

CSPA Assistantship

Number of Positions Available: 1

Office/Department: University Health Center's The Well
Health Education Graduate Assistant

Director: Dr. Lee Ward, Director - University Health Center
Veronica Jones, Associate Director – The Well

Supervisor: Jordan McCann, Health Education Coordinator

Mission Statement: The University Health Center provides care and education that helps students be well, stay well and do well.

Functional areas included in this office/department:

The University Health Center Health Promotion and Well-Being (The Well):

- Program planning, implementation and evaluation on various health topics including general wellness, alcohol use, body image and eating disorders, sexual health, stress management, sexual assault, intimate partner violence.
- Student groups including:
 - CARE - Sexual Assault and Intimate Partner Violence Prevention
 - REACH – Reality Educators Advocating Campus Health
- Sexual Assault advocacy and referrals
- The Lesbian, Gay, Bisexual, Transgender, Queer & Ally Education Program
- Alcohol and Other Drug Prevention, Intervention, and Recovery (Reflections Program)
- Sexual Health Coaching

1. Students who participate in this experience will gain an understanding of student affairs as a profession and the influence student affairs has on contemporary higher education through the following tasks and activities:

- Assist with *Green Dot* Bystander Intervention Training during Orientation week.
- Coordinate and implement Body Empowerment Month and Eating Disorders Awareness Week programming.
- Assist with planning and implementation of UNST 307: Health Education Facilitation and Synthesis class.
- Serve as primary stocker/inventory-keeper for all 6 Safer Sex Centers within the UHC, Athletics Department and Residence Life.
- Assist on relevant health education campaigns.
- Shadow Health Education Coordinator on Health Education Consultation and Program Planning meetings.
- Shadow Health Education Coordinator on Bulk Condom request meetings, including prep for meetings.
- Serve an active role within the R.E.A.C.H leadership team, including supervise R.E.A.C.H Student Coordinator.
- Attend R.E.A.C.H weekly meetings and semester retreats.
- Assist with student trainings, material development, and review as time allows.

2. Students who are assigned to this site will have an opportunity to develop one or more of the following competencies:

- *Knowledge Demonstration:* When possible, the student will be provided the opportunity to demonstrate understanding of (1) health education topic areas, and (2) health education, health behavior, and student development theories.
- *Programming and Presentation Skills:* When possible, the student will be provided the opportunity to assist with planning, implementation, and evaluation of programs at the individual, small group, and campus-wide level; use environmental strategies; and collaborate with other on and off-campus groups.
- *Administration:* When possible, the student will be provided the opportunity to play a role in the recruitment, supervision, and training of R.E.A.C.H student coordinator and/or student groups; participate in search committees and interviews; plan and lead meetings; demonstrate effective verbal and written communication skills.
- *Assessment and Planning:* When possible, the student will be provided the opportunity to assist in planning, implementation, analysis, presentation, and/or use of assessment results for program enhancement (when needed); participation in strategic planning and/or development of departmental or program goals and objectives;
- *Professional Development:* When possible, the student will be provided the opportunity to participate in campus, conference, and/or online professional development sessions; present at campus or regional meetings and conferences; be involved in campus-wide committees; be able to add to a professional resume and cover letter; maintain active membership in professional college health and/or student affairs associations and organizations.

3. Students who participate in this experience will be exposed to the purposeful application of the following student development, career development, counseling and/or organizational theories:

- Psychosocial Developmental Theories: (Chickering, Erikson)
- Cognitive Developmental Theories: (Perry, Kolhberg, Belenky, Gilligan)
- Change Theories: (Transtheoretical Model, Health Belief Model)

4. Students assigned to this site will be able to participate in the following assessment and/or evaluation projects:

- Using and revising logic models for programming area
- Implementing and analyzing current assessment tools
- Writing program goals, objectives and evaluation

5. Students who participate in this experience will be evaluated and provided on-going feedback in the following ways:

- Individual weekly meetings with supervisor
- Formal evaluations with supervisor each semester
- Periodic assessment of learning outcomes from programming
- Facilitator evaluations from students in programs, if applicable

- Bi-weekly staff meetings

6. Specific expectations of students assigned to this site include:

- Support the mission of the The Well in the University Health Center.
- Adherence to ethical guidelines of the College Student Personnel profession.
- Maintaining confidentiality.
- Establish and maintain consistent office hours.
- Attend required meetings/workshops/etc.
- Complete assigned projects.
- Collaborate with other offices in the development of programs.
- Maintain a positive attitude about job responsibilities.
- Uphold office professionalism standards.
- Communicate consistently and openly with supervisor.

Contact Person

Jordan McCann

Health Education Coordinator

The Well, UHC

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