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Fall 2019

## PUBH 3232: FOUNDATIONS OF HEALTH EDUCATION AND PROMOTION PRACTICE

Joanne Chopak-Foss

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**GEORGIA SOUTHERN UNIVERSITY  
JIANN-PING HSU COLLEGE OF PUBLIC HEALTH**

**PUBH 3232: FOUNDATIONS OF HEALTH EDUCATION AND PROMOTION PRACTICE  
Fall 2019**

<b><u>Instructor:</u></b>	<b>Joanne Chopak-Foss, Ph.D.</b>
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<b><u>Office Hours:</u></b>	<b>M &amp; F 8:30-10:00; Tuesday 12:00-3:00</b>
<b><u>Class Meets:</u></b>	<b>MWF 11:15-12:05; Education 1130</b>
<b><u>GA:</u></b>	<b>Kim Harris</b>

Course Catalog available at:  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:**

PUBH 2131-Introduction to Community and Public Health; Bachelor of Science in Public Health major;  
Health Education and Promotion minor

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

**Catalog Description:**

This course examines current issues and topics related to the practice of health promotion and education including philosophical foundations of health promotion and education, ethical issues in health education and promotion, the Certified Health Education Specialist Competencies, organizations and associations in public health education and employment potential. Prerequisite(s): A minimum grade of "C" in PUBH 2131.

**Optional Textbook:**

Health Education Specialist: A Companion Guide for Professional Excellence, 7th Edition-available on  
[NCHEC.org](http://www.nchec.org);

**Required Resource:**

FOLIO Modules contain overview pages and additional readings assigned

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/>

**BSPH Program Student Learning Outcomes-CORE**

1. Students will develop a health promotion program plan to assess needs and capacities that affect a selected community's health
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication
4. Students will create strategies for promoting health improvement and disease prevention

**Student Learning Outcomes for the course**

1. Distinguish between the terms health education, health promotion, risk factors, levels of prevention and their application to professional practice

2. Describe the development of health education and health promotion as a profession, including the history of the CHES credentialing system.
3. Explore federal initiatives that support the practice of Health Education and Promotion within Public Health.
4. Examine the roles and responsibilities of the Health Education Specialist based on the CHES Areas of Responsibility and Competencies.
5. Review common practice settings and activities for health education and promotion specialists.
6. Summarize the benefits of the BSPH degree as a foundation for graduate education in public and related health professions
7. Explore ethical principles and their application in health education and promotion practice.
8. Identify how philosophies of health and health education are applied to health education and promotion practice
9. Develop a professional philosophy of health education and promotion for guiding professional practice.
10. Examine CHES Areas of Responsibility (AOR) 5, (Manage); AOR) 6 (Serving as a Health Education Resource Person) & AOR 7 (Advocating for health, health education and promotion and the profession)
11. Apply CHES AOR 6 competency to developing a health information resource brochure/booklet
12. Apply CHES AOR 7 competencies to identify current advocacy activities
13. Create a health education and promotion activity using a common learning strategy for delivering a specific health education topic

### **CHES Seven Areas of Responsibility**

Area I:	Assess Needs, Resources, and Capacity for Health Education/Promotion
Area II:	Plan Health Education/Promotion
Area III:	Implement Health Education and Promotion
Area IV:	Conduct Research related to Health Education and Promotion
Area V:	Administer and Manage Health Education and Promotion
Area VI:	Serve as a Health Education and Promotion Resource Person
Area VII:	Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

CHES Areas of Responsibility I-IV are addressed in the following courses in the BSPH program: **PUBH 4132, 4133, 4134**; Areas V-VII are addressed in the current course. Areas VI & VII is also addressed in **PUBH 4330**.

