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Spring 2015

### PUBH 2130 - Foundations of Health Education & Promotion

Joanne Chopak-Foss

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GEORGIA SOUTHERN UNIVERSITY  
Department of Community Health Behavior & Education  
Jiann-Ping Hsu College of Public Health  
Spring 2015

**PUBH 2130: Foundations of Health Education & Promotion**  
MWF 11:15-12:05  
3340 COBA

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Instructor: Joanne Chopak-Foss, Ph.D.  
Office: 1022 Hendricks Hall  
Phone: 912-478-1530  
Email: [jchopak@georgiasouthern.edu](mailto:jchopak@georgiasouthern.edu)  
Office Hours: MW, 1-4, Other times by appointment.

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**Pre-requisite:** HLTH 1520 (Healthful Living), sophomore status or above. . **The course is required as the first course in the program of study for current or prospective students seeking the B.S. in Public Health, major in health education and promotion degree**, students who have selected health education and promotion as their minor or students completing the degree in General Studies with health education and promotion as one of their major disciplines.

**GSU Catalog Description:**

Introduces students to the field of health education and promotion. The historical origins of health education, selected learning theories, emerging issues and trends in the field and professional responsibilities of health educators in various practice settings will be examined.” (2014-2015) *Georgia Southern University Undergraduate and Graduate Course Catalog*, p. 385).

**Actual Course Description**

The course will explore various topics that directly impact the profession of health education and health promotion as it applies to public health. The historical origins of health education & public health, selected learning theories, emerging issues and trends in the field and professional responsibilities of public health educators in various practice settings will be examined. For students who are undecided in their major, but are considering one of the health professions, the course content will clarify whether majoring in health education and promotion is the right career choice.

**Required Textbook:** Cottrell, R.R., Girvan, J.T. & McKenzie, J.F. (2015). *Principles and Foundations of Health Promotion and Education (5th Edition)*. San Francisco, CA: Pearson Benjamin Cummings.

**Recommended:**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

\* Additional assistance with referencing may be found at [www.apa.org/](http://www.apa.org/). This book may be purchased from the University Bookstore, APA website, or Amazon.com.

**Course outcomes-**At the end of this course, students will have been introduced to or be able to:

1. Describe and apply currently accepted definitions utilized in the health education profession.
2. Describe the historical and philosophical development of health education & promotion and public health in the United States
3. Identify qualities, skills, and career opportunities for a variety of practice settings in health education.

4. Demonstrate an understanding of specific health-related behavior theories and models that guide practice in the field of public health, specifically in the area of health education and promotion and in human behavior change.
5. Identify the Areas of Responsibilities and competencies for an entry level health educator as described by the Competency-Based Framework for Health Educators, (NCHEC, 2010).
6. Access existing health-related data
7. Define the term health literacy and discuss its relation to decision-making about health
8. Differentiate between various health philosophies and understand how to apply them to professional practice.
9. Describe cultural, social, and political influences on health decision-making.
10. Discuss the future of public health professionally and personally

### **Overarching Goal**

Students will gain critical thinking tools and process skills to analyze and solve problems in their chosen careers.

This course is about:

1. **Gaining factual knowledge** (terminology, classifications, methods & trends) related to health education, health promotion, and the health education/health promotion/public health profession.
2. **Learning fundamental** principles and theories of health behavior.
3. **Developing specific skills, competencies, and points of view** needed by professionals in health education and promotion.
4. **Acquiring an interest** in learning more about health education and promotion and the health education profession by asking questions and seeking answers.

**Course Format/Organization:** The learning outcomes above represent what you should be able to do as the course moves along. Upon successful completion of the course, you should be able to meet most, if not all of these learning outcomes. The course will tentatively follow the following format: *Mondays* – Introduction to the week’s topic using powerpoint and interactive discussion. *Wednesdays* – Practice-based activity (individual, group, partner) related to content discussed on Monday. Friday’s will be for summarizing and bringing closure to the topic, exams and/or discussions. In order for students to be successful with this type of learning method, it is critical that notes AND the assigned chapter(S) are read PRIOR to class. The powerpoint slides are available on Folio and provide complementing information to what is found in the

**Academic Integrity:** Students are expected to familiarize themselves with the student policies and expectations regarding academic dishonesty set forth in the GSU *Student Conduct Code handbook*:

<http://deanofstudents.georgiasouthern.edu/conduct/wp-content/uploads/sites/3/Student-Code-of-Conduct-for-2014-2015.pdf> .Any student found in violation of academic honesty will receive a grade of ‘F’ for the course.

