

# **HED 160 – INTRO TO HEALTH EDUCATION AND HEALTH CAREERS**

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Sam Houston State University  
College of Education and Applied Science  
Department of Health and Kinesiology  
Fall 2007

## **Instructor**

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## **Text/Readings**

Cottrell, R., Girvan, J., McKenzie, J. (2006). Principles and Foundations of Health Promotion and Education (3<sup>rd</sup> Edition). San Francisco, CA: Pearson.

## **Course Description**

This course explores the determinants of health, theories of health behavior, the nature and history of health education, and the role of the health educator as a professional in the school, work, clinical, and community settings to promote health and prevent disease.

## **Objectives**

1. Identify the determinants of health
2. Identify the origins and intentions of Healthy People 2010
3. Identify the role of the health educator
4. Identify the skills required of the health educator
5. Recognize the difference between medical care and health care
6. Identify key theories used in health education
7. Know the ethical and professional standards for health educators

## **Course Format**

Course format includes whole class and small group discussions, weekly assignments, and an individual class project. Evaluation consists of regular examinations, individual assignments, and the class project.

The instructor may utilize plagiarism protection software to verify the authenticity of any body of work submitted in this course. The instructor encourages all students to cite their source when using information, ideas, or images from any reference.

## **Course Content**

- 1) Background of the health education profession
  - a) Current status of health education
  - b) Terminology of health education
  - c) Measuring health and health status
  - d) Goals and objectives of the profession
  - e) Basic concepts of the profession
- 2) History of Health and Health Education
- 3) Philosophical foundations of health education and promotion
  - a) Principles and philosophies associated with health
  - b) Leading philosophical viewpoints
  - c) Developing a philosophy
- 4) Theoretical foundation of health education and promotion

- a) Importance of using models
- b) Planning models
- c) Theories and models for behavior change
- 5) Ethics and health education
  - a) Ethical theories
  - b) Basic principles for common moral ground
  - c) Making ethical decisions
  - d) Ethical issues and health education
- 6) Discussion of the health educator's roles, responsibilities, certifications, and advanced study
  - a) Credentialing
  - b) Role delineation and certification
  - c) Responsibilities and competencies of health educators
  - d) Advanced study and master's degree options
- 7) Setting for health education
  - a) School health
  - b) Community/public health
  - c) Worksite health promotion and education
  - d) Health education in health care settings
  - e) Health education in colleges and universities
  - f) International opportunities
  - g) Nontraditional health education positions
  - h) Landing the first job
- 8) Agencies/Associations/Organizations associated with health education
- 9) Literature of health education
- 10) Future trends in health education

### **Course Requirements**

1. Attendance is required and will affect your grade – See attendance policy
2. Each student will participate in assigned readings, in-class activities and discussion groups.
3. Examinations – There will be three required examinations. There will be an optional comprehensive final exam, which can be used to replace your lowest exam grade.
4. Assignments - All students will complete weekly assignments. Assignments are to be submitted in class on the specified due date. Assignments not submitted on time will be subject to a grade penalty as specified by the instructor. The penalty will usually be a point deduction (10%) for each day that it is late. Students are expected to type their assignments unless the student notifies the instructor in advance of an extenuating circumstance.
5. Quizzes – Students should expect quizzes over course reading material to be administered randomly.
6. Professional Portfolio – Each student will compile a professional portfolio (instructions to be discussed in class.)

### **Evaluation**

Exams (3 at 100 points each)	300	Points
Assignments (10 at 10 points each)	100	Points
Quizzes (5 at 10 points each)	50	Points
Professional Portfolio	50	Points
<b>Total</b>	<b>500</b>	<b>Point possible</b>

**Points earned will be divided by the points possible to produce a percentage.**

- A = 90% and above**
- B = 80% - 89%**
- C = 70% - 79%**

**D = 60% - 69%**  
**F = < 60%**

### **Attendance Policy**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

If a student misses an exam or quiz with an excused absence, the student must contact me by the end of the next day to provide a valid excuse and to reschedule the exam or quiz. If a student fails to notify by the following day, he/she forfeits the right to make up the examination or presentation. No makeup exams or quizzes will be given without a university-excused absence. Makeup exams and presentations must be made within one week of the missed day, unless prior arrangements are made for more time.

Regular and punctual class attendance is expected of all students. If a student does not provide a valid excuse for the absence, it will be considered unexcused. Students who know in advance that they will be absent are advised to inform the instructor prior to the absence. Students who are more than 30 minutes late to class or who leave early will be considered absent for that day.

The following policy will be applied to all members of this class:

1 unexcused absence	no deduction
2 unexcused absences	5 % point deduction from overall grade
3 unexcused absences	10 % point deduction from overall grade
4 unexcused absences	15 % point deduction from overall grade
5 unexcused absences	20 % point deduction from overall grade
6+ unexcused absences	grade of F received

### **Disability Statement**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

### **Academic Honesty**

All students are expected to abide by section 5.3, Academic Honesty, of the Code of Student Conduct and Discipline in the 2007-2008 student guidelines.

## Statement of Understanding

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I, \_\_\_\_\_, understand the expectations of Mrs. Lovering's HED 160 course, including the following key points:

- I understand that I am expected to attend class, on time, everyday. If I cannot attend class, I will notify the instructor as soon as possible about my absence. In order for my absence to be excused, I will provide proof that my absence meets the guidelines for a university-excused absence on the first day of my return. If I cannot provide proof of a university excused absence on the day of my return, I understand how the absence can affect my grade.
- I understand that all assignments are to be submitted on the specified due date. Technical difficulties are not an excuse for late work. If I do not submit my work on time, I understand that points will be subtracted for each 24-hour period that my work is submitted late.
- I understand that all work submitted by me should be completed with honesty and integrity. I will complete all of my work on my own. When it is appropriate to use reference materials, I will properly cite all sources used. Ignorance of proper use and citation of reference materials are not excuses for plagiarism. I understand that there are resources on campus to help me learn how to cite materials properly, including the writing center and my instructor. I also understand that if the instructor finds evidence of academic dishonesty, I will be subject to discipline decided upon by my instructor and the department chair.
- I understand that the use of any electronic devices for entertainment purposes during class is strictly prohibited. This includes cell phones, iPods, and MP3 players. If I am found to be using any of these devices during class, the instructor has the right to ask me to leave the room and I may not receive credit for attending class. As a courtesy to my classmates and instructor, I will turn my cell phone to silent mode or turn it off while in class.

I have read the HED 160 syllabus in its entirety and I have had time to ask questions. I promise to complete this course with integrity and in a manner that I can be proud of.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_