Division: Kinesiology, Health, and Sport Studies
Program Area: Health
Course #: HE 1010
Course Title: Foundations of Health and Health Promotion (3 credit hours)
Section #: Section # 28550
Term/Year: Winter 2017
Course Location: 0319 State Hall
Day & Time: Thursdays, 5:30pm – 8:00pm
Instructor: Noel Kulik, Ph.D.
Office: Room 2163, Faculty Administration Building (next to the College of Education)
Office Hours: Mondays from 11:30am – 3:30pm
Thursdays from 12:00pm – 3:30pm
Tuesdays, Wednesdays and Fridays by appointment only

I am often available before class and other times by appointment. It is wise to make an appointment to see me. Although I love having students drop by during office hours, if you are making a special trip you may be disappointed if I have a scheduled meeting or an appointment with another student at the time you stopped by. Email is the best way to reach me – please be sure to include “HE 1010” in the subject line of your email to ensure a prompt response.

Contact: Office Phone: 313-577-0023
Email: ab7564@wayne.edu

WSU Community Health Private Facebook page (note: this is a closed group – send an email via FB to be added)  www.facebook.com/groups/949024391812886/
WSU/CHE Public Facebook page  www.facebook.com/WSUCommunityHealth
COE Facebook page  www.facebook.com/WayneStateEducation
KHS Facebook page  www.facebook.com/Wayne-State-University-Kinesiology-Health-Sport-Studies-333275920210694/
KHS Twitter:  https://twitter.com/waynestateKHS

Course address:  http://blackboard.wayne.edu

Course Description: Principles and application of health education programs in the community or health care setting. Consultation skills, marketing, and motivational strategies within the role of the health educator (catalogue description).
Course Outcomes and Objectives

At the conclusion of the course, students will be able to:

1) Identify key risk factors affecting health, behaviors that tend to promote or compromise health and diverse factors that influence health behaviors
2) Cite key persons and events influential in the development of health education as a profession and discuss the impact of those key persons and events
3) Explain the role of and need for the Community Health Educator
4) Describe and apply current definitions and terminology used in the community and public health profession
5) Differentiate between public health and community health in practice and as a course of study
6) Identify and describe common settings for community health work
7) Use computerized sources of health-related information, employ electronic technology for retrieving references
8) Identify major health education professional organizations, journals & indices
9) Compose a written summary based on a critical review of health education literature, including synthesizing academic literature to use with various audiences and demographics
10) Discuss ethical issues associated with health education
11) Develop a personal plan for professional and career development, and engage in professional development and networking activities
12) Examine the NCHEC credentialing process and discuss the role the CHES/MCHES exams play in professional preparations
13) Develop a personal view of health and establish a personal philosophy of health and health education
14) Analyze and evaluate current and future events and trends in health education

The following Responsibilities and Competencies for Certified Health Education Specialists (CHES/MCHES Exam) will be covered in this course:

Area of Responsibility I: Assess Needs, Assets and Capacity for Health Education
Competency 1.3: Collect Quantitative and/or Qualitative Data Related to Health
7. Employ ethical standards when collecting data.

Area of Responsibility VI: Serve as a Health Education Resource Person
Competency 6.1: Obtain and Disseminate Health-Related Information
2. Identify valid information resources.
3. Critique resource materials for accuracy, relevance, and timeliness.
4. Convey health-related information to priority populations.
5. Convey health-related information to key stakeholders.

Competency 6.3: Serve as a Health Education Consultant
8. Apply ethical principles in consultative relationships.

Area of Responsibility VII: Communicate and Advocate for Health and Health Education
Competency 7.6: Promote the Health Education Profession
1. Develop a personal plan for professional growth and service.
2. Describe state-of-the-art health education practice.
3. Explain the major responsibilities of the health education specialist in the practice of health education.
4. Explain the role of health education associations in advancing the professions.
5. Explain the benefits of participating in professional organizations.
6. Facilitate professional growth of self and others.
8. Explain the role of credentialing in the promotion of the health education profession.
9. Engage in professional development activities.

