

Guidelines for Hiring Health Promotion Professionals in Higher Education

Second Edition, May 2014

Purpose

The American College Health Association (ACHA) supports and recognizes the need for hiring well-qualified health promotion professionals in higher education. Additionally, the Council for the Advancement of Standards in Higher Education (CAS, 2012) and Accreditation Association for Ambulatory Health Care (AAAHC, 2013) indicate that professionals working in the area of health promotion must be appropriately credentialed, trained, and qualified for the position. Recent reviews of position descriptions from across the United States did not reflect the use of these established standards.

In 2008 the ACHA Health Promotion Section developed the *Guidelines for Hiring Health Promotion Professionals in Higher Education* to encourage and support institutions of higher education (IHE) in hiring the most qualified staff. The second edition includes language that is most closely aligned with the third edition of the *Standards of Practice for Health Promotion in Higher Education* (ACHA, 2012); sample director-level and health promotion staff-level position descriptions; updated level of experience required for director-level and health promotion staff-level positions for greater alignment with current practice and Council for the Advancement of Standards in Higher Education (CAS) *Professional Standards for Higher Education*; and MCHES level of certification.

Introduction

The specific purpose of health promotion in higher education is to support student success. In the higher education setting, good health enables student success through the creation of health-supporting environments including both the physical and the social aspects of our surroundings (World Health Organization, 1991). Specific health promotion initiatives aim to expand protective factors and campus strengths, and reduce personal, campus and community health risk factors. This is done in alignment with the missions and values of the institutions of higher education (ACHA, 2012).

Qualified health promotion professionals in higher education possess specific competencies that make them best suited to support student success through the practice of prevention – that is, by preventing the development of personal and campus population-level health problems, while enhancing individual, group, and institutional health and safety. They are competent to:

- develop strategic plans for health promotion that support the unique missions and values of institutions of higher education
- examine and address campus and community health issues at all levels of the socio-ecological model – intrapersonal, interpersonal, institutional, community, and public policy
- engage and collaborate with interdisciplinary partners
- demonstrate cultural competence and inclusivity

- apply accepted theoretical frameworks and planning models that address individual and community health
- conduct population-based assessments of health status, needs, and assets
- conduct environmental assessments of campus and community health needs and resources
- develop measureable goals and objectives for health promotion initiatives
- implement evidence-informed health promotion initiatives with fidelity to maximizing effectiveness
- use accepted quantitative and qualitative methods for assessment and program evaluation
- contribute professionally to the field

Benefits of Hiring Qualified Health Promotion Professionals

All health promotion professionals, regardless of the type of position, will increase their effectiveness by having the academic degrees, training and preparation, experience, and continuing professional education to complete these highly complex tasks.

A wide variety of health promotion positions exist at colleges and universities throughout the United States. They range from management to staff positions and encompass generalists to specialists. These positions most typically fall within the following two major categories:

- Director-level health promotion professional
- Staff-level health promotion professional (specialist, coordinator, health educator)

Increasingly, we also recognize that some organizations find it advantageous to create and fill assistant director-level positions and/or senior administration-level health promotion professional positions. The guidelines that are presented herein may also be used as a foundation to develop the scope of work and

relevant skill sets for these types of intermediary positions. The Health Promotion Section supports the creation of assistant director-level and/or senior administration health promotion professional positions, as this increases opportunities for health promotion professionals to develop their skills and experience to be competitive for director-level positions and expands the pool of qualified and experienced applicants for senior leadership roles.

Types of Positions

Positions in health promotion range from executive to management to entry-level staff positions and encompass generalists to specialists. Regardless of position level, all qualified health promotion professionals should be competent in conducting needs assessments, selecting priority health issues and measurable behavioral objectives, designing and implementing evidence- and theory-based initiatives, evaluating effectiveness, and reporting outcomes.

Director of Health Promotion

The director of health promotion provides direct oversight of all health promotion activities that address priority student health issues and support the missions of the university. The director establishes a campus-wide agenda to advance the health of students and promotes student success through the development, implementation, and supervision of the department's strategic plan, goals, and measurable objectives. Responsibilities include supervising and evaluating staff; managing and coordinating the budget; advocating for policies and a built environment that address campus and community health; and implementing prevention programs that result in student success and health behavior and status improvement on individual and community levels.

Director-level candidates are recommended to have a minimum of an advanced degree in public health, health promotion, health education, or other related discipline from an

accredited institution. They are recommended to have a minimum of five years of full-time professional health promotion work experience, preferably in a higher education setting. Director-level candidates are recommended to hold Master Certified Health Education Specialist (MCHES) or Certified in Public Health (CPH) designations or be eligible and intent to become certified.