The guidelines for pursuing academic dishonesty set forth in the handbook, will be followed. Failure to comply with any part of this handbook may be a violation and thus, you may receive an ‘F’ in the course and/or be referred to disciplinary action.

**Students with Special Needs or Disabilities:** Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center (2<sup>nd</sup> floor, Cone Hall-directly across from Hollis); Phone: 912-478-1566, offers various support services and can help you if special accommodations related to your special need or disability is warranted. If you have **any type** of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. *It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course. Each student’s issue(s) will be evaluated on a case-by case basis.*

### **Collegiate Course Obligations & Expectations**

*I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. As a student in my class, you are important to me. I am committed to your continued learning and college experience. Furthermore, I believe that the collegiate learning*

*experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful.*

*Here is what I expect from YOU\*:*

- You will treat everyone in the class, including the professor, with the respect due to all human beings.
- You will attend class, give your full attention to the material, and conduct yourself in an appropriate manner.
- You will come to class prepared by reading the assigned course materials BEFORE the scheduled class session.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.
- You will take advantage of the instructor's office hours to address any questions and concerns related to your performance in this course or your professional development.

*Here is what students can expect from ME\*:*

- I will treat you with the respect due to all human beings.
- I will work hard to know your name by midterm.
- I will always treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will prepare carefully for every class.
- I will begin and end class on time.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will do my best to grade any assignments within **2 weeks** of submission with constructive feedback.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will keep careful records of your attendance, performance, and progress.
- I will make myself available to you for advising, at least 5 hours each week.
- I will maintain confidentiality concerning your performance.
- I will provide you with professional support and write recommendations for you, if appropriate.
- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class,
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.

\*Adapted from "A Tough-Love Manifesto for Professors" by T. H. Benton (2006).

**Class Information & University Policy on Final Exams**

**Class Preparation & Participation** - Attendance, attention, and participation are expected for each course meeting. To fully participate in class discussions, activities, and assignments, you should read and review the necessary materials before each meeting. Lastly, students who actively engage in class regardless of the subject matter generally score higher on exams, learn more, not to mention enjoy class and the other members.

**Assignments, Examinations & Why there are due dates?** Assignments are assigned a specific due date to ensure that everyone has equal time in which to complete the assigned requirements. Assignments are a subjective measure of your performance in class. Examinations are the objective measure of student performance. Together with class participation, attendance and passport activities, these complete a balanced assessment of student performance.

**Assignment/Activities** - Assignments will be submitted via Folio. Students are encouraged to create/save a copy in an MS-Word document using 10 or 12-point font (Arial or Times) and double-spaced. Instructions for each assignment are posted under the assignment will be contained in the assignment description. A rubric will be used to evaluate different elements of the assignment(s) including for grammatical and spelling errors, acceptable writing style as and content. If for some reason, the technology fails (as it does from time-to-time), the student is STILL responsible for the assignment. If necessary, other submission arrangements will be arranged. This policy will also be used in the case of a personal, medical or family emergency. Remember, assignments can be submitted PRIOR to the due date. Try not to procrastinate. Pay attention to the due dates. There are NO MAKEUPS for missing an assignment.

**Examinations** - Please be prepared and intend to take the exams on the dates scheduled. A student who arrives more than 15 minutes late, or after the first exam is handed in, will receive a ZERO (0) recorded for the grade. In attempting to be fair to all students, only under special circumstances will an exam be given to a student PRIOR to the rest of the class or as a **make-up** exam\*. Special circumstances include travel related to a pre-arranged family event; travel related to university business (member of an athletic team or other group on a GSU sponsored trip), mandatory court appearance, or death of an immediate family member. Travel related to other personal business will be evaluated on a case-by-case basis. Needing to have your car fixed during class time, advisement, work-related business, or doctor's appointments do not constitute special circumstances. Please keep your class schedule in mind when making other appointments. **\*Make-up exams require notification and appropriate documentation provided within three (3) days of the missed exam and then retakes will ONLY be allowed within one week of the missed exam.**

**FINAL EXAM:** In keeping with university guidelines, a final examination of course material will be given during the designated final exam period for this class. The final exam period for this class will be. No one will be admitted to the exam 15 minutes after it begins or after the first person leaves the room, whichever occurs first. A change in a student's final examination schedule will be approved only for emergency reasons, such as serious illness (a note from Health Services or family physician is required) or the death of an immediate family member (a letter or phone call from a parent, guardian, or physician) is required to the instructor.

