

**School of Applied Health and Educational Psychology
Health Promotion**

Prepared by Betty Edgley and Erin Floyd-Bann

Degree Program(s) Assessed	Assessment Methods	Number of Individuals Assessed	Outcome
Bachelor of Science in Health Promotion	Senior Capstone Course	29	29
	Completion of Internships	30	30
	Internship exit interviews	30	30
	Certification Exams	30	34
	Projects in Program Design	33	33
	Number of Students Placed in the Field	23	30
	Number of Students Graduating	30	30

Analysis and Findings

Senior Capstone Course

Students participating in the pre internship experience presented power point presentation to the class regarding potential internship sites. This experience gave the students an opportunity to research a variety of internship sites both in and out of state. Students also developed portfolio's that included such areas as philosophies, professional goals, and mock interviews that later will be expanded in their internship experience. Portfolios become a foundation for the internship notebook. Site supervisors have indicated that OSU students are very well prepared for their internships. Site supervisors provide 25% of student evaluation for internship; current ratings indicate 80-100% satisfaction.

Completion of Internships

The internship experience has been a valuable asset for students in that over half of our interns are hired as an employee at their intern facility. Seven of the 30 interns are going on to graduate school or professional schools. Students successfully completed a 520 hour internship with at least a passing grade of 80%. Five of the 30 students chose internships out of state, while 25 stayed in Oklahoma for this experience. Students returned back to campus for an exit interview, an oral presentation, submitted the completed portfolio which included an assessment of the site, and completed an assessment survey regarding the health promotion program. This experience afforded them an opportunity to work as a health promotion professional for a period of approximately 13 weeks.

Internship exit interviews

All thirty students successfully completing the internship experience participated in an exit interview with the health promotion faculty. Students discussed both the positive aspects of the program and those areas that they felt needed some improvement. Students felt that they were well prepared for the internship and the learning goals were helpful in giving them direction throughout the internship experience. Redundancy in several courses was cited as a concern and students needed more hands on experience in laboratory skills such as body fat and blood pressure measures. Students indicated an interest in taking a Kinesiology/Biomechanics course and also adding more special population information to the curriculum.

Certification Exams

The results of the 2002 alumni survey stressed the importance and need for credentialing and students gaining certification in the health field. Certification exams (CPR and First Aid) are required for the internship in health promotion so all 30 students received both of these certifications. In addition four students participated in the ACSM Health and Fitness Instructor workshop and sat for the certification exam. All four

students passed the ACSM exam. In 2003, 2 out of 30 students took both CPR/First Aid Certification and the CHES exam; also 2 other students out of 30 took both CPR/First Aid and ACSM exam. Results of the CHES and ACSM exam are pending. Certifications are an important aspect of the health promotion field and students are encouraged to gain certifications in areas such as American College of Sports Medicine, Certified Health Education Specialist, National Strength and Conditioning Association and American Council on Exercise.

Projects in Program Design

Information gathered from the groups in informal discussions, as well as the formal instructor evaluations indicated the need for increasing opportunities for such projects in order to provide practical applications for classroom learning. Such projects will be implemented for the next year. The use of group projects to increase practical experiences of health promotion majors in area of program design was goal of course this semester. Students were divided into 6 groups and guided through design, implementation and informal evaluation (informal defined as qualitative and anecdotal) of program throughout the semester. Feedback from groups suggested that these projects provide positive learning experience, and are helpful in teaching methods of program design.

Number of Students Placed in the Field

The number of students gaining employment in the health field included seventeen students. Four students have been or in the process of being accepted into a health professional school and four are in graduate school. Two students are employed in an unrelated field.

Number of Students Graduating

The number of students graduating this past year was thirty. The Health Promotion program is one of the fastest growing majors in the College of Education. The undergraduate program in health promotion has been established in Tulsa-OSU. Currently there are now 20 Health Promotion majors on the OSU-Tulsa campus. There is also a full time faculty at OSU-Tulsa working in the area of health promotion.

Uses of Assessment Results

Senior Capstone Course

As a result of researching potential internship sites, students are able to discern excellent, good and poor sites. They have more insight for out of state and in state possibilities for internships and future employment. The portfolios have been helpful in expanding the students understanding of the internship and eventually a framework for developing a job portfolio. We are continuing to monitor and improve site supervision evaluation.

Completion of Internships

The completion of the intern process has allowed the student an invaluable opportunity to see first hand the duties and responsibilities of a health related setting. Students may decide that is not the setting that they prefer and look into further possibilities, however many of the interns have secured jobs at the site of their internship. Students displayed internship posters related to their internship experience in a public forum so students and faculty and administration can become more knowledgeable regarding the field of health promotion.

Internship exit interviews

As a result of the feedback gleaned from the exit exams, the health promotion faculty will implement more special population information in gerontology and exercise prescription classes. HHP faculty is in a series of meetings to discuss curricular concerns related to the science courses including the Biomechanics/Kinesiology course. Assessment results will be shared with faculty on a regular basis during regularly scheduled faculty meetings. One of the suggestions cited in the 2002 alumni survey was to modernize the laboratory and physiology equipment at OSU Stillwater. A large amount of equipment has been purchased for the new physiology lab on the OSU campus and will be completed August 2004. A physiology lab and new equipment is being completed on the OSU-Tulsa campus.

Certification Exams

Certification exams will continue to be stressed in the health promotion curriculum. The results of the exams will be assessed to analyze areas that demonstrate both strong and weak skills. Current certification scores indicate student achievement in program outcomes. The students earning certifications have added credibility and competitiveness to their job search.

Projects in Program Design

The results of the process of working in groups, has enabled the students in HHP 4433 to prepare for the duties required as part of their internship. The theories and methods of program design may be transferred across the range of areas that professionals in health promotion are found.

Number of Students Placed in the Field

The job database will continue to be updated to better inform students of job opportunities. The alumni health promotion student list will also be updated and revised to better track our former students.

Number of Students Graduating

Faculty will continue to provide the knowledge, skills and guidance to health promotion students so they will be prepared to successfully graduate, pursue jobs in health promotion, and attend graduate school or professional school.