

**Western Kentucky University
Department of Public Health
Foundations of Health Education
PH 261-700
Fall 2018**

This is a web course and will be conducted entirely on Blackboard

Blackboard: This course will use Blackboard online course management system which can be accessed on Blackboard (www.wku.edu). It is extremely important that you complete Blackboard Training for Students (IT: Blackboard and ADA Student User Training) to be able to access course materials and participate in all course activities.

Instructor: Grace Lartey, PhD

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Office: AC 129D

Office Hours: Wed. 9:00 am-1:30 pm or by appointment

Pre-requisites PH 100

Required Text

Cottrell, R.R., Girvan, J.T., McKenzie, J.F. & Seabert, D. (2015). *Principles and Foundations of Health Promotion and Education* (6E.). San Francisco, CA: Pearson Benjamin Cummings.

Course Description

This is an introduction to the discipline of health education, including history, theoretical basis, comparison and contrast of work settings, ethics, professional organizations and perspectives on the future.

Course Objectives

Upon conclusion of this course, students will be able to:

1. Demonstrate knowledge of the field of Public Health and Health Education from a historical perspective. This will also include the cultural and sociological significance of public health / health education.
2. Examine the major responsibilities of a health educator/professional.
3. Demonstrate the language inherent in the field of Public Health / Health Education including accepted terms and definitions.
4. Discuss the field of Public Health / Health Education from a philosophical perspective by examining first-hand the experiences of practicing health educators/professionals from a variety of backgrounds.
5. Explore theories and models used in program planning.
6. List and describe the work settings in which Public Health / Health Education can be practiced.
7. Analyze sources of information on health needs and interests.
8. Explain the proper ethical conduct of a health educator.
9. Determine the role of prevention in Public Health / Health Education by an examination of the history and premise of the Healthy People objectives for the nation.
10. Explain the different viewpoints in regards to current and emerging topics in the field.
11. Design a health promotion program for children.

ADA Policy:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Title IX Sexual Misconduct/Assault

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

WKU Policy on Plagiarism

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. **Students work may be checked using plagiarism detection software.**

WKU Policy on Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

WKU Writing Center

Students are encouraged to use the services of the Writing Center for their projects/papers. Face-to-face and online reviews are available. You can find the Writing Center at <https://www.wku.edu/writingcenter/>

Attendance: (See University Policy)

Class participation is expected in the form of assigned online activities. Lack of participation will be considered absence for that week and will result in a 10 point deduction from the student's overall point total. The instructor should be notified by e-mail

or telephone if a student is unable to participate in any activity prior to the activities due date.

Class Policies

1. All class correspondence will be done via your official WKU e-mail.
2. You will need access to a computer with an internet connection, preferably broadband or DSL.
3. **Technology problems are not an excuse for a late assignment.** If you experience computer or e-mail problems and cannot submit your assignment, it is your responsibility to contact me (270-745-3941). This needs to be done before the assignment is due. Do not wait till the last minute to submit your assignment or take online test/exam. If you experience problems with Blackboard, call the Help desk at (270-745-7000). Since this class offers you the flexibility of working at your leisure, plan ahead. Expect to spend just as much time for an online class as you would for a face-to-face class. If you are unfamiliar with the technology used, log into Blackboard, click on IT Training, IT: Blackboard and ADA Student User Training for training and assistance before the course starts.
4. Back-up all of your files and the course work you submit to avoid unexpected errors.
5. **Submit all assignments via Blackboard.** All submissions are due by **Central Time** on the day they are due. **Late assignments will not be accepted!!**

Course Assessments and alignment to the listed objectives. (*Assess objectives 1-11*).

Exams: All exams/tests will be online. Exams will be based on material from the text, power point notes, on line discussions and activities. All exams will be multiple choice. All exams will be timed and taken on Blackboard from any computer. You will have 2 hours to complete the exam. Make-up exams will only be allowed under circumstances that are recognized by the instructor or university such as death in the immediate family, excuse from a doctor, or emergencies. This will have to be discussed prior to the exam date/time.

Exam Dates

Exam 1	September 27 (Thursday)
Exam 2	November 1 (Thursday)
Final Exam***	December 11 (TUESDAY)

Assignments

1. Health Promotion Planning Project: Students will use a planning model to plan a health promotion program to reduce or improve on school bus safety, fire safety, oral hygiene, vegetables intake, playground safety, pedestrian safety **among children or youth (elementary/middle/high school)**. (Planning models PRECEDE-PROCEED, MATCH, Intervention Mapping, CDCynergy, SMART, MAPP, Generalized Model for Program Planning). Topics will be assigned to students. No more than 5 students will be assigned the same topic. **A 6-8 page paper, typed and double spaced will be required. Include all sources used (APA format). Project is due on November 15th. Project will be turned in under assignments titled: Health Promotion Planning Project.** *Assess objectives 5, 11.*

Rubric

Description of problem including national, state, local statistics at all age levels.

Description of model and rationale for selection.

Detailed description of planned program including benefits and ways of reducing barriers.