\*\*Final examination schedules operate on very tight timeline. Therefore, only in cases of conflict with another class a final exam be changed. If you are an international student, please schedule your flight home AFTER the end of final exams, on. Refer to the important dates to remember for the day, date & time of the final exam for the class.

### **Class Policies:**

***Office Hours & Instructor Planning Time*** – Office hours for this course are scheduled to provide you with specific assistance with the course information and/or assignments. If you cannot make any of these scheduled “open” hours, please call or email the instructor to arrange an appointment that accommodates both people's schedules.

**Attendance** – While a variety of material is available on Folio, class attendance will help to clarify course concepts. While a variety of material is available on Folio, class attendance will help to clarify course concepts. The professor will keep track of your attendance in a variety of ways throughout the term. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Students who miss more than 5 classes will be in jeopardy of receiving a reduction in their final grade by one letter. Furthermore, IF your total points are borderline between two letter grades, more than 5 absences will result in your grade not being rounded up to the higher grade due to these excessive absences.

**PLEASE NOTE:** “The University does not issue an excuse to students for class absences. In case of absences as a result of illness, representation of the University in athletic and other activities, or special situations, instructors may be informed of reasons for absences, but these are not excuses,” Each professor has the responsibility for setting specific policies concerning class attendance beyond the first class meeting, including whether they will

accept excused absences and whether they will allow work missed to be made up. (2014-2015) *Georgia Southern University Course Catalog*, p. 53).

**University Policy on Religious Holidays** - It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside in their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of students who wish to be absent to make arrangements in advance with their instructors.

### **Professionalism**

***Arrive to class on time.*** Coming in after class has begun is disruptive to everyone, and does NOT exhibit your best professional behavior. Plan your time accordingly for coming to campus and allow enough time to walk from a parking area. If you are coming from across campus from another class, please let the instructor know ASAP. The classroom door will be closed between 3-5 minutes past the hour class (*based on the instructor's clock only*).

***Cellular Phones, IPODs and other assorted Personal Electronic Devices*** – Again as a courtesy to the instructor and fellow students, please turn your phone, or portable music device to the off or to the silent position **before** entering class and completely stowed during class (including the use of ear “buds”). Vibrations are also disruptive to others. **BOTTOM LINE** – REFRAIN FROM ENGAGING IN ACTIVITIES THAT DISTRACT YOU (texting), THE INSTRUCTOR AND OTHER STUDENTS while class is in session. In the event you believe you have an extenuating circumstance that warrants keeping your cell phone or pager on, you must get permission from the professor prior to entering class.

PLEASE READ:

### **COURSE REQUIREMENTS & ASSESSMENT**

***It is important to check the PUBH 2130 Folio page EVERYDAY for email, announcements, additional course notes, and special instructions.***

#### A. **Examinations**

There will be 3 in class exams and a final given on the day for final exams. The tentative dates for the in-class exams are listed on the syllabus. Exam material will cover chapters, articles, and handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items. There will be a comprehensive final examination for this course. Review guides for ALL examinations are posted on Folio in the learning module “Review Guides” The scantron for all examinations will be AccuScan – Benchmark #29240.

#### **Tentative Exam Schedule and Topics** – also listed on the topic outline.

Exam 1 Chapter 1, 2 & related powerpoints, worksheets, other material in module – 2/6

Exam 2 Chapter 5, 6, 7, & related powerpoints, worksheets, other material in module – 3/6

Exam 3 Chapter 3, 4 & related powerpoints, worksheets, other material in module – 4/15

Final Examination – 8, 9, 10 & concepts from Chapters 1-4; related powerpoints, worksheets, other material in module – **Wednesday, May 6<sup>th</sup>, 10 am-12 pm.**

#### B. **Folio Discussions**

Discussions are intended to serve as a forum in which students can discuss current health issues. Students are encouraged to incorporate course material where relevant including readings, powerpoints or class discussions. Discussion topics will follow course topics. There are will be **five discussions over the course of the semester.**

