

OKLAHOMA STATE UNIVERSITY

ASSESSMENT PLAN

School of Applied Health and Educational Psychology
Health Promotion
Revised 10-2002

1. Name of Program:

Health Promotion

2. Degree Programs

B.S Health Promotion

3. The mission and goals:

The mission and goals of the School of Applied Health and Education Psychology are to foster the development, integration, and application of empirical knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. The Health Promotion degree programs serve a vital role in fulfilling this mission. All students who complete the B.S. in Health Promotion degree program will be minimally competent in the following areas:

FOUNDATIONS OF HEALTH AND EXERCISE The health promotion professional must establish and maintain a knowledge base which will assist him/her in the design of effective education and intervention programs. Scientific understandings based upon literature, research, and applied practice provide underpinnings for program decisions.

- A. Exercise, Fitness Assessment, and Exercise Leadership Competencies
- B. Exercise Physiology Competencies
- C. Functional Anatomy and Kinesiology Competencies
- D. Epidemiology Competencies
- E. Health and Fitness Assessment Competencies
- F. Health Behavior Change Competencies

BUSINESS SKILLS A fundamental understanding of the policies, procedures, operation, and management of businesses is essential for Health Promotion professionals, who must be capable of functioning in the business setting. To accomplish this task, they must understand financial aspects of a program, organizational management, risk management, and health and human resources cost management; facilitate marketing plans and strategies; and be aware of the various applications of computer skills and technology in a HP program.

- A. Finance Competencies
- B. Organizational Management Competencies
- C. Risk Management Competencies
- D. Health and Human Resources Cost Management Competencies
- E. Marketing Competencies
- F. Computer Skills and Technology Competencies

SAFETY AND ENVIRONMENTAL CONCEPTS Sound practice dictates that the Health Promotion professional demonstrate an understanding of occupational health and safety procedures and relationship between health and the environment.

- A. Occupational Health and Safety Competencies
- B. Environment and Health Competencies

HEALTH PROMOTION PROGRAM CONCEPTS As front line producers of programs and services, Health Promotion professionals must develop a set of competencies that enable them to plan and implement appropriate worksite health promotion programs for a diverse workforce population. They must understand needs assessment, health risk reduction and disease management strategies, facility and equipment management procedures, and program planning and evaluation processes. They must also be aware of current topics and issues in the field of health promotion.

- A. Needs Assessment Competencies
- B. Risk Reduction and Disease Management Competencies
- C. Facilities and Equipment Competencies
- D. Program Planning and Evaluation Competencies

PROFESSIONAL ORIENTATION Learning the role of the active professional requires that Health Promotion professionals develop skills that enable them to be perceived as professionally competent people who know how to deal with worksite issues, people, and programs. They must be competent in presentation and teaching skills, in the use of appropriate communication techniques in a variety of situations, and in the demonstration of personal professionalism.

- A. Presentation and Teaching Competencies
- B. Communication Competencies
- C. Professionalism Competencies

4. Expected Student Outcomes:

The competencies are presented by course. HHP courses are presented first followed by College and Departmental courses. The competencies are presented in the following order: Introduction, Comprehension and Application. See the table below.

Type of Competency	Code	The student should...	The role of the instructor is to...
Introduction	I	• Be familiar with content. • Be able to recognize content specific terms and make appropriate associations	• Explain content
Comprehension	C	• Understand and be able to explain content using examples • Be able to relate content to other knowledge	• Create a context into which the knowledge fits so that students understand it and how it relates
Application	A	• Be able to apply knowledge in a broad range of practical settings • Demonstrate skills where appropriate	• Facilitate application of knowledge and skills

HHP

Principles of Health Education and Health Promotion

- (I) Demonstrate an understanding of principles and practices necessary to lead physical activities for individuals and groups.
- (I) Describe safe screening procedures for participants in a health promotion facility/program.
- (I) Explain the roles of self esteem, cultural values and norms, spirituality, locus of control, and personal health beliefs in the health behavior change process
- (I) Describe the concept of self accountability as an internal mechanism responsible for healthy behavior change.
- (I) Describe the limits of a health promotion specialist's expertise, and describe how to refer clients to appropriate community resources or other professionals
- (I) Identify the roles of other health professionals(e.g., public health professionals, physicians, physician assistants, physical therapists, nurses) in the advancement of worksite health promotion.
- (I) Identify current "buzz word" terms specific to health promotion, safety, health protection, occupational health and business.
- (I) Describe the components of an effective cover letter, resume, press release, Newsletter, and public service announcement.
- (I) Explain the desirability of building professional networks and contacts
- (I) Identify appropriate ethical behavior for professionals in the HP field
- (C) Identify primary and secondary risk factors and understand the pathophysiology for the 10 leading causes of death, which may be favorably impacted by behavior modification, lifestyle changes, and safety programs.
- (C) Identify techniques used to determine body composition, including the pros and cons of at least two techniques.
- (C) Explain the need for confidentiality and adherence to worksite policy pertaining to assessment of clients
- (C) Describe normal processes used to collect, analyze, and interpret a health risk assessment.
- (C) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (C) Describe how HIV and other STDs are transmitted
- (C) Describe a variety of work/family life balancing issues and how these can affect a person's health.
- (C) Identify normal blood cholesterol and blood pressure readings and explain how to interpret results to a client.
- (C) Describe current health promotion programs and research trends.
- (C) Describe considerations which would allow a professional to work successfully with populations of varying racial origin, economic backgrounds, learning abilities, language, and readiness levels.
- (C) Describe approaches for developing a personal network of professional contacts.
- (C) Explain basic OSHA regulations, recording policies, and procedures for recommending corrective action.
- (C) Explain how to schedule and implement small and large group health promotion activities for a variety of groups and skill levels.
- (C) Describe the components of an effective presentation.
- (C) Describe the components of a correctly worded, client centered behavioral objective with measurable learning outcomes.
- (C) Describe effective listening skills and how to give and receive feedback.
- (C) Describe a personal plan to ensure ongoing professional development(e.g., conference attendance, subscription to journals, professional memberships)

- (A) Describe procedures that should be followed when individuals at high risk are identified during health screening.
- (A) Explain the appropriate use of consent forms, waivers, ParQ's, and agreements with health promotion program participants, and their relationship to liability issues.

