



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT-SERVICE UNITS AY 2008-2009

**Report Date:** July 17, 2009  
**Division/Office:** University Life  
**Department/Program:** Health Promotion Services  
**Person completing the Report:** Kamal Harb

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
  - a. HPS stress management workshop learning outcomes were assessed for 2008-09
  - b. Kamal Harb, Director of Health Promotion Services was conducted the workshops and the evaluation of the learning outcomes.

#### **Stress Management Workshop description**

Students will learn about the role of stress in one's life, differentiate between positive and negative stressors, and recognize body's physiological response to stress. Selye's General Adaptation Syndrome (GAS) theory will be discussed as well as two forms of optimism, hardiness and reframing. Finally students will be able identify the source of their stress, symptoms of stress, and select effective strategies to deal with their sources of stress.

#### **Goal**

Students will be educated about stress, stressors, and stress management strategies.

#### **Learning Outcomes**

- 2a. Students will be able to define the three phases of Seyle's General Adaptation Syndrome: alarm, resistance and exhaustion.
- 2b. Students will investigate their own source of stress and identify coping strategies such as: time management, seeking support from friends and family, exercise, meditation/yoga, using campus resources.
- 2c. Students will be able to discuss the three Cs of hardiness, a form of optimism: Challenge, Commitment and Locus of Control.

#### **2. Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

##### **a. What did you do?**

HPS staff has approached a number of faculty and administrative staff to offer stress



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management workshops for their students. As a result HPS staff was invited to conduct three stress management workshops where 51 students attended in total.

### **Measures**

At the end of the workshop, the presenter administrated an evaluation/survey to measure students learning outcomes.

### **Results**

36 (70%) students were able identify the three stages of Seyle's General Adaption Syndrome. That constitutes a very good achievement of stated learning outcomes. 9 (18%) students were able to identify 2 stages of GAS and that constitutes a good achievement of outcome. 6 (12%) students have failed to list any of the stages.

51 (100%) of students were able to identify three stress management tools, such as taking a break, prioritizing their assignments, budgeting their time, deep breathing exercise, talking to a friend, or reframing the situation.

Based on the learning outcome of the workshop, this constitutes a very good achievement of learning outcomes.

39 (76%) of students were able to list the three C's of hardiness. 9 (18%) did not list any of the Cs and 3 (6%) has listed one element of the three C's of hardiness.

### **b. What did the staff in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

Based on students' evaluations, they enjoyed the workshop because it was interactive and they had the opportunity to participate and discuss some "real" stressors they have been dealing with. Some students indicated they would like HPS to offer hands on stress management exercises, such as deep breathing or meditation.

### **c. What will be done differently as a result of what was learned?**

Discuss how programs will be changed to improve student learning as a result of the assessment. Include a discussion of how staff will help students overcome their weaknesses and improve their strengths.

The number of workshops offered and students attended were low. HPS staff will reach to more faculty and staff to offer stress management workshops to their students. In addition, HPS will offer one hour free meditation clinic on a weekly basis. Students will have the opportunity to come to unwind, relax, and energize before going on their daily activities.



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### 3. Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:

#### USF ASSESSMENT PLAN UNIVERSITY LIFE

**UNIT:** Health Promotion Services (HPS)

**MISSION:** Health Promotion Services staffs, in collaboration with the USF community, promote a culture of healthy lifestyles, reasonable health messages, harm reduction tips, and the development of a more humane and safer environment not only on campus but also in the world.

#### I. PROGRAM GOAL

- Goal 1 Students will be educated about stress and stress management.
- Goal 2 Students will gain an appropriate and accurate understanding of alcohol, and alcohol misuse and abuse through an online alcohol education program, MystudentBody.
- Goal 3 Peer educators will be prepared with the knowledge and skills to promote health and prevent diseases affecting themselves and their peers on campus and around the world.