Note: For some of the aforementioned competencies, we will not have adequate time in the semester for each of you to experience all phases of the skills because this would take more time than we have in the semester. We will discuss steps in the process so that you may undertake such tasks in the future.

**Required Reading Material**

Readings for each class session are listed by date on the syllabus and will be accessible on the Blackboard Website for the course (http://blackboard.wayne.edu) OR through the WSU Library by clicking on the Google Scholar to search for the document. Your WSU AccessID will provide you with access to the course website on Blackboard, and to the library resources. To have access to the documents through the WSU library and/or Google Scholar you must sign in through the library’s webpage: www.lib.wayne.edu. Call the Help Desk for assistance: 313-577-4887 or use the online chat feature through the library webpage.

The Blackboard course website includes course announcements, the most up-to-date syllabus, handouts, lecture slides, modules, assignments and external links. The Blackboard site will be an evolving course product and resource.

Note: If we are having an in-class lecture, the PowerPoint slides will be posted on Blackboard by 3pm on the day of the class. If they are not posted by 3pm, I will bring a copy of them for all students in the class. Online lectures (modules) do not have separate lecture notes.

There is one required textbook, which will be supplemented by selected journal articles and chapters from textbooks, all of which will be discussed in class.


The textbook is available at the WSU Student Bookstore.

**Additional Required and Suggested Readings:** Required readings are listed first and will be available via the course website on Blackboard. Click on “Lecture Notes, Readings & Modules” and then click on the folder of the date for which the readings are assigned. Suggested readings are listed below required readings on the syllabus and can also be found in the Lecture Notes, Readings & Modules folder on Blackboard.

**IMPORTANT:** There will be some additions and/or changes to the readings during the semester.
Course Assignments and Student Assessment

Student assessments are designed to help meet the learning objectives. Your grade will consist of the total points that you earn on the assignments listed in the following pages. Do not throw assignments away until your final grade is posted; if there is an error in your grade, you will need to show proof of the actual grade received.

College graduates, especially educators, should be able to communicate both orally and in written form. Once you enter the workforce you are representing Wayne State University and this department/program. Therefore, all assignments must be properly written. Wayne State University has a writing center that will assist you.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) - http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

COE Resource page: http://coe.wayne.edu/writing-resources.php

If you know from previous classes that writing is a problem for you, please complete your assignment in time to get to the writing center and have it checked.

ALL assignments (except for the Quiz and the in-class ethics case study competition) must be posted to Blackboard (or the discussion board if that is the assignment) under the Assignments menu by NOON on the day they are due. For each assignment uploaded to Blackboard, please use the following naming convention:

YOURLASTNAMEINCAPS_name of assignment

Example: KULIK_Resume

If you are unfamiliar with Blackboard, there is a tutorial for you to go through that will familiarize you with how it works (listed in Blackboard as “Help”). Understanding Blackboard is absolutely crucial for completing assignments and online course modules.

All assignments should be written in APA format. You can purchase the 6th edition APA Style Guide or use the Purdue Online Writing Lab as a guide: http://owl.english.purdue.edu/owl/resource/560/01/

NOTE: Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of health programs. I also often use student work as examples in other classes. Names and other identifying elements of all assignments will be removed before being included in any report or on a course.
site. Students who do not wish their work to be used for accreditation purposes or course samples must inform me in writing at the BEGINNING of the semester. This is important. Your participation and cooperation in the review of our programs and in assisting future students is appreciated.

Grades will be based on the following twelve activities:

Table 1. Points for course assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Who Are You and Why Are You Here?” Discussion Board Post</td>
<td>30 points</td>
</tr>
<tr>
<td>2. Health Education &amp; Promotion Terminology Quiz</td>
<td>25 points</td>
</tr>
<tr>
<td>3. Staying Current Chalk Talks</td>
<td>35 points</td>
</tr>
<tr>
<td>4. Code of Ethics Discussion Board Posts</td>
<td>40 points</td>
</tr>
<tr>
<td>5. Health Education Ethics Case Study Competition</td>
<td>30 points</td>
</tr>
<tr>
<td>6. Scholarly Article Synopsis and Translation</td>
<td>20 points</td>
</tr>
<tr>
<td>7. Professional Development Training</td>
<td>40 points</td>
</tr>
<tr>
<td>8. Preparing for the Job</td>
<td>50 points</td>
</tr>
<tr>
<td>9. Philosophy of Health Education Paper</td>
<td>50 points</td>
</tr>
<tr>
<td>10. Interview with Health Professional/Practitioner</td>
<td>50 points</td>
</tr>
<tr>
<td>11. Final Exam</td>
<td>40 points</td>
</tr>
<tr>
<td>12. Class Attendance and Participation</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
</tr>
</tbody>
</table>

Grades will be computed based on your total points earned on assignments converted to a percentage.

Table 2. Student Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>100 - 93</td>
<td>C (Average)</td>
<td>77.99 – 73.0</td>
</tr>
<tr>
<td>A-</td>
<td>92.99 - 90.0</td>
<td>C-</td>
<td>72.99 - 70.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 – 88.0</td>
<td>D+</td>
<td>69.99 - 68.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>87.99 – 83.0</td>
<td>D</td>
<td>67.99 – 63.0</td>
</tr>
<tr>
<td>B-</td>
<td>82.99 – 80.0</td>
<td>D-</td>
<td>62.99 – 60.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 – 78.0</td>
<td>E</td>
<td>59.99 and below</td>
</tr>
<tr>
<td>Wk</td>
<td>DATE</td>
<td>TOPIC</td>
<td>ASSIGNMENTS / NOTES</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Jan 12</td>
<td>Introduction to the Course/Characteristics of the Profession</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td>Online module #1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 19</td>
<td>Health Terminology /History/Field of HE, HP, and PH</td>
<td>Assign #1 DUE; Assign #2: Quiz (done in class)</td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td>Online module #2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 26</td>
<td>History of the Profession /Credentialing / Development of CHES</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 2</td>
<td>Health Education / Health Promotion in Different Settings</td>
<td>Assign #3: Chalk Talks Begin</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td>Online module #3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 9</td>
<td>Ethics (Case Studies Team Competition)</td>
<td>Assign #4 DUE on Feb 5th and Feb 9th: Ethics Discussion Board Posts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assign #5: Ethics Case Study Competition (done in class)</td>
</tr>
<tr>
<td>5.5</td>
<td></td>
<td>Online module #4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 16</td>
<td>Professional Orgs &amp; Journals / Indices / Keeping Current in HE</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 23</td>
<td>Health Education Employment &amp; Compensation / Professional Organizations</td>
<td></td>
</tr>
<tr>
<td>7.5</td>
<td></td>
<td>Online module #5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar 2</td>
<td>Worksite Wellness</td>
<td></td>
</tr>
<tr>
<td>8.5</td>
<td></td>
<td>Online module #6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 9</td>
<td>Research to Practice / Keeping Current in HE / Health Communications</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mar 16</td>
<td><strong>NO CLASS – Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 23</td>
<td>Professional and Career Development</td>
<td>Assignment #6 DUE: Scholarly Article Synopsis</td>
</tr>
<tr>
<td>12</td>
<td>Mar 30</td>
<td>Cover Letters, Resume Writing, Finding a Job</td>
<td>Assignment #7 DUE: Professional Development Training</td>
</tr>
<tr>
<td>12.5</td>
<td></td>
<td>Online module #7</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr 6</td>
<td>Philosophy of Health Education / Advising</td>
<td>Assign #8 DUE: Cover Letter, Resume, Dream Job, Career Services Visit</td>
</tr>
<tr>
<td>13.5</td>
<td></td>
<td>Online module #8</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 13</td>
<td>Future of HE; Marketing Yourself; Online Presence</td>
<td>Assign #9 DUE: Philosophy of HE Paper</td>
</tr>
<tr>
<td>14.5</td>
<td></td>
<td>Online module #9</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr 20</td>
<td>Cultural Humility and Leader / Professional Presentations</td>
<td>Assign #10 DUE: Interview with a Health Professional / Practitioner</td>
</tr>
<tr>
<td>16</td>
<td>Apr 27</td>
<td>Finish up Leader/Professional Presentations &amp; FINAL EXAM</td>
<td>Assign #11: Final Exam (in class)</td>
</tr>
</tbody>
</table>
TENTATIVE SCHEDULE  (Adjustments will be made during the semester as necessary)

Please note: Assigned readings are to be read BEFORE the class period for which they are identified, and online learning modules are to be completed BEFORE class. Class discussion and activities will be based on the readings and online modules.