First Aid

- (I) Describe basic first aid procedures for heat cramps, heat exhaustion, heat stroke, lacerations, incisions, puncture wound, abrasion, contusion, simple and compound fractures, bleeding/shock hypoglycemia/hyperglycemia, sprains/strains, seizures, strokes, heart attacks, and fainting.
- (I) Demonstrate competence in basic first aid procedures that may be necessary during or after exercise.
- (I) Possess current cardiopulmonary(CPR) and first aid certification or equivalent credentials.
- (I) Describe possible causes and intervention techniques regarding common orthopedic problems associated with physical activity and adaptations required in exercise prescription for conditions such as myositis ossificans, shin splints, tennis elbow, bursitis, stress fracture, lordosis, tendonitis, contusion, and osteoporosis.
- (I) Describe physical and psychological signs and symptoms of overexertion/exercise intolerance that would indicate the need to decrease intensity, duration, or frequency of an exercise session.
- (C) Demonstrate an understanding of proper lifting, sitting, and standing postures that prevent spinal or muscular injury.
- (C) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury(as related to stress, drug, and alcohol use).
- (C) Describe components of a basic injury prevention program
- (C) Describe the components of a basic worksite safety and injury prevention initiative, including its promotion, resources used, and employee training methods.

Total Wellness

- (I) Identify musculoskeletal risk factors which may require consultation with medical or allied health professionals prior to exercising or prior to major increases in physical activity
- (I) Explain low back syndrome and describe exercises used to prevent it.
- (I) Describe the myths and dangers pertaining to body composition changes and/or improved fitness related to the use of saunas, vibrating belts, body wraps, electric muscle stimulators, body weights used during aerobic exercise, sweat suits, etc.
- (I) Describe the potential dangers and precautions of certain physical exercises, Including straight leg sit ups, double leg raises, full squats, hurdlers stretch, back hyperextension, and standing/sitting straight leg toe touch.
- (I) Define aerobic and anaerobic metabolism in terms of energy expenditure and their relative importance in exercise programs.
- (I) Identify the physiologic principles related to muscular endurance and strength training, including defining overload, specificity, reversibility, and progression.
- (I) Identify the physiological principles related to warm up and cool down.
- (I) Describe the relationship of the heart rate response to physical activity and perceived exertion.
- (I) Discuss the difference between interval and continuous training and the advantage/disadvantage to implementing each.
- (I) Describe the role of carbohydrates, fats, and protein as fuels for anaerobic and aerobic performance.
- (I) Explain the difference in the cardiorespiratory responses to static(isometric) exercise compared with a dynamic(isotonic) exercise, as well as possible hazards of isometric exercise for sedentary or asymptomatic adults.

- (I) Explain the specificity of conditioning as it relates to cardiorespiratory endurance, muscular strength conditioning, and flexibility training.
- (I) Define exercise related terminology such as ischemia, angina pectoris, premature ventricular contraction, tachycardia, bradycardia, myocardial infarction, Valsalva maneuver, hyperventilation, oxygen consumption, cardiac output, stroke volume, lactic acid, hypertension, high density lipoprotein cholesterol(HDLC), total cholesterol/high density lipoprotein cholesterol ratio, anemia, bulimia, anorexia nervosa, apnea, dyspnea, respiratory alkalosis and acidosis, hypoxia, orthostatic hypo tension, arterial pressure, calorimetry, hyperpnea, and hypoventilation.
- (I) Describe various methods for monitoring physical effort such as heart rate, blood pressure, and perceived exertion.
- (I) Describe how to modify an exercise program(i.e., intensity, duration, etc.) to compensate for environmental conditions such as, cold, heat, humidity, and altitude.
- (I) Calculate heart rate for various ages using the Karvonen formula.
- (I) Describe current research findings in epidemiology that relate to lifestyle disease.
- (I) Demonstrate knowledge of the association between stress and diseases/accidents.
- (I) Describe how to use health history appraisal data, including past and present medical history, prescribed medication, work and physical activity patterns, nutritional habits, stress and anxiety levels, family history, smoking history, and alcohol and illicit drug use, to assist in the development of a behavior change plan.
- (I) Describe what are considered to be acceptable levels of alcohol consumption for adults.
- (I) Describe the relationships between nutrition and weight control in an effective weight management program.
- (I) Describe important food sources necessary for sufficient procurement of key nutrients in daily diets.
- (I) Define the relationship between diet and life style associated diseases.
- (I) Describe healthy eating principles based on the food pyramid.
- (I) Demonstrate knowledge of the physiological responses to stress and effective strategies for stress management(e.g., time management attitudes, relaxation techniques, organizational skills, communication skills).
- (I) Define three types of addiction(habituation, psychological dependence, physiological dependence).
- (I) Explain the detrimental psychological/physiological effects of smoking, including the effects of secondhand smoke.
- (I) Identify signs, symptoms, and psychophysiological effects of substance abuse, including violence to oneself and towards others.
- (I) Identify the signs and symptoms of eating disorders.
- (I) Describe the concept of self accountability as an internal mechanism responsible for healthy behavior change.
- (I) Identify primary and secondary risk factors and understand the pathophysiology for the 10 leading causes of death, which may be favorably impacted by behavior modification, lifestyle changes, and safety programs.
- (I) Describe how HIV and other STDs are transmitted.
- (I) Identify normal blood cholesterol and blood pressure readings and explain how to interpret results to a client.
- (I) Demonstrate competence in basic first aid procedures that may be necessary during or after exercise.
- (I) Describe physical and psychological signs and symptoms of overexertion/exercise intolerance that would indicate the need to decrease intensity, duration, or frequency of an exercise session.
- (I) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury(as related to stress, drug, and alcohol use).