### **Performance-Based Objectives Linked to Course Activities (Note: Activities Described below)**

1. Students will demonstrate competence in differentiating between health education and promotion; Describing the development of health education and health promotion as a profession, including the history of the CHES credentialing system. Comparing different health education philosophies, ethical principles and decision making, career options and future directions of the health education and promotion practice field.  
**Activity 1** Use class discussions to explain the definitions of health education and promotion, including, but not limited to the Philosophical Foundations of Health Education; Competence in basic terminology will be evaluated using two activities: (1) two in-class, equally weighted exams and the final (2) paper articulating a Personal Philosophy of Health, Health Education and Promotion.
2. Students will demonstrate the ability to analyze, synthesize and communicate in writing philosophical principles of health and health education through the development of personal philosophy.  
**Activity 2** Competence in written communication will be evaluated using personal health philosophy paper (5 page) writing assignment that ties together personal beliefs and values regarding health and health

education/promotion and behavior change philosophies. **This is considered a written assignment and should follow the guidelines listed under ‘Requirements for Written Work.’**

3. Students will participate in activities that are appropriate to health education and promotion practice. **Activity 3** Competence will be evaluated through attending and/or participating in health/wellness activities that are essential to health education and promotion practice
4. Students will demonstrate competence to apply Area of Responsibility 6 through research into local services for a specific health issues. **Activity 4:** Competence will be evaluated from the submitted of a brochure or pamphlet about a specific health issue or service.
5. Students will demonstrate competence to apply Area of Responsibility 7 through and research into current advocacy activities for specific health issues. **Activity 5:** Competence will be evaluated from the submitted appropriately identified and researched advocacy-based activity around a selected health issue
6. Students will demonstrate competence to create a health education and promotion activity using a common learning strategy for delivering a specific health education topic. **Activity 6:** Competence will be evaluated through student presentations of their teaching strategy.

### **Instructional Methods:**

Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used to illustrate important points of this course. Prior to each class, the student is encouraged to complete any and all assigned readings in order to actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

### **Student Expectations and Course Policies:**

1. **Class Attendance and Participation Policy**-Federal financial aid regulations require attendance be verified prior to distribution of financial aid allotments. Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; You are responsible for any missed content, announcements, due dates, homework assignments, date changes, etc. when you miss a class. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, considerations will be made regarding any assignments or exams that occur in the timeframe of the emergency (usually one week). In the case of athletic participation or a different university sponsored event, please inform the instructor at least two weeks PRIOR to the event. *Please note* that the extensions are not guaranteed and will be granted solely at the discretion of the Instructor.

**ATTENDANCE WILL BE TAKEN DURING CLASS MEETINGS via Google Forms/QR Code (free scanner download to a smartphone or tablet).** This is to assist the instructor in learning names as well as for the attendance/participation requirement. It is expected that when you attend class you agree to be an active learner. Throughout the semester the instructor will assess your level of participation. Imagine that each class session is worth approximately 1 point. If you attend class and participate in ‘active’ learning, you will receive your participation points for the day. The instructor will also incorporate class activities to help assess participation and most will have an accompanying exit ticket. Activities might include reflection of readings/other class material, critiques, in-class group work, quizzes, webcast summations, etc. The exit ticket serves as a real-time assessment of the activity.

Poor classroom engagement behavior includes sleeping with eyes open or closed, texting, earphones in, chatting, checking Fb or Instagram, and other social media sites, emailing, etc. These behaviors are not considered “participating.” Everyone begins with 10 points; points will be deducted at the end of the semester for any and all of the following: lack of participation/cooperation during class activities or excessive absences (>5).

2. Class will begin promptly at 11:15 am. Out of courtesy to both the instructor and fellow students, **please do not enter after the door is closed.** You are responsible for all notes, classroom discussion, announcements, etc. of what was covered on the day of your absence. If you miss dates or other assignments because of a missed class, then you will receive a “0”.
3. **Exam Policy.** Examinations are expected to be taken on the scheduled day. Exams are the property of the professor; any exam removed from the classroom by a student(s) will result in the score of a “0” assigned for that exam, and an “F” for the entire course. 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.
  - 3.1. **Makeup exams** will only be given in the event of a family emergency (immediate family), OR in the case of a sanctioned university excused absence. Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. In the case of a family emergency, evidence of proof to be provided will be determined by the specific emergency. Any person not showing up for an exam without prior notification automatically receives a grade of “F”.
4. Please pay attention and adhere to the due dates for assignments. (See policy regarding unusual circumstances).
5. The **Final Exam** for the course will be **Wednesday, December 11, 2019- 10:00 am-12:00 Noon.**
6. Please consult the **STUDENT CONDUCT CODE 2019-20** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an “F” for the course.
7. **Use of Cell Phones (and Other Technologies)** Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. During class (unless otherwise instructed) put cell phones away and off or silent so they are not a source of temptation. Offenders will be asked to leave.
8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor’s teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
9. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

10. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
11. **The last day to withdraw from class without academic penalty is October 14, 2019.**

### **Assessment of Student Learning:**

**Attendance/Participation grade** See #1 under Student Expectations and Policies for how attendance will be addressed in this class.

