

STUDENT HANDBOOK

BACHELOR OF SCIENCE

Wellness, Health Promotion, and Injury Prevention (WHP)

**SCHOOL OF HEALTH SCIENCES
OAKLAND UNIVERSITY
January 2014 ongoing**

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A MESSAGE FROM THE PROGRAM DIRECTOR

Welcome to the Wellness, Health Promotion, and Injury Prevention Program (WHP) in the School of Health Sciences. WHP faculty trust the program will fully meet your interests and needs, and be more than adequate in preparing you for a challenging and rewarding career in health promotion. If you are up to the challenge of meeting our expectations we are confident you will be “in demand” and regarded as “superior” among your peers in the job market. The WHP program is ranked among the top ten in the nation by the National Wellness Institute (NWI) Academic Accreditation Committee (AAC) and is an accredited with the NWI. This enables graduates of the WHP program with an overall 2.75 GPA to register with the NWI as Certified Wellness Practitioners (CWP). However, do remember that the primary goal of the rigorous WHP program is to prepare students for entry to graduate programs of study in fields such as exercise science, health education, human resources, injury prevention, psychology, nutrition, public health, and related professional and medical fields such as a second degree in nursing, physician assistant, medicine, or occupational safety and health. The secondary goal is to prepare students for the job market.

This handbook is your guide through your program of study. It outlines selected, but important program expectations and I recommend that you read it in its entirety. Regular and proper attention to the contents will serve you well. The program has reached a point of relative stability, but some minor changes to the curriculum may occur in the future, and some minor errors may exist in this document and in documents posted on the WHP Website. Consequently, amendments to this handbook are inevitable and when in doubt students should check the current Catalog and with the WHP Program Director. However, these minor issues will not have any significant impact on your course of studies.

It is critical that you choose courses carefully each semester to avoid errors and the possibility of taking more courses than necessary for the degree. In this regard carefully follow the core curriculum checklist to ensure you take the correct general education and other required courses. Choosing your focus area will also be a critical decision because this determines upper-level courses you will need, as well as determining future career and/or graduate study options. I invite you to consult with me before you take this important focus decision. In fact, I urge you to see me before this crucial decision. Pay attention to all expectations and requirements for the program; and in addition to required courses, try to ensure that you address all knowledge areas in wellness as outlined in Professional Competencies listed at the end of this document in Appendix A.

I encourage you to be the best wellness professional you can be, and to serve as a leading example of the program goals of excellence. The faculty will do their best to prepare (challenge) you for the demands of this rewarding field. A very useful step as a budding health professional is to become a student member of leading professional associations and by subscribing to journals. I recommend joining the American College of Sports Medicine (ACSM: www.acsm.org) and in particular, subscribing to the ACSM’s Health and Fitness Journal. This journal is targeted at the wellness and health promotion practitioner, and will be an invaluable aid in keeping you informed of current trends. I encourage student membership of the National Wellness Institute (NWI: www.nationalwellness.org). The NWI also has useful publications. A recommended journal list appears in Appendix B below. You are also encouraged to become an active member of the Oakland University Wellness, Health Promotion, and Injury Prevention Student Society: <http://www.ouwhp.webs.com/> Volunteer contributions to the many on-campus activities will be rewarding. Another useful hint for students is to regularly consult the WHP Webpage at: <http://www.oakland.edu/shs/whp/> The WHP site contains program updates and useful links.

Feel free to see me at any time throughout your university experience if you have questions or concerns about your program of study. Best wishes for a rewarding educational experience.

Stafford C. Rorke, Ph.D., FACSM
Program Director, Wellness, Health Promotion, and Injury Prevention

FACULTY

FULL TIME FACULTY

Stafford C. Rorke, D.Phil., FACSM
Associate Professor, WHP
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Foundations, assessment and interventions in wellness;
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ADJUNCT FACULTY (Teach part-time in WHP)

Mary Anne Cukr, M.S. Special Lecturer
Exercise Science

Terry Dibble, M.S. Special Lecturer
WHP/EXS

Teri Kolar, MS, Clinical Instructor
WHP/CAM

Charlie Rinehart, M.S. Special Lecturer
Communication/WHP

Lucille Sternburgh, M.S. RCEP, CSCS. Special Lecturer
WHP (Assessment and interventions)

COOPERATING FACULTY (Contribute either expertise or teach courses applicable to WHP)

Brian R. Goslin, Ph.D.
Associate Professor and Director, Exercise Science
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Robert W. Jarski, Ph.D. Emeritus Professor, Exercise Science Primary care medical interventions, behavioral medicine (psychoneuroimmunology, stress management), research design and scientific writing	e-mail: jarski@oakland.edu
Jennifer Lucarelli, Ph.D. Assistant Professor, Health Sciences	e-mail: lucarell@oakland.edu Nutrition, health promotion
Michael G. MacDonald, PhD. Associate Professor, Teacher Development & Educational Studies Crisis intervention and prevention of self-harm	e-mail: mmacdona@oakland.edu
Charles R.C. Marks, Ph.D. Associate Professor of Exercise Science Body composition, cardiovascular physiology, energy metabolism	e-mail: marks@oakland.edu
Ronald E. Olson, Ph.D. Emeritus Professor, Health Sciences Experimental design, statistics, psychological aspects of chronic pain	
James Quinn, PhD., Associate Professor, Human Resource Development	e-mail: quinn@oakland.edu
Richard Rozek, Ph.D. Associate Professor, Associate Dean	e-mail: rozek@oakland.edu
Robert Stewart, PhD. Professor Psychology; Associate Dean, CAS	E-mail: stewart@oakland.edu
Kristine Thompson, PhD. Clinical Instructor and Program Director, PT	E-mail: kathomps@oakland.edu
Patricia Wren, MS, MPH, PhD Associate Professor and Program Director, Health Sciences Contemporary issues in health; community health; research methods; survey design; program evaluation, women's health, prevention of self-harm	e-mail: wren@oakland.edu

IMPORTANT INFORMATION FOR STUDENTS INTERESTED IN THE WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION (WHP) MAJOR OR MINOR

EXPECTATIONS OF ALL STUDENTS AND STUDENT AGREEMENT

NOTE: The most recent copy of the “expectations of students in WHP” document is available on the WHP Website together with an agreement to be signed upon full admission to the major (agreement follows below this section).

The WHP major and minor have become very popular options for Oakland University students and we welcome the interest and student registrations in both the WHP major and minor. In 2009 the National Wellness Institute (NWI) Academic Accreditation Committee (AAC) identified the WHP program as one of the top ten in the nation. Consequently, it is crucial that prospective WHP students are informed in advance of entering the WHP program about the significantly high program expectations. Below are several considerations that students must be aware of before requesting admission to the program:

1. Application to Enter the Major or Minor: Students who intend to pursue the WHP program must first arrange an appointment with a School of Health Sciences (SHS) Advisor to declare interest. Upon first declaration of interest in the WHP major students will be admitted to Pre-WHP standing. Students must have an overall GPA of 2.5 or above before admission to Pre-WHP. All expectations below must be satisfied throughout the program. Full admission to the major takes place after completion of Pre-WHP requirements and after an interview with the WHP program director or other WHP faculty member/s.