Applied Anatomy

- (I) Define the relationship between diet and life style associated diseases.
- (C) Describe and demonstrate exercises for the improvement of muscular strength and endurance
- (C) Identify musculoskeletal risk factors which may require consultation with medical or allied health professionals prior to exercising or prior to major increases in physical activity.
- (C) Explain low back syndrome and describe exercises used to prevent it.
- (C) Identify the physiologic principles related to muscular endurance and strength Training, including defining overload, specificity, reversibility, and progression.
- (C) Describe possible causes and intervention techniques regarding common orthopedic problems associated with physical activity and adaptations required in exercise prescription for conditions such as myositis ossificans, shin splints, tennis elbow, bursitis, stress fracture, lordosis, tendonitis, contusion, and osteoporosis.
- (A) Demonstrate an understanding of human anatomy and explain the properties and functions of bone, muscle, and connective tissue.
- (A) Describe the potential dangers and precautions of certain physical exercises, Including straight leg sit ups, double leg raises, full squats, hurdle stretch, back hyperextension, and standing/sitting straight leg toe touch

Physiology of Exercise

- (I) Demonstrate the ability to administer a submaximal graded exercise test, including equipment calibration, test protocol selection and administration; client instruction; determination of submaximal test endpoint; recording of BP, HR, and RPE data; and recognition of test termination criteria.
- (I) Describe the normal cardiorespiratory responses to an exercise bout in terms of heart rate, blood pressure, and oxygen consumption, including how these responses change with adaptation to chronic exercise training and how men's and women's responses may differ.
- (I) Describe the basic anatomy of the cardio/respiratory systems.
- (I) Identify anatomic sites for selected measures associated with an exercise test, such as those to be used in anthropometric measurement and EKG testing
- (I) Demonstrate the ability to administer various tests to assess the five components of health related physical fitness.
- (I) Define aerobic and anaerobic metabolism in terms of energy expenditure and their relative importance in exercise programs.
- (I) Identify the physiological principles related to warm up and cool down.
- (I) Describe the relationship of the heart rate response to physical activity and perceived exertion.
- (I) Discuss the difference between interval and continuous training and the advantage/disadvantage to implementing each.
- (I) Describe the role of carbohydrates, fats, and protein as fuels for anaerobic and aerobic performance.
- (I) Explain the difference in the cardiorespiratory responses to static(isometric) exercise compared with a dynamic(isotonic) exercise, as well as possible hazards of isometric exercise for sedentary or asymptomatic adults.
- (I) Explain the specificity of conditioning as it relates to cardiorespiratory endurance, muscular strength conditioning, and flexibility training.
- (I) Describe various methods for monitoring physical effort such as heart rate, blood pressure, and perceived exertion.
- (I) Calculate heart rate for various ages using the Karvonen formula.

- (I) Describe appropriate tests for assessment of cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility assessment.
- (I) Describe the relationships between nutrition and weight control in an effective weight management program.
- (I) Explain the detrimental psychological/physiological effects of smoking, including the effects of secondhand smoke
- (I) Identify techniques used to determine body composition, including the pros and cons of at least two techniques.
- (I) Identify normal blood cholesterol and blood pressure readings and explain how to interpret results to a client.
- (I) Describe differences in the mechanics of human locomotion in stair climbing, walking, jogging, running, lifting weights, and carrying or moving objects.
- (I) Define exercise related terminology such as ischemia, angina pectoris, premature ventricular contraction, tachycardia, bradycardia, myocardial infarction, Valsalva maneuver, hyperventilation, oxygen consumption, cardiac output, stroke volume, lactic acid, hypertension, high density lipoprotein cholesterol(HDLC), total cholesterol/high density lipoprotein cholesterol ratio, anemia, bulimia, anorexia nervosa, apnea, dyspnea, respiratory alkalosis and acidosis, hypoxia, orthostatic hypo tension, arterial pressure, calorimetry, hyperpnea, and hypoventilation.
- (I) Describe and demonstrate exercises for the improvement of muscular strength and endurance.
- (I) Identify the physiologic principles related to muscular endurance and strength Training, including defining overload, specificity, reversibility, and progression.

Community Health

- (I) Describe organizational culture as it pertains to company decision making, including participatory and autocratic management styles.
- (I) Describe the concept of risk management.
- (I) Describe the basic processes of worker's compensation, health care insurance, and disability insurance.
- (I) Describe the concepts and functions of managed care and capitation(via HMOs, PPOs, etc.)
- (I) Describe the relationship of health promotion to broader health management concepts(e.g., demand management, disability management, case management).
- (I) Describe the factors that affect the environmental concentrations of toxicants and factors that influence toxicity.
- (I) Name various natural resources and describe their relationship to the creation of quality living standards and healthy lifestyles
- (I) Identify the roles of other health professionals(e.g., public health professionals, physicians, physician assistants, physical therapists, nurses) in the advancement of worksite health promotion.
- (I) Explain basic OSHA regulations, recording policies, and procedures for recommending corrective action.
- (I) Describe components of a basic injury prevention program.
- (I) Describe current research findings in epidemiology that relate to lifestyle disease.
- (I) Demonstrate knowledge of the association between stress and diseases/accidents.
- (C) Describe local, state, and global environmental issues and explain their impacts on individual and community health.
- (C) Describe what are considered to be acceptable levels of alcohol consumption for adults.
- (C) Identify primary and secondary risk factors and understand the pathophysiology for the 10 leading causes of death, which may be favorably impacted by behavior modification, lifestyle changes, and safety programs.