#### LEARNING OUTCOMES

- 1a. Students will be able to define the three phases of Seyle's General Adaptation Syndrome: alarm, resistance and exhaustion.
- 1b. Students will investigate their own source of stress and identify coping strategies such as: time management, seeking support from friends and family, exercise, meditation/yoga, using campus resources.
- 1c. Students will be able to discuss the three Cs of hardiness, a form of optimism: Challenge, Commitment and Locus of Control.
- 2a. Students will be able to list four factors that influence Blood Alcohol Concentration (BAC), such as body size, gender, type of drink, age, food, and ethnicity.
- 2b. Students will learn and list four behaviors to promote responsible drinking, such as drinking slowly, never drinking and driving, watching one's limit, eating before drinking, alternating with non-alcoholic drinks, going out with a non-drinker friend, thinking about one's BAC, avoid drinking games, etc.
- 2c. Students will identify four of the social, emotional, physical and legal consequences of heavy drinking, such as academic problems, blackouts, regrettable behaviors, assaults, sexual abuse, health problems and death.
- 3a. Students will be able to name the five components of the Stages of Change Model by Prochaska; Pre-contemplating, Contemplating, Preparation, Action and Maintenance.
- 3b. Students will identify characteristics of positive listening such as maintaining steady eye contact,



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demonstrating empathy, giving speaker verbal cues, being attentive and having one's posture in an open position.

- 3c. Students will describe four steps in planning a successful health workshop: know yourself, know your audience, know your purpose, and know your materials.

### II. ASSESSMENT METHOD

Outcome	Very Poor Achievement of Outcome	Poor Achievement of Outcome	Average Achievement of Outcome [Benchmark Standard]	Good Achievement of Outcome	Very Good Achievement of Outcome
<b>1. Students will be educated about stress and stress management.</b>					
1a. Students will be able to define the three phases of Seyle's General Adaptation Syndrome: alarm, resistance and exhaustion.	Students cannot define any of the phases of Seyle's General Adaptation Syndrome.	Students can define one of the three phases of Seyle's General Adaptation Syndrome.	Students can define two of the three phases of Seyle's General Adaptation Syndrome.	Students can define all three of the phases of Seyle's General Adaptation Syndrome.	Students can define all three phases of Seyle's General Adaptation Syndrome and describe each phase.
1b. Students will investigate their own source of stress and identify coping strategies such as: time management, seeking support from friends and family, exercise, meditation/yoga, using campus resources.	Student cannot identify any source of stress in their own life. Student cannot identify any stress coping mechanisms.	Student can identify one source of stress in their own life. Student can identify one stress coping mechanism.	Student can identify two sources of stress in their own life. Student can identify two stress coping mechanisms.	Student can identify three sources of stress in their own life. Student can identify three stress coping mechanisms.	Student can identify three sources of stress in their own life and identify three stress coping mechanisms and discuss how each of the mechanisms helps to manage stress.
1c. Students will be able to discuss the three Cs of hardiness, a form of optimism: Challenge, Commitment and Locus of Control.	Students cannot discuss any of the three Cs of hardiness.	Student can discuss one of the three Cs of hardiness.	Students can discuss two of the three Cs of hardiness.	Students can discuss three of the three Cs of hardiness.	Students can discuss the three Cs of hardiness and give an example of each.
<b>2. Students will gain an appropriate and accurate understanding of alcohol, and alcohol misuse and abuse through an online alcohol education program, MyStudentBody.</b>					
2a. Students will be able to list four factors that influence Blood Alcohol Concentration (BAC), such as body size, gender, type of drink, age, food, and ethnicity.	a. Students cannot list any factors that influence BAC.	b. Students can list one factor that influences BAC.	c. Students can list two factors that influence BAC.	d. Students can list three factors that influence BAC.	e. Students can list four factors that influence BAC and discuss each factors' influence on BAC.
2b. Students will learn and list four behaviors to promote responsible	a. Students cannot list any behavior	b. Students can list one behavior to	c. Students can list two behaviors	d. Students can list three	e. Students can list four behaviors to promote