2. Required Wellness Lifestyle Practices and Personal Philosophy: Both WHP majors and minors are expected to epitomize a complete wellness lifestyle and are expected to embrace all domains of the Wellness Wheel - see the Conceptual Framework model posted on the WHP Webpage. Therefore, both the degree and minor are not recommended for individuals who cannot fulfill the ethical expectation to be a good role model in the health promotion field. Students are expected to engage in a physically active lifestyle and address all health-related components of fitness (within individual physical capabilities); be non-smokers and refrain from use of all tobacco products; refrain from all illicit drug use and/or improper substance use/misuse, including judicious use of alcohol products, prescription and/or over-the-counter medications (drug testing may be required by sites when undertaking internships); have respect for self and others, including peers, colleagues, subordinates or superiors; have a “thirst and hunger” for knowledge with an inquiring mind; demonstrate good citizenship, community-mindedness and caring; and finally, have respect for the environment, among other appropriate wellness and lifestyle expectations.

3. Requirement to Read and Understand the Catalog Section Related to the WHP Program: Students must read and understand all material related to the WHP program at the time that they declare the major or minor. The expectation to read the Catalog should ideally occur before meeting with a SHS Advisor. At the meeting questions can be answered. The Catalog is available on the Oakland University Website.

4. Academic Conduct: Students are expected to be familiar with the Catalog sections outlining student responsibilities, and in particular academic misconduct such as cheating on exams, plagiarism, falsifying data or submitting data not based on one's own work, falsifying records, and unauthorized collaboration, including modifying computer files created by others and representing that work as one's own; and, the penalties associated with such misconduct. Ethical conduct is an expectation in the WHP program and the ethical guidelines of discipline-specific organizations apply e.g. American College of Sports Medicine.

5. Requirement to Become Familiar with the Content on the WHP Website: The WHP program Website contains very useful information. Students should become familiar with the files and links, including the fact that a WHP Student Society exists. Networking and active involvement in the WHP Student Society is strongly encouraged in order to enhance the academic experience and to remain informed about service, internship and work opportunities. Generally, faculty will not write letters of reference or recommendation for individuals who have not demonstrated active involvement in the WHP Student Society and/or related community involvement.

6. Pre-WHP and Major Standing, Course Sequencing/Registration, Choice of Focus, Transfer and Elective Courses:

6.1 The WHP program enforces both prerequisites and course sequencing. Pre-WHP courses must be taken in the sequence listed on the Core Curriculum Checklist provided by a School of Health Sciences (SHS) Advisor and/or the most up-to-date checklist as posted on the WHP Website, and as explained in the document related to "*WHP four-year plan rules, 'anchor' courses, course scheduling and registration procedures for upper-level WHP courses.*" See WHP Webpage. All required Pre-WHP courses must be completed before starting any WHP major standing courses. Upper-level courses cannot be registered for on-line because program director approval is required. See abovementioned document for procedures.

6.2 WHP major declaration must occur once the Pre-WHP student completes all Pre-WHP courses and WHP 350. An interview with the WHP Program Director, designated faculty member, or faculty panel is required before acceptance into the WHP Major.

6.3 WHP major standing and focus courses should not be taken before declaring the major. Any student who takes major standing courses outside of the expected sequence may risk loss of credit for such upper level courses. Loss of credit can occur if a student decides to change major and the new major does not accept the WHP courses. Other issues may arise as follows: should a student complete upper-level coursework but subsequently fail to complete a required Pre-WHP course e.g. statistics, the degree cannot be awarded. All required coursework must be completed for the degree.

6.4 Except for the prerequisite courses necessary to continue in the focus, WHP majors should not begin focus area courses until it is clear that satisfactory performance has occurred in required core courses. Exceptions may occur for transfer students who should consult with the program director early in the degree about transfer course approvals and study plans/course sequencing.

6.5 Acceptance of transfer courses requires approval by either a SHS Advisor or the WHP Program Director. A SHS Advisor will explain the Email and/or Petition of Exception

procedures to obtain such approvals. Emails to the Program Director about such approvals must be copied to the appropriate SHS Advisor.

6.6 Choice of both the focus and elective courses is an extremely important student decision. Students should decide carefully about the focus plus every single elective course based upon interests, future career goals, and/or plans for graduate study. It is a student responsibility to research graduate study course prerequisites and to plan the undergraduate degree accordingly. The following URL is recommended to identify potential graduate schools:

<http://www.petersons.com/> Students are encouraged to choose natural science course electives, particularly if the chosen focus does not have a requirement to take natural science courses.

7. Prerequisite Courses: As stated above, the WHP program enforces both prerequisites and course sequencing. In other words, students must not register for a course if the prerequisite courses have not been completed first (and if complete, the required Grade Point must be satisfied). Students who ignore this requirement may automatically be administratively dropped from a course. Refer to the “*WHP four-year plan rules, “anchor” courses, course scheduling and registration procedures for upper-level WHP courses.*” See WHP Webpage.

8. Required Grade Point Averages:

8.1 For the WHP major: Students must attain a grade of 2.50 in all School of Health Sciences (SHS) coursework applied to the core curriculum of the major on the first page of the curriculum checklist (SHS courses include courses in EXS, HS, OSH, MLS, NH and WHP). In addition, admission to selected core WHP courses requires that designated prerequisite course/s be obtained with a 2.5 grade. The 2.5 grade requirement does not apply to courses in the focus or taken outside the SHS. A student completing a required course with a grade below 2.5, or having the cumulative grade point average in School of Health Sciences courses fall below 2.5 will automatically be considered to be on probation in the program. A student who earns a second course grade below 2.5 must have their program reviewed by the faculty to determine remediation or termination from the program. Usually, a second course below 2.5 will necessitate repeat of the course, or a change of major; a decision reached in the best interests of the student, and following consultation with the WHP Program Director or designated faculty representative. In order to remove probationary status students must raise the School of Health Sciences’ course and overall grade point average to 2.50 or higher.

However, before repeating any course students must first consult with the WHP program director.

While the 2.5 grade requirement for each course does not apply to courses taken outside of the school of health sciences, selected other schools also have grade requirements e.g. psychology requires a 2.0 for both PSY 100 and PSY 250 and HRD also has grade requirements.

WHP majors should remember that to register as Certified Wellness Practitioners (CWP) with the NWI a cumulative GPA of 2.75 is required.

In cases where significant health or personal concerns either interrupt or preclude completion of coursework (a physical example would be extreme anorexia nervosa; a mental health example would an issue such as severe depression or PTSD; a personal example would be the death/s of significant others) the Incomplete (I-grade) option may be utilized upon provision of appropriate

documentation and the requisite application. However, if significant health or negative personal lifestyle factors/concerns interfere with the ability to effectively continue in courses, or to effectively function within the field of health and wellness promotion, the WHP program reserves the right to deny a student automatic entry or re-entry into courses or to further pursue the degree, unless appropriate medical or other documentary evidence is presented that the student is making satisfactory progress toward the resolution of the issue/s. It is considered a student responsibility to be informed about these expectations by reading the Catalog, the Schedule of Classes notice on SAIL, this Handbook and the syllabi.