- (C) Describe ecological principles and how these principles apply to the analysis of environmental and health related issues(i.e., connections between clean air, water, and resource use).

Epidemiology

- (I) Describe the use of computer software applications that are specific to health promotion and fitness (e.g., assessments, facility management, promotion, etc.)
- (I) Describe the factors that affect the environmental concentrations of toxicants and factors that influence toxicity.
- (C) Identify primary and secondary risk factors and understand the pathophysiology for the 10 leading causes of death, which may be favorably impacted by behavior modification, lifestyle changes, and safety programs.
- (C) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury (as related to stress, drug, and alcohol use).
- (C) Describe current research findings in epidemiology that relate to lifestyle disease.
- (C) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (C) Describe the use of word processing, computer graphics, data management, and spreadsheet applications in delivering and managing health promotion programs
- (C) Describe ecological principles and how these principles apply to the analysis of environmental and health related issues (i.e., connections between clean air, water, and resource use).
- (A) Demonstrate knowledge of the association between stress and diseases/accidents.

Drug and Alcohol Education

- (I) Explain the roles of self esteem, cultural values and norms, spirituality, locus of control, and personal health beliefs in the health behavior change process.
- (I) Describe how to conduct a HP needs assessment for a workforce population, including collection and use of data on employee health history, health risk, health care utilization, and health/fitness interests, and other relevant data.
- (I) Describe risk factor precautions for dealing with pregnant and postpartum women.
- (I) Describe the purpose and components of an employee assistance program.
- (I) Explain how to approach counseling and advising of clients in ways that lead to effective referral in situations where referral is necessary.
- (I) Describe how to conduct process, impact, and outcome evaluation for analyzing a program's effectiveness.
- (I) Describe the components of an effective presentation.
- (C) Describe what are considered to be acceptable levels of alcohol consumption for adults.
- (C) Identify client behavior patterns to be expected in a smoking cessation program. 2
- (C) Describe components of effective smoking cessation programs.
- (C) Describe intervention strategies for changing addictive behaviors, including alcohol abuse and dependency.
- (C) Identify signs, symptoms, and psychophysiological effects of substance abuse, including violence to oneself and towards others.
- (C) Describe how to identify substance abuse resources available via community, regional, and national sources.
- (A) Describe appropriate referral strategies for clients who may be dependent on alcohol and drugs.
- (A) Describe the impact of chemical and nonchemical dependencies on individuals, families, and organizations.

- (A) Define three types of addiction (habituation, psychological dependence, physiological dependence).
- (A) Explain the detrimental psychological/physiological effects of smoking, including the effects of secondhand smoke

Health Promotion Program Design

- (I) Describe how to develop a marketing strategy, including the development of time lines, PR strategies/materials, and evaluation formats.
- (I) Explain how to identify target markets
- (I) Describe various media available, and their possible applications to advertise and promote health promotion programs.
- (I) Describe how to design, implement, and validate a simple marketing survey
- (I) Describe how to review, analyze, and prioritize health claims data in determining a workforce population's primary health promotion needs.
- (I) Identify appropriate ethical behavior for professionals in the HP field.
- (I) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury (as related to stress, drug, and alcohol use).
- (I) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (I) Explain the detrimental psychological/physiological effects of smoking, including the effects of secondhand smoke.
- (C) Describe the concept of self accountability as an internal mechanism responsible for healthy behavior change.
- (C) Describe how to assess top level management's commitment to health and safety programming and identify a variety of strategies to improve that commitment.
- (C) Describe methods for establishing worksite policies to ensure confidentiality and/or anonymity in health promotion needs assessment and programming.
- (C) Describe the concepts and functions of managed care and capitation (via HMOs, PPOs, etc.)
- (C) Describe the relationship of health promotion to broader health management concepts (e.g., demand management, disability management, case management).
- (C) Describe the concept of market segmentation.
- (C) Describe the elements of effective packaging and promotion of a program, including the four "P's" of marketing (Price, Place, Product, Promotion).
- (C) Describe various employer policies and benefits which minimize work family stress.
- (C) Describe how to schedule and implement small and large group activities for all age groups and skill levels.
- (C) Describe considerations which would allow a professional to work successfully with populations of varying racial origin, economic backgrounds, learning abilities, language, and readiness levels
- (C) Identify the roles of other health professionals (e.g., public health professionals, physicians, physician assistants, physical therapists, nurses) in the advancement of worksite health promotion.
- (C) Identify current "buzz word" terms specific to health promotion, safety, health protection, occupational health and business.
- (C) Identify formal and informal communication vehicles commonly used in an organization.
- (C) Identify primary and secondary risk factors and understand the pathophysiology for the 10 leading causes of death, which may be favorably impacted by behavior modification, lifestyle changes, and safety programs.
- (C) Explain the roles of self esteem, cultural values and norms, spirituality, locus of control, and personal health beliefs in the health behavior change process.