Jan 12  Introduction to the Course/Characteristics of the Profession
• Review syllabus, course requirements, and assignments
• Discuss Blackboard and what to do in-between physical classes, especially with respect to the online learning portion of the class
• “Is Health Education a Profession?” Introduction and class activity

Jan 14 - Jan 19: COMPLETE ONLINE MODULE #1 (on Blackboard)

Jan 19  Health Terminology / History/ Field of HE, HP, and PH
• History of Health and Background to the Profession
• Ten Greatest Public Health Achievements
• Measuring Health

Required Chapter to be read by today’s class
Chapter 1 and part of Chapter 2: Pages 1-59
Skim pages 60-75

Articles to be read by today’s class

Due today
✓ Assignment #1: Discussion Board Post
✓ Assignment #2: In-class QUIZ

Jan 22 - Jan 26: COMPLETE ONLINE MODULE #2 (on Blackboard)

Jan 26  History of the Profession / Credentialing / Development of CHES
• Chalk Talk Demonstration by Dr. Kulik
• Role Delineation Project and Competencies Update Project
• Credentialing and Accreditation
• Development of CHES exam
• CHES Competencies and Responsibilities
• Activity: Sample CHES test questions

Required Chapter to read by today’s class
Chapter 6: Pages 166-201
Chapter 8: Pages 276-278 only
Appendix B
**Article to be read by today’s class**

- CHES by state handout

**Feb 2**

**Health Education / Health Promotion in Different Settings**

- Student Chalk Talks Begin
- Collaboration among health professionals
- Non-Profit Organizations Panel
  - GUEST SPEAKER: Alicia Jackson, Area Agency on Aging 1-B
  - GUEST SPEAKER: Malasha Duncan, The Horizons Project
  - GUEST SPEAKER: Rachel Kollin, WSU Student Life Wellness

**Required Chapter to read by today’s class**

Chapter 7: Pages 202-238 only

**Article to be skimmed by today’s class**


**Due today**

Assignment #3: Chalk Talks begins

**Feb 3 – Feb 9: COMPLETE ONLINE MODULE #3 (on Blackboard)**

**Feb 9**

**Ethics (Case Studies Team Competition)**

- Ethics in Practice
- Case Studies Team Competition
- Bring your textbook to class and a laptop if you have one

**Resources to be read and viewed by today’s class**

- Ethics Case Studies under Assignments
- Chapter 5: Pages 139-165 and Appendix A

**Due Today:**

Assignment #4: Ethics Discussion Board Posts (Due Feb 5 and Feb 9)
Assignment #5: Ethics Case Studies Competition (in class)
Feb 10 – Feb 16: COMPLETE ONLINE MODULE #4 (on Blackboard)
Watch the following webinar - Searching and Summarizing the Literature
(Note: This webinar is available for CHES credits)

Feb 16  Professional Journals / Indices / Library and Other Resources
- Meeting in Lab B, 2nd Floor, Adamany Undergraduate Library
- Lab B location: http://library.wayne.edu/info/maps/ugl/second.php
- Undergraduate Library Location: http://maps.wayne.edu/view/#undergraduate-library
- GUEST SPEAKER: Veronica Bielet or Clayton Hayes from WSU Libraries
- Peer Reviewed Journals

Required Chapter to read by today’s class
Chapters 8 & 9: Pages 253-312

Feb 23  Health Education Employment & Compensation / Professional Organizations
- Chalk Talks
- Employment and Compensation in HE
- GUEST SPEAKERS: Jodie Sarsfield, Ashley Mascagni and Mary Cornwell, Macomb County Health Department
- GUEST SPEAKERS: Shannon Brownlee, Oakland County Health Education