Student majors not meeting the GPA expectations early in the program should consider changing to an alternate degree such the Bachelor of Integrative Studies (BIS) degree or any other appropriate degree; and doing the minor in WHP (subject to point 8.2 below). Ideally, for ease of transition to another major, particularly the BIS, the decision to change majors should be taken before a point is reached where less than 28-42 credits remain to complete the degree (the BIS degree requires 124 hours and at least one semester is required for approval to enter the BIS degree. Coursework completed while the application is in progress may not be credited toward the BIS degree).

8.2 For the WHP Minor: The WHP minor is not considered a viable option for students who regularly obtain grades below 2.5. Students in the WHP minor must obtain a 2.5 grade in every required SHS course for the minor. A student who fails to obtain all courses required for the minor at the required grades will not be awarded the WHP minor but the courses will be credited to the chosen major. The checklist and regulations pertaining to the WHP minor can be found on the WHP Webpage. It is considered a student responsibility to become informed about these expectations by reading the document and/or Catalog and Schedule of Classes notice on SAIL.

9. Attendance and Tardiness (late coming): The WHP program maintains a strict attendance policy in keeping with academic regulations and program philosophy:

9.1 It is a requirement to attend the first class of every WHP course in the beginning of a new semester. The program adopts the philosophy that attendance at the first day of a new job is required; therefore attendance is required on the first day of class. Exceptions will be entertained only in very exceptional circumstances and students should not plan holidays or personal engagements that prevent them from complying with this requirement. A student who fails to attend the first day of class may be administratively dropped from the class.

9.2 Late Adds: As a logical consequence of regulation 8.1 above, late additions to WHP rubric courses are strongly discouraged and will be permitted only in very exceptional circumstances. Students should plan programming well in advance of each semester.

9.3 Attendance is expected throughout the semester and the program applies a uniform policy for all courses that will result in loss of grade for missed class, late arrival for class, or leaving class early. Documentary evidence (medical or other appropriate evidence) is required in the case of excused absences.

9.4 Students who cannot consistently meet the above attendance expectations should not register in WHP courses, nor seek admission to the program.

10. Registration in upper-level WHP courses [WHP 350, 310, 360, 380, 300/305 (300/305 will become 400/403 from fall 2014) , 460, 401 and 402]: Prerequisite courses, course

sequencing and required grade points will be strictly applied for WHP courses. Completion of prerequisite courses with grades of 2.5 is required. Coursework that is out of sequence and that does not follow the “anchor courses and 4-year plan” will not be permitted. On-line registration is not possible for upper-level courses. Students must contact the WHP program director early in the semester before registration to obtain permission for an electronic override to register in these courses. The completed core curriculum checklist and an unofficial transcript may be brought to the meeting. Alternately, students may e-mail the documents to the program director together with the G number and a clear request. See procedures in 4-year plan document on the Webpage.

Note: Students should be prepared for a rigorous academic challenge in WHP 300/305 (400/403) and should not register for more than 12-14 credit hours in the semester when this combination of courses is taken. This combination is typically taken in the second last semester, followed immediately by the WHP 401 Internship in the last semester.

11. Selected Courses Only for Majors: Selected courses, such as WHP 380, 401, 402, 405, 460 and 493 are exclusively for majors, and/or in very exceptional circumstances for those doing the minor or with a sound rationale for entry to the WHP-reserved courses. These courses cannot be registered for on-line and permission of the Program Director is required.

12. WHP 401 Internship and WHP 402 Senior Culminating Experience Courses for Majors: WHP majors must note the following:

12.1 All core curriculum program coursework (excluding the focus courses, though focus completion is recommended) must be complete before registration for WHP 401.

12.2 A seminar is provided at the beginning of WHP 300/305(400/403) to help students understand policies and procedures pertaining to these capstone courses.

12.3 WHP 401 should be taken before WHP 402 SCE (or concurrent in the final semester), unless the WHP 402 substitute course is offered.

12.4 It is generally not possible to complete both of these courses in a single Summer 1 or Summer 2 semester. Each requires a minimum of 224 hours in the workplace. Therefore, WHP 401 and 402 SCE are only offered over the full Summer 3 schedule.

12.5 The syllabi for WHP 401 and 402 are posted on the WHP Website. Students must contact the Program Director at least 3 months before planning either of these practicum courses, particularly if the chosen site is not yet officially approved.

12.6 Students have the option to take a 400-level WHP course in lieu (in place of) WHP 402. See the WHP 402 syllabus on the Webpage for rules and required written rationale.

13. General Policies, Communication, and Grievances

13.1 Written Assignments: Students must complete all written work using the WHP writing policy provided on the WHP Website.

13.2 Email communication: All Email with professors is regarded as a formal business communication and must adhere to the following requirements: Have a Subject Heading; be addressed in formal business style to (Professor XX; or Dr. XX); demonstrate appropriate grammar using complete words and sentences with upper and lower case characters; have no

colloquial language (every day speech/slang); and finally, the message must identify the sender by full name. In addition, given the high volumes of spam Email these days, use of Oakland University Email addresses is strongly recommended because several professors now automatically delete Email if the sender cannot be identified. Failure to follow these guidelines may result in no reply.

13.2 Cell-phone policy: Cell-phones/IPODS/other devices must either be switched off or on silent and may not be visible or used in class or during an examination. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

13.4 Laptop policy: *Appropriate use* of a laptop is permitted in the class (note taking). Inappropriate use (browsing the Web, checking Email) is not permitted. Laptop users are expected to sit in the front row with the screen visible to the instructor and peers.

13.5 Copies of Syllabi: Students intending to major in WHP must retain a clean copy of all WHP syllabi, plus major WHP assignments, for inclusion in a Portfolio. This is a requirement for the Senior Culminating Experience Course (WHP 402). See WHP 401 and/or 402 syllabus.

13.6 Grievances: Students who have a question, concern, or grievance related to course work must first approach the instructor of record by only using communication channels provided by that instructor. SHS administrative staff may not be approached either in person, by telephone, or via Email with concerns related to individual course work. If a student is not satisfied with the Instructor's response the student may contact the WHP Program Director; and, if still not happy, the Associate Dean, then Dean of the SHS, in that order. For Program-related matters students should approach the WHP Program Director. Under no circumstances should a student file a grievance with any person external to the School without first attempting to resolve the issue by using the means outlined above. This procedures above are standard business practice/etiquette.

14. Routine advising versus program issues: There is a program expectation that students read the Catalog and become informed about program expectations and the curriculum. Routine advising is done by the School of Health Sciences advisors. However, there is an expectation that students have first "done their homework" by consulting the Catalog and curriculum checklists. It should not be necessary to frequently see an advisor to ask "what courses must I take?" Meeting with an advisor should only occur when there are decisions to be taken about transfer course equivalencies and similar more complex scheduling issues. When it is clear that the student concern is more related to program issues, upper-level or Capstone courses (WHP 401 and 402) the WHP Program Director should be consulted directly.

14.1. Maintaining a typed up-to-date copy of the checklist: The current version of the WHP degree rules and checklist is available on the WHP Webpage. Majors are expected to keep a typed up-to-date copy of this checklist at all times that include completed coursework and the future study plan. It is an expectation that students be proactive with their study plans. The checklist will be necessary each time a student requests registration approval in upper-level WHP courses. See 4-year plan document that outlines registration procedures.