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drinking, such as drinking slowly, never drinking and driving, watching one's limit, eating before, alternate with non-alcoholic drinks, going out with a non-drinker friend, thinking about one's BAC, avoiding drinking games, etc.	to promote responsible drinking.	promote responsible drinking.	to promote responsible drinking.	behaviors to promote responsible drinking.	responsible drinking and discuss why these factors are important.
2c. Students will identify four of the social, emotional, physical and legal consequences of heavy drinking, such as academic problems, blackouts, regrettable behaviors, assaults, sexual abuse, health problems and death.	a. Students cannot identify any of the social, emotional, physical or legal consequences of heavy drinking.	b. Students can identify one of the social, emotional, physical or legal consequences of heavy drinking.	c. Students can identify two of the social, emotional, physical or legal consequences of heavy drinking.	d. Students can identify three of the social, emotional, physical or legal consequences of heavy drinking.	e. Students can identify four of the social, emotional, physical or legal consequences of heavy drinking and discuss the consequences.
<b>3. Peer educators will be prepared with the knowledge and skills to promote health and prevent diseases affecting themselves and their peers on campus and around the world.</b>					
3a. Students will be able to name the five components of the Stages of Change Model by Prochaska; Pre-contemplating, Contemplating, Preparation, Action and Maintenance.	a. Students cannot name any of the five components of the Stages of Change Model.	b. Students can name two of the five components of the Stages of Change Model.	c. Students can name three of the five components of the Stages of Change Model.	d. Students can name four of the five components of the Stages of Change Model.	e. Students can name the five components of the Stages of Change Model and give an example of each.
3b. Students will identify characteristics of positive listening such as maintaining steady eye contact, demonstrating empathy, giving speaker verbal cues, being attentive and having one's posture in an open position.	a. Students cannot identify any characteristics of positive listening.	b. Students can identify one characteristic of positive listening.	c. Students can identify two characteristics of positive listening.	d. Students can identify three characteristics of positive listening.	e. Students can identify four characteristics of positive listening and give an example of each.
3c. Students will describe the four steps in planning a successful health workshop: know yourself, know your audience, know your purpose, and know your materials.	a. Students cannot describe any of the four steps in planning a successful health workshop.	b. Students can describe one of the four steps in planning a successful health workshop.	c. Students can describe two of the four steps in planning a successful health workshop.	d. Students can describe three of the four steps in planning a successful health workshop.	e. Students can describe the four steps in planning a successful health workshop and give an example of each step.

### III. TIME FRAME (3-YEAR PLAN)



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### 2008-09

- Goal 1 Students will be educated about stress and stress management.
- 1a. Students will be able to define the three phases of Seyle's General Adaptation Syndrome: alarm, resistance and exhaustion.
- 2b. Students will investigate their own source of stress and identify coping strategies such as: time management, seeking support from friends and family, exercise, meditation/yoga, using campus resources.
- 3c. Students will be able to discuss the three Cs of hardiness, a form of optimism: Challenge, Commitment and Locus of Control.

### 2009-2010

- Goal 1 Students will gain an appropriate and accurate understanding of alcohol, and alcohol misuse and abuse through an online alcohol education program, MyStudentBody.
- 2a. Students will be able to list four factors that influence Blood Alcohol Concentration (BAC), such as body size, gender, type of drink, age, food, and ethnicity.
- 2b. Students will learn and list four behaviors to promote responsible drinking, such as drinking slowly, never drinking and driving, watching one's limit, eating before, alternating with non-alcoholic drinks, going out with a non-drinker friend, thinking about one's BAC, avoid drinking games, etc.
- 2c. Students will identify four of the social, emotional, physical and legal consequences of heavy drinking, such as academic problems, blackouts, regrettable behaviors, assaults, sexual abuse, health problems and death.

### 2010-2011

- Goal 3 Peer educators will be prepared with the knowledge and skills to promote health and prevent diseases affecting themselves and their peers on campus and around the world.
- 3a. Students will be able to name the five components of the Stages of Change Model by Prochaska; Pre-contemplating, Contemplating, Preparation, Action and Maintenance.
- 3b. Students will identify characteristics of positive listening such as maintaining steady eye contact, demonstrating empathy, giving speaker verbal cues, being attentive and having one's posture in an open position.
- 3c. Students will describe four steps in planning a successful health workshop: know yourself, know your audience, know your purpose, and know your materials.

