

Date: Fall 2008

Professor: Dr. Beth Canfield-Simbro

Course Title: **Foundations of Health/HE 130**

Office: 250 Timken

Email: canfieba@muc.edu

Office Hours: M 9-9:30 am & 3-3:30 pm; W 11-12 & 3-3:30 pm or by appointment

Class Time: MWF 8-8:50 am

Room: 224 Timken

Phone: 823-4667

Credits: 3

Prerequisites: None

### **Course Description:**

This course will introduce the teacher-candidate to the ethics, theories, literature, media, strategies, program planning, program implementation, program evaluation, National Health Education Standards, rewards, and challenges of health education. It will provide the teacher-candidate with the necessary foundational knowledge upon which to foster competencies and discernment in their future coursework and experiences. This course includes a 5-hour service-learning project.

### **Course Objectives:**

1. Teacher-candidates will explain the importance of using a model/framework/theory for planning a health education program.
2. Teacher-candidates will identify the major components of health promotion and education planning models and theories.
3. Teacher-candidates will discuss the ethical concerns related to health education and promotion programs.
4. Teacher-candidates will obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students. (AAHE Standard IA)
5. Teacher-candidates will determine health education needs based on observed and obtained data. (AAHE Standard IC)
6. Teacher-candidates will analyze factors affecting the successful implementation of health education and CSHPs. (AAHE Standard IIIA)
7. Teacher-candidates will utilize computerized health information retrieval systems effectively. (AAHE Standard VIA)

8. Teacher-candidates will establish effective consultative relationships with those requesting assistance in solving health-related problems. (AAHE Standard VIB)
9. Teacher-candidates will interpret and respond to requests for health information. (AAHE Standard VIC)
10. Teacher-candidates will select effective educational resource materials for dissemination. (AAHE Standard VID)
11. Teacher-candidates will interpret concepts, purposes, and theories of health education. (AAHE Standard VIIA)
12. Teacher-candidates will predict the impact of societal value systems on health education programs. (AAHE Standard VIIB)
13. Teacher-candidates will select a variety of communication methods and techniques in providing health information. (AAHE Standard VIIC)
14. Teacher-candidates will develop skills in working with a community partner to define and meet their needs with respect to the service learning project.
15. Teacher-candidates will reflect on the role of community service in achieving professional goals.
16. Teacher-candidates will identify the role of the professional health educator in various settings.
17. Teacher-candidates will develop or improve skills in working and learning in groups.
18. Teacher-candidates will demonstrate critical thinking skills.

**Relationships Between Course Assessments and Course Objectives:**

<b>Course Objective</b>	<b>AAHE Standard/Key Element</b>	<b>Assessment</b>	<b>Course Activity</b>
Teacher-candidates will explain the importance of using a model/framework/theory for planning a health education program.	Not applicable	Exams	Lecture, reading, discussion, in-class activities
Teacher-candidates will identify the major	Not applicable	Exams	Lecture, reading,

components of health promotion and education planning models and theories.			discussion, in-class activities
Teacher-candidates will discuss the ethical concerns related to health education and promotion programs.	Not applicable	Exams, philosophy paper	Lecture, reading, discussion, in-class activities
Teacher-candidates will obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.	I, A	Exams, literature review, service learning project	Reading, discussion, lecture
Teacher-candidates will determine health education needs based on observed and obtained data.	I, C	Group project, service learning project	Reading, discussion
Teacher-candidates will analyze factors affecting the successful implementation of health education and CSHPs.	III, A	Exams	Reading, discussion, lecture
Teacher-candidates will utilize computerized health information retrieval systems effectively.	VI, A	Group project, literature review, game	Lecture, reading, games
Teacher-candidates will establish effective consultative relationships with those requesting assistance in solving health-related problems.	VI, B	Poster, service learning project	Lecture, reading
Teacher-candidates will interpret and respond to	VI, C	Poster, service learning project	Lecture, reading

