

Interpretation of Standards and Their Application to Chapter Activities

I. Standards for Chapter Management and Professional Development

Standard # 1: Development and Implementation of Chapter Goals

- Chapters are encouraged to develop action plans that include goals and objectives. For this standard to be achieved, chapters must have a planning model that includes realistic chapter goals and measurable outcome objectives.
- A planning model that is highly recommended can be found in Chapter 4 (p. 37) with a chapter planning form and timetable in Appendix J of the “Chapter Handbook.”

Standard #2: Professional Development Interpretation and Suggested Activities.

- Professional development activities are defined as those activities that are organized and conducted by the chapter that enhance the professionalism of chapter officers and members. Examples of professional development include:
 - a. Leadership training
 - b. Attendance at professional meetings and conferences.
 - c. Opportunities to develop skills such as group facilitation, public speaking, or computer and technology skills.
 - d. Opportunities to acquire certifications.
 - e. Conference planning
 - f. Interviewing techniques and self-marketing skills.

Standard #3: Successful Recruitment and Retention of Members

- This standard addresses the ability of chapters to recruit and maintain a desired number of members from one year to the next.
- Examples of activities used to recruit members can be found in Chapter 6 (p. 62) of the “Chapter Handbook.”

Standard # 4: Avenues for Chapter Communication

- Chapter communication is vital for the success of a chapter. A planned system of accessing chapter information may vary from chapter to chapter based on the uniqueness of its members. Examples of avenues of communication are:
 - a. Chapter meetings
 - b. E-mail
 - c. Bulletin boards
 - d. Announcement flyers
 - e. Notices in classrooms
 - f. Use of phone trees
 - g. Chapter newsletters
 - h. Campus newspaper
- An important document that provides ideas for chapter activities is “A Handbook for Eta Sigma Gamma Chapter Sponsors and Officers.”

Standard # 5: Chapter Funding

- Fiscal planning that includes wise and prudent ways to acquire income will give chapters funds to carry out professional development opportunities and support chapter activities. Examples of ways this standard can be met are:
 - a. Obtaining grants from the national office
 - b. Support from the department
 - c. Grants from the office of student affairs, dean's office, or student government.
 - d. Professional services rendered to associations or organizations such as evaluation or education services.
- Other ideas are listed on p. 87 of the “Chapter Handbook.”

Standard # 6: Leadership Training

- This standard refers to in-service training for officers and committee chairpersons. The training should be conducted by an authority in organizational leadership. This could include:
 - a. Professors
 - b. Professional speakers on leadership and motivation
 - c. Seminars or conferences on leadership
 - d. Leaders in business, organizations or community groups
 - e. Individuals who evaluate leaders.

Standard # 7: Plan for the Transition of Duties and Responsibilities from Old to New Officers

- A successful transition from old to new leadership is important for continuity and orientation of new officers. This could include:
 - a. Written job description for new officers and committee chairs (see “Chapter Handbook,” Appendix B)
 - b. Training session for new officers and chairs
 - c. Transfer of all chapter files
 - d. List of ideas, traditions and barriers and successes.

II. Standards for Health Education and Health Promotion

Standard # 1: Demonstrate of the Use of Basic Theory and Principles of Learning Behavior and Program Planning

- Chapters must demonstrate the tools of health education and health promotion are applied when conducting chapter activities. Evidence of meeting this standard is documented in the criteria listed under the standard.
- Ideas for health education and health promotion activates can be found in chapter 7 (p. 74) of the “Chapter Handbook.”

Standard # 2: Activities Shall Have Measurable Goals and Objectives.

- Criteria listed under this standard imply what is expected.

Standard # 3: Activities Must Include Content, Resources and Materials, and Methods That Specifically Address the Goals and Objectives of the Activity and Needs and Interests of the Target Group.

- Criteria listed under this standard are examples of what is expected.

Standard # 4: All Activities Should be Evaluated from a Process and Impact Perspective.

- Criteria listed under this standard are examples of what is expected.
- Chapters are encouraged to follow the chapter activities planning model in Chapter 4 (p. 37) of the “Chapter Handbook.”

III. Standards for Health Education and Health Promotion Research.

Standard #1: Research Designs Must Follow Those Used by the Health Education/Promotion Profession.

- There are several designs that are simple and can be used by chapters. Assistance from the chapter sponsor, other professors or graduate students may be needed. It is expected the design include:
 - a. Statement or purpose
 - b. Brief review of literature
 - c. Methodology
 - d. Interpretation of data
 - e. Conclusions and recommendations
- Ideas for research are listed in Chapter 7 (p. 72) of the “Chapter Handbook.”

Standard #2: Research Data Shall be Analyzed with Conclusions and Recommendations cited.

- The results of the research must be treated and analyzed to draw valid conclusions and make recommendations. The treatment of the data does not have to use statistics that are complicated or confusing. Often data can be explained using measures of central tendency or percents.