PORTFOLIO GUIDELINES  
Student Assessment Outcome Requirement  
B.S. Health Science  
Option: Health Education

The BS in Health Science: Health Education Option is a competency-based curriculum which meets the rigorous standards set up by the national accrediting body for health education, the National Commission for Health Education Credentialing. Your program of study is designed to enable you to fulfill the "List of Areas of Responsibility and Competencies for Health Educators" (NCHEC). Thus, the courses you complete for your major are building a foundation for you to function effectively as a health educator in a variety of settings.

These courses also help prepare you to pass the examination to become a Certified Health Education Specialist (CHES). Your coursework not only gives you the knowledge you need but also skills which you will use as a health educator. Evidence of these skills includes papers, projects, and activities that directly apply to the seven major areas of responsibility critical to the health education profession.

Purpose of Portfolio
The goal of the portfolio is for you to reflect upon the competencies required by NCHEC and taught to you in your coursework related to your own skill set. This will be done by writing a reflection paper answering specific questions and then providing coursework as evidence of the skills (competencies) learned. In addition the portfolio:

- Enables you to document professional skills during a job interview.
- Demonstrates your health education capabilities.
- Identify strengths and areas for growth as they apply to health education.
- Identify skills you are successful at and those which still need attention.
- Helps to promote deeper learning.
- Provides the Department with materials for assessing the seven competencies and responsibilities as outlined by the National Commission for Health Education Credentialing.
- Assists faculty in identifying strengths and weaknesses in the program curriculum.

Organizing, Selecting, and Presenting Portfolio Materials

1. Create an e-portfolio using any website platform that is appropriate for you (e.g. wix, wordpress). Additional instructions and sample e-portfolios will be provided during your Internship Seminar. At a minimum, you will include the following sections / content in your e-portfolio:
   a. Health Education (NCHEC) Competencies
b. Reflective Essay
c. Internship (and other experience as appropriate)
d. Resume
e. Link to your linked-in page (For privacy reasons, do NOT include your home address or phone number in your e-portfolio.)

2. Review past assignments / projects to find examples that fulfill each NCHEC competency / responsibility area (See Appendices A & B). The majority of skills for the entry-level health educator will be learned in the required academic courses contained in the major, which are designed to meet one or more of the seven NCHEC competency/responsibility areas (see Appendix B).

3. Select at least one item per competency / responsibility area and upload them to your e-portfolio in the appropriate section. Select those completed assignments and projects which document specific skills and those of which you are especially proud. More than one item may be selected for each area. You must have a minimum of seven (7) items in your e-portfolio; however, one item can be used to document more than one competency area.

4. Note: web-based e-portfolios are public unless set to “private” using privacy settings on the web platform. If you would like to set your site to “private,” you must make arrangements for your instructor to view the e-portfolio.

Guidelines for Reflective Essay

Your portfolio must include a Reflective Essay that allows you to reflect on your time as an HCSV major. For the reflective essay, create a narrative by answering the questions below. Page requirements: minimum of 2 pages and maximum of 3 pages.

1. Think back to when you first started as an HCSV major, how have you changed as a result of your experiences in this major?

2. What are you most proud of? Discuss what you have done that you didn’t ever think you would be able to do, your biggest challenge in the major and what you learned from these experiences.

3. What does your portfolio tell you about your strengths and areas for growth? How so?

4. What classes, assignments and topics were the most and least interesting to you? Why?

5. Were your best (and favorite) assignments related to people, planning, administration, community, science or other area of the coursework? How so?
Portfolio Submission and Presentation

Your portfolio is due in HCSV 489, Internship Seminar. On a date pre-assigned by the seminar instructors, you will share your portfolio in a group session according to guidelines provided in the Seminar. You will not receive credit for the course unless your portfolio has been presented and assessed. During the final Internship Seminar meeting, you will present your e-portfolio in no more 5 minutes, including:

- Discussing key points from your reflective essay
- Showcasing material and moments you are most proud of
- Identifying potential career paths and future directions for you
### Appendix A:
#### NCHEC Health Education Competencies / Responsibilities