Please note that on campuses where only one health promotion professional position exists, ACHA recommends following the director-level recommendations, regardless of the position title.

Staff-Level Health Promotion Professional (Specialist, Coordinator, Health Educator)

A staff-level health promotion professional engages in health promotion practices that promote and improve the health and well-being of individual students, student groups, and campus communities. Responsibilities include the development, implementation, and evaluation of health promotion initiatives that affect individual health behaviors and environmental factors; support student success as defined by the institution of higher education; and advocate for policies that address campus and community health. Staff-level candidates are recommended to have a minimum of an advanced degree in public health, health promotion, health education, or other related discipline from an accredited institution. They are recommended to have a minimum of two years of related health promotion work experience, preferably in a higher education setting. Staff-level candidates are recommended to hold Certified Health Education Specialist (CHES) or Certified in Public Health (CPH) designations or be eligible and intent to become certified.

Attracting Well Qualified Candidates

A clear, relevant, and comprehensive position description will attract many qualified candidates. A mediocre job announcement may inadvertently detract exceptional candidates from the open position. Table 1 on the following page presents information that should be excluded in health promotion position descriptions.

Salary

Salary levels and fringe benefits “must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area” (CAS, 2012). Given the level of education and experience required to be successful in these positions, those with hiring decisions are encouraged to develop appropriate salaries for health promotion professional positions. The *ACHA College Health Salary and Staffing Survey Report* contains the most current benchmark information according to several variables, including the type, size, location, and Carnegie classification of the institution.

Table 1.

What to exclude in health promotion position announcements	Rationale
<p>Inaccurate terminology: Health promotions</p>	<p>“Health promotions” is not a term used by any legitimate organization that conducts evidence-informed health promotion activities, curricula, programs, and services. Example: Office of Disease Prevention and Health Promotion in the U.S. Department of Health Services.</p> <p>Use of promotions with an “s” at the end implies that the department’s primary responsibility is to run specials or pass out promotional “goodies” on the health topic of the day, week, or month without regard for following a large body of best practice literature.</p>
<p>Advertising responsibilities/web design: The position involves advertising or marketing medical, dental, or counseling services. The position involves desktop publishing skills and/or web or graphic design functions that should be fulfilled by web designers, not health promotion staff.</p>	<p>Promoting and improving student health is not the same as designing and maintaining websites or advertising direct services for students to use when they are ill or need help. Qualified health promotion professionals are typically not formally trained in advertising. While direct services are important and advertising them is also necessary, professionals in the advertising or communications fields are best suited for this purpose.</p>
<p>Clinical or counseling responsibilities</p>	<p>Health promotion professionals in higher education practice a process of prevention, which is pre-diagnosis by definition (Gordon, 1983). At its core, health promotion is the process of enabling people to increase control over, and to improve, their health through enhancing wellness and preventing the development of health problems. Although prevention efforts may be universal, selective, or indicated (Gordon, 1983), health promotion in the residential higher education setting emphasizes creating supportive environments for health (ACHA, 2012). The most relevant degree areas for this profession include public health, health promotion, health policy, or health education. Individuals with these degrees are not qualified to diagnose illness or provide treatment and/or maintenance care.</p>
<p>Focus on topic expertise: The position is centered on expertise and experience in one or more health conditions, behaviors, or health topics, rather than focused on functional skills that can be applied to any health topic or illness.</p>	<p>Effective health promotion professionals are not necessarily experts in one or more health/illness topic areas. Their unique contribution is their comprehensive skill set and knowledge of theory-based and evidence-informed practice of college health promotion. Staff should be flexible, able, and willing to focus on <i>any</i> health topic based on needs assessment findings.</p>

References

Accreditation Association of Ambulatory Health Care. (2013). *Accreditation handbook for ambulatory health care*. Wilmette, IL: Author.

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Gordon, R.S. (1983). An Operational Classification of Disease Prevention. *Public Health Reports*, 98(2), 107-109.

World Health Organization. (1991). *Sundsvall statement on supportive environments for health*. Sundsvall, Sweden: Author.

Appendix A: Sample Director-Level Health Promotion Position Description

The following are *recommended*¹ job components to consider for your director-level health promotion position descriptions. Each campus has flexibility to adapt the descriptions based on the institution's unique needs, position responsibilities, and current organizational structure.

Position Summary:

The director will lead the creation a campus-wide prevention plan that establishes a supportive environment for student success and health behavior through the development and application of population-level initiatives including prevention activities and health assessments; engagement and cultivation of partnerships to address student health needs; and application and evaluation of theoretical frameworks and planning models that address individual and community health.

Major Responsibilities and Duties:

- Oversee the planning, implementation, and evaluation of theory-based and evidence-informed health promotion strategies, policies, programs, and services
- Develop strategic plans, goals, and measurable objectives for health promotion
- Collaborate with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health for students
- Direct the development, implementation, and analysis of periodic student health surveys that 1) provide baseline and follow-up health data, 2) identify departmental needs and priorities, 3) evaluate effectiveness of interventions, and 4) track trends in student health status and behavior
- Hire, train, manage, supervise, and evaluate professional, support, and/or student staff
- Incorporate multicultural diversity and social justice concepts and principles into health promotion services
- Plan, administer, and manage operating budgets
- Determine departmental staffing needs
- Participate on the student health service, student affairs division, or appropriate organizational leadership and/or executive team
- Participate in research and professional writing, publications, and/or presentations
- Actively participate in professional organizations, preferably in a leadership capacity

Minimum Requirements:

- Master's or advanced degree. Most relevant degree areas include public health, health promotion, health policy, or health education. Degrees in other fields may be considered with evidence of sufficient university-level coursework and/or professional continuing education in the areas listed above. PhD or equivalent terminal degree in public health, health promotion, health policy, or health education preferred. Master Certified Health Education Specialist (MCHES), Certified in Public Health (CPH), or eligible and intent to become certified.
- A minimum of five years of full-time professional health promotion work experience, preferably in a higher education setting
- Evidence of ability to provide leadership and problem-solving skills in analyzing health promotion needs of emerging adults, especially college students

¹ These recommendations should be independently considered by institutional officials exercising their own judgment and decision-making authority in consonance with their responsibilities to the institution. ACHA does not mandate the use of this information, nor does it warrant that these recommendations are all-inclusive or that any/all are relevant to any institution using these guidelines.

- Experience conducting needs assessments and using results to guide programmatic decisions and budget allocations
- Experience conducting literature reviews and program evaluations, interpreting findings, and developing plans to programmatically and strategically respond to the findings
- Experience using environmental management strategies/socio-ecological model

Knowledge, Skills, and Abilities:

- Knowledge of the ACHA *Standards of Practice for Health Promotion in Higher Education* (SPHPHE)
- Demonstrated knowledge to conceptualize health promotion in the context of higher education
- Demonstrated knowledge and application of student development and learning theories and models
- Demonstrated knowledge and application of health promotion, behavior change, and population-based theories and models
- Demonstrated knowledge and application of evidence-informed health promotion programs/initiatives
- Knowledge and application of fundamental principles of organizational development, environmental management, and cultural change
- Demonstrated skills in developing and implementing environmental and policy change activities and strategies
- Quantitative and qualitative research skills (e.g., research design, survey development, environmental assessment, focus group design and facilitation, data analysis and interpretation, etc.)
- Presentation skills, especially with respect to diverse populations
- Budget skills/fiscal management skills
- Computer skills
- Written/oral/interpersonal communication skills
- Supervisory skills
- Incorporate ACHA SPHPHE and ACHA Healthy Campus 2020 objectives into all aspects of health promotion initiatives, including strategic planning, service delivery, staff training, professional development, and staff evaluation
- Deliver cost-effective, evidence-informed programs that have a high likelihood of achieving measurable improvements in health behaviors and status and/or enhanced student success
- Develop a strong, evidence-informed, data-driven program based on relevant, measurable, and practical health and behavioral outcomes
- Demonstrate commitment to diversity, social justice, and cultural competence and the ability to work in a multicultural environment
- Ability to handle multiple projects simultaneously, manage time efficiently, and prioritize tasks

Preferred Qualifications:

- A minimum of three years of full-time supervisory experience of professional staff.
- History of verified active membership in relevant professional associations (e.g., ACHA, APHA, NASPA, SOPHE, etc.)
- Familiarity with social marketing and health communications strategies
- Grant writing skills
- Proficiency with statistical software
- Willing to be an active member of at least one relevant professional organization

Appendix B: Sample Staff-Level Health Promotion Position Description

The following are *recommended*¹ job components to consider for your staff-level health promotion position descriptions. Each campus has flexibility to adapt the descriptions based on the institution's unique needs, position responsibilities, and current organizational structure.