- (C) Describe how to conduct process, impact, and outcome evaluation for analyzing a program's effectiveness.
- (A) Describe motivational techniques, frequently used to modify various health behaviors of clients.
- (A) Describe various incentive, compliance, and adherence techniques used with diverse client groups.
- (A) Describe how to tailor a HP program to meet the needs of a diverse work group, including consideration of job types, ethnicity, gender, and other demographics
- (A) Describe the impact of health promotion programs in the management of human resources costs, including health care and worker's compensation cost containment (via reduced utilization), productivity improvement (via reduced absenteeism and improved morale), and reduction in human resource training costs (via reduced turnover).
- (A) Describe current health promotion programs and research trends.
- (A) Describe the components of a correctly worded, client centered behavioral objective with measurable learning outcomes.
- (A) Describe how to conduct a HP needs assessment for a workforce population, including collection and use of data on employee health history, health risk, health care utilization, and health/fitness interests, and other relevant data.

Health Promotion Internship

- (I) Describe a personal plan to ensure ongoing professional development (e.g., conference attendance, subscription to journals, professional memberships)
- (I) Describe a personal plan that demonstrates commitment to the field of health promotion, including how you can undergo routine self assessment, establish and actively pursue personal goals, and evaluate progress towards achieving a healthy lifestyle balance.
- (C) Explain how to schedule and implement small and large group health promotion activities for a variety of groups and skill levels.
- (C) Identify appropriate ethical behavior for professionals in the HP field.
- (A) Possess current cardiopulmonary (CPR) and first aid certification or equivalent credentials.
- (A) Describe a traditional organizational chart and how it operates in most companies.
- (A) Describe the limits of a health promotion specialist's expertise, and describe how to refer clients to appropriate community resources or other professionals.
- (A) Describe the components of a health promotion lesson plan, including lesson objectives, content, time frame, materials needed, lesson evaluation tools, and references.
- (A) Describe the use of word processing, computer graphics, data management, and spreadsheet applications in delivering and managing health promotion programs

Applied Health Behavior

- (I) Demonstrate an understanding of principles and practices necessary to lead physical activities for individuals and groups.
- (I) Describe the relationship of the heart rate response to physical activity and perceived exertion.
- (I) Explain the difference in the cardiorespiratory responses to static (isometric) exercise compared with a dynamic (isotonic) exercise, as well as possible hazards of isometric exercise for sedentary or asymptomatic adults.
- (I) Describe considerations for the use and implementation of a circuit training program in a health enhancement program
- (I) Describe the basic anatomy of the cardio/respiratory systems.
- (I) Describe appropriate tests for assessment of cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility assessment.
- (I) Demonstrate knowledge of the association between stress and diseases/accidents.

- (C) Identify musculoskeletal risk factors which may require consultation with medical or allied health professionals prior to exercising or prior to major increases in physical activity
- (C) Explain low back syndrome and describe exercises used to prevent it.
- (C) Demonstrate the ability to administer a submaximal graded exercise test, including equipment calibration, test protocol selection and administration; client instruction; determination of submaximal test endpoint; recording of BP, HR, and RPE data; and recognition of test termination criteria.
- (C) Identify the physiologic principles related to muscular endurance and strength Training, including defining overload, specificity, reversibility, and progression.
- (C) Identify the physiological principles related to warm up and cool down.
- (C) Discuss the difference between interval and continuous training and the advantage/disadvantage to implementing each.
- (C) Describe physical and psychological signs and symptoms of overexertion/exercise intolerance that would indicate the need to decrease intensity, duration, or frequency of an exercise session.
- (C) Define exercise related terminology such as ischemia, angina pectoris, premature ventricular contraction, tachycardia, bradycardia, myocardial infarction, Valsalva maneuver, hyperventilation, oxygen consumption, cardiac output, stroke volume, lactic acid, hypertension, high density lipoprotein cholesterol (HDL), total cholesterol/high density lipoprotein cholesterol ratio, anemia, bulimia, anorexia nervosa, apnea, dyspnea, respiratory alkalosis and acidosis, hypoxia, orthostatic hypotension, arterial pressure, calorimetry, hyperpnea, and hypoventilation.
- (C) Identify anatomic sites for selected measures associated with an exercise test, such as those to be used in anthropometric measurement and EKG testing.
- (C) Demonstrate an understanding of proper lifting, sitting, and standing postures that prevent spinal or muscular injury.
- (C) Identify risk factors based upon ACSM national guidelines, which may require consultation with medical or allied health professionals prior to participation in physical activity.
- (C) Describe an emergency plan, including the selection, use, and maintenance of emergency equipment/supplies; arrangement for patient transport plans; and details of staff training.
- (C) Define the relationship between diet and life style associated diseases.
- (C) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury (as related to stress, drug, and alcohol use).
- (A) Describe the myths and dangers pertaining to body composition changes and/or improved fitness related to the use of saunas, vibrating belts, body wraps, electric muscle stimulators, body weights used during aerobic exercise, sweat suits, etc.
- (A) Describe the potential dangers and precautions of certain physical exercises, including straight leg sit ups, double leg raises, full squats, hurdle stretch, back hyperextension, and standing/sitting straight leg toe touch.
- (A) Describe the components of an effective workout sequence that would meet specific goals of a client.
- (A) Perform a routine screening procedure prior to exercise testing, including taking personal and medical/behavior practices history (particularly facts relevant to the exercise test), obtaining informed consent, explaining procedures and protocol for the exercise test, providing results of screening procedures to the client and physician, and indicating participants for whom physician supervision is required.
- (A) Define aerobic and anaerobic metabolism in terms of energy expenditure and their relative importance in exercise programs.
- (A) Describe the role of carbohydrates, fats, and protein as fuels for anaerobic and aerobic performance.

