

Notice of Intent

a. New Major Program

Degree: Bachelor of Science in Health Promotion and Health Equity

Major: Health Promotion and Health Equity

Department: Kinesiology

School/College: School of Education

Mode of Delivery: Face to Face

b. Importance of Offering. The Health Promotion and Health Equity (HPHE) major aligns with the UW-Madison campus commitment to the Wisconsin Idea by preparing professionals who will serve communities across the state, nation, and world. The proposed HPHE degree/major in the School of Education will focus on physiological health, psychological well-being, the social determinants of health, and the right to health. Undergraduates will have the opportunity for rigorous study of the biological, psychological, and social determinants of health, well-being, and wellness. The program's particular focus on social determinants of health, and on building skills to work with diverse communities, responds to student interest and employer demand for health-related issues and health education careers, and reflects a long commitment by School of Education faculty, staff, and students to engage socially and economically disadvantaged communities.

The Department of Kinesiology is the ideal academic home for the major given the department's history of research and instruction in health promotion, health and physical activity, occupational therapy, health education, and epidemiology. The major will also draw on crucial strengths in the School's Rehabilitation Psychology and Counseling Psychology programs, especially related to detection, diagnosis, and treatment of physical and mental health conditions, social determinants of health, prevention, early intervention and treatment, health policy, and health equity. The major's location in the School of Education is a particular strength, given these departments' nationally recognized expertise in health education and training, and that education itself is a primary determinant of health and well-being in later life. Finally, the major's multidisciplinary perspective helps ensure that "health" is broadly defined within this program – for instance, that health maintains a holistic perspective of both physical and mental health, including family and community components, larger social and environmental factors, and individual factors.

c. Need for the Program. The U.S. Department of Labor defines health educators as those who promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors, and by collecting and analyzing data to identify community needs prior to planning, implementing, monitoring, and evaluating programs that encourage healthy lifestyles, policies, and environments. Fifty-one percent of health educators currently work in health systems and community organizations, while an additional 23% work in government programs.

The employment of health educators, mental health therapists, and health promotion specialists is growing faster than the national average compared to other occupations. Specifically, the employment of health educators is expected to grow 13% by 2024² and

employment of mental health counselors is expected to grow 19% by 2024¹. The State of Wisconsin initiative, “Healthiest Wisconsin 2020,”² is advancing health promotion activities to improve health across the life span. Local governments will further develop and implement educational policies and practices that support healthy outcomes, including tracking indicators of health literacy and community health as well as integrating health literacy and decision-making skills surrounding health into schools.³ Growing job demand in health education fields has spurred student interest in health-related majors.

Despite growing interest among students in majors related to health careers, there is at present no undergraduate major using the word “health” in its title at UW-Madison. At the same time, some health professions are moving to entry-level graduate degrees (e.g. occupational therapy, physical therapy, pharmacy, mental health counseling, etc.) requiring students to pursue alternative undergraduate degrees that will work to complement graduate studies. The HPHE major attempts to serve this population as well as students desiring to enter the workforce immediately upon graduation. Students can specialize in coursework to prepare them for opportunities with non-profit community health organizations, health insurance companies, hospital-based systems, mental health centers, senior citizen centers, home visitation programs, and governmental health offices, as well as professional graduate degree programs in fields such as physical therapy, occupational therapy, nursing, counseling, social work, or other health promotion professional degrees.

The proposed degree is intended primarily to serve existing UW-Madison students—not to draw students away from other UW-System institutions. Currently, UW-Stevens Point offers a major in Health Promotion/Wellness that includes a strand for Community Health Promotion/Wellness. UW-Stout offers a BS degree in Health, Wellness and Fitness with a concentration in Health and Wellness Promotion. UW-Parkside offers a BS in Applied Health Sciences. UW-Platteville offers a BS in Health and Human Performance with an emphasis in Health Promotion that emphasizes physical wellness. UW-Whitewater also has a program of Health, Human Performance, and Recreation focusing on physical health. UW-La Crosse offers a degree in Community Health Education that emphasizes preparation for the Certified Health Education Specialist (CHES) examination upon graduation. An online Health and Wellness Management degree program built by UW-Extension is designed for returning adults with some college as a collaboration among UW-River Falls, UW-Superior, UW-Stevens Point, UW-Parkside, UW-Green Bay, and UW-La Crosse. UW-Madison’s program will differ from other programs offered in the UW system by incorporating a specific focus on health equity and the health needs of socially and economically challenged communities.

d. Program Description. The Health Promotion and Health Equity degree is designed to provide students with tools to facilitate healthy practices at the individual and societal levels, with the goal that all individuals will have the opportunity to attain their highest level of health and well-being.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Health Educators and Community Health Workers: <https://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>

² Wisconsin Department of Health Services, “Healthiest Wisconsin 2020-Wisconsin State Health Plan.” <https://www.dhs.wisconsin.gov/hw2020/index.htm>. Accessed 8/11/17.