**STUDENT AGREEMENT FOR THE WELLNESS, HEALTH PROMOTION, AND
INJURY PREVENTION (WHP) MAJOR OR MINOR**

I, _____ have read the statement with respect to important information for students interested in the WHP major or minor and the WHP program expectations. I have read the Catalog requirements and the Student Handbook posted on the WHP Webpage; have had all questions about the program answered to my satisfaction and am aware of all program expectations outlined in the respective documents. I understand that there may be additional requirements and expectations that are not listed in these documents, for example, requirements outlined in syllabi. In addition, I am aware that the WHP program requires a student major to do both an internship and potentially also a senior culminating experience in the workplace and understand that it is a student responsibility to find such placements and meet all program expectations for these courses.

As a declared WHP student (major or minor) I agree to all the WHP Program expectations as outlined in the Handbook document, the Catalog and syllabi.

Signed: _____ Date: _____ Place: Rochester, Michigan

Witness: _____ Date: _____ Place: Rochester, Michigan

CHECKLIST FOR B.S. DEGREE IN WELLNESS, HEALTH PROMOTION AND INJURY PREVENTION; PLUS CHECKLIST FOR THE WHP MINOR

The current checklists for the WHP major and Minor can be found on the WHP Website.

RECOMMENDED COURSE SCHEDULE

Student majors must follow the core curriculum checklist. In addition, a document outlining *“WHP four-year plan rules, “anchor” courses, course scheduling and registration procedures for upper-level WHP courses”* is available on the WHP Webpage.

POLICY ON ETHICS

Together with scholarly preparation in the appropriate academic disciplines, high levels of ethical conduct are considered essential for those who are involved in health care and health and wellness promotion. Students are expected to comply with the principles of the Code of Ethics and Professional Conduct of the American College of Sports Medicine. Violations will be brought before the faculty and could result in dismissal from the program. Ethical considerations also extend to appropriate lifestyle expectations as outlined in point 2 above and the ability to function effectively as a health and wellness professional without the risk of being regarded as hypocritical.

Code of Ethics and Professional Conduct of the American College of Sports Medicine

A. Principles and Purposes:

Preamble: These principles are intended to aid Fellows and Members of the College individually and collectively to maintain a high level of ethical conduct. These are not laws but standards by which a Fellow or a Member may determine the propriety of his/her conduct, relationship with colleagues, with members of allied professions, with the public, and with all persons in which a professional relationship has been established. The principal purpose of the College is the generation and dissemination of knowledge concerning all aspects of persons engaged in exercise with full respect for the dignity of man.

Section 1: Members should strive continuously to improve knowledge and skill and make available to their colleagues and the public the benefits of their professional attainment.

Section 2: Members should maintain high professional and scientific standards and should not voluntarily associate professionally with anyone who violates this principle.

Section 3: The College should safeguard the public and itself against members who are deficient in ethical conduct of professional competence.

Section 4: The ideals of the College imply that the responsibilities of each Fellow or Member extend not only to the individual, but also to society with the purpose of improving both the health and well being of the individual and the community.

B. Maintenance of Good Standing in Regulated Professions:

Any Fellow or Member required by law to be licensed, certified or otherwise regulated by any governmental agency in order to practice his or her profession must remain in good standing before that agency as a condition of continued membership in the College. Any expulsion, suspension, probation or other sanction imposed by such governmental agency on any Fellow or Member may be grounds for disciplinary action by the College.

C. Public Disclosure of Affiliation:

Any Member or Fellow may make disclosure of affiliation with the College in any appropriate professional conduct, including use in curricula vitae, biographical descriptions or other professional announcements, provided the disclosures are made in a professional, dignified manner, and are not made in connection with any commercial venture. A commercial venture as used herein means any sale of goods, services, or other property for a valuable consideration with the exception of books, articles and other publications. Disclosure of affiliation in connection with a commercial venture may not be made without the prior written authorization of the College. Requests for such authorization should be made in writing to the Executive Vice President of the College. On business or professional cards, the only disclosure of affiliation that may be made is the use of initials "F.A.C.S.M." following the name of a Fellow. Members other than Fellows may not disclose their affiliation on business or professional cards. Disclosure in violation of this article may be grounds for disciplinary action.

D. Discipline:

Any Fellow or Member of the College may be disciplined or expelled for conduct, which, in the opinion of the Board of Trustees, is derogatory to the dignity of or inconsistent with the purposes of the College. The expulsion of a Fellow or Member may be ordered upon the affirmative vote of two-thirds of the members of the Board of Trustees present at a regular or a special meeting, and only after such Fellow or Member has been informed of the charges preferred against him and has been given an opportunity to refute such charges before the Board of Trustees. Other disciplinary action such as reprimand, probation, or censure may be recommended by the Committee on Ethics and Professional Conduct and ordered following the affirmative vote of two-thirds of the members of the Board of Trustees present at a regular or special meeting or by mail ballot, provided a quorum take action.

EXCEPTIONS TO DEGREE REQUIREMENTS

Exceptions to any degree requirements or guidelines as stated in this handbook or the Oakland University Undergraduate Catalog shall be handled on an individual basis. Such exceptions must be presented to a faculty advisor using the Petition of Exception (POE) form. Petitions will be reviewed by the program director and considered by the Committee on Instruction (COI) of the School of Health Sciences before being forwarded to the University Committee on

Undergraduate Instruction or General Education Committee (if necessary) for final decision. Petitions should be submitted a full semester before the term in which the exception is needed.

MALPRACTICE INSURANCE

The University maintains a blanket policy that covers students for malpractice insurance. It is no longer necessary for students to obtain such coverage.

ADDITIONAL EXPECTATIONS OF STUDENTS

A number of program expectations exist, including the requirement to maintain a grades at 2.5 in SHS courses, undertake a health risk appraisal (HRA), maintain a journal for all WHP courses, graduate with superior communication skills, as well as other expectations. The expectations for the HRA, journal and communication skills are discussed below.

Health risk appraisal (HRA)

It is a program requirement for all students to undertake a health risk appraisal during the program of study. This process will be directly facilitated in the laboratory course WHP 305(403). Further information will be supplied in that course.

WHP student journal/portfolio: An important WHP 401 or WHP 402 requirement

It is a requirement for evaluation in either the WHP 401 or WHP 402 senior culminating experience class (SCE), that students keep a journal record of all WHP coursework throughout the WHP academic program. Inclusion of other major program work e.g. exercise science, psychology or human resources, is optional. See either syllabus posted on the Website.

Expectations for the journal

Place a sample job application cover letter, copy of the resume, all WHP course syllabi, a copy of any major project work undertaken for any WHP course, and a brief, self-reflection about each WHP course experience into the journal/portfolio (binder), for submission at the end of the program (upon completion of the SCE).

The purpose of the journal is to assist students to find work following graduation. A well-documented record of coursework taken, together with samples of practical WHP applications, will demonstrate evidence of student knowledge, skills and abilities. In addition, syllabi are often required to demonstrate prerequisite knowledge for entry to graduate school.