- (A) Explain the specificity of conditioning as it relates to cardiorespiratory endurance, muscular strength conditioning, and flexibility training.
- (A) Describe various methods for monitoring physical effort such as heart rate, blood pressure, and perceived exertion.
- (A) Describe and demonstrate exercises for the improvement of muscular strength and endurance.
- (A) Calculate heart rate for various ages using the Karvonen formula.
- (A) Identify techniques used to determine body composition, including the pros and cons of at least two techniques.
- (A) Explain the appropriate use of consent forms, waivers, ParQ's, and agreements with health promotion program participants, and their relationship to liability issues.
- (A) Describe the relationships between nutrition and weight control in an effective weight management program.
- (A) Describe important food sources necessary for sufficient procurement of key nutrients in daily diets.
- (A) Demonstrate knowledge of the physiological responses to stress and effective strategies for stress management (e.g., 3time management attitudes, relaxation techniques, organizational skills, communication skills).
- (A) Identify normal blood cholesterol and blood pressure readings and explain how to interpret results to a client.

Psychosocial Issues in Health Promotion

- (I) Identify client behavior patterns to be expected in a smoking cessation program.
- (I) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (I) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury (as related to stress, drug, and alcohol use).
- (C) Describe effective listening skills and how to give and receive feedback.
- (C) Describe the purpose and components of an employee assistance program.
- (C) Explain how to approach counseling and advising of clients in ways that lead to effective referral in situations where referral is necessary.
- (C) Identify signs, symptoms, and psychophysiological effects of substance abuse, including violence to oneself and towards others.
- (C) Describe the concept of self accountability as an internal mechanism responsible for healthy behavior change.
- (C) Describe various employer policies and benefits which minimize work family stress.
- (C) Describe considerations which would allow a professional to work successfully with populations of varying racial origin, economic backgrounds, learning abilities, language, and readiness levels.
- (C) Describe various incentive, compliance, and adherence techniques used with diverse client groups.
- (A) Describe basic counseling skills necessary to encourage individuals' participation and retention in health promotion programs and support their positive health behavior changes
- (A) Describe organizational culture as it pertains to company decision making, including participatory and autocratic management styles.
- (A) Describe a variety of work/family life balancing issues and how these can affect a person's health.
- (A) Identify resources for work family training programs.
- (A) Identify the signs and symptoms of eating disorders.
- (A) Describe appropriate paths for referral when client eating disorders are identified.
- (A) Describe appropriate referral strategies for clients who may be dependent on alcohol and drugs

- (A) Explain the roles of self esteem, cultural values and norms, spirituality, locus of control, and personal health beliefs in the health behavior change process.
- (A) Describe motivational techniques, frequently used to modify various health behaviors of clients.
- (A) Demonstrate knowledge of the association between stress and diseases/accidents.
- (A) Demonstrate knowledge of the physiological responses to stress and effective strategies for stress management (e.g., time management attitudes, relaxation techniques, organizational skills, communication skills).

Pre-Internship Seminar

- (A) Describe the components of an effective cover letter, resume, press release, Newsletter, and public service announcement.
- (A) Explain the desirability of building professional networks and contacts.
- (A) Describe approaches for developing a personal network of professional contacts.
- (A) Describe a personal plan to ensure ongoing professional development (e.g., conference attendance, subscription to journals, professional memberships)
- (A) Describe a personal plan that demonstrates commitment to the field of health promotion, including how you can undergo routine self assessment, establish and actively pursue personal goals, and evaluate progress towards achieving a healthy lifestyle balance.

Principles of Exercise Testing and Prescription

- (I) Describe the effects of common medications and their potential risks to participants during exercise, including identifying when more information about a client's medication is needed before pursuing an exercise program.
- (I) Explain appropriate modifications in exercise programs due to age, medical condition (acute conditions such as viral infections and chronic conditions such as diabetes, pregnancy, hypertension, CHD, COPD, arthritis) and physical/mental impairment (such as vision, hearing, prosthesis).
- (I) Explain appropriate modifications in exercise programs due to age, medical conditions and acute illness, and controlled conditions (such as diabetes, chronic obstructive pulmonary diseases, allergies, hypertension, and cardiovascular disease, physical impairment, pregnancy, vision or hearing impairment) that a physician might recommend for his/her exercising client.
- (I) Explain the physiologic effects of the following categories of substances on exercise responses: beta blockers, nitroglycerin, diuretics, antihypertensives, antihistamines, tranquilizers, alcohol, diet pills, cold tablets, illicit drugs, caffeine, and steroids.
- (I) Explain how biomechanical factors influence performance and have implications for the selection and recommendation of physical exercise
- (I) Explain the need for confidentiality and adherence to worksite policy pertaining to assessment of clients.
- (I) Demonstrate the ability to conduct a health history interview, including querying the client about personal and family history, presence of signs and symptoms of disease, medications prescribed/being taken, and current health practices (e.g., nutrition, smoking, alcohol or other drug use, and physical activity levels).
- (I) Describe safe screening procedures for participants in a health promotion facility/program
- (I) Describe procedures that should be followed when individuals at high risk are identified during health screening.
- (I) Describe current research findings in epidemiology that relate to lifestyle disease.
- (I) Identify primary and secondary risk factors and understand the pathophysiology for the 10 leading causes of death, which may be favorably impacted by behavior modification, lifestyle changes, and safety programs.