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<thead>
<tr>
<th>Seven Areas of Competency / Responsibility</th>
<th>Competencies by Area</th>
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| **Area I: Assess Needs, Assets, and Capacity for Health Education/Promotion** | • Competency 1: Plan assessment process for health education/promotion  
• Competency 2: Access existing information and data related to health  
• Competency 3: Collect primary data to determine needs  
• Competency 4: Analyze relationships among behavioral, environmental, and other factors that influence health  
• Competency 5: Examine factors that influence the process by which people learn.  
• Competency 6: Examine factors that enhance or impeded the process of health education/promotion  
• Competency 7: Determine needs for health education/promotion based on assessment findings. |
| **Area II: Plan Health Education/Promotion** | • Competency 1: Involve priority populations, partners, and other stakeholders in the planning process.  
• Competency 2: Develop goals and objectives.  
• Competency 3: Select or design strategies/interventions.  
• Competency 4: Develop a plan for the delivery of health education/promotion.  
• Competency 5: Address factors that influence implementation of health education/promotion. |
| **Area III: Implement Health Education/Promotion** | • Competency 1: Coordinate logistics necessary to implement plan.  
• Competency 2: Train staff members and volunteers involved in implementation of health education/promotion.  
• Competency 3: Implement health education/promotion plan  
• Competency 4: Monitor implementation of health education/promotion. |
| **Area IV: Conduct Evaluation and Research Related to Health Education** | • Competency 1: Develop evaluation plan for health education/promotion.  
• Competency 2: Develop a research plan for health education/promotion.  
• Competency 3: Select, adapt and/or create instruments to collect data.  
• Competency 4: Collect and manage data.  
• Competency 5: Analyze data.  
• Competency 6: Interpret results.  
• Competency 7: Apply findings. |
| Area V: Administer and Manage Health Education/Promotion | • Competency 1: Manage financial resources for health education/promotion programs.  
• Competency 2: Manage technology resources.  
• Competency 3: Manage relationships with partners and other stakeholders.  
• Competency 4: Gain acceptance and support for health education/promotion programs.  
• Competency 5: Demonstrate leadership.  
• Competency 6: Manage human resources for health education/promotion programs. |
| Area VI: Serve as a Health Education/Promotion Resource Person | • Competency 1: Obtain and disseminate health-related information.  
• Competency 2: Train others to use health education/promotion skills.  
• Provide advice and consultation on health education/promotion issues. |
| Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession. | • Competency 1: Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.  
• Competency 2: Engage in advocacy for health and health education/promotion.  
• Competency 3: Influence policy and/or systems change to promote health and health education.  
• Competency 4: Promote the health education profession. |

Taken from National Commission for Health Education Credentialing: http://www.nchec.org/responsibilities-and-competencies
### Appendix B: Portfolio Items

Listed by Competency / Responsibility Area and Course Number and Title

<table>
<thead>
<tr>
<th>Seven Areas of Responsibility</th>
<th>Representative Materials by Course # and Title (this list is NOT all inclusive, you may have materials that are not on this list!)</th>
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</table>
| **Area I: Assess Needs, Assets, and Capacity for Health Education/Promotion.** | ![Table content]
| HCSV 211 – Foundations for Health Education | • Research paper |
| HCSV 321 – Community Health | • Community Assessment Project (Briggs) |
|  | • Community Planning Group Task Force Plan (Yan) |
|  | • Community Health Project (Horsley) |
| HCSV 323 – International Health | • World Health Organization Policy Paper |
| HCSV 425 – Research and Evaluation | • Survey Instrument |
|  | • Research Proposal |
| HCSV 450 – Health Ed for Elementary School Teachers | • Service Learning Project |
| HCSV 463: Epidemiology | • Case Studies |
| HCSV 471 – Health Education Planning: Theory and Practice | • Community Lesson Plan |
|  | • Grant Proposal Needs Assessment |
| HCSV 579 – Grant Writing and Other Fundraising | ![Table content]