Position Summary:

Under the direction and supervision of the director of health promotion, this position works to mobilize, create, and sustain campus-wide health promotion practices in order to create an environment that promotes student success and personal development.

Major Duties and Responsibilities:

- Plan, implement, and evaluate theory-based and evidence-informed health promotion strategies, policies, programs, and services
- Develop strategic plans, goals, and measurable objectives for health promotion programs and services
- Collaborate with key stakeholders on and off campus to develop a comprehensive, multidisciplinary approach to health for students
- Develop, implement, and analyze periodic student health surveys that 1) provide baseline and follow-up health data, 2) identify program needs and priorities, 3) evaluate the effectiveness of programs and services, and 4) track trends in student health status and behavior
- Hire, train, manage, supervise, and evaluate paid and/or volunteer student staff, interns, and/or peer educators
- Incorporate multicultural diversity and social justice concepts and principles into health promotion services
- Participate in research and professional writing, publications, and/or presentations
- Actively participate in professional organizations, eventually in a leadership capacity

Minimum Qualifications:

- Master's or advanced degree. Most relevant degree areas include public health, health promotion, health policy, or health education. Degrees in other fields may be considered with evidence of sufficient university-level coursework and/or professional continuing education in the areas listed above. Certified Health Education Specialist (CHES), Certified in Public Health (CPH), or eligible and intent to become certified.
- A minimum of two years related health promotion work experience, preferably in a higher education environment
- Evidence of ability to provide leadership and problem-solving skills in analyzing health promotion needs of emerging adults, especially college students

Knowledge, Skills, and Abilities:

- Knowledge of the ACHA *Standards of Practice for Health Promotion in Higher Education* (SPHPHE)
- Demonstrated knowledge to conceptualize health promotion in the context of higher education
- Demonstrated knowledge of health promotion, behavior change, and population-based theories and models
- Demonstrated knowledge of evidence-informed health promotion programs/initiatives
- Demonstrated knowledge of environmental management strategies/socio-ecological model

- Demonstrated skills in developing and implementing environmental and policy change activities and strategies
- Ability to critically review health-related professional literature relevant to college students and assess its applicability and utility for effectiveness on a particular campus
- Demonstrated skills in gathering, compiling, and synthesizing information to develop health promotion initiatives and educational materials for a diverse group of students
- Demonstrated skills in a variety of educational methods including presentations, workshops, trainings, individual behavior change sessions, and small group discussion/facilitation
- Proficient in a variety of computer software applications (e.g., word processing, spreadsheet, PowerPoint, and statistical software)
- Written/oral/interpersonal communication skills
- Supervisory skills to effectively manage student staff or volunteers
- Incorporate ACHA SPHPHE and ACHA Healthy Campus 2020 objectives into all aspects of health promotion services, including strategic planning, service delivery, staff training, professional development, and staff evaluation
- Deliver cost-effective, evidence-informed programs that have a high likelihood of achieving measurable improvements in health behaviors and status and/or enhanced student success
- Develop strong, evidence-informed, data-driven programs and services based on relevant, measurable, and practical health outcomes
- Willingness and flexibility to gain knowledge of, develop expertise in, and design and implement health promotion programs on a variety of key health issues based on needs assessment results
- Demonstrate a commitment to diversity, social justice, and cultural competence and the ability to work in a multicultural environment
- Ability to handle multiple projects simultaneously, manage time efficiently, and prioritize tasks

Preferred Qualifications:

- Experience conducting needs assessments and using results to guide programmatic decisions
- Experience conducting literature reviews and program evaluations, interpreting findings, and developing plans to programmatically and strategically respond to the findings
- Experience working in a college/university setting
- History of verified active membership in relevant professional associations (e.g., ACHA, APHA, NASPA, SOPHE, etc.)
- Demonstrated knowledge of fundamental principles of organizational development, environmental management, and cultural change
- Demonstrated knowledge of student development theories and models
- Familiarity with social marketing and health communications strategies
- Quantitative and qualitative research skills (e.g., research design, survey development, environmental assessment, focus group design and facilitation, data analysis and interpretation, etc.)
- Willing to be an active member of at least one relevant professional organization

Appendix C: Sample Director-Level Interview Questions

In an ideal health promotion staff search process, a multi-disciplinary committee of faculty, staff, and students will pre-screen applicants via a phone interview and conduct at least one full day on campus interview with each of the three to four finalists.