³ Wisconsin Center for Health Equity, Healthiest Wisconsin 2020 Focus Area Profile, May 2013. “Social, Economic, and Educational Factors that Influence Health.” http://www.wche.org/uploads/8/8/9/8/8898682/hw2020_see_profile_20131101b_finalforweb.pdf. Accessed 8/11/17.

Upon program completion, students will be able to:

1. Recognize concepts and theories related to health promotion and health equity.
2. Relate the role of social factors in facilitating or hindering health.
3. Evaluate the strengths and weaknesses of health behavior and health equity interventions.
4. Identify links between physiological and psychological health.
5. Interpret and communicate the interaction between personal and environmental determinants of health and wellbeing.
6. Draw from their personal and professional identities to develop socially just practices and to lead effectively within their communities.

The proposed curriculum is divided into four sections which have been crafted to provide a balanced foundation of health promotion and health equity concepts while creating flexibility for intended career paths. These sections include general education and liberal studies requirements, a disciplinary core, major core, and electives of the major. The disciplinary core prescribes a preferred set of courses that will meet general education and liberal studies requirements but also set the foundation for success in the major core classes in areas such as math, science, statistics, anatomy, and physiology. Thoughtful advising will be key in this program to help guide students to coursework consistent with intended career/graduate school goals.

The Health Promotion and Health Equity major core includes a balanced focus on physical health, mental health, and disability. Electives will allow students to tailor the major in the direction of individual interests in one of the above areas. Students will learn about the theoretical, programmatic and empirical foundations of health promotion and health equity interventions as well as demonstrate competence in evaluating strengths and weaknesses in health promotion programs.

e. Resource Requirements. While formally housed in the Department of Kinesiology, this program is a collaboration between the Departments of Kinesiology, Counseling Psychology, and Rehabilitation Psychology and Special Education. Departments will contribute resources by reorganizing courses and staff assignments when feasible to create additional capacity. Courses with excess capacity are being eliminated or revised to meet the requirements of this major. The Dean of the School of Education has committed the additional resources needed for this proposed major to supplement departmental reallocations.

Reallocated School resources include one additional faculty member in Kinesiology, .25 FTE instructional academic staff in Kinesiology, .25 FTE instructional academic staff in Rehabilitation Psychology, and .25 FTE instructional academic staff in Counseling Psychology. Additionally, the School will fund or reallocate 1 FTE academic advisor in Kinesiology and .5 FTE advisor and field placement coordinator in Education Academic Services. Twelve .5 FTE teaching assistants will be needed to support the large class sizes projected for this program.

The participating departments and the School of Education have committed to supporting this program. All commitments are written in an MOU that will be finalized this academic year and approved by each department. Departments have already approved the draft MOU.

Advising for students before they are formally admitted to the program will be handled by the units in the undergraduate dean's office—Education Academic Services (EAS) and the Office for Undergraduate Recruitment and Retention (OURR), which currently provide this advising for all students prior to program admission within the School of Education. OURR also has the specific charge to recruit and provide support for under-represented students. Advising

after students are admitted to the program will be managed by Department of Kinesiology academic staff.

f. Program Faculty

Dorothy Farrar-Edwards, Professor, Kinesiology

Kelli Koltyn, Professor, Kinesiology

Elizabeth Larson, Associate Professor, Kinesiology

Janet Branchaw, Assistant Professor, Kinesiology

Bonnie Klassy, Associate Faculty Associate, Kinesiology

Cindy Kuhrasch, Associate Faculty Associate, Kinesiology

Stephen Quintana, Professor, Counseling Psychology

Alberta Gloria, Professor, Counseling Psychology

Lynet Uttal, Professor, Counseling Psychology

Carmen Valdez, Associate Professor, Counseling Psychology

Corissa Lotta, Faculty Associate, Counseling Psychology

David Rosenthal, Professor, Rehabilitation Psychology and Special Education

Brian Phillips, Assistant Professor, Rehabilitation Psychology and Special Education

g. Letters of Support

CALS

L&S

School of Medicine and Public Health Dean and Elizabeth Petty, Senior Associate Dean for Academic Affairs

School of Nursing

School of Pharmacy

Center for Pre-Health Advising

Department of Chemistry

Department of Psychology

Department of Math

Department of Educational Psychology

Department of Nutritional Sciences

Department of Integrative Biology

Department of Bacteriology