Step-by-step description of implementation process.
Program evaluation methods and references.

2. Healthy People 2020 Application: Students are required to visit this website <http://www.healthypeople.gov/2020/default.aspx>; click on “2020 Topics and Objectives” (<http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx> and select a current health topic (A to V) from the list of topics. Each student will describe the problem/issue (what makes it a problem, who’s affected the most), current state of the selected issue (an introduction of why this topic was chosen, how good or bad is the health issue), identify the Healthy People 2020 goal and objectives for the selected issue (click on your selected topic for your goal and objectives; choose no more than 2 objectives). Compare the current state of the selected issue (from your description and statistics) to your selected objectives. Are we closer to the stated objectives based on the statistics and information? Click on the objectives to identify baseline and targets). Note: Provide the statistics on your selected issue (local, state, national/international), compare current statistics (national, state, local) and your selected objectives (are we closer to the targets?).

Identify and discuss a minimum of two existing programs that you believe will help achieve the objective for your selected health issue. Provide a summary and conclusion including an action plan (recommendations). A 5-6 page typed and double-spaced paper will be required. Include all sources/references used (APA format). Students must have a minimum of **5 peer-reviewed articles/references (Healthy People document is your resource for the project. It will not be counted as part of your sources/references.** Use the electronic database (Medline/ Ebscohost, Google Scholar). **Paper is due on September 20th. Project will be turned in under assignments titled: Healthy People 2020 Project. Assess objectives 1, 7, 8, 10, 11.**

Rubric

Description of current state of health and the purpose of Healthy People 2020.

Description of current state of the issue including statistics.

Description of Healthy People 2020 goal for selected focus area/issue.

Comparison of selected health issue/focus area with national, state and local statistics.

Explanation of whether focus area has improved or not, actions to be taken and references.

3. Health Educator/Professional/Teacher Interview: Students will interview (in person) **a health educator/professional/teacher (teacher certification)**. These individuals must be actual health educators/professionals/teachers (K-12) in various settings (school health, community/public health, worksite, health care setting or college/university). The class will identify and discuss some questions on Blackboard. Students will be asked to select a number of questions from the list and also add their own. Students will post their final questions on Blackboard. Students must make the interview appointment and be responsible for transportation to the interviews. Students will sign-up on Blackboard so that no two students interview the same health educator/teacher. **Your selected health educator/professional/teacher has to be approved before you start the interview.**

Note: Teacher certification students (PE – Teaching students) are required to interview practicing/licensed health teachers in the elementary, middle or high school. As part of the Initial Preparation Early Field and Clinical Experiences, Teacher Certification students must spend 10 hours interviewing and shadowing the selected health teacher. Discuss the differences in instructional methods, student characteristics and behaviors among the groups of students with your teacher during the interview.

Students CANNOT interview their immediate family members. A 2-4 page report not Q & A (from the interview) will be due as designated by the course outline. Paper is due on October 18th. Project will be turned in under assignments titled: Health educator/teacher interview. Assess objectives 2, 6.

Rubric

Detailed introduction about the health educator/teacher including previous and current position.
Good use of leading and relevant questions; good flow of report, detailed report.

Summary of interview.

Description of overall experience.

Summary of paper.

Discussion Board

You will also be required to share your information with your classmates on discussion board (a brief summary). Please follow instructions carefully and respond to all questions posed. Each student must post on discussion board comments on the assigned question. You will also be required to comment on two other posts. You will be graded on: 1) Posting by due date 2) participation in discussion board 3) Grammar and expressiveness of your comments. Your discussions need to be well thought out and must contain useful information. **Your initial comment should be a minimum of two paragraphs. Each response must be a minimum of four meaningful sentences. You need to post your initial comment (by the due date) before you post your responses (by the due date). Please do not reply with responses such as “I agree!” They will not be accepted. Offensive, rude and inappropriate responses will not be tolerated.** Assess objectives 2, 4, 6, 7, 8, 10.

Essays, Puzzles and Quizzes

Essays, Puzzles and Quizzes will cover materials from the text, additional text, PowerPoint notes, classroom discussions and activities. Assess objectives 1-11.

Grading

Students will accumulate points throughout the semester based on their exams, assignments, and activities.

Stipulations:

- **ALL** work submitted must be typed and double-spaced with font no larger than 12 with one inch margins.
- Cheating (including plagiarism) results in zero points.