Required Chapter to read by today’s class
Chapter 7: Pages 202-238 skim again

Articles to be read by today’s class
✓ Salary information for Mac Co Health Dept and Oak Co Health Dept

Feb 24 – Mar 2: COMPLETE ONLINE MODULE #5 (on Blackboard)

Mar 2  Worksite Wellness
- Worksite Wellness Panel
  GUEST SPEAKER: Susan Bailey, Redbrick Health
  GUEST SPEAKER: Heather Mearns, Asset Health, Inc.
  GUEST SPEAKER: Katie Mulawa, M.Ed., GM Wellness Coordinator

- Activity: Worksite Wellness case studies

Articles to be read by today’s class

<table>
<thead>
<tr>
<th>Mar 3 – Mar 9: COMPLETE ONLINE MODULE #6 (on Blackboard)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mar 9</strong> Research to Practice / Keeping Current in HE / Health Communications</td>
</tr>
<tr>
<td>- How to read a research article</td>
</tr>
<tr>
<td>- Research to lay audience translation</td>
</tr>
<tr>
<td>- Information sources for Community Health Specialists</td>
</tr>
<tr>
<td>- Podcasts</td>
</tr>
<tr>
<td>- Coalitions</td>
</tr>
<tr>
<td>- Social Media and Communications</td>
</tr>
<tr>
<td>- Facebook, Twitter, Pinterest, Press Releases</td>
</tr>
<tr>
<td>- GUEST SPEAKER: Trisha Zizumbo, Oakland County Health Education and GLC SOPHE</td>
</tr>
</tbody>
</table>

**Handouts to be read by today’s class**
How to Read a Research Article (on Blackboard)
Others TBD

<table>
<thead>
<tr>
<th>Mar 16</th>
<th>NO CLASS – Spring Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 23</td>
<td>Professional and Career Development</td>
</tr>
<tr>
<td>- Chalk Talks</td>
<td></td>
</tr>
<tr>
<td>- Professional Development Opportunities</td>
<td></td>
</tr>
<tr>
<td>- Public Health Training Center</td>
<td></td>
</tr>
<tr>
<td>- Activity: Career Development SWOT</td>
<td></td>
</tr>
</tbody>
</table>

**Required Chapter to read by today’s class**

**Due today**
Assignment #6: Scholarly Article Synopsis DUE

<table>
<thead>
<tr>
<th>Mar 30</th>
<th>Cover Letters, Resume Writing, Finding a Job, Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>- GUEST SPEAKER, Susan Crowley from WSU Career Services ©</td>
<td></td>
</tr>
<tr>
<td>- Job Search Tools</td>
<td></td>
</tr>
</tbody>
</table>
Required Chapter to read by today’s class
Chapter 7: Pages 239-250 read

Due today
Assignment #7: Professional Development Training DUE

Mar 24 – Apr 6: COMPLETE ONLINE MODULE #7 (on Blackboard)

Apr 6

Philosophy of Health Education / Advising
- Chalk Talks and Professional Development Training Discussions
- Health Education Philosophies
- Activity: Philosophy Case Studies
- Program Advising and Internships Explained

Required Chapter to read by today’s class
Chapter 3: Pages 76-95

Due today
Assignment #8: Cover Letter, Resume, Job Posting/Description and Write-Up and Career Services visit

Apr 7 – Apr 13: COMPLETE ONLINE MODULE #8 (on Blackboard)

Apr 13

Future of Health Education, Marketing Yourself/Online Presence
- Chalk Talks
- How to Market yourself
- Online Networking and Connections - LinkedIn
- GUEST SPEAKER, Angela Loyd from Blue Cross Blue Shield
- GUEST SPEAKER, Carly Getz, DTE Energy

Required Chapter to read by today’s class
Chapter 10: Pages 313-338; Chapter 8 skim again

