

Employee Name:



San Diego State University

MPP / Staff Position Description

HUMAN RESOURCES USE ONLY

Conflict of Interest (COI) Designated: Yes No

Mandated Reporter: Limited General N/A

Review Date: 09/10/2024

MPP Positions Only

MPP Job Code:

Job Family:

Job Function:

Job Category:

Mandated Reporter Per CANRA YES NO

The person holding this position is considered a 'mandated reporter,' under the California Child Abuse and Neglect Reporting Act (CANRA) and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

Please Note: A current and accurate signed Position Description is required for each MPP / Staff position and must be on file in the Center for Human Resources. After completion, the Position Description should be reviewed, signed and dated by the employee, the supervisor and the Center for Human Resources - Classification and Compensation.

Please check one: New Position Existing Position Update

| | |
|---|---|
| Date: | September 6, 2024 |
| Department & Division: | Well-being & Health Promotion / Student Affairs and Campus Diversity |
| Employee Name <i>(leave blank if vacant):</i> | |
| Current Classification & Grade: | Health Educator / 6 |
| FLSA Status: <i>(exempt or non-exempt)</i> | Exempt |
| Working Title: | Health Promotion Specialist |
| Position Number & Job Code: | 10000589 / 8147 |
| Working Title & Position Number of HEERA Designated Appropriate Administrator: | Assistant Vice President of Student Affairs and Campus Diversity / 10008443 |

Employee Name:

I. FUNCTION OF THE EMPLOYING UNIT:

State the basic purpose of the Department/Unit in one brief paragraph. Include the division's DEI statement here.

The Office of the Vice President for Student Affairs and Campus Diversity is responsible for the coordination and development of student services and building the inclusive excellence of SDSU's staff and faculty at San Diego State University. Departments include, but not limited to, Assistant Deans for Student Affairs; Career Services; Center for Educational Partnerships, Outreach and Success; Communications Services; Counseling & Psychological Services; Cultural and Identity Centers; Educational Opportunity Programs and Ethnic Affairs; Financial Aid and Scholarships; Military Veterans Program; New Student and Parent Programs; Office of the Student Ombudsman; Residential Education; Resource Management; Student Disability Services; Student Health Services; Center for Student Organizations and Activities; Student Rights and Responsibilities; Testing Services Office; Well-being & Health Promotion; and programming related to Inclusive Excellence.

Division of Student Affairs and Campus Diversity

The Division facilitates the academic and career success, personal growth and well-being of all students, and works proactively to address systemic inequities through professional learning, community building, advocacy, policy recommendations and organizational structures. We aim to foster an affirming campus culture based on the core values of excellence, equity, diversity, belonging and inclusion through:

- Recruiting and retaining faculty and staff who are reflective of the diverse student body and communities served by SDSU, and recruiting students who are representative of the rich diversity of the region and the world;
- Fostering an environment that is welcoming, affirming, and empowering for students, faculty, staff and alumni of all backgrounds;
- Enhancing the career and educational pathways of a diverse student body, the faculty and staff, including enhancing the learning environment and expanding learning opportunities for all students inside and outside the classroom, and expanding and connecting opportunities for students to participate in transformational experiences;
- Developing leaders who believe in and lead others toward supporting civility, mutual respect and diversity in our society and workplaces; and
- Cultivating relationships with the local community that advance the well-being of diverse individuals and communities.

Position upholds the Student Affairs and Campus Diversity Statement on Diversity, Equity, and Inclusion, specifically:

“The Division of Student Affairs and Campus Diversity acknowledges and honors the inherent value and dignity of all individuals by creating and nurturing a learning and working environment that affirms and leverages our community’s diversity of traditions, heritages, perspectives, and experiences. We are committed to fostering a culture of inclusive excellence designed to facilitate the personal and professional success, growth, development, and well-being of all members of our community. We manifest this commitment through our innovative, strategic and collaborative efforts to develop leaders who believe in and lead others toward practicing civility, mutual respect, and inclusion in our workplaces and society.”