- (I) Identify musculoskeletal risk factors which may require consultation with medical or allied health professionals prior to exercising or prior to major increases in physical activity
- (I) Identify risk factors based upon ACSM national guidelines, which may require consultation with medical or allied health professionals prior to participation in physical activity.
- (I) Explain the appropriate use of consent forms, waivers, ParQ's, and agreements with health promotion program participants, and their relationship to liability issues.
- (I) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury (as related to stress, drug, and alcohol use).
- (C) Describe the normal cardiorespiratory responses to an exercise bout in terms of heart rate, blood pressure, and oxygen consumption, including how these responses change with adaptation to chronic exercise training and how men's and women's responses may differ.
- (C) Describe differences in the mechanics of human locomotion in stair climbing, walking, jogging, running, lifting weights, and carrying or moving objects.
- (C) Describe the relationship of the heart rate response to physical activity and perceived exertion.
- (C) Explain the difference in the cardiorespiratory responses to static (isometric) exercise compared with a dynamic (isotonic) exercise, as well as possible hazards of isometric exercise for sedentary or asymptomatic adults.
- (C) Describe various methods for monitoring physical effort such as heart rate, blood pressure, and perceived exertion.
- (A) Describe how to modify an exercise program (i.e., intensity, duration, etc.) to compensate for environmental conditions such as, cold, heat, humidity, and altitude.
- (A) Describe appropriate tests for assessment of cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility assessment.
- (A) Demonstrate the ability to administer a submaximal graded exercise test, including equipment calibration, test protocol selection and administration; client instruction; determination of submaximal test endpoint; recording of BP, HR, and RPE data; and recognition of test termination criteria.
- (A) Identify the physiologic principles related to muscular endurance and strength Training, including defining overload, specificity, reversibility, and progression.
- (A) Identify the physiological principles related to warm up and cool down.
- (A) Identify anatomic sites for selected measures associated with an exercise test, such as those to be used in anthropometric measurement and EKG testing.
- (A) Perform a routine screening procedure prior to exercise testing, including taking personal and medical/behavior practices history (particularly facts relevant to the exercise test), obtaining informed consent, explaining procedures and protocol for the exercise test, providing results of screening procedures to the client and physician, and indicating participants for whom physician supervision is required.
- (A) Explain the specificity of conditioning as it relates to cardiorespiratory endurance, muscular strength conditioning, and flexibility training.
- (A) Calculate heart rate for various ages using the Karvonen formula.
- (A) Define exercise related terminology such as ischemia, angina pectoris, premature ventricular contraction, tachycardia, bradycardia, myocardial infarction, Valsalva maneuver, hyperventilation, oxygen consumption, cardiac output, stroke volume, lactic acid, hypertension, high density lipoprotein cholesterol (HDL), total cholesterol/high density lipoprotein cholesterol ratio, anemia, bulimia, anorexia nervosa, apnea, dyspnea, respiratory alkalosis and acidosis, hypoxia, orthostatic hypo tension, arterial pressure, calorimetry, hyperpnea, and hypoventilation.

Health Issues in Gerontology

- (I) Describe the basic anatomy of the cardio/respiratory systems.
- (I) Explain appropriate modifications in exercise programs due to age, medical conditions and acute illness, and controlled conditions (such as diabetes, chronic obstructive pulmonary diseases, allergies, hypertension, and cardiovascular disease, physical impairment, pregnancy, vision or hearing impairment) that a physician might recommend for his/her exercising client.
- (I) Explain the physiologic effects of the following categories of substances on exercise responses: beta blockers, nitroglycerin, diuretics, antihypertensives, antihistamines, tranquilizers, alcohol, diet pills, cold tablets, illicit drugs, caffeine, and steroids.
- (I) Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the areas of lung disease, cardiovascular disease, cancer, musculoskeletal disorders, severe trauma, and psychological injury (as related to stress, drug, and alcohol use).
- (I) Define exercise related terminology such as ischemia, angina pectoris, premature ventricular contraction, tachycardia, bradycardia, myocardial infarction, Valsalva maneuver, hyperventilation, oxygen consumption, cardiac output, stroke volume, lactic acid, hypertension, high density lipoprotein cholesterol (HDL), total cholesterol/high density lipoprotein cholesterol ratio, anemia, bulimia, anorexia nervosa, apnea, dyspnea, respiratory alkalosis and acidosis, hypoxia, orthostatic hypotension, arterial pressure, calorimetry, hyperpnea, and hypoventilation.
- (C) Describe the concepts and functions of managed care and capitation (via HMOs, PPOs, etc.)
- (C) Explain appropriate modifications in exercise programs due to age, medical condition (acute conditions such as viral infections and chronic conditions such as diabetes, pregnancy, hypertension, CHD, COPD, arthritis) and physical/mental impairment (such as vision, hearing, prosthesis).
- (C) Identify musculoskeletal risk factors which may require consultation with medical or allied health professionals prior to exercising or prior to major increases in physical activity
- (A) Explain low back syndrome and describe exercises used to prevent it.
- (A) Calculate heart rate for various ages using the Karvonen formula.

College and Departmental

Business Communications

- (A) Describe the components of an effective cover letter, resume, press release, Newsletter, and public service announcement.
- (A) Identify formal and informal communication vehicles commonly used in an organization.

Economics of Social Issues

- (I) Describe the development and function of a basic budget.

Fundamentals of Management

- (I) Describe organizational culture as it pertains to company decisionmaking, including participatory and autocratic management styles.
- (I) Explain the principles of conflict management and how it relates to employee motivation and supervision.
- (C) Describe effective organizational skills and strategies used by members of work teams.

Marketing

- (I) Describe effective organizational skills and strategies used by members of work teams.
- (C) Explain how to obtain and utilize market trends and research data.
- (C) Describe the concept of market segmentation.