Articles to be read by today’s class
✔ NCHEC – Health Educator Job Analysis Project
   http://www.nchec.org/health-educator-job-analysis-projects

Due today
Assignment #9: Philosophy of Health Education Paper
Apr 14 – Apr 20: COMPLETE ONLINE MODULE #9 (on Blackboard)

Apr 20  Cultural Humility and Leader / Professional Presentations
- Potluck – please bring a dish to pass if you would like
- Chalk Talks
- Cultural Competence vs. Cultural Humility
- Course Evaluations
- Q & A activity

**Articles to be read by today’s class**

**Suggested readings**

**Due today**
Assignment #10: Interview with a Health Professional/Practitioner

Apr 27  Finish up Leader/Professional Presentations and FINAL EXAM
COMPUTER SKILLS REQUIRED

1. **Back up your work:** After class today please create a folder for this class. Call this new folder **HE 1010. Save a copy of every assignment that you give to me in this folder.** It is a good idea to backup your computer files by saving them to an external drive or by periodically emailing yourself important files. Or, store your files in the “cloud” using programs such as icloud or dropbox.

2. **Ability to Access a Website and Send / Download Documents:** This course is a web assisted course with key assignments that must be completed online. You will need to be able to access the course home page via Blackboard and use various functions within Blackboard. Blackboard will be our channel of communication between classes. All correspondence, course materials and additional reading, assignments, modules and grades will be available through Blackboard. Make sure you know how to send and receive email messages, attach files, open files and navigate through Blackboard.

CLASS POLICIES AND PROCEDURES

1. **Accommodations for Students:** In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, or are a student athlete and need accommodations, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required.

**Students with Disabilities:**
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire.

- [http://www.eas.wayne.edu](http://www.eas.wayne.edu)
2. **University Policies and Student Handbook:** As a student at Wayne State University, you are required to know the policies described in the Student Bulletin. The policies in this course are guided by the policies described in the student handbook. You may access the WSU Graduate Student Bulletin at: [http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)

3. **Course Drops and Withdrawal Policy:** In the first two weeks of the (full) term, students can drop this class and receive full tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who withdraw from a course after the end of the 5th week of class will receive a transcript notation grade of WP, WF, or WN.

   - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
   - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
   - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
   - Withdrawals can be requested at any point from the fifth week of class through the 10th week of classes (last day: Sunday, November 9th, 2014).

   Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

   Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php)

4. **Academic Dishonesty/Plagiarism:**

   The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of [http://doso.wayne.edu/assets/codeofconduct.pdf](http://doso.wayne.edu/assets/codeofconduct.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

   **Specific Academic Dishonesty/Plagiarism Policy for all Health Classes:**

   This policy pertains only to those instances where the instructor is reasonably certain that plagiarism has occurred. Instructors will discuss the policy and his/her specific referencing requirements for their class, however, it’s the students’ responsibility to understand and
comply with this policy. Additional responsibilities of the student are contained in the paragraph above.

- All materials (tests, assignments, etc.) submitted to Blackboard will be submitted through Safe Assign and students will be able to view the report.
- Instructors will review the Safe Assign reports prior to grading the assignment.
- If an instructor determines that plagiarism has occurred, the assignment will not be graded and the following policies will be in effect.
  - 1st Offense – The student must re-do the assignment until the instructor deems it satisfactory. A grade of “F” will be given on that assignment and the final grade will drop 1 complete letter. This policy will be in effect even if the grade drop moves the student to a non-passing grade.
  - 2nd Offense – A grade of “F” will be assigned in the class.

5. **Professionalism/Attendance:** It is my expectation that you will act, perform, and conduct yourself as a true professional. This includes the content and style of your in-class communications, online communications and the nature of communication with me. As a future professional, I expect you to exhibit professionalism in all areas including honesty, integrity, industry, and reliability. *I view class attendance as an outward sign of how much you value your education and personal growth.* If you do not attend class, I will assume that you do not care about your development as a professional. True professionals in any field are prompt, reliable, and report to work when scheduled. Therefore, it is my expectation that you will be prompt, reliable, and faithful to attend class. If you must be absent from class, I expect the professional courtesy of a telephone call or email notifying me in advance. Your attendance and participation will be logged and recorded.