Other expectations of WHP students

Attendance, tardiness, appearance, and language usage are potential “bones of contention” and relate directly to personal “marketability” and chance of success in the job market. In the best interests of WHP students there are high expectations that students succeed and are to be

considered superior and “in demand” relative to their counterparts in the field. Consequently, there is an expectation in the program of:

1. High attendance rates. Attendance will be monitored and students will be placed on early probation if attendance is deemed to be a problem. The same will apply to tardiness (punctuality). Late coming is frowned upon. The WHP program has been designed with several practical hands-on courses. Missed course work cannot be compensated for by reading a textbook, and will negatively affect job skill acquisition.
2. i) While there is no formal “dress-code” for class attendance, there is an expectation that *Wellness, Health Promotion and Injury Prevention students “stand out from the crowd” as professionals, in appearance, dress, deportment and ability to communicate.* The WHP faculty will encourage above-average dress at every opportunity. We feel appearance is a form of non-verbal communication and is an important aspect of future job success. While we do not wish to mandate a dress code, two examples of when this will be a strong expectation are during laboratories, and during in-class presentations. Students will be evaluated at superior levels of expectation, for example, such as giving a public address to an important target audience, or acting as a clinician in the laboratory.
i) There is required dress code for internship interviews and the graduating exit interview, namely business attire. Business attire is considered a dress suit, blouse/skirt or dress for women; and for men dress pants, collar, tie and jacket.
3. Language use: Colloquial and everyday language bordering on slang will be discouraged. Use of words such as “like,” “gotcha,” “butt” and “tons” of other examples “like, you know,” ☺ together with culturally sensitive language, will be politely pointed out to students with the goal to improve communication skills. This will extend to the use of the telephone and Email.
4. Initiative: It is expected that WHP majors demonstrate initiative throughout their academic program, but particularly in seeking appropriate internships and SCE sites. Students will not be placed in sites. It is a student responsibility to secure an appropriate site in a timely manner.
5. Recommendation: The program recommends that students be very careful with social media such as FaceBook (or even Moodle), particularly in terms of how an individual portrays an image to the world. For example, prospective internship sites and employers do check such social media sites and if images are found and perceived as negative this may result in loss of a job offer.

It is hoped that students will accept the philosophy behind the approach taken, and indeed, form peer expectations of what is required within the program.

POLICY ON WRITING AND PROJECT SUBMISSION IN WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION (WHP)

The current policy on writing is available on the WHP Website

GENERAL INFORMATION FOR CAPSTONE COURSE REQUIREMENTS (WHP 401/402)

Important note: The current syllabi for the WHP 401 and WHP 402 courses are posted on the WHP Website and a list of approved internship sites is also available on the Website.

Every student pursuing the BS in WHP is required to complete an internship practicum (WHP 401). A senior culminating experience (SCE) consisting of either undergraduate research or a project (WHP 402); or alternately, a 400-level WHP course in lieu of WHP 402 must also be completed. Students will not be placed at an internship or SCE site. It is a student responsibility to secure an appropriate site in a timely manner and initiate an approved SCE project.

It is expected that, during the practicum, the student will become competent in applying diverse health promotion strategies by using principles in fitness, wellness and/or disease prevention. The minimum number of contact hours associated with the practicum is 224 hours. This may be completed in one semester through participation at an internship site for twenty hours per week for eleven weeks, or it may be spread over several semesters with a reduced number of hours per week. The scheduling of internship time at a facility will be at the discretion of the facility. If a student does not finish the practicum during the semester registered for WHP 401, a “P” (in-progress) grade will be assigned. Students have up to two years to complete the practicum and change the grade from “P” to “S.” The same applies to WHP 402.

Students must be pre-authorized to register for a WHP capstone course. This involves notifying the WHP Program Director in writing of intent to register for either course, a minimum of three months prior to registration for WHP 401 (or upon approval of a written project proposal for WHP 402). Appendix A from the syllabus must be initiated with the WHP program director and this communication must specify the desired internship site. The prerequisite for enrolling in WHP 401 is completion of all WHP core courses, and Program Director permission. The student should insure they have a thorough working knowledge of blood pressure measurement, normal anatomy and physiology of the cardiovascular and musculoskeletal systems and all skills learned in WHP 305 (403). In addition, if the Practicum site is clinical in nature, the student should insure there is understanding of basic ECG rhythm strip interpretation.

It is **not** possible to register for either WHP 401 or WHP 402 using the telephone SAIL registration process. In order to register students must obtain Program Director permission and provide a registration override. The Program Director will not provide permission until the following documents have been submitted (Appendix A, the original documents, plus a copy of each for the Program Director’s files). For WHP 402 the requirements are the same, but in addition, a written proposal must first be approved.

APPENDIX A

Professional Competencies for the Entry-Level Worksite Health Promotion Professional
(Association of Worksite Health Promotion, 2000). Outdated but a useful guide.

- A. Foundations of Health and Exercise
 - 1. Exercise, Assessment and Leadership
 - 2. Exercise Physiology
 - 3. Functional Anatomy and Kinesiology
 - 4. Epidemiology
 - 5. Health Assessment and Evaluation
 - 6. Health Intervention and Techniques/Strategies
- B. Business Management Skills
 - 1. Finance
 - 2. Health Care Insurance and Liability Considerations
 - 3. Marketing
 - 4. Business Organizational Skills
 - 5. Health Care Systems
 - 6. Computer Skills and Technology
- C. Safety/Environmental Concepts
 - 1. Elements of Occupational Health and Safety Programs
 - 2. Environmental Literacy
 - 3. Hazard Control and Risk Management
- D. Health Promotion Programs
 - 1. Behavior Facilitation Skills/Counseling
 - 2. Controllable Risk Factor Identification Processes
 - 3. Facilities and Equipment
 - 4. Program Planning and Evaluation
 - 5. Substance Abuse
 - 6. Current Topics in Health Promotion
- E. Professional Orientation
 - 1. Practical Experience
 - 2. Resources to Work with Health Care Providers
 - 3. Communication

Professional Competencies For the Entry-Level
Worksite Health Promotion Professional
(Association of Worksite Health Promotion, 2000)

Confidential -- Not for Public Release

Note: The following competencies are divided into three categories in order to facilitate implementation into professional curriculums.

Basic knowledge

Basic knowledge indicates awareness of current information on a topic. Students develop competence, skills and processes to the point where a foundation exists upon which to build a career.

Working knowledge

Working knowledge indicates that students should be prepared at a level where, with minimal additional work, they can implement a process or skill. (Work experience may be required to fully implement this level of competence) Professional preparation curricula should emphasize the development of many of these competencies.

Demonstrated ability

Demonstrated ability indicates that the student has the basic knowledge necessary and has demonstrated an ability to apply the knowledge as required in an entry level position. Students should be able to enter the job market with these competencies fully practiced and able to demonstrate competence. (Check-off is the responsibility of the professional curriculum)

A. Foundations of Health and Exercise - The entry-level worksite health promotion professional must establish a knowledge base that will assist him/her in design of effective education and intervention programs. Scientific understandings based upon literature, research and applied practice provide underpinnings for program decisions. To make informed decisions, the entry-level professional must develop an understanding of the following areas.

