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles, documents, strategies, and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your Individual Action Plan and guide your professional development.

**Standard 1. Alignment with the Missions of Higher Education**
Your Average Score: 1.5

**Standard 2. Socioecological-Based Practice**
Your Average Score: 1.00

**Standard 3. Collaborative Practice**
Your Average Score: NaN

**Standard 4. Cultural Competency**
Your Average Score: 1.25

**Standard 5. Theory-Based Practice**
Your Average Score: 1.00

**Standard 6. Evidence-Informed Practice**
Your Average Score: 0.86

**Standard 7. Continuing Professional Development and Service**
Your Average Score: 1.50
Professional Development

Individual Action Plan

Your Individual Action Plan(s) provides you with a systematic approach for developing and strengthening your current level of knowledge, skill, and experience specific to the standards. The following guidelines are meant to assist you in getting the maximum benefit out of your Individual Action Plan(s).

Guidelines for use:

- Review your Individual Assessment.

- Identify your current and desired level of experience in each standard. If you are brand new to the field, it may be unrealistic to reach “Very Experienced” - Level 4, during one review period.

- Select the standard(s) that you would like to work on. Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles and documents, strategies and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your Individual Action Plan and guide your professional development.

- Keep an electronic or paper copy of your Individual Action Plan(s) as well as any supporting evidence or artifacts that demonstrate completion of your goal.
Individual Action Plan

Standard Number: 

Name: 

Beginning Date:  Ending Date: 

A. Experience Level

Enter your score from your Individual Assessment for the standard. Then, identify and record your desired level of experience in that standard.

Current Level:  Desired Level: 

B. Professional Development Strategies

Identify professional development strategies that will assist you in achieving your goal. It is important that the strategies are specific to your context, environment, etc.

Examples of Professional Development Strategies

Audit or enroll in academic courses  Teach a course
Participate in case conferences  Find a mentor
Attend training workshops  Seek feedback from colleagues
Undertake experiential learning  Be a mentor
Join journal clubs  Serve as a volunteer
Attend lectures/seminars  Undertake an annotated literature review
Join professional associations  Engage in self-study
Become a leader in professional associations  Enroll in online courses
Read professional literature  Join nonprofit organizations
Conduct research  Find colleagues at other institutions
Join study groups  Join a campus or community committee
Attend professional meetings

1. 

2. 

3. 

C. **Resources and Support**

Identify the resources and support you need to accomplish your professional development.

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D. **Evidence of Completion**

Identify tangible artifacts that document your completion of this professional development process. Keep electronic or paper copies of this evidence with this Individual Action Plan.

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E. **Evaluation**

How was your current practice enhanced by this professional development process? What did you learn? What will you integrate into your work?
Using the Professional Assessment & Action Plan

• Both supervisor and staff member complete the assessment, discuss and identify discrepancies.

• Integrate the staff member self-assessment into the performance appraisal process and include progress points into subsequent appraisal processes.

• Develop a professional development plan for the staff member that also includes trainings, conferences, leadership opportunities and departmental responsibilities that will allow the staff member to develop skills in the identified area(s).

• Create staff dyads to provide ongoing check-ins and relationship-building among staff members.
Step 1: Program Assessment

The Program Assessment is an opportunity for supervisors to assess their program's current level of practice in each of the seven standards. Three possible ways to develop scores are:

1. Complete the assessment from your own perspective
2. Facilitate a discussion with your staff and develop a consensus score for each objective
3. Instruct each staff member to individually assess how well the program reflects each objective and average the scores

This assessment is taken anonymously.

Begin your Program Assessment

Step 2: Program Action Plan

After your score is calculated for each standard, your next step is to complete your Program Action Plan to increase your program's capability to effectively practice health promotion in higher education.

Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles and documents, strategies and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your department's Program Action Plan and guide your program's capacity-building and development.

Complete your Program Action Plan
Program Assessment

Select one option for each question that comes closest to your answer. When you have completed the questions, click the “Submit” button below to view your results. To print your results, please select “Print” in your browser menu bar or hit “CTRL+P”.

Please use the following scale for all questions:

4 = Well-done or well-established process
3 = Moderately well-done or well-established process
2 = Minimally well-done or minimally established process
1 = Poorly done or process in development
0 = No, not done or not in place

Standard 1. Alignment with the Missions of Higher Education

Effective practice of health promotion in higher education requires professionals to align health promotion initiatives with the missions of institutions of higher education. Please rate your level of experience with the objectives of Standard 1.

