**HSC 200 - Introduction to Health Education and Promotion - 3 Credits**

**Fall Semester 2020, Section 800, CRN 32375, Online**

**Department of Nutrition and Health Science, College of Health, Ball State University**

**Instructor:** Christina Jones, PhD

**Office:**  Room HB 534, Health Professions Building

**Office Hours:** Skype, Zoom, WebEx, or Phone Appointments available by appointment

**Telephone:**  765/418-3737

**E-mail Address:** [cljones15@bsu.edu](mailto:cljones15@bsu.edu) (Ball State business hours) - email works best for yes/no questions; otherwise, synchronous web meetings are recommended

**Required Text:** Cottrell, R. R., Girvan, J. T., McKenzie, J. F., & Seabert, D. (2015). *Principles and* *foundations of*

*health promotion and education*. (6th ed.). San Francisco, CA: Pearson.

**Course Description:**

HSC 200 provides an overview of the basic philosophy and practice in health education and promotion emphasizing work settings and health educator roles. The course also exposes students to the literature and organizations that support health education. In addition, students are required to complete 20 job shadowing/professional development hours.

**Course Objectives:**

After completion of the course the student will:

1. Develop a personal philosophy of health education and promotion.

2. Explain how health education and promotion occurs within society.

3. Identify and provide examples of major roles and work settings of health educators.

4. Describe the function, literature, focus, and activities of several health education professional organizations.

1. Identify the skills necessary for health education and promotion.
2. Begin constructing a professional portfolio.
3. Identify and use the professional literature of health education and promotion.
4. Complete 20 job shadowing/professional development hours in health education and promotion.

9. Prepare and present a report focusing on a professional health education organization.

**Course Requirements:**

**Exams = 150 points**

* Exam #1 = 50 points
* Exam #2 = 50 points
* Exam #3 = 50 points

**Attendance & Participation** **= 55 points**

* Attendance and participation in 6 synchronous class lectures throughout the semester (unless an alternative assignment has been arranged) = 5 points/meeting X 6 = 30 points
* “Getting to Know You” Discussion Board Original Post = 5 points
* Ethics Activity Discussion Board Original Post = 5 points; Response to Peer = 2.5 points
* Health Educators as Role Models Discussion Board Original Post = 5 points; Response to Peer = 2.5 points
* Literature in Health Education Discussion Board = 5 points

**Writing/Oral Assignments = 65 points**

* Career Skills Assessment and Reflection = 10 points
* Resume (draft, review, and final) = 20 points
* Professional Health Education Organization Report/Presentation = 15 points
* Informational Interview and Reflection = 20 points

**Final Portfolio = 40 points**

* Log of Professional Development Hours = 10 points
* Reflection on Professional Development Hours = 10 points
* Guest Speaker Portfolio (notes and reflection) = 20 points

**Grand Total = 310 points**

**Grading Scale:**

A = (100-93%) B- = (82.99-80%) D+ = (69.99-67%)

A- = (92.99-90%) C+ = (79.99-77%) D = (66.99-63%)

B+ = (89.99-87%) C = (76.99-73%) D- = (62.99-60%)

B = (86.99-83%) C- = (72.99-70%) F = (59.99-0%)

**Grades:**

Grades are posted on Canvas. Be aware of your points and grade in this course throughout the semester. Do not ask me what you can do to improve your grade in the latter part of the semester. All students will have the same opportunity to be successful. I will not make exceptions for individuals to improve grades. Please check your BSU email and the course Canvas site regularly for updates and announcements.

**Professionalism and Online Participation Conduct:**

We are all fortunate to receive a college education. Ball State University attracts exceptional students. Consequently, I expect quality work, considerate behavior, and active participation in my classroom, even in the online space.

* You will need to attend using a computer, where I can identify your attendance using your name rather than a phone number call in, for the SIX sessions where you’re receiving your attendance points. You’ll also need to be sure to log in with your real name – no nicknames (Darth Vader, perhaps?)!
* Stay focused. Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.
* Turn on your video when possible. It is helpful to be able to see each other, just as in an in-person class. If you have limited internet bandwidth or no webcam, it is ok to not use video. If you're unable to find an environment without a lot of visual distractions, it is also ok to turn off your video.
* Keep it clean. Don't share anything you wouldn't put up on the projector in class!
* Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. If you own headphones with a microphone, please use them. This improves audio quality.
* Be in a quiet place when possible. Find a quiet, distraction-free spot to log in. Turn off any music, videos, etc. in the background.
* Stay on topic. Use the chat window for questions and comments that are relevant to class. The chat window is not a place for socializing or posting comments that distract from the course activities. If you fill it up with random comments, I will be unable to sort through the information quickly to address students' real questions/concerns about the course.
* No disrespect or hate speech. Just like in our in-person class, respectful behavior is expected. Consider Zoom a professional environment, and act like you're at a job interview, even when you're typing in the chat. Please be respectful to your fellow students, your instructor, and guests. Conduct yourself in an attentive, polite, and considerate manner and approach your academic work from a professional perspective.

**Examinations:**

Exams will be taken using Canvas, they will be open book/note, and they will need to be completed within a specific timeframe indicated at the start of the exam. Examinations address class discussion and assigned text chapters. There will be no late/make-up exams after the official exam time has closed on Canvas.

**Course Lectures:**

Live lectures (using BSU video-conferencing software, WebEX) will be conducted 12 times throughout the semester during the previously-arranged “standard” class schedule (alternating Tuesdays/Thursdays at 10 AM). While you are encouraged to attend as many live lectures as possible, **you will only be required to attend half (6) of these lectures** for attendance points. If you perceive this to be a difficulty for you based upon work, family, or technology conflicts, you MUST communicate these concerns to me no later than Monday, September 7th, so that we can arrange for an alternative participation option. If you fail to communicate these barriers to me following this date, I will assume that your lack of attendance is of your own accord, and appropriate attendance points will be deducted. The choice of which 6 to attend is entirely your choice!

* If you’re attending a synchronous “live” class session, please be on time, prepared to participate, and give your full attention (see “online professionalism” policies above).
* If you choose to not attend a specific lecture, you are still responsible for viewing the video-recorded session in a timely fashion, as the content will be used for exams and assignments throughout the semester. Recorded sessions will be posted in the “Recorded Lectures” folder within 24 hours following the live lecture. Due to Canvas space restraints, recorded lectures will only be available for each corresponding unit of class content.
* The link to use for each lecture will be posted in the “Live Lecture Links” folder on Canvas at least 24 hours before the lecture is set to take place. All lectures will be conducted using WebEx. An instructional guide for logging into WebEx will also be provided in this folder. If you’re unfamiliar with WebEx, please review the guide prior to your planned attendance day.
* Attendance will be taken during each class session, at around the 10 minute mark of the session, using the “participants” information provided by the web tool. I will also take attendance again at the very end of the session. Participation and attendance points will be based on your presence during the entire session, on the SIX days where you’re attending for attendance points. If you’re not present at the beginning AND the end of the session when I take attendance, you won’t be provided points for that session. Technology problems will NOT be accepted as an excuse for your absence at the start/end of the session. If they do take place, remember, you ONLY need to attend SIX sessions for your points. Use another session to supplement your missed points!

**Assignments:**

All assignments must be typed. Handwritten assignments receive zero points. All assignments must be turned into the appropriate Canvas folder. Please double space. Use 12-point font and one inch top, bottom, and side margins. Assignment guidelines and grading rubrics will be posted on Canvas and discussed as appropriate.

**Discussion Boards:**

At four times this semester, you will complete a brief discussion board post relative to either the content for the week OR a timely dialogue in the field. These are meant to be short, easy-to-complete assignments that allow for some conversation and interaction amongst the class. Discussion board original posts will ALWAYS be due by Sunday at 11:59 PM for the week that they are active. Responses to the posts of your peers (for only two of the four posts) will be due by 11:59 PM on Wednesday of the week following the original post.