#### IV. ASSESSMENT IMPLEMENTOR(S)

- Kamal Harb, HPS Director, will oversee the assessment plan with support from designated staff team members

#### V. PROJECTED USE OF DATA FOR UNIT IMPROVEMENT

- The data is reviewed on an annual basis to implement program-specific modifications. Specific review of the following is anticipated:
- The data will be used to evaluate the effectiveness of the web-based program.



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- The data will be used to evaluate the effectiveness of the stress workshop and modify future workshops.
- The data will be used to evaluate the effectiveness of the curricula based on the Bacchus Network training manual for peer educators.
- The data is used to assist in determining changes to allocation of funds for the next fiscal year
- The data is compiled for inclusion in the UL annual report The data is included as a critical part of the office program review (on a seven year cycle)



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### Curriculum Mapping Worksheet

**Department:** Health Promotion Services

**Department Mission Statement:**

Health Promotion Services department, in collaboration with the USF community, promotes a culture of healthy lifestyles, reasonable health messages, harm reduction tips, and the development of a more humane and safer environment not only on campus but also in the world.

Key    I = Introduced with minimal coverage                      M= Moderate Coverage                      C = Comprehensive Coverage

	PROGRAMS								LEARNING INITIATIVES				
	AE	HI	HOPE	IM	SFC	SLD	WAD	SFC	HP	SE	SM	SSC	REF
<b>1. To help student gain an appropriate and accurate understanding of alcohol, and alcohol misuse and abuse through an online alcohol education program.</b>													
1a. list the four factors that influence Blood Alcohol Concentration (BAC), such as body size, gender, type of drink, age, food, and ethnicity.	C		M									I	
1b. learn and adopt four behaviors promoting responsible drinking, such as, drinking slowly, never drinking and driving, watching one's limits, eating before, alternating with non-alcoholic drinks, going out with a non-drinker friend, thinking about one's BAC, avoiding drinking games, etc.	C		M									I	
1c. identify four of the social, emotional, physical and legal consequences of heavy drinking, such as academic problems, blackouts, regrettable behaviors, assaults, sexual abuse, health problems and death.	C		M									I	



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<b>2. To educate students on stress and stress management</b>												
2a. define the three phases of Seyle's General Adaptation Syndrome; alarm; resistance; and exhaustion			C			I					C	
2b. investigate their own source of stress t and identify coping strategies, such as time management, seeking support from friends and family, exercise, meditation/yoga, using campus resources.			C			M					C	
2c. discuss the three Cs. of hardiness, a form of optimism: Challenge, Commitment, and Locus of Control.			C			M					C	
<b>3. To prepare a selected number of USF students with the knowledge and skills necessary to promote health and prevent diseases affecting themselves and their peers on campus and around the world.</b>												
3a. Name the 5 components of the Stages of Change Model by Prochaska, Pre-contemplating, Contemplating, Preparation, Action, and Maintenance.			C						C			M
3b. identify characteristics of positive listening such as maintaining steady eye contact, demonstrating empathy, giving speaker verbal cues, being attentive and having one's posture in an open position			C									I
3c. describe four steps in planning a successful health workshop; know yourself, know your audience, know your purpose, and know your materials.			C									



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### Unit Service Key:

#### **Programs/trainings**

IM: Immunization requirement  
AE: AlcoholEdu  
HI: Health Insurance  
SFC: Smoke Free Campus Task Force  
SLT: Stress Less Day  
WAD: World AIDS Day

#### **Advising**

SSC: Stop Smoking Clinic  
HOPE: Health Outreach Peer Educators  
REF: Referral for campus and community resources

#### **Workshops**

HP: Health Promotion Workshop  
SM: Stress Management Workshop  
SE: Self Esteem and Your Health