requests for health information.			
Teacher-candidates will select effective educational resource materials for distribution.	VI, D	Poster, service learning project	Lecture, reading, resource day
Teacher-candidates will interpret concepts, purposes, and theories of health education.	VII, A	Exams, group project	Discussion, lecture, reading
Teacher-candidates will predict the impact of societal value systems on health education programs.	VII, B	Exams, group project, service learning project	Discussion, lecture, reading
Teacher-candidates will select a variety of communication methods and techniques in providing health information.	VII, C	Exams, group project, service learning project, poster	Reading, discussion
Teacher-candidates will foster communication between health care providers and consumers.	VII, D	Health fair	Reading, discussion
Teacher-candidates will develop or improve skills in working and learning in groups.	Not applicable	Game, service learning project, group project	Discussion, in-class activities
Teacher-candidates will demonstrate critical thinking skills.	Not applicable	Exams, group project	Discussion
Teacher-candidates will develop skills in working with a community partner to define and meet their needs with respect to the service learning project.	Not applicable	Service learning project	Reading, discussion
Teacher-candidates will reflect on the role of community service in	Not applicable	Service learning project,	Discussion

achieving professional goals.		reflection	
Teacher-candidates will identify the role of the professional health educator in various settings.	Not applicable	Exams	Discussion, guest speakers

**Teaching Strategies:**

A variety of teaching strategies will be used in class; some examples include lecture, discussion, multimedia, group presentations, demonstrations, audio-visuals, written papers, readings, guest speakers, computer programs, and service learning. Some of these activities may require that you interact with the professor or other students in the class. Hopefully, these methods will interest and engage you and help you be more successful in this course.

**Health Program Mission Statement:**

Equip students with necessary knowledge, skills and dispositions to be discerning and successful professionals that serve and lead in their chosen vocations. Those wishing to become teachers of health are provided theoretical foundations and practical experiences related to improving school and community health programs to ethically enhance student and community awareness and choices related to health, overall well-being, fitness, motivation, citizenship, and access to resources. The theme “Caring Teachers Live What They Believe: Competent, Capable, and Caring” is emphasized and integrated.

**Teacher Education Program Theme:**

Caring teachers live what they believe: Competent, Capable, Caring

**Program’s Mission Statement:**

Mount Union College’s teacher education program prepares students for meaningful careers in the field of education. Building upon a solid liberal arts foundation, the teacher education program assists students in developing knowledge, skills, and dispositions necessary to become effective and caring teachers in an ever-changing society. Mount Union College’s students are prepared to become reflective life-long learners.

**Principal Teacher Education Program Goals in This Course:**

1. Students will develop an understanding of health education and create meaningful learning experiences based on this knowledge.

2. Students will recognize and value diversity and the differences in how students learn and provide instruction to accommodate such diversity.

3. Students will develop effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning.

4. Students will develop skills necessary for self-reflection and to use this knowledge to analyze past experiences and to pursue professional development opportunities.

5. Students will collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development.

6. Students will demonstrate a sense of caring.

### **Required Text:**

Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. *Principles and foundations of health promotion and education*, (3<sup>rd</sup> Ed.). San Francisco: Benjamin Cummings.

### **Tentative Outline of Topics and Assignments:**

8/25-8/27: Introduction, Syllabus, Concepts and Definitions, Basic Principles

Reading: *Principles and foundations of health promotion and education*, Chapter 1, due 8/30

8/29: History of Health Education

Reading: *Principles and foundations of health promotion and education*, Chapter 2

Video: Disease and Health

9/1: History of Health Education

Reading: *Principles and foundations of health promotion and education*, Chapter 2

Activity: Who am I?

