State University of New York College at Cortland
Health Department
EDU 632: Seminar in Health Education

Course Information:
Credit Hours: 3
Semester/Year: Spring 2009
Location: Online and 119 Moffett
Face-to-Face Meeting Times:
1/31, 2/28, 3/21, 4/25 9:30 am-1:30 pm

Professor Information:
Name: Dr. Jena Curtis, EdD
Phone: (607) 753-2979
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Office Hours: Tues & Thurs 1-3PM
Email: JenaCurtis@cortland.edu

School of Professional Studies Dean's Office
Dr. John Cottone, Interim Dean
Dr. Eileen Gravani, Associate Dean
Studio West, Room B-1
Phones: 607-753-2701(2)

Texts and Bibliographic Materials Required: There is no textbook for this course. All readings are available on reserve at the library, in BlackBoard or at the URL provided in the syllabus.


**Resource Bibliography Upon which Course Is Based:**


Course Description: Historical philosophical development of health education with emphasis on status, trends. Theory, methodology utilized in instruction process for behavior development, change investigated.

Course Attendance Policy: This course requires the active participation and engagement of all students. Since each class and online module represents an opportunity for discussion, instruction, and interaction, it is essential for you to attend every class and participate in each online module. For this reason, your class participation will be evaluated and graded. Face-to-face classes will have quizzes and in class activities that you will not be able to make up; to successfully complete the course you must attend each one.

Course Rationale: The objectives of this required professional course in the Health Department’s graduate programs reflect the Conceptual Framework which guides all of our teacher education programs. It is committed to the ideals of liberal learning and particularly to the goals of personal responsibility and social justice. Within this context, a major focus of the course is on developing students who have exceptional pedagogical knowledge and skills.

The course works on developing such knowledge and skills through its involvement with teaching strategies, theories, models and approaches related to health education practice and philosophical understandings. The course seeks to promote in students a commitment to being a life-long learner and reinforces the importance of communication with children, parents, co-workers and colleagues. Such an orientation toward learning is necessary in health education because of the rapidly changing health field. Effective communication and with and willingness to learn from clients and community members are basic tenets of the discipline because such input is essential in developing the most effective programs.
The seminar nature of this course requires that students examine ethical issues, questions of social justice and educating for character. For example, its examination of health education philosophies necessitates that students confront the ethics of working to influence personal behavior and values, and the role played by personal responsibility in health status. Through all of its contents and activities, the course seeks to develop health educators who will work to meet the needs of students and society, promote social justice and contribute to full participation in society for all people.

Objectives of the Course and How They Reflect Specific Components of NCATE and AAHE Standards  Though active involvement in course lectures and discussion and the completion of the course requirements students will be able to:

1. Describe his/her view of the nature of health.
2. Describe health and disease from an ecologic-holistic point of view (IB1,2,3; IC1,2).
3. Relate an ecologic-holistic view of health and disease to the practice of health education.
4. Describe significant events in the historical development of health education and the state of present day health education (VIIA1,2).
5. Identify and describe various forces (scientific, social, health, educational, political, etc.) that have affected (improved and/or impaired) the practice of health education (VIIIB1,2).
6. Identify health educators who provide or have provided leadership and direction for the profession.
7. Identify and describe problems which impede the implementation of effective health education programs in schools and communities (VIIA1).
8. Describe the history and current status of health education credentialing (VIIA3).
9. Outline and describe the role of the health educator in various settings (IIA1)(VB1,3)(VIB4).
10. Identify Web and other sources of information, data and materials, that have application to health education theory and/or practice (IA1,2)(VIA1,2).
11. Discuss conflicting perspectives on the nature-purpose-practice of health education.
12. Explain and defend his/her philosophy of health education.
13. Describe various points of view on the development and change in cognitive, affective and behavioral aspects of health.
14. Describe “standards” documents that are relevant to health education practice.
15. Develop health education strategies that might be used to deal with various core health problems (e.g., fear, prejudice, peer group pressure, low self-concept, poor decision-making skills, etc.) and illustrate the skills-based approach to health education (IIC1; IID1,2,3,4)(IIIA1,2,3,4; IIIC2; IIID1,4)(IVD1)(VID1,2,3)(VIIC2).
16. Discuss various theories/models/approaches (e.g. social learning/social cognitive theory, health belief model, fear arousal, values education, etc.) that have implications (related to attitudes, behavior, beliefs, etc.) for the practice of health education (IA1,2)(VIA1,2):
   - Describe the theory/model and make reference to appropriate research literature.
   - Describe the theory/model and make reference to appropriate research literature Identify conditions which would make a particular theory/model most suitable.
   - Predict the type and degree of client resistance that the application of a particular theory/model might generate.
   - Describe implications for the practice of health education.
   - apply a particular theory/model or aspects of the theory/model to the development of an appropriate learning strategy/performance event.
Evaluation of Student Performance:

Discussion Forum: ongoing 40
Quizzes: 1/31, 2/28, 3/21, 4/25 40
In-class activities: 1/31, 2/28, 3/21, 4/25 30
Philosophy paper: 3/4/9 40
Theory paper: 3/25/9 40
Professional preparation/class reflection: 5/6/9 10
Total: 200

