<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Dimensions of Outcomes (competencies)</th>
<th>Possible Developmental Experiences for Learning (strategies)</th>
<th>Bodies of Knowledge for Educators</th>
</tr>
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</table>
| Each student will be able to define health. | • Understand the definition of health.  
• Understand current health guidelines for the college and adult population.  
• Understand how concepts of health are connected to issues of academic success, diversity, the environment, and lifelong wellbeing.  
• Appreciate the role of prevention in contributing to positive health outcomes.  
• Explore concepts of health on local, national, and international levels.  
• Understand that health is a fundamental human right. This human right encompasses the freedom to control one's health and body, including sexual and reproductive freedom, and the right to be free from interference, such as the right to be free from torture, non-consensual medical treatment and experimentation (The United Nations). | Educational programs conducted by HPW staff and peer educators; Health & Wellness on-line certificate; health communication materials; individual conversations with HPW staff and peer educators; peer education training courses; services delivered and provided by HPW staff; UHS Student Tune-up series. | American College of Sports Medicine  
National Institutes of Health - National Institute on Alcohol Abuse and Alcoholism  
National Sleep Foundation  
The United Nations Human Rights Council  
US Department of Agriculture  
US Department of Health and Human Services  
World Health Organization |
| Each student will understand the concept of health disparity/inequality and factors that might lead to differences in health outcomes across populations. | • Understand the definition of health disparity and how it can result in an unequal opportunity to live a long, healthy and productive life.  
• Think critically about the underlying determinants of health disparities and inequities, including, but not limited to, race, ethnicity, sexual orientation, gender, disability, socioeconomic status, and socio-environment.  
• Understand that health inequality also results from disparities in access to healthcare and quality of healthcare.  
• Explore the processes and methods that could be taken to reduce or eliminate health disparities. | Educational programs conducted by HPW staff and peer educators; HealthWorks’ World Health Day; S-plan training classes; health communication materials; individual conversations with HPW staff and peer educators; peer education training courses; services delivered by HPW staff. | National Institutes of Health - National Center on Minority Health and Health Disparities  
US Dept of Health and Human Services – The Office of Minority Health  
www.statehealthfacts.org (Henry J Kaiser Family Foundation)  
The World Health Organization |
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| Each student will be able to explain how different areas of health are interrelated (i.e., a holistic view of health). | • Demonstrate awareness that health involves the balance and integration of physical, mental, emotional, social, and spiritual aspects of oneself.  
• Recognize the interrelated nature of health; that health behaviors in one area (e.g., nutrition) impact health in other areas (e.g., physical activity, stress, sleep) and academic performance. | Educational programs conducted by HPW staff and peer educators; Health & Wellness on-line certificate; health communication materials; individual conversations with HPW staff and peer educators; peer education training courses; services delivered by HPW staff; UHS Student Tune-up series; De-Stress Zone. | American College of Sports Medicine  
National Institutes of Health  
US Department of Health and Human Services  
- Centers for Disease Control and Prevention  
- Substance Abuse and Mental Health Administration  
Nutrition.gov  
World Health Organization |
| Each student will be able to understand connections between health and the environment. | • Understand consequences and implications global environmental change may have on health and well being.  
• Understand how the adoption of sustainable practices can have a positive influence on health  
• Be aware of how one’s health behavior choices can influence the environment  
• Practice health behaviors that positively influence the environment  
• Gain knowledge of how human health is an integral component in the ecosystem | Educational programs conducted by HPW staff and peer educators; Health & Wellness on-line certificate; health communication materials; individual conversations with HPW staff and peer educators; peer education training courses; services delivered by HPW staff; UHS Student Tune-up series. | Department of Environmental Science Program on Global Sustainability and Health;  
Johns Hopkins Bloomberg School of Public Health  
Environmental Health Services  
National Institutes of Health  
- National Institute of Environmental Health Sciences  
US Department of Health and Human Services  
- Centers for Disease Control and Prevention  
World Health Organization |
# Health Promotion Learning Outcomes

**June 21, 2010**

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<td>Each student will be able to apply health-related knowledge to create a health</td>
<td>Reflect on how attitudes and values influence behavior</td>
<td>Educational programs conducted by HPW staff and peer educators; Health &amp; Wellness on-line certificate; health communication</td>
<td>American Public Health Association</td>
</tr>
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<td>promoting lifestyle that will result in reduced risk of disease and improved</td>
<td>Identify personal health values and understand these values within the context of a larger healthy</td>
<td>materials; individual conversations with HPW staff and peer educators; peer education training courses; services delivered</td>
<td>American Social Health Association</td>
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<td>quality of life.</td>
<td>society</td>
<td>by HPW staff; UHS Student Tune-Up series; UHS wellness checks.</td>
<td>National Institutes of Health</td>
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<td></td>
<td>Be able to discern credible resources for health information</td>
<td></td>
<td>US Department of Health and Human Services</td>
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<td>Demonstrate an understanding of how individual health behavior affects others</td>
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<td>- Centers for Disease Control and Prevention</td>
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<td>Understand how personal choices and habits can contribute to disease prevention</td>
<td></td>
<td>- Office of Disease Prevention and Health Promotion</td>
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<td></td>
<td>Actively participate in health decisions</td>
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<td>US Department of Agriculture</td>
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<td>World Health Organization</td>
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