The following interview questions, solicited from health promotion professionals currently in these positions, can help guide the interview process. Competency-based interview questions will help identify candidates who possess the skills and abilities to perform successfully in the position

Questions coincide with the *recommended* health promotion job description components and are listed alphabetically by category.

Questions for more general essential components (e.g., computer, supervisory, and communication skills) were excluded because excellent questions are easily accessible online or can be requested from campus human resources departments. However, a “General Health Promotion” category of questions is provided to assist in the screening process.

Academic Preparation and Training

- Describe your academic training, university-level coursework, and/or continuing education experiences relevant to this position.

Collaboration

- Describe a time when you needed to utilize campus and community resources to maximize the effectiveness of a health promotion initiative.

Diversity and Social Justice

- Provide an example of how you have applied issues of diversity and social justice to a health promotion practice.

Evaluation and Needs Assessment

- Please provide an example of when you assessed the health needs of a population and/or learning outcomes, preferably college students. Describe each step in the process. What problems were encountered, and how did you solve them? How did you use the results to make decisions about future initiatives?
- Describe a time when you evaluated the process, impact, and outcome objectives of a health promotion program. What strategies did you use?
- How did you use the evaluation results to make decisions about the future of the initiative? How did you communicate the results to your community?

Evidence-Informed Practice

- What are some examples of current theories and evidence-informed health promotion programs that are effective with college students?

General Health Promotion

- Describe the essential components of a comprehensive college health promotion program.
- Given finite resources, please describe how you would prioritize these essential components.
- How do you remain current on issues related to health promotion in higher education?

- What are the most pressing/emerging campus health issues and/or trends in health promotion in higher education? How do you know? How does this differ by institution or type of campus?
- Tell us what you already know and think about our health promotion services at [insert campus name]? What ideas do you have to strengthen our existing program?
- Where would you like to see the [university's name] health promotion program in one year? How about in the next three to five years?

Literature Review

- Tell us about a time when you used a professional literature review to guide your health promotion practice.

Policy

- Tell us about a time when you worked toward changing a policy to improve the health of a community. What were some of the essential steps in the process? What were some of the challenges, and how did you work toward solving them?

Problem-Solving and Critical Thinking

- Describe a difficult situation that you have faced in your work and how you worked to solve it.
- Describe how you would work with limited funding or other resources for health promotion.

Program Planning

- Describe a complex health promotion initiative you planned or in which you participated. What was your specific role in the initiative? What specific steps did you take to plan the program?

Research

- Describe your experience working with survey instruments or population-based data collection tools.
- Provide an example of a time when you conducted quantitative and qualitative research.
- Please provide an example of when you conducted an environmental assessment or analyzed environmental data?
- What type of statistical software have you used?
- How would you rate your proficiency?

Standards and Frameworks

- What is your understanding of the ACHA *Standards of Practice for Health Promotion in Higher Education*, and how would you apply them if offered this position?
- What are some health issues that significantly interfere with academic success among college students?
- How would you respond if the president of our institution asked you how the health promotion office contributes to the mission of the university?
- What is your understanding of the ACHA Healthy Campus 2020 objectives, and how would you apply them if offered this position? To what extent are they part of your vision for health promotion?

Strategic Planning and Goal Setting

- Provide an example of how you have advocated for health promotion initiatives to be included in a campus strategic plan.
- Provide an example of the measurable goals and objectives that you set for a health promotion initiative that you planned.

Theories and Models

- What theories have you used in your work with individual behavior change? Community change?
- Describe your knowledge of and application of the socioecological model to your practice.

Appendix D: Sample Staff-Level Interview Questions

In an ideal health promotion staff search process, a multi-disciplinary committee of faculty, staff, and students will pre-screen applicants via a phone interview and conduct at least one full day on campus interview with each of the three to four finalists.

The following interview questions, solicited from health promotion professionals currently in these positions, can help guide the interview process. Questions coincide with the *recommended* health promotion job description components and are listed alphabetically by category.

Questions for more general essential components (e.g., computer, supervisory and communication skills) were excluded because excellent questions are easily accessible online or can be requested from campus human resources departments. However, a “General Health Promotion” category of questions is provided to assist in the screening process.

Academic Preparation and Training

- Describe your academic training, university-level coursework, and/or continuing education experiences relevant to this position.

Collaboration

- Describe a time when you collaborated with peers from other departments in order to advance a health promotion initiative.

Diversity and Social Justice

- What training and continuing education experiences do you have with diversity and social justice issues?

Educational Methods

- On a scale of 1 to 10, how would you rate your presentation skills? Why did you rate yourself at this level?
- Which of the following is your strongest skill: public speaking, conducting workshops, facilitating individual behavior change sessions, or small group discussion/facilitation? With which are you the least comfortable?

Evaluation and Needs Assessment

- If, through a needs assessment, you discovered an emerging health issue that negatively affected students but it was not currently your specialty area, how willing would you be to address it? What are some steps you would take to begin developing initiatives in that area?
- How did you use the evaluation results to make decisions about the future of the initiative? How did you communicate the results to your community?
- How have you measured the success or effectiveness of your health promotion initiative?

Evidence-Informed Practice

- Tell us about evidence-informed health promotion strategies that you have implemented in your practice or health promotion initiatives.

General Health Promotion

- Why are you interested in the health promotion in the higher education setting in particular?
- What does the term “health promotion in higher education” mean to you?
- Describe the essential components of a comprehensive college health promotion program.
- How do you remain current on issues related to health promotion in higher education?
- Tell us about a time when you needed to learn a new skill to be successful in your job. How did you feel about being asked to learn something new?
- Which health promotion *skills* are your strongest? In which areas do you need to develop?
- Tell us what you already know and think about our health promotion services at [insert campus name]? What ideas do you have to strengthen our existing program?
- Where would you like to see the [university’s name] health promotion program in one year? How about in the next three to five years?

Literature Review

- What are the key steps of conducting a professional literature review, and why is this skill important for a college health promotion professional to have?

Policy

- Describe the role of policy change in the context of college health promotion?

Problem-Solving and Critical Thinking

- Explain how health promotion conducted in the context of higher education is similar to and different from health promotion conducted in other settings?

Program Planning

- Which program planning models are you familiar with and/or have applied to your practice?

Research

- Describe your experience working with survey instruments or population-based data collection tools.
- Discuss how you would apply these methods in your practice.

Standards and Frameworks

- What is your understanding of the ACHA *Standards of Practice for Health Promotion in Higher Education* and how would you apply them if offered this position?
- What are the key health issues that significantly interfere with academic success among college students?

Strategic Planning and Goal Setting

- Tell us about a time when you needed to set short- and long-term goals for yourself and/or department and how you monitored progress toward those goals.
- Tell us about how you set priorities for your department. How does resource allocation impact or reflect on these priorities?

Theories and Models

- Provide an example of how you have applied health promotion theory to the development of programs.
- What theories have you used in your practice?
- Give some examples of how you have specifically applied them to your work.

Appendix E: Options for Advertising Open Positions

The following possible advertising options are presented alphabetically by sponsoring organization. Costs vary by advertising location. Please utilize the contact information for the most up to date details.

Name	Contact Information
American College Health Association	www.acha.org/Jobline/Place_an_Ad.cfm
American Public Health Association Public Health CareerMart	http://careers.apha.org
Chronicle of Higher Education	www.chroniclecareers.com
HEDIR: Health Education Directory, with HPCareer.net	www.hedir.org
HigherEdJobs	www.higheredjobs.com
College Health Promotion List (Hlthprom)	send email to hlthprom@lists.wisc.edu
NASPA Health in Higher Education Knowledge Community listserv	www.naspa.org/constituent-groups/kcs/wellness-and-health-promotion/get-involved or send email to hhekc@listserv.naspa.org
Placement Exchange (a partnership of NASPA, ACUHO-I, NACA, NODA, ASCA, and AFA)	www.theplacementexchange.org
National Commission for Health Education Credentialing, Inc.(NCHEC	www.nchec.org/news/docs/jobs.htm
Official NCHEC CHES/MCHES Group on Linkedin	www.linkedin.com/groups?home=&gid=2986337&trk=anet_ug_hm
Student Health Services listserv	http://listserv.utk.edu/cgi-bin/wa?A0=shs or send email to shs@listserv.utk.edu

Appendix F: Further Reading/Resources

- Accreditation Association of Ambulatory Health Care. (2004). *Accreditation handbook for ambulatory health care*. Wilmette, IL: Author.
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Appendix G: List of Acronyms

- AAAHHC Accreditation Association for Ambulatory Health Care
- ACHA American College Health Association
- APHA American Public Health Association
- CAS Council for the Advancement of Standards in Higher Education
- CHES Certified Health Education Specialist
- CPH Certified in Public Health
- MCHES Master Certified Health Education Specialist
- NASPA National Association for Student Personnel Administrators
- SOPHE Society for Public Health Education
- SPHPHE ACHA's *Standards of Practice for Health Promotion in Higher Education*



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