9/3: In-class discussion of literature assignments & service learning projects

Video: *Childhood obesity: Reversing the trend*

9/5: Field Trip: Alliance YMCA, 205 S. Union Avenue

9/8: Using MUC internet links to find journal articles & reliable information

Guest speaker: Bob Garland

9/10-9/12: Philosophical Foundations

Reading: *Principles and foundations of health promotion and education*, Chapter 3, due 9/10

Activities: Role play, discussion

9/15-9/19: Health Education Settings and Agencies

Reading: *Principles and foundations of health promotion and education*, Chapter 7, pgs 187-218, due 9/17

**9/17-Guest Speakers: Stark County Health Department Health Educators**

Reading: *Principles and foundations of health promotion and education*, Chapter 8, pgs 222-248, due 9/21

**Guest Speaker: Sara Ely and Bryan Eaton**

Activity: What makes health educators unique?, *Health Education Teaching Strategies*, pg. 24

9/22: Review, APA Style

Activity: Group Project Work Day-YMCA topics

9/24: Exam 1

9/26 & 9/29: Literature and Media

Reading: *Principles and foundations of health promotion and education*, Chapter 9

Video: TBA

Discussion: Poster session

Activity: Resource day

10/1: Introduction to Game Day

10/3: Group Project Work Day-YMCA topics

10/6: Introduction to Health Education Theories

Reading: <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf> (Selected Sections)

10/8: Poster Session

10/10 & 10/13: Fall break, no class

10/15-10/17: Class time to meet and work on games and paper/presentation

10/20: Game day

10/22 & 10/24: Health Education Theories

Reading: *Principles and foundations of health promotion and education*, Chapter 4, pgs 98-117, due 10/15

Reading: *Principles and foundations of health promotion and education*, Chapter 4, pgs 117-126, due 10/17

10/27: Exam 2

10/29: Alliance Health Department  
**Guest Speaker:** Mr. Randy Flint

10/31: Group Project Work Day

11/3: Harm Reduction  
Reading: TBA  
Activity: Beer Goggles

11/5: Health Education Standards  
Reading: *Principles and foundations of health promotion and education*, Chapter 6, due 10/25

11/7: Program Planning and Needs Assessment  
Reading: TBA

11/10: School Health Education  
**Guest Speaker:** Dr. James Infante

11/12: Program Evaluation  
Reading: TBA

11/14: Program Evaluation and Special Populations & Societal Trends  
Reading: *Principles and foundations of health promotion and education*, Chapter 10,

11/17: Social Marketing  
Reading: TBA

11/19: Group Presentations

11/21: Social Norms  
Reading: TBA

11/24: Counseling and Ethics  
Reading: *Principles and foundations of health promotion and education*, Chapter 5, pgs 134-152, due 11/26  
Reading: *Principles and foundations of health promotion and education*, Code of Ethics, pgs 307-314, due 11/28

11/26-11/28: Thanksgiving, no class

12/1: Health and popular culture, Service Learning De-Briefing,

12/3: Begin health education movie and Review

12/5: Finish movie

**Evaluation (General):**

Participation	Each class
Goal paper	8/29
Philosophy paper	9/15
Exam 1	9/24
Literature review/Resource file	9/29
Poster	10/8
Games	10/20
Exam 2	10/27
Group project	11/19
Service Learning	Due by 12/3 and/or as assigned
Reflection	Due on 12/3
Final Exam	Thursday, 12/11 from 6-9 pm

**Evaluation (Specific):**

Exams: 3, 50 points each

Goal paper: 5 points

Participation: 20 points

Philosophy Paper: This is worth 25 points.

Literature Review/Resource File: This is worth 35 points.

Poster: This is worth 40 points.

Games: This is worth 15 points.

Group Project: This is worth 50 points.

Service Learning: This is worth 50 points.

Reflection: Your reflection is worth 10 points.

Total Possible Points: 400

**Assessment:**

**Exams:** There will be 3 exams worth 50 points each. Exams will consist of a mix of multiple choice questions, short answer questions, and essay questions. They will cover assigned chapters, class discussions, handout materials, guest speakers, and all information covered in class. Lectures are designed to compliment and supplement the assigned reading. Lectures will include information that is not covered in the text. If defective questions are found after an exam has been given, they will be removed from student scores.