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The Well-being & Health Promotion Department aims to enhance the well-being of SDSU students in order for them to achieve academic success and establish lifelong healthy behaviors and attitudes to reduce the risk for disease and injury.

Well-being & Health Promotion believes that students' health is an integral part of their academic success. A student's success can be derailed by poor choices that affect health and safety. Often alcohol and other drugs, reckless or dangerous behavior, and risky sexual behavior can lead to injuries, disease, legal trouble, and social circumstances that make continued academic progress difficult or impossible. The department serves a preventative role to allow students to make more healthful and less risky decisions by:

- Helping create a healthy campus and community environment.
- Assuring students know how and are motivated to make healthy decisions.

Well-being & Health Promotion provides SDSU students with tools to succeed by offering health education on: women's health, contraception, STI education, nutrition education, alcohol and other drugs education, medical referral assistance, and Peer Health Education for the campus community.

Well-being & Health Promotion maintains a commitment to collaborative and integrated efforts to achieve student health.

II. PURPOSE OF POSITION:

State the basic purpose of the position in one to three specific statements.

Under the general lead work direction of the Interim Assistant Vice President for Student Affairs and Campus Diversity, the Health Promotion Specialist fosters a campus culture that values and supports a healthy community, helps students cultivate healthy attitudes and behaviors, and connects students to health and wellness information and resources. The Health Promotion Specialist develops, implements, coordinates, and evaluates a variety of health promotion initiatives for the campus community using evidenced-based informed practices of college health promotion.

Under the general lead work direction of the Interim AVP, the incumbent provides health education opportunities for students in order to address long and short-term student health needs through teaching Peer Health Education course(s) for course credit, planning and developing health education trainings, programs and workshops, and developing and maintaining written materials for outreach and in-house use. The incumbent organizes and conducts health education and behavioral health-risk prevention programs with the goal being to improve health knowledge, attitudes and behaviors. The incumbent also serves as a resource for other campus departments on student health issues.

III. CHANGES IN RESPONSIBILITIES:

IV. MAJOR RESPONSIBILITIES:

Clearly list the major responsibilities/essential functions in descending order from the most important to the least important. Indicate the approximate percentage of time spent in each (percentages should not be less than 5%). The percentage must total 100%.

Employee Name:

| Description of Responsibilities: | (%) Percent of Time |
|--|---------------------|
| <p><u>Health Education</u></p> <ul style="list-style-type: none">● Plan, implement, and evaluate theory and evidence-based health promotion strategies, policies, programs, and services.● Develop strategic plans, goals, and measurable objectives for health promotion initiatives and services for the SDSU student population.● Incorporate multicultural diversity, inclusivity, and social justice concepts and principles into health promotion programs and services.● Develop, implement, and analyze periodic student health surveys that provide baseline and follow-up health data, identify program needs and priorities, evaluate the effectiveness of programs and services, and track trends in student health status and behavior● Provide expertise and facilitate departmental coordination in one or more of the following health related areas: alcohol and other drugs, body image and eating concerns, healthy eating and active living, sexual violence prevention, sexual health, sleep, stress, time management, tobacco cessation and education, wellness, and wellness coaching.● Educate individual students on specific health education topics such as family planning, HIV/AIDS, STIs, sexual assault, wellness and health behaviors, & violence prevention.● Respond to student walk-in and phone information requests; assess and advise students on appropriate referrals or services.● Organize and conduct class guest lectures, workshops, seminars, and presentations to groups on health related topics of significance to the student population.● Organize, conduct and participate in health promotion prevention programs.● Develop, adapt and update health education materials and media. Maintain an inventory of these materials.● Use technological and social media tools to appropriately and effectively transmit health educational information to students.● Serve as an advisor to various student organizations in order to embed health education principals within student activities.● Maintain up-to-date knowledge on behavioral-health related issues relevant to the student population and on the current best-practices for teaching in a manner that positively affects change. | 40% |
| <p><u>Develop and conduct behavioral health-risk prevention programming</u></p> <ul style="list-style-type: none">● Using evidence-based approaches, develop environmental and individual prevention programs that assist students in effectively reducing risk behaviors and enhance protective behaviors.● Organize and conduct behavioral health prevention programming; collaborate with other Health Educators, other departments, faculty, | 25% |

