

**Department of Health Promotion Services (HPS)**  
**Program Goals and Outcomes**

**MISSION**

Health Promotion Services staff, 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.

**PROGRAM GOALS**

- Goal 1 Students will gain an appropriate and accurate understanding of alcohol, and alcohol mis -use and abuse through an online alcohol education program.
- Goal 2 Students will be educated about stress and stress management.
- 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 list four factors that influence Blood Alcohol Concentration (BAC), such as body size, gender, type of drink, age, food, and ethnicity.
- 1b. 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.
- 1c. 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.
- 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.
- 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.

## 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
1. Students will gain an appropriate and accurate understanding of alcohol, and alcohol misuse and abuse through an online alcohol education program.					
1a. 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.	Students cannot list any factors that influence BAC.	Students can list one factor that influences BAC.	Students can list two factors that influence BAC.	Students can list three factors that influence BAC.	Students can list four factors that influence BAC and discuss each factors' influence on BAC.
1b. 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, alternate with non-alcoholic drinks, going out with a non-drinker friend, thinking about one's BAC, avoiding drinking games, etc.	Students cannot list any behavior to promote responsible drinking.	Students can list one behavior to promote responsible drinking.	Students can list two behaviors to promote responsible drinking.	Students can list three behaviors to promote responsible drinking.	Students can list four behaviors to promote responsible drinking and discuss why these factors are important.
1c. 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.	Students cannot identify any of the social, emotional, physical or legal consequences of heavy drinking.	Students can identify one of the social, emotional, physical or legal consequences of heavy drinking.	Students can identify two of the social, emotional, physical or legal consequences of heavy drinking.	Students can identify three of the social, emotional, physical or legal consequences of heavy drinking.	Students can identify four of the social, emotional, physical or legal consequences of heavy drinking and discuss the consequences.
2. Students will be educated about stress and stress management.					
2a. Students will be able to define the three phases of Seyle's General Adaptation Syndrome: alarm, resistance	Students cannot define any of the phases of Seyle's General	Students can define one of the three phases of Seyle's	Students can define two of the three phases of Seyle's	Students can define all three of the phases of Seyle's General	Students can define all three phases of Seyle's General Adaptation Syndrome and

and exhaustion.	Adaptation Syndrome.	General Adaptation Syndrome.	General Adaptation Syndrome.	Adaptation Syndrome.	describe each phase.
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.	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.
2c. 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.
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.	Students cannot name any of the five components of the Stages of Change Model.	Students can name two of the five components of the Stages of Change Model.	Students can name three of the five components of the Stages of Change Model.	Students can name four of the five components of the Stages of Change Model.	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.	Students cannot identify any characteristics of positive listening.	Students can identify one characteristic of positive listening.	Students can identify two characteristics of positive listening.	Students can identify three characteristics of positive listening.	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.	Students cannot describe any of the four steps in planning a successful health workshop.	Students can describe one of the four steps in planning a successful health workshop.	Students can describe two of the four steps in planning a successful health workshop.	Students can describe three of the four steps in planning a successful health workshop.	Students can describe the four steps in planning a successful health workshop and give an example of each step.

## **TIME FRAME (3-YEAR PLAN)**

### **2008-09**

Goal 2 Students will be educated about stress and stress management.

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.

### **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.

1a. 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.

1b. 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.

- 1c. 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.

## **ASSESSMENT IMPLEMENTOR(S)**

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

## **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.
  - 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)