### **Goal Paper:**

This is a short paper, about 1 page long. I'd like to get to know you better. Please tell me why you're taking this class, what you hope to learn, why you're interested in health, what career you'd like to pursue (if you know!), and what your learning style is (i.e., what can I do to help you succeed in this course?)

### **Philosophy Paper:**

Write a 1-2 page paper explaining your health philosophy. This will be an integral component of your educational or professional portfolio. You are welcome to include a diagram or pictorial representation of your health philosophy. If you base your personal health philosophy on one of the 5 explained in the text, please describe why it has more appeal to you than the others. If not, please describe what your philosophy is based on (i.e., personal experiences, other resources, etc.)

### **Literature Review and Resource File:**

Please locate at least 3 journal articles on a health topic of your choice. Photocopy them and put them in a folder that you will turn in for a grade. Write a paragraph describing how you found these articles and 3 paragraphs describing how each might be helpful to a health educator. Visit one of the computerized databases discussed on page 270 of the text and print out a search result page for your folder to turn it; also write another paragraph about how usable the database was and if you would use it again. Visit one of the websites listed on pages 277 to 286 and print out its home page; write one paragraph describing why you chose to visit that site and another about how that website might be useful to a health educator. MUC subscribes to the following health education journals: *American Journal of Public Health*, *Journal of Health and Social Behavior*, *Health Education*, and *Health Education Research*.

### **Poster Session:**

Pick a health topic and discuss it with the professor. Your poster should be a standard size of 22 by 28 inches, which they sell at Staples. Your poster needs to contain the following elements: header/title, summary of the health topic, data regarding the health topic (i.e., incidence, prevalence, morbidity, and/or mortality rates), possible solutions to or interventions to address the health topic (at least one that comes from either a

reputable website or journal and one that is based on a health education theory), and a list of resources (agencies, websites, phone numbers, etc.) for the health topic. Please make enough copies of your list of resources for all your classmates and the professor. A more detailed rubric will be given later. Please be creative and use drawings or pictures. We will invite other HPSM students and professors to our poster session, and the professor will provide light refreshments.

**Games:** You and your group will choose a popular game and use it to develop your own game. You will make up questions and answers based on your topic for the group project. You will have about 10-15 minutes in class to show off your game to your classmates. You will turn in directions, questions, and answers for grading; these may be hand-written as long as they are legible.

### **Group Project:**

Your group will be assigned a health education scenario. Groups will research the elements of their scenario, determine and prioritize health needs, develop an intervention to address those health needs, and develop an evaluation plan. More information and rubrics will be provided later in the course. The professor will review draft papers if your group hands it in before 11/17 at 5 pm. I would also urge you to consider taking your drafts to the Writing Center, which is located in 233 KHIC; you can call 823-3560 to make an appointment.

### **Service Learning Project:**

Service learning is a teaching methodology that combines a community identified need with academic learning objectives. Students routinely report learning more and retaining information better when doing work in the community.

Because health education is a practice-based profession, you are required to perform 5 hours of relevant and meaningful service learning activities in a health-related agency or setting. The professor is working with agencies to set up an experience currently, and you will receive more information shortly. The service learning project is a requirement for the course. Ideally, you will both observe someone else (i.e., the professor, the program coordinator, or other students in your class) providing health education and provide health education yourself. You must contact the professor after you set up your activities with the program coordinator and before you perform your service learning. Please inform the professor immediately of any problems or difficulties you experience with your service learning project.

Your service learning activities will be assessed several ways. You will write 1 reflection statements describing your hopes for the service learning project and what you learned from the experience; the reflection will be worth 10 points. You will also keep a log of your time spent and activities that you observed or performed. The log is worth 10 points. The health education that you perform will be assessed; this assessment is worth 10 points. Your plan and materials that you use for your health education experience will be

turned into the professor and are worth 10 points. The program coordinator will assess your attendance, attitude, willingness to participate, and professionalism and responsibility for 10 points.

### **Reflection:**

Write 2 pages describing the additional experiences/skills/knowledge base you feel that you still need to acquire during your undergraduate studies to ensure competency as a health educator. Time permitting, reflections may be discussed in class.

### **Grading:**

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Below 60%

### **Evaluation of Course and Professor:**

The professor is interested in receiving your feedback on the class and will conduct brief process evaluations periodically throughout class to solicit your input. On the basis of your comments, we will make mid-course corrections as necessary to ensure that the class meets your needs while still fulfilling the course objectives set out above.

### **Attendance:**

Attendance is required for successful learning. Students are expected to be present and punctual for class. This course includes experiential learning situations which can not be made-up, so it is in your best interest to attend class. Student demonstrating a persistent pattern of non-attendance are in danger of not meeting course objectives and subsequent course failure. More than 3 unexcused absences will result in a 1% grade deduction for each further unexcused absence. If you are absent for a medical reason, the Health Center will provide you with a note to excuse the absence.

### **Class Policies:**

- All cell phones and I pods must be turned off during class. I will deduct 5 points from your grade for every single time I see you using them during class time! If you have an emergency that requires you to check your cell phone, please let me know.
- Readings must be completed prior to class, and students should be ready to analyze and discuss the content during the class discussion period. Appropriate verbal participation in class discussion and involvement in course activities is vital to optimal learning for all.
- All assignments are to be handed in at the beginning of the class period on the day they are due. Ten percent will be taken off the grade for every day the assignment is late. Please discuss any extenuating circumstances as early as possible with the professor.
- Unless otherwise noted, assignments should be stapled and include page numbers. The first page should have the student's name, course number and title, and date in the upper left hand side. All papers should have a title displayed in the top center of the first page. Assignments need to be in Times New Roman, size 12 font and should have margins, headers, and footers of 1 inch or less. Spacing should be set to 1.5 lines (between double and single spacing). Correct grammar and formatting are included in the grading rubric. Use of the American Psychological Association (APA) style for formatting references is required. All papers are to be typed and computer generated. Students are expected to keep full copies of all work submitted to the professor.
- Academic misconduct (i.e., cheating and plagiarism) will be penalized according to the academic handbook.
- Students are responsible for informing the professor during the first week of class of any disabling conditions that require modifications to avoid discrimination. Any student with a disability needing academic accommodations should also speak to Karen Saracusa, Director of Disability Support Services (Room 109, Hoover-Price Campus Center, extension 7372). All discussions will remain confidential.
- I will strive to make our classroom an environment conducive to meaningful learning. There is no such thing as a dumb question; all questions are appropriate! Speak up when you need clarification.
- Please respect diverse ideas and opinions, listen when others speak, and be open new ideas, growth, and change so we can have an open and accepting learning environment.

- Course materials will be posted electronically on ANGEL at <https://angel.muc.edu/frames.aspx>

**Miscellaneous:**

- Changes may be made to the syllabus and will be announced in class in advance.

**Weather Conditions:**

In the event of deteriorating weather conditions overnight or other emergency situations, students and faculty may check for a closure notice on the University's switchboard and website.

## **COURSE ARTIFACTS**

The Mount Union College Teacher Education Program will be assessing the portfolio artifacts that are required as assignments detailed in the syllabus of each course. The department will be keeping some artifacts on file to demonstrate correlation with the eleven program goals. These artifacts may be used during the evaluation process on the state and national level. If you do not wish to have your work samples placed on file for this purpose, please notify the professor in writing utilizing the attached form by week three of each semester.

Denying Permission to use COURSE and PORTFOLIO ARTIFACTS

### **TEACHER EDUCATION PROGRAM**

**Mount Union College**

**Please print:**

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_  
(Street, City, State, and Zip)

Campus/Local Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Campus/Local Phone: \_\_\_\_\_

**Candidate's ID #:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

Course number \_\_\_\_\_ Course name \_\_\_\_\_

Professor \_\_\_\_\_

I do not grant the Mount Union College Teacher Education Program (MUC TEP) permission to use course artifacts and/or Portfolio files (PORTs I, II, or III) for use in Course Boxes or any other aspect of the Assessment System.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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