<table>
<thead>
<tr>
<th>Objective</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our health promotion staff is familiar with their university’s mission and values.</td>
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<td>Our health promotion staff is knowledgeable about the links between health status and student success.</td>
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<td>Our program articulates the link between health and student success to campus stakeholders.</td>
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<td>Our program designs and implements health promotion initiatives that support student success.</td>
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<td>Our health promotion staff is able to articulate how individual health behaviors and environmental factors influence student success.</td>
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<td>Our program regularly disseminates information about the influence of individual health behaviors on student success.</td>
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<tr>
<td>Our program regularly disseminates information about the influence of environmental factors on student success.</td>
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<td>Our program leadership and health promotion staff regularly provides information to administrators, faculty and staff about the relationship of health to a successful institution.</td>
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<td>Our program leadership advocates for promotion of health to be included in guiding documents.</td>
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Standard 2. Socioecological-Based Practice

Effective practice of health promotion in higher education requires professionals to understand and apply a socioecological approach. Please rate your level of experience with the objectives of Standard 2.

<table>
<thead>
<tr>
<th>Objective</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
<tr>
<td>Our health promotion staff is familiar with the literature on socioecological planning models.</td>
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<td>Our program uses the socioecological model as a foundation for the program’s scope of work.</td>
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<td>Our program has implemented initiatives across all levels for priority health objectives.</td>
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<td>Our program assesses gaps in efforts across all levels and takes steps to identify and adopt strategies to fill those gaps.</td>
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</tbody>
</table>
Your Results

Thank you for completing the Program Assessment. The range of possible scores is from 0 to 4, with 4 being the highest level reflection of the standards.

After your score is calculated for each standard, your next step is to complete your Program Action Plan to increase your program's capability to effectively practice health promotion in higher education.

Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles, documents, strategies, and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your Program Action Plan and guide your program's capacity and development.

Standard 1. Alignment with the Missions of Higher Education
Your Average Score: 3

Standard 2. Socioecological-Based Practice
Your Average Score: 2.17

Standard 3. Collaborative Practice
Your Average Score: 2.49

Standard 4. Cultural Competency
Your Average Score: 2.67

Standard 5. Theory-Based Practice
Your Average Score: 2.40

Standard 6. Evidence-Informed Practice
Your Average Score: 2.50

Standard 7. Continuing Professional Development and Service
Your Department’s Average Score: 2.33
Program Development

Program Action Plan

The Program Action Plan(s) provides you with a systematic approach for developing or enhancing a health promotion program based on the standards. The following guidelines are to assist you and your staff in getting the maximum benefit out of the Program Action Plan(s).

Guidelines for use:

- Review the Program Assessment.

- Identify the extent to which your program reflects the standard, and the level you would like your program to reflect the Standard.

- Select the standard(s) that your staff would like to work on. Where you identify room for growth based on the scores, we encourage you and your staff to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles and documents, strategies and models used at other institutions, templates that you can use in your team's daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your department's Program Action Plan and guide your program's capacity and development.

- Keep an electronic or paper copy of your Program Action Plan(s) as well as any supporting evidence or artifacts that demonstrate completion of your staff's goal.
Program Action Plan

Standard Number: 

Department/Group: 

Beginning Date: ______________ Ending Date: ______________

A. Level of Reflection
Enter your score from the Program Assessment indicating how well your program currently reflects the standard. Then, identify and record the desired level you would like your program to reflect the standard.

Current Level: __________________ Desired Level: __________________

B. Program Development Strategies
Identify program development strategies that will assist your program in achieving the goal. It is important that the strategies are specific to your program. Identify the staff member responsible for each strategy.

Examples of Program Development Strategies
- Participate in staff training/retreats
- Participate in formal consultations and/or external reviews
- Engage in departmental or institutional strategic planning
- Build and participate in campus/community coalitions
- Develop partnerships with campus and community organizations involved in health
- Engage staff in required reading through discussion/book groups
- Develop and distribute bibliographies pertinent to health promotion
- Develop and maintain current program website
- Develop and distribute data reports on student health
- Encourage institutional membership to professional associations
- Host annual meetings for professional associations
- Send annual reports and program data to campus administration
- Invite other campus departments/staff to engage in Vision Into Action
- Create a campus listserv for health promotion partners
- Provide web links to research, data, and health promotion initiatives
- Appoint staff members to campus committees
- Encourage link to program’s website on other organizations/programs’ websites
C. **Resources and Support**

Identify the resources and support needed by the department or staff to accomplish program development.

D. **Evidence of Completion**

Identify tangible artifacts that document your program’s completion of this program development process. Keep electronic or paper copies of this evidence with this Program Action Plan.

E. **Evaluation**

How was your program enhanced by this program development process? What did your staff learn? What will your staff integrate into their work?
Using the Program Assessment & Action Plan

- Complete the assessment from your own perspective as the department manager.
- Facilitate a discussion with your staff and develop a consensus score for each objective.
- Instruct each staff member to individually assess how the program reflects each objective and average the scores, share and discuss.
- Establish a departmental action plan that engages all staff members in the process.
  - Utilize routine staff meeting time to include discussion about progress points toward the action plan.
  - Integrate progress points into departmental annual report process.
  - Utilize end-of-year planning time to training, outcome presentation(s), and closing the loop on the past year’s progress points.
STORIES FROM THE FIELD

Working to provide effective health promotion efforts presents many challenges for health promotion professionals employed at institutions of higher education. For many professionals, the greatest sources of inspiration to overcome these challenges can be found in the success stories of fellow colleagues in the field. In this section, you will have an opportunity to read stories from institutions that have found success incorporating the Standards.