1. Exercise, Assessment and Leadership

- Identify musculoskeletal risk factors that may require consultation with medical or allied health professionals prior to exercising or prior to major increases in physical activity. (Basic Knowledge)
- Describe the effects of common medications and their potential risks to participants during exercise including identifying when more information about a clients medication is needed before pursuing an exercise program. (Basic Knowledge)

- Explain low-back syndrome and describe exercises used to prevent it. (Basic Knowledge)
- Describe the myths and dangers pertaining to body composition changes and/or improved fitness in relation to: sauna, vibrating belts, body wraps, electric muscle stimulators (legal implications), body weights used during aerobic exercise and sweat suits etc. (Basic Knowledge)
- Explain appropriate modifications in exercise programs due to age, medical condition (acute conditions such as viral infection and chronic conditions such as diabetes, pregnancy, hypertension, CHD, COPD, arthritis) and physical/mental impairment such as vision, hearing, prosthesis). (Basic Knowledge)
- Demonstrate the ability to administer a sub-maximal graded exercise test including equipment calibration, test protocol selection and administration, client instruction, determination of sub-maximal test end-point, recording of BP, HR, RPE data, and recognition of test termination criteria. (Working Knowledge)
- 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 their exercising client. (Working Knowledge)
- Describe the potential dangers and precautions of at least the following exercises: straight leg sit-ups, double leg raises, full squats, hurdlers stretch exercise, back hyperextension, and standing/sitting straight leg toe touch. (Working Knowledge)
- 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. (Working Knowledge)
- Describe the components of an effective workout sequence that would meet specific goals of a client. (Working Knowledge)
- Demonstrate an understanding of principles and practices necessary to lead physical activities for individuals and groups. (Demonstrated Ability)
- Demonstrate competence in basic first aid procedures that may be necessary during or after exercise. (Demonstrated Ability)
- Possess current cardiopulmonary (CPR) and first aid certification or equivalent credentials. (Demonstrated Ability)
- Demonstrate the ability to administer various test to assess the five components of health-related physical fitness. (Demonstrated Ability)

- Perform a routine screening procedure prior to exercise testing including taking personal and medical/behavior practices history (particularly facts relevant to exercise test), obtaining informed consent, explaining procedures and protocol for the exercise test; and providing results of screening procedures to the client and physician, and indicating participants for whom physician supervision is required.) (Demonstrated Ability)

2. Exercise Physiology

- 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. (Basic Knowledge)
- Define aerobic and anaerobic metabolism in terms of energy expenditure and their relative importance in exercise programs. (Basic Knowledge)
- Identify the physiologic principles related to muscular endurance and strength training including defining overload, specificity, reversibility, and progression. (Basic Knowledge)
- Identify the physiologic principles related to warm-up and cool-down. (Basic Knowledge)
- Describe the relationship of the heart rate response to physical activity and perceived exertion. (Basic Knowledge)
- Discuss the difference between interval and continuous training and the advantage/disadvantage to implementing each. (Basic Knowledge)
- Describe physical and psychological signs and symptoms of over-exertion/exercise intolerance that would indicate the need to decrease intensity, duration, or frequency of an exercise session. (Basic Knowledge)
- Describe the role of carbohydrates, fats, and protein as fuels for anaerobic and aerobic performance. (Basic Knowledge)
- Explain the difference in the cardiorespiratory responses to static (isometric) exercise compared with a dynamic (isotonic) exercise; including mention of possible hazards of isometric exercise for sedentary or asymptomatic adults. (Basic Knowledge)
- Explain the specificity of conditioning, as it relates to cardiorespiratory endurance, muscular strength conditioning and flexibility training. (Basic Knowledge)
- 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 and women may differ. (Basic Knowledge)

- 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-C), 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. (Basic Knowledge)
- Describe various methods for monitoring physical effort such as heart rate, blood pressure, and perceived exertion. (Working Knowledge)
- Describe how to modify an exercise program (i.e. intensity, duration, etc.) to compensate for environmental conditions such as, cold, heat, humidity, and altitude. (Working Knowledge)
- Describe considerations for the use and implementation of a circuit training program in a health enhancement program. (Working Knowledge)
- 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. (Working Knowledge)
- Describe and demonstrate exercises for the improvement of muscular strength and endurance. (Demonstrated Ability)
- Calculate heart rate for various ages using the Karvonen formula. (Demonstrated Ability)

3. Functional Anatomy and Kinesiology

- Explain how bio-mechanical factors influence performance with implications for the selection and recommendation of physical exercise. (Basic Knowledge)
- Demonstrate an understanding of human anatomy and explain the properties and function of bone, muscle, and connective tissue. (Basic knowledge)
- Describe the basic anatomy of the cardio/respiratory systems. (Basic Knowledge)
- Describe differences in the mechanics of human locomotion in stair climbing, walking, jogging, running, lifting weights, and carrying or moving objects. (Working Knowledge)
- Identify anatomic sites for selected measures associated with an exercise test such as those to be used in anthropometric measurement and EKG testing. (Working Knowledge)
- Demonstrate an understanding of proper lifting, sitting and standing postures that prevent spinal or muscular injury. (Working Knowledge)

4. Epidemiology

- 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. (Basic Knowledge)
- Identify major lifestyle factors which, when combined, contribute to combined risk for workers, specifically in the area of occupational lung and cardiovascular disease, cancer, musculoskeletal disorders, severe trauma and psychological injury (as related to stress, drug and alcohol use). (Basic Knowledge)
- Describe current research findings in epidemiology that relate to lifestyle disease. (Basic Knowledge)
- Demonstrate knowledge of the association between stress and diseases/accidents. (Basic Knowledge)
- Identify risk factors based upon ACSM national guidelines that may require consultation with medical or allied health professionals prior to participation in physical activity or prior to participation in physical activity. (Working Knowledge)

5. Health Assessment and Evaluation

- Describe the concepts of managed care, demand management, and capitation. (HMO's, PPO's etc.) (Basic Knowledge)
- Describe appropriate tests for assessment of cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility assessment. (Basic Knowledge)
- Identify techniques used to determine body composition including the pros and cons of at least two techniques. (Basic Knowledge)
- Explain the need for confidentiality and adherence to worksite policy pertaining to assessment with clients. (Working Knowledge)
- Describe normal processes used to collect, analyze, and interpret a health risk assessment. (Working Knowledge)
- 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 (nutrition, smoking, alcohol or other drug use and physical activity levels). (Demonstrated Ability)

6. Health Intervention and Techniques/Strategies

- Describe commonly used adult learning models. (Basic Knowledge)

- Describe motivational techniques, frequently used to modify various health behaviors of clients. (Basic Knowledge)
- Describe safe screening procedures for participants in a health promotion facility/program. (Working Knowledge)
- Describe various incentive, compliance, and adherence techniques used with diverse client groups. (Working Knowledge)
- Describe procedures that should be followed when individuals at high risk are identified during health screening. (Working Knowledge)

B. Business Management Skills - Fundamental understandings of how businesses operate and an understanding of business policies and procedures is essential for entry-level personnel. Entry-level professionals must develop a repertoire to demonstrate ability to immediately function in business settings. To accomplish this task they must learn to facilitate marketing plans and strategies; assist in reaching organization financial goals; understand personal liability procedures and processes; and, support the goals of the organization. To be competent in the Business Management Skills area, the entry-level person should be able to:

1. Finance

- Describe the development and function of a basic budget. (Basic Knowledge)
- Describe a variety of fundraising methods, strategies, and techniques. (Basic Knowledge)
- Describe the components of a well written Request for Proposal (RFP) and vendor contract. (Basic Knowledge)