**Exams:** There will be two exams. Exams may be any combination of true/false, multiple choice, matching, short answer, & discussion. Make-up exams will ONLY be administered if the absence is deemed excused based on the exam policy stated in **the Course Policies and Expectations.** (Activity 1).

**Final Exam:** The final exam-(100 points) will be administered on from Wednesday, May 9, 2018, 10:00AM to 12:00 Noon. This exam will be comprehensive and may be any combination of true/false, multiple choice, matching, short answer, & discussion (Activity 1). Exam conflicts are to be brought to the professor's attention in a timely manner.

**Assignments:** Each assignment has an accompanying dropbox under the Assessment TAB on Folio. Be sure to check the submission dates for each assignment. Late work: Late work can be submitted, but will not receive full-credit.

1. **Linked-In page** Activity 1
2. **Federal Initiatives toward Health Promotion –** Activity 2
3. **Health Education Advocacy activity** Activity 2
4. **Health/Wellness Activities –** Activity 3
5. **Philosophy of Health and Health Education and Promotion-** Activity 4
6. **Health Resource Services brochure-**Activity 5

Assignment descriptions will be posted in the appropriate assignment dropbox on Folio and will be explained in greater detail in class.

All your work needs to be produced in a professional manner. The typos, grammar errors should be kept at minimum if any. The format and readability of your submissions will be taken into consideration when the instructor grades. (See requirements for written work below).

### **Requirements for Written Work**

1. Papers must be typed. Please use 12-point font (Arial or Times New Roman), set all margins to one inch and double space.
2. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the "s" from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.

4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6<sup>th</sup> edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of "0" for the assignment for the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.
8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6<sup>th</sup> edition) if you have any questions regarding citations or preparation of a reference list.

**Student Evaluation and Grading:** Each student will be evaluated on his/her performance based on the following:

Attendance and participation	10 points
Photovoice activity	10 points
Linked-In page	15 points
Federal initiatives assignment	20 points
Advocacy Assignment	25 points
Health Resource brochure	50 points
Health & Wellness Activities	30 points
Professional Philosophy of Health & HED paper	50 points
Health Education Activity/Presentation	50 points
CHES quizzes	70 points
Exams (2, equally weighted)	100 points (50 points each)
Final exam	<u>100 points</u>
	525 points possible

**Grading Scale-**A final grade of C or better is required to make progress in the major.

<i>Point Scale</i>	<i>Percent</i>	<i>Grade</i>
450-500 pts	100 - 90%	A
400-449 pts	89 - 80%	B
350-399 pts	79 - 70%	C
300-349 pts	69 - 60%	D
Below 300 pts	59 - 0%	F

## Important Dates to Remember

August 30, 2019	Federal Initiatives in HEP by 10:00 pm
September 20, 2019	Exam 1
September 25, 2019	Health Education Philosophy Paper by 10:00 pm
October 1, 2019	Linked In by 10:00 pm
October 23, 2019	Health Education Advocacy by 10:00 pm
October 30, 2019	CHES quizzes close at 10:00 pm
November 1, 2019	Mock CHES exam
November 6, 2019	Health Resources Brochure by 10:00 pm
October 25	Exam 2
November 22, 2019	Health Education activity presentation by 10:00 pm
December 4, 2019	Health/Wellness Activities

### Instructor Objective

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Please feel free to visit my office, call, or e-mail me at any time.

Here is what I expect from you.....

### Professional Dispositions

BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
  - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
    - a salutation,
    - identify who you are,
    - what the contact is in reference to (i.e. PUBH 3232), and
    - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
  - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.



- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism:**

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH faculty member, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

### **PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES**

#### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

### **NOT RESPONSIBLE FINDING**

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **CONFIDENTIALITY**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### **Disability-related Accommodations**

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your

**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.*

<b>Date</b>	<b>Topic Assignment</b>	<b>Reading Assignments</b>	<b>Assessment</b>
Week 1 8/19-8/23	Overview of the course requirements, Folio Health Promotion vs. Health Education HEP in Public Health	<b>Folio M1</b>	<b>Exit ticket:</b> Icebreaker-promoting health personally
Week 2 8/26-30	<b>PART 1: Philosophical Foundations in HEP</b> Developing a Professional Philosophy Mission and vision statement	<b>Folio M2</b> Bring Philosophy paper guidelines to class	<b>Exit Ticket:</b> Personal Mission statement <b>Friday 8/30 - Federal Initiatives Assignment due</b>
Week 3 9/2-6	<b>NO CLASS-MONDAY-LABOR DAY</b> Philosophies of Health <b>Photovoice-Friday</b>	<b>Folio M2</b> Read HEC articles 1-4	<b>Exit Ticket:</b> Photovoice: Philosophy of Health
Week 4 9/9-13	<b>Presentations on Monday &amp; Wednesday</b> Health Education Behavior Change Philosophies Connecting Philosophy to the Practice of Health Education and Promotion	<b>Folio M2</b> Read HEC articles 5-8	<b>Exit ticket:</b> Photovoice activity feedback
Week 5 9/16-20	<b>Part 2:</b> Becoming a Professional Health Educator Roles and Responsibilities of an HES Careers in Health Education and Promotion-Grad School vs. Employment GA Panel	<b>Folio M3</b>	<b>Friday 9/20 Exam 1</b>
Week 6 9/23-27	Careers in HEP Practice Settings for HEP in Public Health Health Professional Panel	<b>Folio M3</b>	<b>Wed. 9/25</b> -Health Philosophy paper due <b>Exit Ticket:</b> Panel feedback
Week 7 9/30-10/4	Utilizing career services for finding an internship (Office of Career and Professional Development) Use of Social Media in employment career search Employment in Health Education/Public Health	<b>Folio M4</b> <b>Review Social Media ppt.</b>	<b>Wed. 10/2-LINKED In page due</b> <b>Exit ticket</b> - Employment Activity feedback
Week 8 10/7-11	Health Education Specialist Professional Areas (HESPA) of Responsibility and Competencies <b>Area of Responsibility 7-</b> Advocating for Health and Health Education What is Advocacy?	<b>Folio M5</b> Review CHES AOR and Competencies	Class will NOT meet on Wednesday!! <b>Exit Ticket:</b> Advocacy survey
Week 9 10/14-18	<b>Area of Responsibility 6-</b> Serving as a Resource Person <b>Area of Responsibility 5-</b> Administer and Manage Health Education and Promotion	<b>Folio M5</b> Read Ch.4 pdf.	<b>Exam 2-10/18</b>
Week 10 10/21-25	Methods of Implementation for Health Education and Promotion Programs Ethical Issues in Health Education and Public Health	<b>Folio M7</b>	<b>Wed. 10/23</b> - Health Education Advocacy project due
Week 11 10/28-11/1	Ethical Issues in Health Education and Public Health CHES REVIEW-JEOPARDY	<b>Folio M6</b> <b>CHES Quizzes close on 10/30</b>	<b>Exit Ticket</b> - Ethical Issues worksheet <b>Mock CHES Exam- Fri. 11/1</b>
Week 12 11/4-8	Health Literacy in Health Education and Promotion	<b>Folio M8</b>	<b>Exit Ticket:</b> Reading an Ice Cream label

			<b>Wed. 11/6-</b> HE brochure/pamphlet due
Week 13 11/11-15	<b>Educational Strategy Presentations</b>		Professional Dress Expected
Week 14 11/18-22	<b>Educational Strategy Presentations</b>		Professional Dress Expected
Week 11/25-29	<b>THANKSGIVING BREAK</b>		
Week 15 12/2-6	<b>The Future of Health Education and Promotion Review for the Final</b>		<b>Wed. 12/4</b> Health & Wellness Activities
Week 16 12/9-12	<b>FINAL EXAM WEEK</b> <b>FINAL EXAM: Wednesday, DEC. 11, 2019</b> <b>10:00 am-12:00 noon</b>		



## STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

## ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

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Student Name (print)

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Student Signature

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Date