

EXECUTIVE SUMMARY  
Department of Health Promotion and Human Performance  
Health Promotion Program  
Self-Study Document, Fall 2013

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

**Mission Statement:**

A twofold mission exists for the Health Promotion (HP) programs at Weber State University (WSU). The first is to prepare students to become professional health educators who can serve in five settings of practice including schools, worksites (i.e., occupational health promotion), communities, with individuals (i.e., wellness coaching) and in the health care system. The second is to promote the health and prevent disease of the respective participants including students, staff, faculty, and members of the community. Professional preparation of health educators is interdisciplinary and concentrates primarily on nationally prescribed responsibilities and competencies developed by the National Commission for Health Education Credentialing, Inc. (NCHEC) (i.e., those on which the Certified Health Education Specialist (CHES) credential is based). Other professional organizations that provide guidance to professional preparation include the Association for Worksite Health Promotion, the American Public Health Association, the American College Health Association, the Society for Public Health Education, the American College of Sports Medicine, and the American Association of Health Education.

Goals:

Education Goal #1: Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists

Education Goal #2: Provide a Social Science General Education (SSGE) course for the University

Service Goal #3: Provide students with meaningful and mutually beneficial engagements with community partners

**Curriculum:**

The HP program goals and associated objectives are introduced, emphasized, and mastered in major courses and a minimum of 180 internship hours. Students enrolled in the HP program are required to take 31 credits in major-required courses, a minimum of 9 credits in professional courses, and a minimum of 15 credits in electives. Upon graduation, students are prepared to sit for the Certified Health Education Specialist (CHES) exam, the primary national certification in the health promotion field.

### **Student Learning Outcomes and Assessment:**

At the time of graduation:

1. Students will have a fundamental awareness of all Seven Areas of Responsibility for Health Education Specialists,
2. Students will have demonstrated an understanding of what it means to be a professional Health Education Specialist,
3. Students will have participated in an internship that addresses at least three of the Seven Areas of Responsibility for Health Education Specialists,
4. Students will have completed a mutually beneficial internship with a community partner, and,
5. Students will articulate how social behavioral theories and methodologies were used in the design, implementation, and evaluation of a community-engaged service-learning project.

Evidence of learning is provided in this report; the vast majority of benchmarks for success were met in the 2012-2013 academic year. For those that were not, an appropriate action plan has been established.

### **Academic Advising:**

The HP faculty, the HPHP Academic Coordinator (Sherrie Jensen), and the HAS Faculty Advisor (Ken Johnson) are strongly committed to assisting each student in a planned advisement program. Student satisfaction is a goal and students are counseled that the responsibility of successful completion of their programs lies in their hands. The effectiveness of the academic advice provided by the coordinator was evaluated in Spring 2013 by both department faculty and students. The student results were overall positive with some areas identified for improvement, primarily in the area of coordinator availability. A system is in place now to schedule meetings with the department secretary using Google calendar. Faculty members were somewhat dissatisfied with the coordinator not following department chair, program director, and/or faculty mandates regarding advisement. Based on this feedback, the advisement coordinator is not permitted to process petitions without approval in writing. Program faculty, rather than the advisement coordinator, handle difficult advising cases. Advisement will continue to be progressive, include technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs based on survey results conducted minimally every three to five years.

### **Faculty:**

The HP program has one tenured full professor and three full-time, tenure-track assistant professors, yet still relies on adjunct faculty for some teaching. The HP program will begin discussion during the 2013-2014 academic year about the potential to request approval for a fifth full-time faculty member.

### **Program Support:**

The HPHP department currently has two non-exempt staff secretaries and three exempt staff personnel (one academic advisor, one human performance lab coordinator, and one internship coordinator). The college also employs a recruiter who assists with recruitment for the HPHP department programs. The addition of the second secretary in spring 2013 and the internship

coordinator in Fall 2013 have benefitted the department greatly. The department also receives excellent support from the Stewart Library.

**Relations with External Community:**

Liaisons with the community rely primarily on relationships cultivated between individual faculty members and local businesses, hospitals, schools, regional companies, and government facilities (e.g., county health departments and Hill Air Force Base). See Appendix E for a full list of community partners. Faculty maintain contact with former graduates of the program informally. Numerous former students initiate contact with faculty when requesting updated letters of recommendation or permission to contact when changing jobs. Each faculty has placement information about former students, which helps project health promotion employment opportunities for current students.

**Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:**

Gender equity in students in the department programs is evident. The student/faculty ratio data indicates an increase in the number of students taking courses in the department and a higher student to faculty ratio over time. This data is in line with the increasing Semester Credit Hours (SCH) data, which have increased from 2008 to 2013. The number of declared majors has also increased, as have the number of students graduating.

**Financial Analysis:**

Institutional research provided financial analysis for the entire health promotion and human performance (HHP) department. HP is one of five majors housed within the department. Instructional expenditures have remained relatively consistent from 2008-2013. The cost per student Full-Time Equivalent (FTE) has declined. This is attributed to the increase in class sizes for many academic programs in HHP, although the class sizes for most HP courses have not increased. The HHP department has a number of course fees and a tuition differential from the Master's of Athletic Training program.

**Results of Previous Program Reviews:**

The last program review occurred in spring 2009 (for 2003-2008). The HP program has addressed all feedback and recommendations provided by that site review team, with some items remaining on the agenda for continued progress.

**Information Regarding Current Review Team Members:**

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