**Late Assignments:**

Late assignments are accepted with a penalty. Assignments will receive a 10% cumulative penalty for each 24-hour period (including weekends and holidays) they are late. Assignments turned in after 5 calendar days will receive a zero grade. Consider completing assignments early to avoid a penalty.

**Student Academic Ethics Policy:**

I am strongly committed to assigning grades based on students’ honest efforts on exams and class assignments. Academic dishonesty in any form will not be tolerated in my classes. The Ball State University Code of Student Rights and Responsibilities is available at <http://www.bsu.edu/sa/srcs/studentcode/>.

**Disability Services:**

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State’s Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu).

**Diversity Statement:**

Ball State University is committed to fostering and promoting a healthy learning community. All students will be treated with respect, tolerance, and equality regardless of race, religion, ethnicity, national origin, disability, sexual orientation, gender, age, or economic status.  If, for any reason, a student feels discriminated against in the classroom based on these differences, he/she should contact his/her professor or the department chair. The Office of University Compliance or the Office of Student Rights and Community Standards may be contacted if the student is not satisfied with the results of meeting with his/her professor or department chair. The Ball State University community believes in the strength of diversity and recognizes the importance of appreciating equality.

**Writing Center:**

One key to improving your writing is getting feedback and revision suggestions on our text during the writing process. The Writing Center at Ball State offers free writing feedback sessions (online or face-to-face) to all students. They work with students on essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. Students can make an appointment by going to [www.bsu.edu/writingcenter](http://www.bsu.edu/writingcenter), stopping by Robert Bell 295, or by calling 765/285-8370.

**Career Center:**

Ball State’s Career Center is eager to help you think about your future—whether you’re an undergraduate or graduate student, whether you know where you’re headed or have no idea how to start. Their services include individual Career Coaching, drop-in résumé reviews, researching potential careers and internships for Health Science majors, and referrals to campus and off-campus jobs. They can tell you more about grad school, job fairs, on-campus interviews, and lots more.

**Health Education and Promotion Majors:**

In order to graduate with a Bachelor of Science or a Bachelor of Arts degree in Health Education and Promotion, you will need to provide artifacts related to the *Responsibilities and Competencies of Health Educators.* Chapter 6, “The Health Education Specialist: Roles, Responsibilities, Certifications, and Advanced Study” in your textbook explains each of the *7 Responsibilities and Competencies of Health Educators* in detail. The artifacts generated for the specific competencies addressed in this course need to be saved for your professional portfolio. The entire portfolio, with all the required artifacts, will be presented prior to graduation. Retain all the materials you create for this course; specifically, your resume and personal philosophy statement of health education.

This course addresses the following competencies:

* Area I, Competency 1.4: Examine relationships among behavioral, environmental, and genetic factors that enhance or compromise health.
  + Assignment: Personal Philosophy Statement of Health Education/Promotion
* Area VI, Competency 6.1: Obtain and disseminate health-related information.
  + Assignments: Review and critique one article from a health-related professional journal and prepare and present a report on a professional health education organization.
* Area VII, Competency 7.6: Promote the health education profession.
  + Assignment: Shadow a health educator for 10 hours and complete 10 hours of professional development and prepare a final written report.

**Tentative Course Outline, Fall Semester 2020**

**HSC 200 - Introduction to Health Education**

**Color Coding:**

**Exam**

**Discussion Board Original Post or Reply**

**Live Lecture**

**Assignment Pre-Recorded Informational Lecture**

**Guest Speaker Video**

**Major Assignment Due Date**

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| **WEEK** | **TOPIC/READING/ASSIGNMENT DEADLINES** |
| **1** | **Review “Introduction to HSC 200” Narrated PowerPoint Lecture**  **Complete “Getting to Know You” Discussion Board Post (due by 11:59 PM on Sunday, 8/30)** |
| **2** | **Live Lecture 1: Chapter 1,** A Background for the Profession (Tues., Sept 1 at 10 AM)  **Review “Professional Development Assignment” Pre-Recorded Narrated Lecture** |
| **3** | **Live Lecture 2: Chapter 2,** The History of Health Education & Promotion (Thurs., Sept 10 at 10 AM) |
| **4** | **Live Lecture 3: Chapter 3,** Philosophical Foundations (Tues, Sept 15 at 10 AM)  **Review “Resume and Skills Assessment Assignment” Pre-Recorded Narrated Lecture** |
| **5** | **Complete EXAM 1 (available on Canvas Monday, 9/21 – Sunday, 9/27 at 11:59 PM)**  **Review “Guest Speaker Ball State Career Center, Resumes/Info. Interviews” Video Presentation** |
| **6** | **Live Lecture 4: Chapter 4,** Theories and Planning Models (Tues. Sept 29 at 10 AM)  **Review “Guest Speaker Counseling Center – Character Assessment” Video Presentation** |
| **7** | **Live Lecture 5: Chapter 5,** Ethics and Health Education/Promotion(Thurs., Oct. 8th at 10 AM)  **Complete “Ethics Activity” Discussion Board Post (due by 11:59 PM on Sunday, 10/11)** |
| **8** | **Live Lecture 6: Chapter 6,** The Health Education Specialist: Roles, Responsibilities, Certifications, & Advanced Study (Tues., 10/13 at 10 AM)  **Complete “Ethics Activity” Discussion Board Response to a Peer (due by 11:59 PM on Weds., 10/14)**  **Review “Informational Interview” Assignment Pre-Recorded Narrated Lecture** |
| **9** | **Complete EXAM 2 (available on Canvas Monday, 10/19 – Sunday, 10/25 at 11:59 PM)**  **Resume AND Career Skills Assessment Due – Sunday, 10/25 at 11:59 PM** |
| **10** | **Live Lecture 7: Chapter 7,** The Settings for Health Education/Promotion (Thurs. Oct 29 at 10 AM)  **Review “Guest Speaker Portfolio” Assignment Pre-Recorded Narrated Lecture** |
| **11** | **Live Lecture 8:** Health Education Needs Assessment & Program Planning (Tuesday, Nov 3 at 10 AM)  **Review “Organization Report/Presentation” Assignment Pre-Recorded Narrated Lecture** |
| **12** | **Live Lecture 9: Chapter 8,** Agencies, Associations, and Organizations (Thurs, Nov 12 at 10 AM)  **Complete “Literature in Health Education” Discussion Board Post** (due by 11:59 PM on Sunday, 11/15) |
| **13** | **Live Lecture 10: Chapter 9,** The Literature of Health Education/Promotion (Tues, Nov 17 at 10 AM)  **Professional Organization Presentation/Report Due – Sunday, 11/22 at 11:59 PM** |
| NO CLASS CONTENT – THANKSGIVING WEEK | |
| **14** | **Live Lecture 11:** Advocacy (Tues. Dec 1 at 10 AM)  **Complete “Controversial Issues Role Models” Discussion Board Post (due by 11:59 PM on Sun., 12/6)**  **Informational Interview Assignment Due – Sunday, 12/6 at 11:59 PM** |
| **15** | **Live Lecture 12:** Chapter 10, Future Trends in Health Education/Promotion (Thurs. Dec 10 at 10 AM)  **Complete “Controversial Issues” Discussion Board Response to a Peer (due by 11:59 PM on Wed, 12/9)** |
| **FINALS WEEK** | **Complete EXAM 3 (available on Canvas Monday, 12/14 – Friday, 12/18 at 11:59 PM)**  **Final Portfolio Due** – **Wednesday, 12/16 at 11:59 PM** |

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