2. Health Care Insurance and Liability Considerations

- Describe the benefits of health promotion/safety programs in the areas of health care cost containment, workers' compensation, health care utilization, improvement in productivity (reduced absenteeism and improved morale), and reduction of human resource cost (recruitment and training). (Basic Knowledge)
- Describe the concept of risk management. (Basic Knowledge)
- Describe compensation, and the health insurance claim processes, and disability insurance. (Basic Knowledge)
- Explain personal and professional liability considerations including negligence, intentional tort, practicing medicine without a license, and selection and acquisition of liability insurance coverage. (Working Knowledge)

- Describe an emergency plan including the selection, use, maintenance of emergency equipment/supplies, arrangement for patient transport plans and details of staff training (Working Knowledge)
- Explain the appropriate use of consent forms, waivers, Par-Q's and agreements with participants and their relationship to liability issues. (Working Knowledge)

3. Marketing

- Explain how to identify and utilize market trends and research data. (Basic Knowledge)
- Describe the concept of market segmentation. (Basic knowledge)
- Describe effective packaging and program promotion strategy including the four 'P's' of marketing (Price, Placement, Product, Promotion.) (Working Knowledge)
- Describe how to develop a marketing strategy including the development of time lines, PR strategies/materials and evaluation formats for a HP/W program. (Working Knowledge)
- Explain how to identify target markets. (Working Knowledge)
- Describe various media available and their possible applications to advertise and promote health promotion programs. (Working Knowledge)
- Describe how to design, implement and validate a simple survey. (Working Knowledge)

4. Business Organizational Skills

- Describe a traditional organizational chart and how it operates in most companies. (Basic Knowledge)
- Describe the role of worker/labor unions in the development and/or maintenance of an effective occupational health and safety program. (Basic Knowledge)
- Describe how to tailor a HP program to meet the needs of a diverse work group including, shift-workers, ethnic differences, gender differences and various demographic patterns. (Basic Knowledge)
- Describe organizational culture as it pertains to company decision making including participatory and autocratic management styles. (Basic Knowledge)
- Describe how to assess top level management's commitment to health and safety programming and identify a variety of strategies to improve management's commitment to health and safety programs. (Working Knowledge)

- Describe methods that can be used to ensure confidentiality and/or anonymity as part of worksite policy as it pertains to assessment and programming. (Demonstrated Ability)
- Describe effective organizational skills and strategies used by members of work teams. (Working Knowledge)

5. **Health Care Systems**

- Describe how a managed care organization operates and identify its basic functions. (Basic Knowledge)
- Describe the movement in the field from pure health promotion to broader health management concepts. (i.e. triage, telephonic counseling, demand management, disability management, case management, etc.) (Basic Knowledge)

6. **Computer Skills and Technology**

- Describe how to use the internet to search for usable health promotion information and how to validate its accuracy. (Basic Knowledge)
- Describe the use of microcomputer software applications, specific to wellness and health promotion, e.g., assessments, facility management, promotion etc. (Working knowledge)
- Describe the use of word processing, computer graphics, data management, and spreadsheet applications in delivering health promotion programs. (Working Knowledge)
- Identify factors related to efficient data entry, storage, retrieval, and feedback to participants, physicians and other involved persons. (Basic knowledge)

C. Safety/Environmental Concepts - Sound worksite practice dictates that the entry-level professional demonstrate an understanding of risk management activities, worksite hazard control practices, company safety procedures and an appreciation of how worksites impact environment. To assure that practitioners understand the basis for occupational health practices and procedures, entry-level personnel should be able to:

1. **Elements of Occupational Health and Safety Programs**

- Describe the purpose and components of an employee assistance program. (Basic Knowledge)
- Describe expected qualifications of professionals working in various employment settings such as, (e.g. wellness & health promotion, safety, occupational health and industrial hygiene). (Basic Knowledge)
- Describe components of a basic injury prevention program. (Basic Knowledge)

- Describe a basic worksite safety and injury prevention initiative including its promotion, resources used and employee training methods. (Basic Knowledge)
- Describe the concept of community right-to-know laws as they relate to worksite safety and health programs. (Working Knowledge)

2. **Environmental Literacy**

- 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). (Basic Knowledge)
- Name various natural resources and describe their relationship to the creation of quality living standards and healthy lifestyles. (Basic Knowledge)

3. **Hazard Control and Risk Management**

- Describe the factors that affect the environmental concentrations of toxicants and factors that influence toxicity. (Basic Knowledge)
- Explain basic OSHA regulations, recording policies and procedures for recommending corrective action. (Basic Knowledge)

D. Health Promotion Programs - As front line producers of programs and services, entry-level personnel must develop a set of competencies that enable them to plan, market and implement programs for a diverse population of clients. They must understand appropriate facility management procedures, be able to effectively design programs for participants, teach at a level appropriate to the needs of clients and facilitate the acquisition of new skills and knowledge. Entry-Level personnel should be competent in working with committees and a wide range of individuals and groups within and outside of an organization. To be competent in these responsibilities, entry-level personnel must be knowledgeable in:

1. **Behavior Facilitation Skills/Counseling**

- Explain the roles of self-esteem, cultural values and norms, spirituality, locus of control, and personal health beliefs in the health behavior change process. (Basic Knowledge)
- Describe the concept of self-accountability as an internal mechanism responsible for healthy behavior change. (Basic Knowledge)
- Describe the limits of a health promotion specialist's expertise, and describe how to refer clients to appropriate community resources or other professionals. (Working knowledge)
- Describe how to use health history appraisal to obtain information on 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 for use in the design of a health behavior change plan. (Working Knowledge)

- Describe basic counseling skills necessary to motivate participants to become involved and remain in health promotion programs and make positive health behavior change. (Working Knowledge)

2. Controllable Risk Factor Identification Processes

- Describe what is considered to be acceptable levels of alcohol consumption for an adult. (Basic Knowledge)
- Describe the relationships between nutrition and weight control in an effective weight management program. (Basic Knowledge)
- Describe important food sources necessary for sufficient procurement of key nutrients in daily diets. (Basic Knowledge)
- Define the relationship between diet and lifestyle associated disease. (Basic Knowledge)
- Describe healthy eating principles based on the food pyramid. (Basic Knowledge)
- Describe risk factor precautions for dealing with pregnant and post partum women. (Basic Knowledge)
- Describe how HIV/AIDs and other STD's are transmitted. (Basic Knowledge)
- Describe a variety of work/family life balancing issues and how these can affect a person's health. (Basic Knowledge)
- Describe various employer policies and benefits that minimize work-family stress. (Basic Knowledge)
- Identify normal client behavior patterns to be expected in a smoking cessation program. (Working Knowledge)
- Describe appropriate referral strategies for clients who may be alcohol/other drug dependent. (Working Knowledge)
- Demonstrate knowledge of the physiological responses to stress and effective strategies for stress management, including time management attitudes, relaxation techniques, organizational skills, and communication skills. (Working Knowledge)
- Identify resources for work-family training programs. (Working Knowledge)

- Identify normal blood cholesterol and blood pressure readings and explain how to interpret results to a client. (Working Knowledge)