Discussion POST dates occur as follows: the **first post/response must be made by Wednesday, 11:59 pm**, of the week the discussion is due, and the **follow-up responses must be made by Friday 3 pm.** No further

posting will be counted after that time. The number of times you post and whether it was an original response is available to me for grading purposes. **There are no-make-up allowances for discussions.**

Discussions are worth 10 points each and will be graded using a rubric. Point breakdown is as follows: Quality original answer = 0-4 points, 3 insightful follow up posts = 0-2 points each. Each student is expected to read a minimum of 5 posts. In order to earn the full 10 points, each student will post FOUR times: one original (response to discussion item), three follow-up responses to other classmates. Your responses should be succinct, however thorough enough for you to be understood by both other class participants and the instructor. Please respond in complete sentences. One-line answers are not acceptable. When responding to posts, use the person to whom you are responding’s name in your response. For example: Jack, I agree with your comments on global health and here is why. In class, we discussed.....Please remember to use **NETIQUETTE**. Netiquette is the same as etiquette in a live classroom. The discussions function similar to class discussions or activities in the live classroom-please be respectful of opinions of others and remember it is acceptable to agree to disagree with another opinion.

**Establishing NETIQUETTE, PLEASE READ CAREFULLY!**

Netiquette is the same as etiquette in a live classroom. The discussions function similar to class discussions or activities in the live classroom-please be respectful of opinions of others and remember it is acceptable to agree to disagree with another opinion.

**C. Assignments**

There are four assignment exercises. Assignment description are posted on the Folio page under the Assignments TAB. Look for the appropriate dropbox for each. Be sure to check the submission dates for each located in the dropbox.

1. **Current Health Issue Reaction Paper**
2. **Healthy People 2020 – Health Topic Search**
3. **Philosophy of Health and Health Education and Promotion.**
4. **Health/Wellness Activities**

**Keeping track of your grades**

Points	Assignment	Your Score
50	Exam #1	
50	Exam #2	
50	Exam #3	
100	Final Exam	
90	Assignments	
50	Discussion Questions	
10	Attendance/Participation Activities	

**400 points total**

**Course Grading Scale**

Point Scale*	Percent	Grade
360-400	100 – 90%	A
320-359	89 – 80%	B
280-319	79 – 70%	C
240-279	69 – 60%	D
≤ 279	59 – 0%	F

**Important Dates to Remember**

January 12-15, 2015	Drop/Add classes
January 19, 2015	MLK Holiday – Classes cancelled
March 9, 2015	Last day to withdraw without penalty
March 16-20, 2015	Spring Break - No classes
May 1, 2015	Last day of classes
<b>Wednesday, May 6, 2015 – 10:00-12:00 pm</b>	<b>FINAL EXAMINATION FOR PUBH 2130</b>

**Syllabus Disclaimer:** *This syllabus serves as a contract between the instructor and student. The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to remain apprised of any changes to the syllabus in order to successfully complete the requirements of the course.*

**Copyright Notice:** *Copyright law protects this syllabus, my lectures, and all materials distributed and presented by me during this course. You are allowed to take notes in this class, but that authorization extends only to making one set of notes for **your own personal use** and no other use is permitted. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record (audio or video) information from this class unless you have my written consent to do so.*

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HLTH 2130: Foundations of Health Education-Tentative Course Schedule- Spring 2015  
\*LM-Learning Module