- (C) Describe the elements of effective packaging and promotion of a program, including the four "P's" of marketing (Price, Place, Product, Promotion).
- (C) Describe how to develop a marketing strategy, including the development of time lines, PR strategies/materials, and evaluation formats
- (C) Explain how to identify target markets.
- (C) Describe various media available, and their possible applications to advertise and promote health promotion programs.
- (C) Describe how to design, implement, and validate a simple marketing survey.

Business Computer Concepts and Applications

- (A) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy
- (A) Describe the use of word processing, computer graphics, data management, and spreadsheet applications in delivering and managing health promotion programs.

Principles of Human Nutrition

- (I) Describe current research findings in epidemiology that relate to lifestyle disease.
- (I) Describe how to tailor a HP program to meet the needs of a diverse work group, including consideration of job types, ethnicity, gender, and other demographics.
- (I) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (A) Describe the role of carbohydrates, fats, and protein as fuels for anaerobic and aerobic performance
- (A) Describe the relationships between nutrition and weight control in an effective weight management program
- (A) Describe important food sources necessary for sufficient procurement of key nutrients in daily diets
- (A) Define the relationship between diet and lifestyle-associated diseases.
- (A) Describe healthy eating principles based on the food pyramid.

Nutrition Across the Lifespan

- (I) Describe normal processes used to collect, analyze, and interpret a health risk assessment.
- (I) Describe current research findings in epidemiology that relate to lifestyle disease.
- (I) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (C) Describe risk factor precautions for dealing with pregnant and postpartum women.
- (C) Describe how to tailor a HP program to meet the needs of a diverse work group, including consideration of job types, ethnicity, gender, and other demographics.
- (A) Describe what are considered to be acceptable levels of alcohol consumption for adults
- (A) Describe the relationships between nutrition and weight control in an effective weight management program.
- (A) Describe important food sources necessary for sufficient procurement of key nutrients in daily diets.
- (A) Define the relationship between diet and lifestyle-associated diseases.
- (A) Describe healthy eating principles based on the food pyramid

Food and the Human Environment

- (I) Describe Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.

Creative Teaching of Nutrition

- (I) Describe the components of a correctly worded, clientcentered behavioral objective with measurable learning outcomes.
- (I) Describe how to use the Internet to search for usable health promotion information and how to validate its accuracy.
- (C) Describe motivational techniques, frequently used to modify various health behaviors of clients.
- (C) Describe the use of computer software applications that are specific to health promotion and fitness(e.g., assessments, facility management, promotion, etc
- (C) Explain how to schedule and implement small and largegroup health promotion activities for a variety of groups and skill levels.
- (C) Describe how to schedule and implement small and large group activities for all age groups and skill levels.
- (C) Describe considerations which would allow a professional to work successfully with populations of varying racial origin, economic backgrounds, learning abilities, language, and readiness levels.
- (A) Describe the components of a health promotion lesson plan, including lesson objectives, content, time frame, materials needed, lesson evaluation tools, and references.
- (A) Describe the components of an effective presentation.
- (A) Describe appropriate teaching methods for common learning styles(i.e., auditory, visual and kinesthetic).

Physiology

- (I) Define aerobic and anaerobic metabolism in terms of energy expenditure and their relative importance in exercise programs.
- (I) Identify the physiologic principles related to muscular endurance and strength Training, including defining overload, specificity, reversibility, and progression.
- (I) Identify the physiological principles related to warmup and cooldown.
- (I) Describe the normal cardiorespiratory responses to an exercise bout in terms of heart rate, blood pressure, and oxygen consumption, including how these responses change with adaptation to chronic exercise training and how men's and women's responses may differ.
- (I) Define exercise related terminology such as ischemia, angina pectoris, premature ventricular contraction, tachycardia, bradycardia, myocardial infarction, Valsalva maneuver, hyperventilation, oxygen consumption, cardiac output, stroke volume, lactic acid, hypertension, high density lipoprotein cholesterol(HDLC), total cholestol/high density lipoprotein cholesterol ratio, anemia, bulimia, anorexia nervosa, apnea, dyspnea, respiratory alkalosis and acidosis, hypoxia, orthostatic hypo tension, arterial pressure, calorimetry, hyperpnea, and hypoventilation.
- (I) Explain the physiologic effects of the following categories of substances on exer cise responses: beta blockers, nitroglycerin, diuretics, antihypertensives, antihistamines, tranquilizers, alcohol, diet pills, cold tablets, illicit drugs, caffeine, and steroids.

5. Methods Used to Assess Outcomes:

- A. Supervisory and student evaluation of student's preparation/performance during practicum or internship placement to assess student knowledge, skills, and professionalism.
- B. Retention – 95% of students who reach the internship stage (Undergraduate) and 75% of the students who reach thesis stage (Masters) will complete their degree.
- C. Employment – 80% of students who desire employment in a Health Promotion related career within 6 months.
- D. Certification – 40% of graduates will sit for the ACSM, NSCA, or CHES exam. Of those, 80% will pass on first try.
- E. Successful completion and approval of thesis or creative component
- F. Portfolio evaluations to evaluate student competencies.
- G. University wide undergraduate and graduate surveys are conducted every two years to assess student satisfaction. If health promotion students are surveyed these results may also be incorporated into the program's evaluation.

6. Integration of Results:

Assessment results will be shared with faculty on a regular basis during regularly scheduled faculty meetings. Assessment information will be used to identify areas of program strengths and weaknesses. Results will be used in making curricular, training, or other program decisions.

In addition to formal evaluation procedures, programmatic strengths and needs are also identified through ongoing contact with students and alumni via email, phone, and meetings. The program attempts to address student learning needs as they arise.