3. Facilities and Equipment

- Describe considerations for facility design and equipment/supplies selection for a basic health promotion program. (Basic Knowledge)
- Describe considerations involved in scheduling health promotion activities and staff. (Basic Knowledge)
- Identify client safety precautions/considerations specific to a fitness facility. (Working Knowledge)
- Explain why ACSM standards should be incorporated into daily operation of a fitness center. (Working Knowledge)

4. Program Planning and Evaluation

- Describe the components of and how to administer health, employee interest, and resource audits as part of a needs assessment for a health promotion program. (Basic Knowledge)
- Describe how to implement a process, impact and outcome evaluation strategy that analyses a program's effectiveness. (Basic Knowledge)
- Describe how to review, analyze, and prioritize health claims data in determining a population's primary health promotion needs. (Basic Knowledge)
- Describe the components of a health promotion lesson including goals and objectives. (i.e. time frame, materials needed, assessment/evaluation strategy of behavior change, lesson content, what to teach/facilitate, handout materials, evaluation tools and references) (Working Knowledge)
- Explain how to schedule and implement small and large group health promotion activities for a variety of groups and skill levels. (Working Knowledge)
- Describe how to assess the needs and interests of a target population. (Working Knowledge)

5. Substance Abuse

- Describe components of a commonly recognized smoking cessation program and the proper procedures for its implementation. (Basic Knowledge)
- Describe the impact of chemical and non-chemical dependencies on individuals, families and organizations. (Basic Knowledge)

- Define three types of addiction (habituation, psychological dependence, physiological dependence). (Basic Knowledge)
- Describe intervention strategies for changing addictive behaviors including alcohol abuse and dependency. (Basic Knowledge)
- Explain the detrimental psychological/physiological effects of smoking including the effects of second hand smoke. (Basic Knowledge)
- Explain how to approach counseling and advising of clients in ways that leads to effective referral in situations where referral is necessary. (Basic Knowledge)
- Identify signs and symptoms and psychophysiological effects of substance abuse including violence to oneself and towards others. (Basic Knowledge)
- Identify the signs and symptoms of eating disorders. (Basic Knowledge)
- Describe appropriate paths for referral when client eating disorders are identified. (Basic Knowledge)
- Describe how to identify available substance abuse resources available at community/regional/national sources. (Working Knowledge)

6. **Current Topics in Health Promotion**

- Describe current health promotion programs and research trends. (Basic Knowledge)
- Describe local, state, and global environmental issues and explain their impacts on individual and community health. (Basic Knowledge)
- Describe how to schedule and implement small and large group activities for all age groups and skill levels. (Working Knowledge)
- Describe considerations that would allow a professional to work successfully with populations of varying racial origin, economic backgrounds, learning abilities, language and readiness levels. (Working Knowledge)

E. **Professional Orientation** - Learning the role of the active professional requires that entry-level workers develop skills that enable them to be perceived as competent people who know how to deal with worksite issues, people, and programs. Entry-level professionals must be able to act the part, speak language appropriate in a variety of situations and use up-to-date technology to assist them in their daily tasks.

1. Practical Experience

- Describe the components of an effective presentation. (Basic Knowledge)
- Describe appropriate teaching methods for common learning styles (i.e. auditory, visual and kinesthetic.) (Basic Knowledge)
- Describe how to prepare, deliver and evaluate a series of health promotion and safety topics. (Basic Knowledge)
- Explain the desirability of building professional networks and contacts. (Basic Knowledge)
- Describe the benefits of belonging to a professional organization. (Basic Knowledge)
- Define ethical behavior appropriate and expected in most business settings. (Basic Knowledge)
- Describe a personal plan to ensure ongoing professional development. (i.e. attendance at conferences, subscription to journals, organization memberships etc.) (Working Knowledge)
- Provide evidence of a current certification in CPR and First Aid and completion of a semester internship in a Health Promotion/Protection setting. (Demonstrated Ability)
- Describe a 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. (Working Knowledge).

2. Resources to Work with Health Care Providers

- Identify current "buzz word" terms specific to health promotion, safety, health protection, occupational health and business. (Basic Knowledge)
- Identify the roles and credentials of other health care providers/professionals. (public health, physicians assistants, physical therapists, nurses, physicians, etc.) (Basic Knowledge)

3. Communication

- Explain the principles of conflict management and how it relates to employee motivation and supervision. (Basic Knowledge)
- Describe the components of an effective cover letter, resume, press release, newsletter and public service announcement. (Working Knowledge)
- Describe the components of a correctly worded, client centered behavioral objective with measurable learning outcomes. (Working Knowledge)

- Identify formal and informal communication vehicles commonly used in an organization. (Basic Knowledge)
- Describe effective listening skills and how to give and receive feedback. (Working Knowledge)

APPENDIX B: JOURNAL LIST

WHP makes use of journals from a variety of related fields, including exercise science, psychology and human resources. Related journals available through the Kresge Library at Oakland University include the following:

ACSM's Health and Fitness Journal	http://www.acsm-healthfitness.org
Alcohol Research and Health (formerly H&R World)	http://www.niaaa.nih.gov/Publications/AlcoholResearch/default.htm
American Dietetic Assn. Journal	http://www.adajournal.org
American Geriatric Society Journal	http://www.americangeriatrics.org
American Journal of Cardiology	http://www.ajconline.org
American Journal of Clinical Nutrition	http://intl.ajcn.org
American Journal of Health Promotion	http://www.healthpromotionjournal.com
American Journal of Sports Medicine	http://ajs.sagepub.com
American Medical Association Journal	http://pubs.ama-assn.org
British Medical Journal	http://bmj.bmjournals.com
Clinical Kinesiology	http://www.clinicalkinesiology.org/
Clinical Orthopaedics and Related Research	http://www.corronline.com
Contemporary Orthopaedics	not available
Diabetes	http://diabetes.diabetesjournals.org/
Ergonomics	http://www.ergonomics.org.uk/item.php?s=8&p=94&i=20
FDA Drug Bulletin	http://www.fda.gov/cder/
Food and Nutrition	http://www.snf.ideon.se/sjn/
Health	http://www.consumerhealthjournal.com
Index Medicus	http://www.library.kumc.edu/tipsheets/print/index_medicus.htm
International Journal of Sport Biomechanics	http://www.periodicals.com/humankinetics.html
Journal of Biomechanics	http://www.humankinetics.com/products/journals
Journal of Cardiopulmonary Rehabilitation	http://www.jcrjournal.com
Journal of Community Health	http://www.springerlink.com/link.asp
Journal of Nutrition	http://www.ajcn.org
Journal of Orthopaedic and Sports Physical Therapy	http://www.jospt.org/archive/aoc.cfm
Journal of Sports Medicine and Physical Fitness	http://www.lib.buu.ac.th/jweb.j
Medicine and Science in Sports and Exercise	http://www.ms-se.com/
National Strength & Conditioning Assoc. Journal	http://www.sportsci.org/journal/0003/was.html
New England Journal of Medicine	http://www.nejm.org
Orthopedics	http://www.amjorthopedics.com
Physician and Sports Medicine	http://www.emedicine.com/sports/index.shtml
Respiratory Care	http://www.rcjournal.com
Topics in Geriatric Rehabilitation	http://www.pt.wkhealth.com/pt/re/tgr
Way of Life	http://www.recoverytimes.com

Note: This is not a complete list. Oakland University may have discontinued some journals necessitating use of inter-library loan service.