

# **Program Review**

## **Student Health Education Program**

### **Executive Summary**

#### **Overview**

##### **Services Provided**

The USF Student Health Education Program provides USF students with the knowledge and skills to make healthy decisions in the areas of interpersonal relationships, nutrition and physical activity, sexual health, stress and mental health, and substance abuse. SHEP is also committed to developing and sustaining a campus culture where health-enhancing behaviors are the norm. To achieve its mission, SHEP coordinates the peer education program, sponsors health promotion programming, and serves as a resource for health information and services. Examples of services/programs hosted by SHEP include: World AIDS Day, the 21<sup>st</sup> Birthday Card Program, health topic workshops in classes and residence halls, and the Marijuana Abuse Prevention Campaign.

#### **Assessment of Services**

##### **Annual Report 2001-2002**

The Student Health Education Program and Peers On Wellness Education & Reality were involved in the following major activities during the 2001-2002 academic year:

- hosted eight major events during the academic year, including National Collegiate Alcohol Awareness Week, World AIDS Day, Sexual Responsibility Week, Women's History Month, the Great American Smokeout, and Stress-Free Days
- sponsored or co-sponsored over 30 programs on a variety of topics
- coordinated the Health Education Advisory Committee
- coordinated three social marketing campaigns
- coordinated the USF Clinic surveys
- coordinated the 21<sup>st</sup> birthday card program

Based on evaluations of individual activities and SHEP overall, the following priorities were set for the 2002-2003 academic year:

- reorganizing the Peer Education program so as to make the program as useful to the campus as possible
- creating new social marketing campaigns that are grounded in theory and are relevant to the USF population
- creating new materials on specific topics and for particular populations that are available in print form and on the web
- completing the Biennial Review of the USF Drug-Free Policy
- developing a strategic plan for addressing student health issues based on the results of the National College Health Assessment
- readministering the National College Health Assessment
- coordinating the USF Allies Program

## **Assessment Inventories 2001-2002**

Assessment inventories indicate that, overall, the programming coordinated by SHEP is well-received by students and is impacting student health behavior. Evaluations have shown that the peer education program (POWER) needs to possibly be redesigned to offer the best type of programming for the campus, and that USF students seem to be responding better to “non-traditional” programming (ie. social marketing, special events), rather than standard workshop-type programming often offered by college health promotion programs. However, students do still respond positively to programming (even if it is traditional) that is grounded in theory and is prepared with clear goals and objectives in mind.

## **Standards**

### **American College Health Association Standards of Practice for Health Promotion in Higher Education**

The *Standards of Practice for Health Promotion in Higher Education* provide measurable guidelines for quality assurance and accreditation of health promotion and prevention services in post-secondary institutions. Specifically, the Standards:

- Provide post-secondary institutional leaders with guidelines for building capacities within their campus communities to improve health;
- Ensure that leaders of college health programs have indicators of best practice to assist them in assessing the scope and effectiveness of their health promotion and prevention services; and
- Assist campus health promotion leaders regardless of their educational background, position, or organizational placement, to enhance the quality of services and resources they provide and to measure the effectiveness of their efforts.

The Standards include:

- Effective practice of health promotion in higher education is staffed by practitioners who demonstrate competency in community-based health promotion;
- Effective practice of health promotion in higher education demonstrates integration with and commitment to the mission of the institution;
- Effective practice of health promotion in higher education demonstrates a collaborative process to ensure appropriate campus and community participation in planning, implementing, and evaluating health-related initiatives;
- Effective practice of health promotion in higher education demonstrates cultural competence and inclusiveness in working with populations of diverse cultures and identities in addressing issues of diversity and health.
- Effective practice of health promotion in higher education is staffed by practitioners who demonstrate competency in using appropriate resources and quantitative and qualitative research.

### **Completed Program Self-Assessment**

Overall, USF health promotion services are well-aligned with the Standards of Practice for Health Promotion in Higher Education. It should be noted, however, that because the USF Student Health Education Program employs only one FTE health educator, the results of the assessment more closely identify the skills and abilities of the Coordinator

of the Student Health Education Program, and not necessarily the nature of the program overall. Results of the self-assessment could vary greatly based on the number and type of people that SHEP employs. SHEP is highly competent in community-based health promotion, and is well-versed in using effective theories and methods when planning, implementing, and evaluating health promotion programming on campus. SHEP is moderately integrated and highly committed to the mission of the institution. SHEP is actively working to involve itself in programs across campus that can further the mission of the institution and improve the health of students. SHEP would welcome the administration leadership's assistance in garnering support for integrating health promotion in other programs across campus. Collaboration is key to how SHEP operates, and as such, the program involves various departments around campus in activities. Collaboration with outside agencies and the academic arena could be improved. SHEP is committed to providing culturally competent and inclusive programming, and is constantly striving to improve in this area. Research of USF student health behaviors is a major component of SHEP activities, and the office is dedicated collecting data regarding health behaviors, health beliefs, and utilization of services.

### **Health Services Program Review 1998**

Consultants from the American College Health Association visited USF in Fall of 1998 to evaluate student health services. Their primary findings and recommendations related to the Student Health Education Program include:

- Strong support for health education at USF.
- Increasing the amount of FTE's available for health education staff.

## **Benchmarking**

### **Survey on Health Promotion in Higher Education 1998**

The Task Force on Health Promotion in Higher Education conducted the Survey on Health Promotion in Higher Education in an effort to develop quality indicators for health promotion and education services most likely to influence health status within higher education communities. The survey investigated the following:

- Institutional profiles (size of institution, level of funding for health promotion programs)
- Mission statements
- Location, credentials, and number of health promotion staff
- Funding for health promotion services
- Needs assessment techniques, behavioral theories, and factors indicating need used to develop health promotion programs
- Functions of and techniques used in health promotion programs
- Health management networks on campus
- Evaluation and benchmarking

### **USF Comparison Data 2003**

USF compares to the national data of the Survey on Health Promotion in Higher Education in the following ways:

- Similar to study respondents, USF does have health promotion services available to students, and provides some level of funding for those services.
- Similar to study respondents, USF and the Division of University Life have a mission statement that includes concepts of health.
- USF is different from my other universities, in that SHEP is located within the Division of University Life, rather than being part of the health services.
- USF is somewhat similar in number of health promotion staff it employs, and that person has master's or doctorate-level training in health promotion.
- USF is different from other universities, in that funding for health promotion comes from general university funds, rather than student fees, which is where most universities get their funding.
- USF is similar to other universities in that it perceives its health promotion budget as somewhat adequate.
- USF uses similar needs assessment techniques and behavior change theories and has similar functions as health promotion programs at other universities.
- USF has similar health management networks as other universities.
- USF uses similar evaluation and benchmarking procedures as other universities.

## **Financial Profile**

SHEP has a total budget of \$97,738, the majority of which (\$72,800) is spent on staff and student salaries and benefits. The remaining \$24,937 is used for general operating expenses, including all programming during the year, training of student volunteers, and all social marketing activities. The current SHEP budget is somewhat adequate for the basic programming initiatives that the office is coordinating. However, due to minimal staffing, creativity is often difficult and expanding services is impossible. SHEP would request that the possibility of increasing office staff be investigated.