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PUBH 3232 - Foundations of Health Education and Promotion Practice

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 3232: Foundations of Health Education and Promotion Practice
Spring 2018

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<u>Office Hours:</u>	MW 1:00-3:00; Tuesday 12:00-3:00
<u>Class Meets:</u>	MWF 11:15-12:05; Education Building 1130
<u>GA:</u>	Felicia Yeboah, MHA

Course Catalog available at:

<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: PUBH 2131-Introduction to Community and Public Health

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Catalog Description:

This course examines current issues and topics underlying the field of health promotion and education practice including philosophical foundations of health promotion and education, ethical issues in health education and promotion, the Certified Health Education Specialist Competencies, organizations and associations in public health education and employment potential. Prerequisite(s): A minimum grade of "C" in PUBH 2131.

Optional Textbook:

Health Education Specialist: A Companion Guide
; other readings as assigned.
for Professional Excellence, 7th Edition-available on [NCHEC.org](http://www.nchec.org)

Required Resource:

FOLIO Modules

University Calendar -Spring Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/>

BSPH Program Student Learning Outcomes

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education

Student Learning Outcomes for the course

1. Identify historical events that led to the recognition of the health education and promotion field and the current role of health promotion and education practice in public health.

2. Analyze the roles and responsibilities of a health education specialist based on the CHES areas of responsibility and competencies.
3. Examine practice settings for health education and promotion specialists
4. Identify how philosophies of health and health education are applied to health education and promotion practice
5. Develop a professional philosophy on the importance of health promotion/education in professional practice.
6. Explore ethical principles and their application in health education and promotion practice.
7. Examine CHES areas of responsibility for administering managing health resources for entry level health education specialists.
8. Examine CHES areas of responsibility for serving as health education resource person
9. Examine CHES areas of responsibility for communicating, promoting and advocating for health, health education/promotion and the profession.
10. Demonstrate the ability to create an educational strategy on one of the CHES Areas of Responsibilities addressed in class..

CHES Seven Areas of Responsibility

Area I:	Assess Needs, Resources, and Capacity for Health Education/Promotion
Area II:	Plan Health Education/Promotion
Area III:	Implement Health Education and Promotion
Area IV:	Conduct Research related to Health Education and Promotion
Area V:	Administer and Manage Health Education and Promotion
Area VI:	Serve as a Health Education and Promotion Resource Person
Area VII:	Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Performance-Based Objectives Linked to Course Activities (Note: Activities Described below)

1. Students will demonstrate competence in identifying historical events that led to the recognition of the health education and promotion field, differentiating the focus of different health education philosophies, ethical principles and decision making, career options and future directions of the health education and promotion practice field. (Activity 1)
2. Students will demonstrate competence in the ability to design an advocacy-based educational activity around a selected health issue (Activity 2)
3. Students will demonstrate argumentation, analysis, and synthesis skills writing through the development of personal philosophy on health and health education. (Activity 4)
4. Students will demonstrate the ability to communicate philosophical principles through writing to lay audiences. (Activity 4)
5. Students will demonstrate competence to develop a health education and promotion strategy based on CHES Areas 5, 6, or 7. (Activity 5)

Activity 1: Use class discussions to explain the definitions of health education and promotion, including, but not limited to historical beginnings of the view of health in the context of prevention as well as treatment; Philosophical Foundations

of Health Education; Competence in basic terminology will be evaluated using two activities: (1) two in-class, equally weighted exams and the final (2) paper articulating a Personal Philosophy of Health, Health Education and Promotion.

Activity 2: Competence will be evaluated using the preparation and delivery of a health promotion strategy on a selected health topic for a selected population

Activity 3: Competence will be evaluated through attending and/or participating in health/wellness activities that are essential to health education and promotion practice

Activity 4: Competence in written communication will be evaluated using personal health philosophy paper (5 page) writing assignment that ties together personal beliefs and values regarding health and health education/promotion and behavior change philosophies. **This is considered a written assignment and should follow the guidelines listed under ‘Requirements for Written Work.’**

Activity 5: Competence will be evaluated through delivery of a health promotion strategy on a selected health topic

Instructional Methods:

Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used to illustrate important points of this course. Prior to each class, the student is encouraged to complete any and all assigned readings in order actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

Student Expectations and Course Policies:

1. **Class Attendance and Participation Policy**-Federal financial aid regulations require attendance be verified prior to distribution of financial aid allotments. Attendance is strongly encouraged for each class. You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, considerations will be made regarding any assignments or exams that occur in the timeframe of the emergency (usually one week). In the case of athletic participation or a different university sponsored event, please inform the instructor at least two weeks PRIOR to the event. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the Instructor.
2. **ATTENDANCE WILL BE TAKEN DURING MOST CLASS MEETINGS.** This is to assist the instructor in learning names as well as for the attendance/participation requirement (**25 points**). Everyone begins with 25 points; points are deducted at the end of the semester for either excessive absences (>5), absences on days in which in-class activities are used for points.
3. Class will begin promptly at 11:15 am. Out of courtesy to both the instructor and fellow students, please do not enter after the door is closed. You are responsible for all notes, classroom discussion, announcements, etc. of what was covered on the day of your absence. If you miss dates or other assignments because of a missed class, then you will receive a “0”.
4. **Exam Policy.** Examinations are expected to be taken on the scheduled day. Exams are the property of the professor; any exam removed from the classroom by a student(s) will result in the score of a “0” assigned for that exam, and an “F” for the entire course. A student who arrives more than 15 minutes late, or after the first exam is handed in, will receive a ZERO (0) recorded for the grade.
 - 4.1. **Makeup exams** will only be given in the event of a family emergency (immediate family), OR in the case of a sanctioned university excused absence. Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete

assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. In the case of a family emergency, evidence of proof to be provided will be determined by the specific emergency. Any person not showing up for an exam without prior notification automatically receives a grade of “F”.

5. Please pay attention and adhere to the due dates for assignments. (see policy regarding unusual circumstances).
6. The **Final Exam** for the course will be **Wednesday, May 2, 2018- 10:00 am-12:00 Noon**.
7. Please consult the **STUDENT CONDUCT CODE 2017-18** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an “F” for the course.
8. **Use of Cell Phones (and Other Technologies)** Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. During class (unless otherwise instructed) put cell phones away and off or silent so they are not a source of temptation. Offenders will be asked to leave.
9. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
11. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
12. **The last day to withdraw from class without academic penalty is March 5, 2018.**

Assessment of Student Learning:

Attendance/Participation grade-(25 points). See detailed explanation under course policies and expectations. Participation grades will be evaluated through in-class activities or other to be determined out of class activities. Example: guest speaker with relevance to the class or BSPH program.

Exams: There will be two exams-(**50 points each**). Exams may be any combination of true/false, multiple choice, matching, short answer, & discussion. Make-up exams will ONLY be administered if the absence is deemed excused based on the exam policy stated in **the Course Policies and Expectations**. **(Activity 1)**.

Final Exam: The final exam-(**100 points**) will be administered on from Wednesday, May 2, 2018, 10:00AM to 12:00 Noon. This exam will be **comprehensive** and may be any combination of true/false, multiple choice, matching, short answer, & discussion **(Activity 1)**. Exam conflicts are to be brought to the professor's attention in a timely manner.

Assignments: There are four written assignments and one completion assignment. Assignment description are posted on the Folio page under the Assignments TAB. Look for the appropriate dropbox for each. Be sure to check the submission dates for each assignment.

1. Federal Initiatives toward Health Promotion – (Activity 2)

2. **Health/Wellness Activities – Activity 3**
3. **Philosophy of Health and Health Education and Promotion- Activity 4**
4. **Health Education Advocacy Strategy Activity 5**
5. **Linked-In page Activity 1**

Assignment descriptions will be posted in the appropriate assignment dropbox on Folio and will be explained in greater detail in class.

All your work needs to be produced in a professional manner. The typos, grammar errors should be kept at minimum if any. The format and readability of your submissions will be taken into consideration when the instructor grades. (See requirements for written work below).

Requirements for Written Work

1. Papers must be typed. Please use 12-point font (Arial or Times New Roman), set all margins to one inch and double space.
2. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6th edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern’s Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6th edition) if you have any questions regarding citations or preparation of a reference list.

Student Evaluation and Grading: Each student will be evaluated on his/her performance based on the following:

Exams (2, equally weighted)	100 points (50 points each)
Final exam	100 points
Professional Philosophy of Health & HED paper	50 points
Health & Wellness Activities	30 points
Linked-In page	20 points
Health Promotion Strategy Presentation	50 points
Service Learning-Advocacy	25 points
Attendance and participation	<u>25 points</u>
	400 points possible

Grading Scale-A final grade of C or better is required to make progress in the major.

<i>Point Scale</i>	<i>Percent</i>	<i>Grade</i>
360-400 pts	100 - 90%	A
320-359 pts	89 - 80%	B
280-319 pts	79 - 70%	C
240-279 pts	69 - 60%	D
Below 240 pts	59 - 0%	F

Instructor Objective

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Please feel free to visit my office, call, or e-mail me at any time.

Here is what I expect from you.....

Professional Dispositions

BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH 3232), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others

- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH faculty member, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Important Dates to Remember

January 8	First Day of Class
January 12	Participation assignment due
January 15	Martin Luther King Holiday Observance
February 9	Exam 1
March 23	Exam 2
March 30	Health Philosophy Paper Due
April 18 - 20	Health Education Promotion Strategy Showcase
April 25	Health & Wellness Activities due
May 2	Final Exam 10:00-12:00 pm

Syllabus Disclaimer: *This syllabus serves as a contract between the instructor and student. The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to remain apprised of any changes to the syllabus in order to successfully complete the requirements of the course.*

Tentative Course Outline

Date	Topic Assignment	Readings
Week 1 1/8-1/12	Overview of the course requirements, assignments, etc. Part 1: Health Promotion vs. Health Education Health Education and Promotion in Public Health	Folio M1 Friday-Out of class assignment-A1
Week 2 1/15-1/19	NO CLASS-MONDAY-Observance of MLK holiday Health Education and Promotion Movement in the U.S Federal Initiatives-Healthy People 2020	Folio M2
Week 3 1/22-1/26	Careers in Health Education and Promotion Roles and Responsibilities of Certified Health Education Specialists Becoming a Health Education Specialist Using the BSPH with other specializations	Folio M3 Read HEC articles 1-4 Review Career Information folder Review E-resources
Week 4 1/29-2/2	Review of CHES Areas of Responsibilities and Competencies 5-7 Practice Settings for Health Education and Promotion Professional Associations and Agencies Friday-Employment settings activity	Review CHES requirements Read HEC articles 5-8 Folio M3& M4
Week 5 2/5-2/9	Ethical Issues Live Well Fair - Wednesday- CLASS will not meet in person	Folio M5 Friday 2/9-Exam 1
Week 6 2/12-2/16	Area of Responsibility 5-Administer and Manage Health Education and Promotion	Review CHES AOR 5
Week 7 2/19-2/23	Area of Responsibility 6- Serving as a Resource Person Locating Community Resources Health Education Professional Panel 2/21	Review CHES AOR 6
Week 8 2/26-3/2	Area of Responsibility 7- Advocating for Health and Health Education What is Advocacy? Service learning activity-advocacy Eagle Expo-12-4 pm RAC - (Professional Dress required)	Class will not meet in person on Wed.
Week 9 3/5-3/9	PART 2: Philosophical Perspectives in HEP-Health Education as a Basic Wednesday-Mock CHES Exam Developing a mission and vision statement-beginnings of Personal Philosophy	Folio M6 Read Ch.4 pdf. Wed. 3/7-Mock CHES Exam
Week 10 3/19-3/23	Philosophies of Health Philosophies of Health Education	Folio M6 Friday 3/23- Exam 2

Week 11 3/26-3/30	Connecting Philosophy to Practice Strategies for Implementing Health Philosophies in Practice	Folio M6 Fri. 3/30 - Philosophy paper due
Week 12 4/2-4/6	Career Services Presentation-How Social Media can affect your job search Utilizing Career Services	Folio M6 Friday 4/6-Linked-In page due
Week 13 4/9-4/13	Health Literacy in Health Education and Promotion	Folio M7
Week 14 4/16-4/20	Health Education Strategy Showcase	
Week 15 4/23-4/27	The Future of Health Education and Promotion	Folio M7 4/25-Health & Wellness Activities due
Week 16 4/29-5/4	FINAL EXAM: Wednesday, May 2, 2017 10:00 am-12:00 noon	