Stories from the Field include Standards in Action testimonials provided by professionals in the field of health promotion in higher education, highlighting how they have put the standards of practice into action on their campuses. Additionally, you will find more descriptive Campus Case Studies that serve as real-world examples, as told by leaders themselves, highlighting how they have put the Hiring Guidelines, VIA, or the Standards into action on their campuses.

We invite you to review these stories as they may help to guide your strategic efforts and provide inspiration to support your program assessment, professional development, campus mobilization, and advocacy goals.

ACHA thanks its committee, coalition, task force, and section volunteers for providing examples for Stories from the Field. The views and opinions expressed in these examples are personal to those participants and do not represent official corporate statements, endorsements, or positions of ACHA.

**Standards in Action!**

- Standard 1: Alignment with the Missions of Higher Education
- Standard 2: Socioecological-Based Practice
- Standard 3: Collaborative Practice
- Standard 4: Cultural Competency
- Standard 5: Theory-Based Practice
- Standard 6: Evidence-informed Practice
- Standard 7: Continuing Professional Development and Service
Standard 7. Continuing Professional Development and Service

7.3 Contribute professionally to the field.

Assisting others to develop the required competencies for effective health promotion practice is crucial to sustaining our profession. We, as current professionals, know what types of expectations future employers may have regarding new a professional’s knowledge and skill level. There is currently no program specifically for students who are interested in becoming health promotion professionals in institutions of higher education. Prospective professionals enroll in degree programs which may not include all the competencies required. In order to meet this need, my department developed a curriculum and training program for graduate assistants who are interested in entering health promotion in higher education. To determine the competencies to include in our training we reviewed documents including the ACHA Guidelines for Hiring Health Promotion Professionals in Higher Education and the ACHA Standards of Practice for Health Promotion in Higher Education, along with several others. We then identified several key factors as important training areas that graduate assistants should receive over their time of employment with our office. A rubric was developed which outlines the experiences and types of activities graduate assistants will participate in over the course of an academic year. This document can then be used by the graduate assistant in the writing of their resume and cover letters during future job searches. By having this type of training plan in place, we are setting ourselves up to have high quality and well trained colleagues in the future.

– Alicia Czachowski, Health Promotion Specialist, Columbia University

7.4 Contribute professionally to the field.

Since the beginning of my career, I have always held an interest in the connection between health promotion and cultural competency. I have immersed myself in professional opportunities that have helped me improve my efficacy in culturally competent health promotion. One of my most cherished experiences was serving as Chair of the ACHA Ethnic Diversity Coalition. Over the years, my experiences in the field have taught me that becoming culturally competent is more of a journey than a destination. There is always more to learn.

– Vladimir Oge, Director, Health Promotion, Georgia Institute of Technology

The opportunity to participate on the HP Section’s Publications Review Committee to revise the Standards of Practice for Health Promotion in Higher Education has been without a doubt one of the most professionally rewarding activities I have undertaken. Joining this committee has allowed me the
7.3 Assist others in developing required competencies for effective health promotion practice.

LEARN

- The Community Tool Box: Developing Training Programs for Volunteers
- The Community Tool Box: Providing Training and Technical Assistance

OBSERVE

- VIA Stories from the Field
  - Alicia Czachowski, Health Promotion Specialist, Columbia University

PERFORM

- National Mentoring Program in Public Health (APHA)
- Listservs and Discussion Groups for Health Promotion in Higher Education (ACHA)
Chapter 12. Providing Training and Technical Assistance

- Section 2. Designing a Training Session
- Section 3. Delivering a Training Session
- Section 4. Conducting a Workshop
- Section 5. Organizing a Conference
- Section 6. Organizing a Teleconference
- **Section 7. Organizing a Retreat**
- Section 8. Choosing a Consultant
- Section 9. Serving as a Consultant
Section 7. Organizing a Retreat

What is a retreat?

Why organize a retreat for your organization or initiative?

When is the best time to organize a retreat?

Where should your retreat be held?

How do you plan a retreat?

What is a retreat?

A retreat is a type of group getaway in which the members of that group take time to form bonds with one another, contemplate their purpose and motives, and work on one or more specific goals.

People often mistake any group planning or training meeting for a retreat. Retreats are not supposed to be held at your office or any of the usual places your organization or initiative may use for meetings. Retreats often involve an overnight stay and are usually held at a campground or retreat center where your
Poll Question

How do you see yourself using VIA in the future?

(Select the response that best represents your vision)

1. To learn more about the field of health promotion and the standards of practice
2. To observe the strategies and experiences of other health promotion professionals
3. To perform more effectively in my professional health promotion practice (individual-level)
4. To perform more effectively in my health promotion program (program-level)
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