A maximum of 470 points can be obtained as follows:

APA Help: <http://owl.english.purdue.edu/owl/resource/560/01/>

Tentative Assignments	Possible Points	Your Score
Assignments/Challenges/Discussion Board	50	_____
Exam I	100	_____
Exam II	100	_____
Final (not comprehensive)	100	_____
Health Promotion Planning Project	40	_____
Health Educator Interview	40	_____

Healthy People Project
Total Points

40
470

Grading:

A = 423-470

B = 376-422

C = 329-375

D = 282-328

F ≤ 281

BSPH Competencies

This course contributes to the development of the following competencies:

Foundational Domains

Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Obj
1. Public Health History	1
2. Public Health Philosophy	4
3. Core PH Values	
4. Core PH Concepts	
5. Global Functions of Public Health	
6. Societal Functions of Public Health	
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	
7. Basic Concepts of Data Collection	
8. Basic Methods of Data Collection	
9. Basic Tools of Data Collection	
10. Data Usage	
11. Data Analysis	
12. Evidence-based Approaches	
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations	
13. Population Health Concepts	9-11
14. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	9-11
15. Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	9-11
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	
16. Science of Human Health and Disease	9-11
17. Health Promotion	9-11
18. Health Protection	9-11

Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities	
19. Socio-economic Impacts on Human Health and Health Disparities	3, 9
20. Behavioral Factors Impacts on Human Health and Health Disparities	3, 9
21. Biological Factors Impacts on Human Health and Health Disparities	3, 9
22. Environmental Factors Impacts on Human Health and Health Disparities	3, 9
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	
23. Introduction to Planning Concepts and Features	3, 5, 11
24. Introduction to Assessment Concepts and Features	3, 5, 11
25. Introduction to Evaluation Concepts and Features	3, 5, 11
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries	
26. Characteristics and Structures of the U.S. Health System	
27. Comparative Health Systems	
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government	
28. Legal dimensions of health care and public health policy	
29. Ethical dimensions of health care and public health policy	2, 4, 6, 8
30. Economical dimensions of health care and public health policy	
31. Regulatory dimensions of health care and public health policy	
32. Governmental Agency Roles in health care and public health policy	6
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	
33. Technical writing	
34. Professional writing	2, 7, 9, 11
35. Use of Mass Media	
36. Use of Electronic Technology	2, 7, 9, 11
Cross cutting concepts	
1. Advocacy for protection and promotion of the public's health at all levels of society	
2. Community dynamics	
3. Critical thinking and creativity	
4. Cultural contexts in which public health professionals work	1, 6
5. Ethical decision making as related to self and society	8
6. Independent work and a personal work ethic	8
7. Networking	

8. Organizational dynamics	6
9. Professionalism	2, 6, 8
10. Research methods	
11. Systems thinking	
12. Teamwork and leadership	

The instructor reserves the right to alter the course outline, topics, assignments and grading scale based on the class performance.

***Chapter Reading Course Calendar I

Week	Topic	Text Chapter Readings
1	A Background for the Profession	Chapter 1
2	The History of Public Health & Health Education/Promotion	Chapter 2
3	The History of Public Health & Health Education/Promotion (cont.)	Chapter 2
4	Philosophical Foundations	Chapter 3
5	Philosophical Foundations (cont.)	Chapter 3
6	Theories and Planning Models	Chapter 4
7	Theories and Planning Models (cont.)	Chapter 4
8	Theories and Planning Models (cont.)	Chapter 4
9	Ethics and Health Education/Promotion	Chapter 5
10	The Health Education Specialist: Roles, Responsibilities, Certifications, Advanced Study	Chapter 6
11	The Settings for Health Education/Promotion	Chapter 7
12	Agencies/Associations/Organizations Associated with Health Education/Promotion	Chapter 8
13	The Literature of Health Education/Promotion	Chapter 9
14	Future Trends in Health Education/Promotion	Chapter 10
15	Future Trends in Health Education/Promotion	Chapter 10

Detailed Assignment, Discussion & Exam Calendar II

Due Date	Day	Activity
August 30	Thursday	Chapter 1 Assignment
Sept. 6	Thursday	Chapter 2 Assignment
Sept. 18	Thursday	Chapter 3 Assignment
Sept. 20	Thursday	Healthy People Project
Sept. 27	Thursday	Exam 1 Chapters 1-3
Oct. 2	<u>Tuesday</u>	Health Educator/Professional/Teacher Interview Questions Due
Oct. 11	Thursday	Chapter 4 Assignment

Oct. 18	Thursday	Health Educator/Professional/Teacher Interview Report
Oct. 23	<u>Tuesday</u>	Health Educator/Professional/Teacher Interview Discussion Board
Oct. 25	Thursday	Chapter 5 Assignment
Oct. 30	<u>Tuesday</u>	Chapter 6: Discussion Board 1: Initial Comment
Oct. 31	<u>Wednesday</u>	Chapter 6: Discussion Board 1: Two Responses
Nov. 1	Thursday	Exam 2 Chapters 4-6
Nov. 8	Thursday	Chapter 7 Assignment
Nov. 15	Thursday	Health Promotion Planning Project
Nov. 16	<u>Friday</u>	Chapter 8 Assignment
Nov. 19	<u>Monday</u>	Chapter 9 : Discussion Board: Initial Comment
Nov. 20	<u>Tuesday</u>	Chapter 9 : Discussion Board: Two Responses
Nov. 29	Thursday	Chapter 10 Assignment
Dec. 11	<u>Tuesday</u>	Students must take final exam online on December 11 th , between 6:00 am and 11:59 pm Chapters 7-10