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PUBH 3232: Foundations of Health Education and Promotion Practice

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PUBH 3232: Foundations of Health Education and Promotion Practice
Fall 2021

Instructor:	Jackie Mesenbrink MPH, CHES
Office:	109 Solms Hall
Phone:	TBD; more information will be provided shortly
E-Mail Address:	jmesenbrink@georgiasouthern.edu
Office Hours:	M W 12:15-1:15 PM; T R 2-5 PM; Flexible by appointment
Class Meets:	MWF 11:15-12:05; Solms 108

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

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/>

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>;

Access to course materials are available for up to one year after graduation.

Catalog Description:

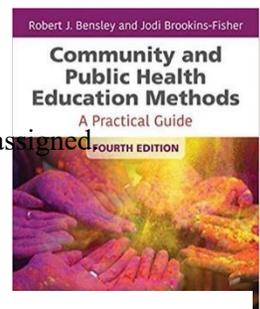
This course examines current issues and topics related to the practice of health promotion and education including philosophical foundations of health promotion and education, ethical issues in health education and promotion, the Certified Health Education Specialist Competencies, organizations and associations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

Required Textbook: Bensley, R.J & Brookins-Fisher, J. (2019). Community and public health education methods: A practical guide (4th ed.). Jones & Bartlett Learning, Burlington, MA.

Required Resource:

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

FOLIO Modules contain overview pages and additional readings assigned.



Optional Textbook:

Health Education Specialist: A Companion Guide for Professional Excellence,
7th Edition-available on NCHCEC.org;

BSPH Core Student Learning Outcomes

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

CEPH BSPH Competencies

Public Health Communication

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

Information Literacy

The ability to locate, use, evaluate and synthesize public health information.

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 specific health issues. **Activity 4:** Competence will be evaluated from the submission 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 and submission of strategy plan.

Assessment of Student Learning

Attendance/Participation grade: See Class Attendance and Participation Policy below 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 rrstated in the **Course Expectations**. (Activity 1).

Final Exam: The final exam (100 points) will be administered on **Wednesday, December 8, 2021, from 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. **LinkedIn page-** Activity 1
2. **Health Education and Promotion in Public Health–** Activity 2
3. **Health Education Advocacy assignment-** Activity 2
4. **Professional Development Activities–** Activity 3
5. **Philosophy of Health and Health Education and Promotion paper-** Activity 4
6. **Health Resources Assignment-** 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 a 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 (6th 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 (6th edition) if you have any questions regarding citations or preparation of a reference list.

Overview of the content to be covered this semester

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. Apply CHES AOR V competencies to engage stakeholders
11. Apply CHES AOR VI competencies to evaluating a social media campaign for communication of a health issue.
12. Apply CHES AOR VIII competences to ethical practices in health education and promotion and public health
13. Apply CHES AOR VIII competencies to developing as a health education and promotion professional
14. Create a health education and promotion activity using a common learning strategy for delivering a specific health education topic

Areas of Responsibility of a Health Education Specialist (2015)-Current CHES exam questions through 2021

- 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

Areas of Responsibility of a Health Education Specialist (2020)-CHES exam questions effective 2022

- Area I: Assessment of Needs and Capacity
- Area II: Planning
- Area III: Implementation
- Area IV: Evaluation and Research
- Area V: Advocacy
- Area VI: Communication
- Area VII: Leadership and Management
- Area VIII: Ethics and Professionalism

CHES Areas of Responsibility I-IV are addressed in the following courses in the BSPH program: **PUBH 4132, 4133, 4134**; Areas V, VI & VIII are introduced & reinforced in PUBH 3232. Areas V & VI are mastered in **PUBH 3330** and **PUBH 4330**.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

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.

Grading

Student Evaluation and Grading: Each student will be evaluated on their performance based on the following:

Attendance	5 points+-Bonus –will be added to final points total
Vision board	15 points
Linked In page	20 points
Professional Development Activities	30 points
Health Education Advocacy Assignment	35 points
Health Education in PH Philosophy paper	50 points
Health Resource	50 points
Professional Philosophy of Health & HED paper	50 points
Health Education Strategies project	50 points
Exams (2, equally weighted)	100 points (50 points each)
Final exam	<u>100 points</u>
	500 points possible

Attendance and participation points will be based on a reward system for active engagement. There are 44 class meetings over the semester. Students who attend 80% of all classes (35 class meetings) will earn 3 points. Students who attend 90% of all classes (39 class meetings) will earn 4 points and students who attend 100% of classes will earn 5 points (approximately 10% of the total points possible for the course).

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	90 - 100%	A
400-449 pts	80 - 89%	B
350-399 pts	70 - 79%	C
300-349 pts	60 - 69%	D
Below 300 pts	0 - 59%	F

Grading policies: In this course, students do not compete against each other for grades. Each student's grade will be based on the number of points earned during the semester. A grade of "I" (incomplete) will not be given unless very unusual circumstances are present, such as hospitalization of the student. University regulations do not permit the use of a grade of "I" to avoid a low or failing grade. The policies of the university will govern any dispute.

One-Week Rule: Grades are always the ultimate responsibility of the student. After any grade has been posted to the Folio grade book, there is a one-week (7 days) time limit to make any grade appeals in person and via Folio to the instructor. After the one-week period, the grade becomes permanent and indisputable.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

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: Students use appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Students use 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, students use or maintain appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, students use or display appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Students keep track of assignments and materials, are prepared for presentations, etc.
- Initiative: Students can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Students are punctual, complete assignments, meet deadlines, and are prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Students collaborate with others on tasks or projects, accept others' suggestions and criticisms, participate in and provide constructive inputs to discussion and debate, etc.

- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Students respect confidentiality, treat others with respect, etc.
- Self-Presentation: Students are 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.

Response Times

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 email me at any time. Monday - Friday you can expect to hear back from me within 24 hours. It may take up to 48 hours over the weekend.

Course Expectations

- **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.

Makeup exams will only be given in the event of a family emergency (immediate family), due to quarantine for active COVID-19 infection, testing positive (with or without symptoms), or being identified as a close contact and therefore needing to quarantine. Other absences that fall under the umbrella of being made up include 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 student not showing up for an exam without prior notification automatically receives a grade of “F”.

- Please pay attention and adhere to the due dates for assignments. (See policy regarding unusual circumstances).
- The **Final Exam** for the course will be **Wednesday, December 8, 2021, 10:00 am-12:00 Noon.**
- Please consult the **STUDENT CONDUCT CODE 2021-22** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to Georgia Southern University's Judicial Board, and be assigned an “F” for the course.
- If you are receiving services from the Student Accessibility Resource Center (SARC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.
- **The last day to withdraw from class without academic penalty is October 7, 2021.**

Texting and Use of Cell Phones (and Other Technologies)

The instructor respectfully requests that you do NOT text or use your cell phone during class! My preference is that you put cell phones away (and off or silent) so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance to be verified prior to distribution of financial aid allotments. Regular attendance is expected.

- Attendance verification will be completed via Folio. 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.

****COVID-19** Caveat**-Students who submit documentation indicating they have received accommodations to join class remotely, OR students who complete a CARES form based on the criteria for not attending class (quarantine for active COVID-19 infection, testing positive (with or without symptoms), or being identified as a close contact and therefore needing to quarantine) will be provided with a LINK to the class.

ATTENDANCE WILL BE TAKEN DURING CLASS MEETINGS via a QR Code. 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 that will be **given randomly in class**. 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. Accommodations will be honored if an Accommodation Letter from SARC is provided.

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 5 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).

- 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".

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by 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 those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegates to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) 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. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Undergraduate & Graduate Catalog*)

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 Georgia Southern University, 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 disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester.

Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

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 to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends to only 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.

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.

Student Name (print)

Student Signature

Date

Important Dates to Remember

August 11	First Day of Class
August 27	Getting to know Health Education in Public Health Assignment due
September 10	Health Education Communications Assignment
September 17	Health Advocacy Project
September 24	Exam 1
October 1	Introduction Paragraph for Health Philosophy Paper due
October 8	Digital Vision Board
October 11-15	Health Educational Strategies Presentations
October 15	Health Educational Strategy due
October 22	Exam 2
October 29	Health Philosophy Paper Due
November 5	LinkedIn page due
December 1	Professional Development Activities due
December 8	Final Exam 10:00 am - 12:00 pm (Noon)

Date	Topic Assignment	Reading Assignments	Assessment
PART 1: Health Education as a Profession Textbook: Community and Public Health Education Methods: <i>Abbreviation-CPHEM</i>			
Week 1+ 8/11-8/20	Course Overview Assignments, Folio, Professional Development Who, What, Where -Health Ed & Health Promotion HEP in Public Health/Federal Initiatives HHS/Healthy People	Folio M1 Read Chapters 2 pp. 16-17 -CPHEM Read HEP in PH assignment guidelines	Activity: Icebreaker-promoting health personally Friday- Review HEP in PH guidelines to class
Week 2 8/23-8/27	What is a Health Education Specialist? Roles and Responsibilities of an HES Introduction to NCHEC.org	Folio M2 Read Chapter 2 pp. 17 middle of the page; Table 2.1; pp. 25-26-CPHEM	Friday 8/27 - Health Education in Public Health Assignment due
Week 3 8/30-9/3	Health Education Specialist Professional Areas (HESPA) of Responsibility and Competencies Communicating for Health Education – <i>CHES Area 6</i> Advocating for Health Education – <i>CHES Area 5</i>	Folio M3 Read through AOR 2020 Read Chapter 2 pp. 26 right side bottom. Read Chapter 12-CPHEM	Monday- Bring questions about guidelines for Health Communication assignment Friday - Bring questions about guidelines for Health Advocacy project
Week 4 9/6-9/10 Labor Day 9/6 (no class)	Advocating for Health Education – <i>CHES Area 5</i> Practice Settings for HEP in Public Health	Folio M3 Folio readings Read Chapter 6- CPHEM Folio M4 Read Chapter 7- CPHEM	Friday 9/10-Health Communication Assignment due
Week 5 9/13-9/17	Practice Settings for HEP in Public Health Careers in Health Education and Promotion Grad School vs. Employment GA Panel Q & A	Folio M4 Read Chapter 7- CPHEM	Friday 9/17-Health Advocacy Assignment due
Week 6 9/20-9/24	Promoting Health Education in a Multicultural Society Selecting Appropriate Strategies Methods of Implementation for Health Education and Promotion Programs	Folio M5 Read Chapter 2, pp 20 CPHEM Read Chapter 3	Wed.- Educational Strategy guidelines-review; partner sign-up Friday 9/24- Exam 1
Part 2: Philosophical Foundations in HEP			
Week 7 9/27-10/1	Developing a Professional Philosophy of HEP Mission and vision statements Philosophies of Health	Folio M6 Read HEC articles 1-4 Philosophy paper guidelines Digital Vision Board instructions	Mon/Wed- Bring questions for HEP Philosophy guidelines to class Fri. Bring questions about Digital Vision Board Instructions to class

Week 8 10/4-10/8	Health Education Behavior Change Philosophies	Folio M6 Read HEC articles 5-8	Friday 10/8-Digital Vision Board due
Week 9 10/11-10/15	Digital Vision Board Presentations Health Education Strategies Presentations - MWF	Professional Dress Expected for presentations	10/15-Final day to upload Health Education Strategy
Week 10 10/18-10/22	Connecting Philosophy to the Practice of Health Education & Promotion Becoming a Public Health/Health Education Professional/ Dressing for Success,	Folio M6	Exam 2-10/22
Part 3: Ethics and Professionalism-CHES Area 8			
Week 11 10/25-10/29	Social media and your job search Introduction to Public Health Search Engines Participation in Health Education Professional Associations	Folio M7 Read Chapter 2-CPHEM pp.21-22	Health Education and Promotion Philosophy paper - due 10/29
Week 12 11/1-11/5	Developing a Professional Portfolio Becoming a Health Educator Professional- Participation in Health Education Professional Associations	Folio M7 Read Chapter 2-CPHEM pp. 23-24	LinkedIn page - due 11/5
Week 13 11/8-11/12	Ethical Issues in Public Health Ethics in Health Education and Promotion Practice SOPHE Code of Ethics	Folio M7	
Week 14 11/15-11/19	Understanding Health Literacy	Folio M8	Activities: PBJ Activity. Newest Vital Signs
11/22-11/26	THANKSGIVING BREAK	THANKSGIVING BREAK	THANKSGIVING BREAK
Week 15 11/29-12/1 Dec 1 - last day of class	The Future of Health Education and Promotion Review for the Final	Folio M8	Wed. 12/1 Professional Development points due
Week 16 12/6-12/10	FINAL EXAM: Wednesday, December 8, 2021 10:00 am-12:00 noon		