Grading Scale

<table>
<thead>
<tr>
<th>Percent of Total Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>97% (195-200 points)</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-96 (186-194 points)</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92 (180-185 points)</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89 (174-179 points)</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86 (166-173 points)</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82 (160-165 points)</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79 (154-159 points)</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76 (146-153 points)</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72 (140-145 points)</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69 (134-139 points)</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66 (126-133 points)</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62 (120-125 points)</td>
<td>D-</td>
<td>0.7</td>
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<tr>
<td>59 or less (119 points or less)</td>
<td>E</td>
<td>0.0</td>
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Discussion Forum / Class Participation: Students are expected to take an active role in discussing and exploring the topics covered in the syllabus. Discussion forum and class participation is worth up to 40 points and is more than simply voicing your thoughts. The discussion forum of each of eight online modules will be worth up to five points. I expect that students will make at least three posts or responses to others’ postings per week and post on at least two separate days (you should not make all three of your posts in at the same day and time).

Your discussion forum participation grade will be determined based on your understanding of and application of the readings and your collaboration with others:

<table>
<thead>
<tr>
<th>Two points - Minimum Standard</th>
<th>Three points - Below Expectations</th>
<th>Four points - Meets Expectations</th>
<th>Five points - Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts at least three times, over at least two separate days.</td>
<td>Makes errors in interpreting readings and/or fails to tie readings into posting.</td>
<td>Accurately but superficially applies readings and it to the topic.</td>
<td>Demonstrates in-depth understanding of the concepts in the readings and in others’ postings.</td>
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<tr>
<td>Does not respond to others.</td>
<td>Relies on own opinions, does not reference readings or experiences.</td>
<td>Summarizes the readings but does not synthesize new ideas or perspectives.</td>
<td>Elaborates upon and develops ideas with evidence from the readings.</td>
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<td></td>
<td>Responds to others’ postings, but does build dialogue or add to the conversation.</td>
<td>Asks superficial questions of others.</td>
<td>Responds to others’ postings in ways that build upon the conversation and challenge others to think critically about the issues.</td>
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</table>
**Academic Integrity Statement:**

The College is an academic community which values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards.

A violation of academic integrity as an instance of academic dishonesty can occur in many ways. As discussed in the SUNY Cortland College Handbook, instances of academic dishonesty are **plagiarism**, **cheating** on examinations, and **other actions** such as:

- “Possessing papers, assignments, examinations, reports, lab reports or other assignments that have not formally been released by the instructor
- Purchasing a paper or assignment from an online source, paper mill, another student, or other source and submitting it, wholly or in part, as one’s own work
- Possessing another student’s work without permission
- Writing or creating a research paper, written report, lab report or other work for another student
- Submitting the same work for two different classes without the approval by both faculty members teaching both classes”

Further discussion of **plagiarism** in the SUNY Cortland College Handbook is as follows: “Students are expected to submit and present work that is their own with proper documentation and acknowledgement when the work of others is consulted and used. Plagiarism can be intentional by deliberately presenting the work of others as one’s own, or inadvertently by accidentally omitting or erroneously citing sources. Examples of plagiarism that can occur in research papers, lab reports, written reports, oral presentations as well as other assignments are:

A. Failure to use quotation marks: sources quoted directly must be shown with quotation marks in the body of the project and with the appropriate citation in the references, notes or footnotes.

B. Undocumented paraphrasing: sources “put into one’s own words” must have the source cited properly in the body of the project and in references, notes or footnotes.

C. Creating false documentation: purposefully presenting wrong information in references or citations or manufacturing false information used in references, notes and footnotes.

For more information on academic integrity and academic dishonesty, please refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies or ask your instructor.

**Students with Disabilities:**
SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Disability Services located in VanHoesen Hall or call (607) 753-2066 for an appointment. Any information regarding your disability will remain confidential and will only be divulged with your written permission. Because many accommodations require early planning, requests for accommodations should be made as early as possible. Any requests for accommodations will be reviewed in a timely manner to determine their appropriateness to this setting.
Course Schedule and Activities:

Online Module 1: Course Introduction (Jan 21- 27)

<table>
<thead>
<tr>
<th>Topics to be covered in the module:</th>
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<tbody>
<tr>
<td>• Course syllabus.</td>
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<tr>
<td>• Professor and student expectations.</td>
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<tr>
<td>• Introduction to WebCT 6.</td>
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<tr>
<td>• Nature of Health.</td>
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</tbody>
</table>

Readings to be completed during the module:

• How to have an online conversation (in the Learning Module section).

Assignment related to the module:

Matsigenka Discussion Forum (5 points).

Face-to-Face Class 1: Nature of Health / Introduction to Health Philosophy (Jan 31, 9:30am- 1pm)

<table>
<thead>
<tr>
<th>Topics to be covered in the module (CF &amp; AAHE Standards met):</th>
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<tbody>
<tr>
<td>• Defining health and wellness.</td>
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<tr>
<td>• Health from an ecologic perspective.</td>
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<tr>
<td>• Applying an ecologic perspective to the practice of health education.</td>
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Readings to be completed before class:


Assignment related to the module:

• Matsigenka Quiz in class (10 points).
• Health pie activity (5 points).

Online Module 2: Philosophical Trends in Health Education (Feb 4-10)

<table>
<thead>
<tr>
<th>Topics to be covered in the module:</th>
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<tbody>
<tr>
<td>• Philosophical underpinnings of health education and promotion.</td>
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<tr>
<td>• Changes in health philosophy in the past century.</td>
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</tbody>
</table>

Readings to be completed during the module:


Assignment related to the module:

Philosophical Trends Discussion forum (5 points).
### Online Module 3: Behavior Change Philosophy (Feb 11-17)

**Topics to be covered in the module:**
- Philosophical underpinnings of health education and promotion.
- Changes in health philosophy in the past century.

**Readings to be completed during the module:**

**Assignment related to the module:**
Philosophical Trends Discussion forum (5 points).

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### Online Module 4: Social Change, Decision Making & Freeing and Functioning (Feb 18-24)

**Topics to be covered in the module (CF & AAHE Standards met):**
- Philosophical underpinnings of health education and promotion.
- Changes in health philosophy in the past century.
- Ethical implications of various philosophical approaches.

**Readings to be completed in the module:**

**Assignment related to the module:**
Social Change / Decision Making Discussion forum (points).

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### Face-to-Face Class 2: Philosophical Approaches to Health Education (Feb 28, 9:30am-1pm)

**Topics to be covered in the module (CF & AAHE Standards met):**
- Ethical implications of various philosophical approaches.
- Personal operating philosophy.
- Discussing and applying health education and promotion philosophy in professional settings.

**Readings to be completed before class:**
- Philosophy Paper guidelines.

**Assignment related to the module:**
- Philosophy quiz (10 points).
- Philosophy discussion / debate (10 points).

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### Independent Work on Philosophy paper (Feb 28-March 4)

**Assignment related to the module:**
Philosophy Paper due March 4 (points).
Online Module 5: Intro to Health Theory and Models & Health Belief Model (Mar 4-17)
Spring Break is March 6-16

Topics to be covered in the module:
- Rationale for theories to explain health behavior.
- Constructs of the Health Belief Model.
- Applying the Health Belief Model to Health Education.

Readings to be completed during the module:

Assignment related to the module:
- Health Theory Discussion forum (5 points).

Face-to-Face Class 3: Health Theories & PRECEDE/PROCEED (Mar 21, 9:30am- 1pm)

Topics to be covered in the module (CF & AAHE Standards met):
- Constructs of behavior change theories.
- Applying behavior change theories.
- Constructs of PRECEDE/PROCEED.
- Applying PRECEDE/PROCEED.

Readings to be completed before class:
- Community Toolbox: The PRECEED/PROCEED Model. Available at: [http://ctb.ku.edu/tools/en/sub_section_main_1008.htm](http://ctb.ku.edu/tools/en/sub_section_main_1008.htm)

Assignment related to the module:
- Theory quiz (10 points).
- P/P Activity (10 points).

Independent Work on Theory paper (Mar 21-31)

Assignment related to the module:


Online Module 6: Professional Preparation in Health Education (Apr 1-7)

Topics to be covered in the module:
- Ethical practice of school and community based health education.

Readings to be completed during the module:
- Review the information about credentialing and the National Commission for Health Education Credentialing at [http://www.nchec.org](http://www.nchec.org)

Assignment related to the module:
- Professional Preparation Discussion forum (5 points).
Online Module 7: Ethics in Health Education (Apr 8-14)

**Topics to be covered in the module:**

- Ethical practice of school and community based health education.

**Readings to be completed during the module:**


**Assignment related to the module:**

Ethics Discussion forum (5 points).

Online Module 8: Skills Based Health Education (Apr 15-21)

**Topics to be covered in the module:**

- Skills-Based Health Education programs.

**Readings to be completed during the module:**

- NYS Health Education Guidance Document for Achieving the New York State Standards in Health Education (available in course documents section).
- A Coordinated School Health Program, the CDC Eight Component Model of School Health Programs. Available at: [www.cdc.gov/nccdphp/dash/cshpdef.htm](http://www.cdc.gov/nccdphp/dash/cshpdef.htm)

**Assignment related to the module:**

Skills Based Discussion forum (5 points).

Face-to-Face Class 4: Putting it all together (Apr 25, 9:30am- 1pm)

**Topics to be covered in the module (CF & AAHE Standards met):**

- Application of philosophy in health education & promotion
- Application of theory in health education & promotion
- Creating ethical health education programs.

**Assignment related to the module:**

- PRECEDE/PROCEED quiz (10 points).
- Comps Olympics (5 points).

Wrapping Up: Course Closure and Evaluation (Apr 29-May 5)

**Topics to be covered in class (CF & AAHE Standards met):**

- Evaluation of course content and delivery
- Self-assessment of professional preparation

**Assignment related to the module:**

Professional preparation reflection (10 points) is due on 5/6.