Date	Topic(s)	Readings/Assignment(s)/Location
<b>Part I - Background of the Profession, Roles &amp; Responsibilities</b>		
<b>Week 1</b> 1/12-1/16	<b>Introduction &amp; Course Orientation –Folio</b> Activity: How Healthy are You? Wednesday: Assignment requirements; Introduction to HEP Friday: Measuring Health & Health Status in the U.S. and Globally	<b>Read: Forward, Preface &amp; Ch.1</b> Folio: <i>LM 1</i> Health history form completed and brought to class
<b>Week 2</b> 1/19-1/23	<b>NO CLASS MONDAY – MLK HOLIDAY</b> Wednesday/Friday: Historical Aspects of Health and Health Education	<b>Read: Chapter 2;</b> Folio: <i>LM2A</i> <i>Assignment #1 due: 1/23</i>
<b>Week 3</b> 1/26-1/30	Monday: How history has shaped the U.S. Public Health System PHS Organizational chart, Office of the Surgeon General Federal Health Initiatives –Healthy People 2020	Folio: <i>LM2B</i> <i>On-line discussion #1 – due 1/30</i>
<b>Week 4</b> 2/2-2/6	Global Health Issues-World Health Organization Global Health Issues – Guest Speakers <b>Friday: Exam 1- 2/6</b>	<b>Read: Chapter 2;</b> Folio: <i>LM2A</i> <b>Exam 1- 2/6</b>
<b>Part II-Becoming a Health Educator: Roles, Responsibilities, and Practice settings</b>		
<b>Week 5</b> 2/9-2/13	Monday: Ethics and Health Education Practice <b>Wednesday Live Well Fair, –Class will NOT meet in COBA, all students will attend</b> Friday: Ethics & Health Issues	<b>Read: Chapter 5;</b> Folio: <i>LM5</i> <i>Assignment #2 due: 2/13</i>
<b>Week 6</b> 2/16-2/20	Qualifications of Health Educators Wednesday: Careers in HEP and PH	<b>Read: Chapter 6,</b> Folio: <i>LM6</i> <i>On-line discussion #2 – due 2/20</i>
<b>Week 7</b> 2/23-2/27	Practice Settings for Public health/Health Education and Promotion Wednesday: Employment Activity	<b>Read: Chapter 7,</b> Folio: <i>LM7</i>
<b>Week 8</b> 3/2-3/6	Monday: Philosophical Foundations of Health & Health Education Wednesday: Developing a Personal Philosophy about Health, Activity: Logos & Slogans <b>Friday: Exam 2 –3/6</b>	<b>Read: Chapter 3</b> Folio: <i>LM3</i> <b>Exam 2 –3/6</b>
<b>Part III – Making Sense of Health Behavior</b>		
<b>Week 9</b> 3/9-3/13	Introduction to Health Behavior Theory: Monday: Factors influencing health behavior decisions & Transtheoretical Model Wednesday: Staging using TTM Health Locus of Control & activity Friday: TBA	<b>Read: Chapter 4;</b> Folio: <i>LM4</i> <i>Assignment #3 due 3/11</i>
3/16-3/20	<b>SPRING BREAK 2015</b>	<b>SPRING BREAK 2015</b>
<b>Week 10</b> 3/23-3/27	Monday: Health Behavior Theories: Health Belief Model Wednesday: HBM activity Friday: Theory of Planned Behavior	<b>Read: Chapter 4;</b> Folio: <i>LM4</i> <i>On-line discussion #3-due3/27</i>
<b>Week 11</b> 3/30-4/3	Monday: TPB activity Wednesday: Health Promotion Planning Models Friday: Begin PRECEDE/PROCEED	<b>Read: Chapter 4;</b> Folio: <i>LM4</i>
<b>Week 12</b> 4/6-4/10	Monday: Finish PRECEDE/PROCEED Activity: Program Planning practice Learning and its relationship to behavior change	<i>On-line discussion #4 – due 4/10</i> <b>Read: Chapter 4;</b> Folio: <i>LM4</i>
<b>Part IV - The Future of Health Education</b>		
<b>Week 13</b> 4/13-/4/17	Agencies and Organizations in Health Education and Promotion <b>Friday: Exam 3 – 4/15</b>	<b>Read: Ch.8,</b> Folio: <i>LM8</i> <b>Exam 3 – 4/15</b>
<b>Week 14</b> 4/20-4/24	Health Literacy, Health Literature, Sources of Health Information	<b>Read: Chapter 9,</b> Folio: <i>LM9</i> <i>On-line discussion #5 – due 4/24</i>

<b>Week 15</b> 4/27-5/1	Future Issues in Health Education and Promotion Course Summary and Evaluations Review for Final Exam	<b>Read: Chapter 10, Folio: LM10</b> <b>Wellness/Health reflections are due</b> <b>via FOLIO – 4/29</b> <b>Last DAY of Class: May 1st</b>
<b>Week 16</b>	<b>FINAL EXAM - Wednesday, May 6<sup>th</sup>, 10 am-12 pm</b>	

### Acknowledgement of Syllabus

I have read and understand Dr. Chopak-Foss's syllabus and agree to abide by the policies contained therein.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Email address: \_\_\_\_\_

One unique identifying fact about yourself.

Provide one item that you learned about the syllabus below:

Provide one item that you did not understand regarding the syllabus: