

FOUNDATIONS OF HEALTH EDUCATION I - HED533A
Department of Health Education and Recreation
Southern Illinois University at Carbondale
5:00-8:30pm on Mondays, 0308, Fall Semester, 2015

Instructor

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Office Hours

T 10:00-12:00am
W 10:00-12:00am
Th 10:00-12:00am
or by appointment

Course Catalog Description: “Historical and philosophical foundations of health education with principles of the discipline and preparation for services as a professional. Consideration of theoretical models of health and health education, professional ethical issues and future directions.” (SIUC Graduate Catalog, 2013-2014, p. 277).

Course Objectives/Competencies: Upon completion of the course, students should meet the following objectives, most of which are based upon validated core knowledge items and competencies of master certified health education specialists (NCHEC, SOPHE, AAHE, 2010, *A competency-based framework for health education specialists -2010*, pp. 67-71).

1. Analyze and explain the foundations of health education practice.
2. Analyze and describe the various philosophies of health education.
3. Develop a personal plan for professional growth and service (7.6.1).
4. Describe state-of-the-art health education practice (7.6.2)
5. Explain the major responsibilities of the health education specialist in the practice of health education (7.6.3)
6. Analyze the role health education associations in advancing the profession (7.6.4).
7. Explain the benefits of participating in professional organizations (7.6.5).
8. Facilitate professional growth of self and others (7.6.6).
9. Analyze and explain the history of the health education profession and its current and future implications for professional practice (7.6.7).
10. Explain the role of credentialing in the promotion of the health education profession (7.6.8).
11. Engage in professional development activities (7.6.9).
12. Analyze and explain the application of the Health Education Code of Ethics to professional practice.

Methods:

A variety of teaching methods and learning strategies will be used in this course. These may include, but will not be limited to:

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| 1. Lectures | 5. Debates |
| 2. Class discussions | 6. Individual and group presentations |
| 3. Small group discussion | 7. Individual papers |
| 4. Cooperative learning activities | 8. Guest speakers |

Course Evaluation:

- 15% Class Participation
 - 20% History Presentation (Objectives 9, 10)
 - 20% Mid-Term Exam (Objectives 1, 2, 4, 5, 6, 9)
 - 5% Philosophy Paper (Objective 2)
 - 20% Issues Debate (Objectives 2, 4, 11)
 - 20% Final Exam (Objectives 1-12)
- 100%

There is a late penalty of 5% per day late assessed for all assignments.

Course Readings/Bibliography

Required Reading:

Weekly Readings posted in SIU Online (D2L).

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C: Author.

National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), & American Association for Health Education (AAHE). (2010). *A competency-based framework for health educators-2010*. Whitehall, PA: Author. (Available from NCHEC – www.nchec.org)

Required Reading from Websites: See Internet Reading Assignments on D2L.

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| Belmont Report | www.hhs.gov/ohrp/belmontarchive.html |
| Bureau of Labor Statistics | www.bls.gov/oc/ocos063.htm |
| Health Literacy: | www.health.gov/communication/literacy/quickguide/factsbasic.htm |
| Healthy People 2020 | http://www.healthypeople.gov/ |
| National Commission for Health Education Credentialing | www.nchec.org |
| National Health Education Standards | www.cdc.gov/healthyoouth/SHER/standards/ |
| Responsibilities and Competencies | www.nchec.org/aboutnchec/rc.htm |

Recommended Reading:

Any undergraduate principles and foundations textbook would be an excellent introduction to health education and/or review for students taking this course. One example would be: Cottrell, R.R., Girvan, J.T. & McKenzie, J.F. (2012). *Principles and foundations of health promotion and education*. (5th ed). San Francisco: Benjamin Cummings. (There may be a more recent edition available).

Allegrante, J.P. & Sleet, D.. (Eds.). (2004) *Derryberry's educating for health: A Foundation for contemporary health education practice*. San Francisco: Jossey-Bass.

American Journal of Health Behavior. (2007). *Special issue on health literacy*, 31(Supplement 1).

Beyrer, M.K. & Nolte, A.E. (Eds.). (1993). Reflections: The philosophies of health educators of the 1990's. *The Eta Sigma Gamma Monograph Series*, 11(2). *

Black, J.M. , Furney, S., Graf, H.W. & Nolte, A.E. (2010). *Philosophical foundations of health education*. San Francisco, CA: Jossey-Bass. *

Cleary, H.P. (n.d.) *The credentialing of health educators: An historical account 1970-1990*. Whitehall, PA: National Commission for Health Education Credentialing, Inc. (available in Pulliam 308). *

Greenberg, JS. (2001). *The code of ethics for the health education profession: A case study book*. Boston: Jones and Bartlett Publishers.

Institute of Medicine. (2004). *Health literacy*. Washington, DC: National Academies Press.

Means, R.K. (1962). *A history of health education in the United States*. Philadelphia: Lea & Febiger. *

Nolte, A. & Beyrer, M.K. (Eds.). (1990). Key leaders in health education: A century of commitment. *The Eta Sigma Gamma Monograph Series*; 8(2). *

Ogletree, R.J. (Ed). (2006). Foundations of health education. *The Eta Sigma Gamma Monograph Series*, 23(1). *

Patterson, S. (1992). An historical perspective of selected professional preparation conferences which have influenced credentialing of health education specialists. *Journal of Health Education*, 2, 101-109.*

Rubinson, L., & Alles, W.F. (1994) *Health education foundations for the future*. Prospect Heights, IL: Waveland Press. (out of print, but may be available online or in university libraries)

Shattuck, L. (1850). *Report of a general plan for the promotion of public and personal health*. Boston, MA: Dutton & Wentworth. *

* Available in Pulliam 308 Conference Room. May **not** be removed without permission from Dr. Roditis.

Class Participation/Basic Ground Rules

1. Active class participation is expected every week. There will be discussion of the readings as well as in-class activities that require participation. The scoring rubric for class participation evaluation is found on page 15 of this syllabus.

2. Students are expected to study assigned readings and be prepared for discussion each week. At times, students may be asked to prepare an interactive discussion of the major points and connections between/among the various readings. As you read assignments, refer to “Questions to Consider”)
3. Attendance for the entire class period each week is expected. Please be **on time**. Absence for a professional conference will be accepted provided you submit a copy of your conference registration. Please do not ask for special dispensation regarding class attendance unless it is an emergency. If you must miss class you are responsible for all material covered in class.
4. Each student is expected to respect the rights of others to have differing opinions, attitudes, and beliefs. Students should demonstrate courtesy by listening to other class members’ contributions.

Course Outline

<u>Date</u>	<u>Topics</u>	<u>Assignment</u>
Aug. 24	Terminology/Health Education (HED) Occupational Outlook/Dimensions of Health/Foundations Framework	Week 1 D2L Readings
Aug. 31	HED & Health Promotion/Ecological Perspective/ HED as a Profession/ Coalition of National Health Education Organizations	Week 2 D2L Readings
Sept 7	Labor Day, No Class	
Sept. 14	CNHEO Reports: HED Professional Organizations & Publications/Philosophy/History Project Prep	Week 3 D2L Readings
Sept. 21	Philosophies and Philosophical Approaches in HED/ Healthy People/Health Related Agencies & Organizations	Week 4 D2L Readings
Sept. 28	Credentialing and Accreditation in HED/Roles & Responsibilities of HEDs/National Commission for Health Education Credentialing/Marketing the HED Profession	Week 5 D2L Readings
Oct 5	Mid-Term Examination (in class)	Week 6
Oct 12	Fall Break, No Class	
Oct 19	Public Health History/History of HED: History Presentations /Health Literacy	Week 7 D2L Readings

Oct. 26	History of HED: History Presentations /Role Delineation/National Health Education Standards	Week 8 D2L Readings
Nov 2	Faculty Panel/Ethical Issues and Concerns in HED/HED Code of Ethics	Week 9 D2L Readings
Nov 9	Ethical Issues and Concerns in HED/Belmont Report	Week 10 D2L Readings
Nov. 16	Debates /Future Directions in HED/Core Public Health Functions	Week 11 D2L Readings
Nov. 23	Debates /Future Directions in HED/Cultural Competency and Social Justice	Week 12 D2L Readings
Nov. 30	Review for final exam/Digital HED	Week 13 D2L Readings
Dec. 7	Concept mapping of HED/Career Development	Week 14 D2L Readings
Dec. 18	Final Exam	