Employee Name:

| Description of Responsibilities: | (%) Percent of Time |
|--|---------------------|
| <p>staff and student organizations to maximize the effectiveness of such programming.</p> <ul style="list-style-type: none"> ● When appropriate, work with community groups and community members to place prevention programming in locales that maximize the effectiveness of prevention efforts for SDSU students. ● Coordinate and supervise student assistants and interns and PHE involvement in prevention programming. | |
| <p><u>Peer Health Education (PHE) Programming</u></p> <ul style="list-style-type: none"> ● In collaboration with other Well-being & Health Promotion staff, teach course(s) for credit as part of the PHE program. <ul style="list-style-type: none"> ○ Recruit and interview students for the class. ○ Develop curriculum and materials. ○ Conduct classroom lectures and lead discussions. ○ Grade and submit grades for student credit. ● In collaboration with other Well-being & Health Promotion staff, create and organize campus activities for PHE students to gain hands-on experience conducting behavioral health-risk prevention and health-educational activities. ● Collaborate with other departments to teach additional classes relevant to behavioral health. | 25% |
| <p><u>Miscellaneous Activities</u></p> <ul style="list-style-type: none"> ● May develop grant proposals. ● Perform administrative duties for small grants, including budgeting and purchasing of grant materials. ● Collect data for needs assessment and program evaluation. ● Summarize and report student health related issues and program evaluation information. ● Develop, update, advise and assist on marketing efforts for SDSU and auxiliary programs that benefit student health. ● Other duties as assigned by supervisor | 10% |
| <p>Total =100%</p> | 100% |

V. LEAD WORK DIRECTION OVER OTHERS:

Employee Name:

List of individuals the incumbent supervises/leads. Indicate the type of supervision, whether direct (directly supervises the position and conducts performance evaluation) or general (acting in a lead capacity or assigning work).

| Classification | Working Title | Type of work direction (Direct or General) |
|-----------------------|---|---|
| Student Assistants | Student interns, PHEs and work study students | General |
| Student Assistants | Graduate interns and assistants | General |

VI. POSITION REQUIREMENTS:

A. List education and years of experience required that are based on the classification standards.

Bachelor’s degree or equivalent in an approved program in health education or a related health field. Equivalent to one to two years of progressively responsible health education experience or combination of education and experience which provides the required knowledge and abilities.

B. Skills, knowledge, and abilities required for this position that are based on the classification standards

Thorough knowledge of health education theories, research, and program assessment; planning, design, implementation, and evaluation of health education programs; and industry standards for the delivery of health education in higher education. General knowledge of, or the ability to learn quickly, current and emerging college Health Education Series – 2 age student health problems and existing methods of intervention and control. Working knowledge of the principles of educational and social psychology and how these apply to health education program; and applicable industry standards and practices for health promotion such as those found in the American College Health Association’s “Standards of Practice for Health Promotion in Higher Education”.

Ability to assess needs and establish or recommend program priorities and goals and develop plans to achieve goals; collect, compile, chart, and analyze data pertinent to health education program planning; plan, organize, conduct or oversee a variety of health education program and activities including discussion groups and workshops; develop educational materials and media such as pamphlets, audio and video materials, and electronic media; present ideas and information accurately, effectively and concisely, both orally and in writing; use computer and web-based information technology systems as a resource for research and providing health education programs; maintain confidentiality consistent with applicable laws and regulations; and establish and maintain effective working relationships with peers, students, medical, and other health professionals, representatives of the news media, and other community groups.

C. Specialized skills required for this position

- Proficiency with written and oral communication, and teaching skills.

D. License and Certification Required (I.e., Driver’s License and Grade, Certification, etc.)

VII. PREFERRED QUALIFICATIONS:

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- MPH or behavioral-health related masters preferred.
- Experience promoting sexual health to constituents.
- Two years experience working in a university health setting or similar system.
- Two years of progressive health education and/or prevention programming experience.
- Certified Health Education Specialist (CHES) certification.

VIII. SIGNATURES:

The signature indicates position description is an accurate and correct statement of duties and responsibilities assigned to the position. (Limited to 3 Signers as listed below)

INCUMBENT: To acknowledge reading and receiving a copy of this job description, close this document and click "I AGREE" on your applicant page.

Incumbent's Signature/Acknowledgment

Date



Jennifer Rikard (Oct 7, 2024 15:39 PDT)

Appropriate Administrator Signature

Date



Resource Management

Date



Glenn Perez (Oct 8, 2024 08:16 PDT)

Classification & Compensation Services

Date

Employee Name:

Attachment A

Complete for all positions

To comply with the provisions of the Americans with Disabilities Act, specify the physical, mental, and environmental conditions of the essential functions of the job, please complete the sections below.

Physical Summary: Choose one description out of the categories below that best describes this position.

- Sedentary Work:** Involves mainly sitting. Walking and standing are minimal. Lifting is limited to lightweight objects (10 pounds or less).
- Light Work:** Job involves some lifting of medium weight objects (10-20 pounds) and/or 10% -20% of the job involves standing or walking.
- Medium Work:** Job involves lifting heavy-weight objects (20-40 pounds) and/or 20%-40% of the job involves standing, squatting, kneeling, or walking. May require pushing or pulling objects within the weight limits.
- Heavy Work:** Job involves lifting more than 40 pounds. Approximately half of the incumbent's time will be spent walking, standing, squatting, kneeling, or climbing.

Use the codes below for each of the items which most accurately describe the extent of the specific activity performed in this position.

"C" = constantly or 6-8 hours per day

"F" = frequently or 3-6 hours per day

"O" = occasionally or up to 3 hours per day

"N" = never

| Physical Requirements of the Position | | Mental Requirements of the Position | |
|---------------------------------------|----------------------------|-------------------------------------|--|
| O | Bending (neck) | C | Reading & Comprehending |
| O | Bending (waist) | C | Writing |
| N | Climbing | O | Performing Calculations |
| N | Crawling | C | Communicating Orally |
| N | Kneeling | C | Reasoning & Analyzing |
| N | Pushing/Pulling | C | Decision Making |
| C | Sitting | O | Directing/Coordinating Others: |
| N | Squatting | | Other: |
| O | Standing | Environmental Working Conditions | |
| O | Twisting (neck) | O | Exposure to variations in temperature/humidity |
| N | Twisting (waist) | N | Exposure to chemicals, gases, dust or fumes |
| O | Walking | N | Operates machinery or drives motorized equipment |
| N | Handling Objects | N | Exposure to bio-hazards |
| O | Manual dexterity | C | Working in normal office environment |
| O | Reach above/below shoulder | O | Working outside with various weather conditions |
| N | Using foot controls | N | Uses specialized equipment |
| | Other: | | Other: |

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Attachment B

Complete for all positions

Sensitive Position: For current employees who are voluntarily reassigned or reclassified to a sensitive position, a background check is also required. To determine if this position is a sensitive position, please consult with Human Resources and reference the [CSU Background Check Policy](#).

| Consideration for designation as a sensitive position per HR Technical Letter 2017-17 | | |
|---|---|---|
| 1. Does this position have responsibility for the care, safety, and security of people (including children and minors), animals, and CSU property? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Sexual offender registry check for those who perform work involving regular or direct contact with minor children and those who are identified as mandated reporters of child abuse and neglect under Executive Order 1083 and California Penal Code §11165.7(a). |
| 2. Does this position have access to and responsibility for detailed personally identifiable information about students, faculty, staff, or alumni that is protected, personal, or sensitive? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Access to Level Protected Level 1 Data: (i.e., Passwords, DOB, Credit Card Numbers, SSN's, Medical Data, Law Enforcement Records, etc.) - Link to or incorporate ICSUAM pages. |
| 3. Does this position have access to student records? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | FERPA (Access to student education records) |
| 4. Is the position responding for recording/reporting Clery Data? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Clery Act Basics |
| 5. Does the position have access to protected health information? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | HIPAA |
| 6. Will this position be an active/participating member of the SDSU Emergency Operations Team? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | EOC Member |
| 7. Does this position have responsibility for operating commercial vehicles, machinery or equipment that could pose environmental hazards or cause injury, illness, or death? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Motor Vehicle Records/Licensing Check is required. CA Defensive Driver |
| 8. Does the position influence or make decisions regarding real property, real property acquisitions and/or leaseholds, land use and/or development? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | COI CAT 1 |
| 9. Does the position influence or make decisions regarding the purchase of goods, service or construction work? Note: Having a procurement card is not qualifying if the individual is limited to making directed and supervised purchases from established vendors. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | COI CAT 2 |

Employee Name:

| | | |
|--|---|-----------|
| 10. Does the position influence or make decisions regarding the investment of SDSU/CSU funds. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | COI CAT 5 |
| 11. Does the position influence or make decisions regarding the sale of campus goods, services, products, or commodities (including agricultural commodities), which are sold by the campus? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | COI CAT 6 |

Employee Name:

Attachment C

Complete for **MPP Positions Only**

Mental Effort:

Enter frequency of occurrence for all applicable activities using the following key:

1=Never Occurs 2=Seldom Occurs 3=Sometimes Occurs 4=Occurs Often 5=Almost Always Occurs

| <u>Planning</u> | | <u>Staffing</u> | |
|--|--|---------------------------------------|--|
| | Forecast | | Define Roles |
| | Set Program Goals | | Give Input to Position Descriptions |
| | Determine Budget Allocations | | Determine Selection Criteria |
| | Establish, Implement, Revise Policies | | Recruit/Interview/Select |
| | | | Orient Staff |
| <u>Organization</u> | | <u>Employee Relations</u> | |
| | Describe Relationships Between Functions | | Initiate Corrective Action |
| | Define Department/Divisional Structure | | Authorize Formal Discipline |
| | Establish Priorities to Meet Goals | | Administer Collective Bargaining Agreements |
| | Schedule Work for Employees | | Prepares/Investigates Grievance Awards and Complaints |
| | Implement procedures | | Formulates/Represents University Position for Formal Grievances/Complaints |
| | Determine work methods | | |
| | Balance multiple tasks/projects | | |
| <u>Direction/Leadership/Supervision</u> | | <u>Performance Evaluations</u> | |
| | Educate | | Determine Performance Standards |
| | Delegate | | Authorize/Approve Awards |
| | Coordinate | | Prepare Performance Evaluations |
| | Coach/Train/Develop | | Observe/Follow-Up on a Daily Basis |
| | Recommend Formal Training | | Correct Work/Behavior Problems |
| | Motivate | | |
| | Instruct/Demonstrate | | |
| | Schedule Staff/Readjust Schedule | | |
| <u>Organization</u> | | <u>Other</u> | |
| | Describe Relationships Between Functions | | |
| | Define Department/Divisional Structure | | |
| | Establish Priorities to Meet Goals | | |
| | Schedule Work for Employees | | |
| | Establish deadlines | | |
| | Implement procedures | | |
| | Determine work methods | | |
| | Balance multiple tasks/projects | | |

Employee Name:

Attachment D

Department Organization Chart

Instruction: Please insert an image of your department's organization chart and highlight where this Position Description falls within the chart.

DEPARTMENT of WELL-BEING & HEALTH PROMOTION

Organization Chart
Updated June 2024