| **Area II: Plan Health Education/Promotion.** | ![Table content] |
| HCSV 321 – Community Health | • Community Planning Group Task Force Plan (Yan) |
| HCSV 328 – Multicultural Health | • Multicultural Panel Presentations |
| HCSV 369 – Health Education and Communication | • Health Program Plan and/or Lesson Plan |
| HCSV 450 – Health Ed for Elementary School Teachers | • Service Learning Project |
| HCSV 451 – Health Ed for Secondary School Teachers | • Targeted health education lesson plan |
| HCSV 467 – Mental & Emotional Health | • Mental health Service/Intervention |
| HCSV 471 – Health Education Planning: Theory and Practice | • Community Lesson plan |
|  | • Social Marketing plan |
| HCSV 579 – Grant Writing and Other Fundraising | • Grant Proposal, depending on topic of grant |
| Area III: Implement Health Education/Promotion.* | HCSV 321 – Community Health  
- Community Planning Group Task Force Plan (Yan)  
HCSV 328 – Multicultural Health  
- Multicultural Panel Presentations  
HCSV 360 – Public Health Administration  
- Case Study 2  
HCSV 369 – Health Education and Communication  
- Health Program Plan and/or Lesson Plan and related materials  
- Photos from events/lesson plans  
HCSV 450 – Health Ed for Elementary School Teachers  
- Service Learning Project  
HCSV 471 – Health Education Planning: Theory and Practice  
- Community Lesson plan  
- Social Marketing plan  
HCSV 579 – Grant Writing and Other Fundraising  
- Grant Proposal, depending on topic of grant |
| Area IV: Conduct Evaluation and Research Related to Health Education.* | HCSV 265 – Human Sexuality  
- Professional Journal Critique (Bilsborough)  
HCSV 321 – Community Health  
- Community Planning Group Task Force Plan (Yan)  
HCSV 368 – Women’s Health  
- Sexual Behavior Survey: interpret results & apply findings  
HCSV 369 – Health Education and Communication  
- Health Program Plan and/or Lesson Plan  
HCSV 370 – Drugs in Our Society  
- Survey-Debate assignment (Skinner)  
HCSV 425 – Research and Evaluation  
- Survey Instrument  
- Research Proposal  
HCSV 450 – Health Ed for Elementary School Teachers  
- Service Learning Project  
HCSV 451 – Health Ed for Secondary School Teachers  
- Research Project and Presentation: Current Adolescent Health Issue  
HCSV 463 – Epidemiology  
- Case Studies and select Unit Activities  
HCSV 579 – Grant Writing and Other Fundraising  
- Grant Proposal, depending on topic of grant |
| Area V: Administer and Manage Health Education/Promotion.* | HCSV 321 – Community Health  
- Community Planning Group Task Force Plan (Yan)  
HCSV 360 – Public Health Administration  
- Case Study 2 |
| Area VI: Serve as a Health Education/Promotion Resource Person.* | HCSV 320 – Chronic and Communicable Diseases  
- Disease Fact Sheet  
HCSV 321 – Community Health  
- Community Planning Group Task Force Plan (Yan)  
HCSV 328 – Multicultural Health  
- Multicultural Panel Presentations  
HCSV 362 – Environmental Health  
- Environmental Issues Group Projects  
HCSV 369 – Health Education and Communication  
- Health Program Plan and/or Lesson Plan  
- Media Resources (Kaney-Tyler)  
HCSV 370 – Drugs in Our Society  
- Civic Engagement Project (Meyers)  
HCSV 451 – Health Ed for Secondary School Teachers  
- SPARK Interview and Intervention  
HCSV 471 – Health Education Planning: Theory and Practice  
- Community Lesson plan  
- Social Marketing plan |
|---------------------------------------------------------------|--------------------------------------------------|
| Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession.* | HCSV 321 – Community Health  
- Project: Assessment Mapping (Horsley)  
HCSV 328 – Multicultural Health  
- Multicultural Panel Presentations  
HCSV 362 – Environmental Health  
- Diversion Excursion  
- Campus Clean-up  
HCSV 368 – Women’s Health  
- Advocacy posters for Take Back the Night (and attend Take Back the Night) or Love Your Body Day  
HCSV 369 Health Education Techniques  
- Health Communication Project (Flyer, Poster)  
- Education Resource Materials  
- Media Piece (Kaney-Tyler)  
HCSV 450 – Health Ed for Elementary School Teachers  
- Service Learning Project  
HCSV 463 – Epidemiology  
- Case Studies  
HCSV 471 – Health Education Planning: Theory and Practice  
- Community Lesson plan  
- Social Marketing plan |
*Other work that could be included in your portfolio in different areas depending upon the task/work you completed:

- Attend regional or national conference
  - Ex: This Way to Sustainability conference
- HCSV 489 – Internship
  - Depending upon your placement and specific job assignment/duties.