Excused absences constitute the following:
- Medical excuse with documentation
- Funeral of immediate family (parent, sibling, grandparent)

You are responsible for ALL work missed during your absence. Please write down the name and phone number of two classmates you can contact in case of your absence to get missed notes, handouts and/or assignments. I will not give private lectures for individuals who miss class. It is your responsibility to attend class and receive the information.

6. **Late Work:** Excellent students do not turn work in late. Blackboard assignments are due at NOON on their due date.

- For some assignments (Health Scholar/Leader/Professional papers, Ethics case studies competition, Chalk Talks, Professional Development), late work will *not* be accepted, since there is a class presentation/activity associated with the assignment.
- For the other assignments, each day that it is late (which begins at 12:01pm on the day it is due), it will be reduced by one full grade. This includes non-class days so it is best to send
the assignment to me as soon as possible. For example, if you turn something in on Thursday evening and it received an “A-” grade, it would automatically be given a “B-” grade.

- If there are going to be known extenuating circumstances that conflict with a due date, please contact me prior to the due date.
- If an emergency arises, please bring doctor’s note or some other appropriate form of verification. If the excuse is due to a family member passing away, please email me BEFORE the assignment is due or BEFORE the exam and inform me of the situation with the name of the person, your relation to them, and the location of the funeral or other service. Then when you are able to make up the exam or turn in the assignment, please make sure that you bring some sort of documentation.

7. **Communication with instructor:** Communication between instructor and student is very important. If you are having problems in the course with assignments or personally that may affect your participation or grade in the course, please see me as soon as possible. **DO NOT** wait until the end of the semester or until you have missed classes or assignments to talk with me. Like you, I have more than one course so please identify in the subject line both yourself and the course you are in when you communicate with me. E-mail is the best form of communication. I often go weeks without checking my voicemail so don’t leave a message. I will attempt to respond to emails within 24 hours Monday – Friday. Friday after noon until Monday AM is not guaranteed.

8. **Final Grade Changes:** If you believe that I have made an error or misjudgment in grading, you may request that I review the grade and consider a grade change. All grade change requests must be put in writing and include a written rationale as to why the grade should be changed. **Verbal requests to change a grade will not be accepted.** I reserve the right to make all final decisions regarding grades. However, if you believe there is an error on an assignment, please see me as soon as possible so that the error can be corrected.

9. **Incomplete/Drops/Withdraws:** An “Incomplete” or “Drop” will only be given if there is some type of serious medical or personal problem that has been discussed in person with the instructor. Please make an appointment and see me about these issues. Instructors cannot withdraw students from a course. It is up to you as a student to withdraw yourself by the university deadlines. Students who disappear after the mid-point of the semester will be given an “F.”

10. **Bumping Borderline Grades:** At the end of the semester, I reserve the right to give an extra percentage point or two to students who have demonstrated excellent attendance and leadership within the class.

11. **Use of electronic devices:** Please turn off or set your cell phones or electronic devices to vibrate when you enter the classroom. It is a distraction for both the instructor and your fellow classmates. If there is a reason that you might have to answer your phone or check messages during a class (i.e., children or emergencies), please let me know at the beginning of the class. If you do have to answer it (only after informing me at the beginning of the class), please leave the classroom before answering the call. Refrain from texting, tweeting, using Facebook, checking email, web browsing and other non-essential electronic activity during class. Cell phones, tablets and computers are to be used in class for official class business ONLY.
12. **Religious Observance Policy**: Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

13. **Extra Credit**: No extra credit projects will be permitted unless the instructor offers it to all students.
HE 1010: Principles & Practices of Health Education and Health Promotion

ASSIGNMENTS AND EVALUATION

Your grade will consist of the total points that you earn on the assignments listed below. When I return graded assignments (paper or electronically), please record the number of points that you earned for each assignment. Do not throw assignments away or delete them until your final grade is posted, if there is an error in your grade, you will need to show proof of the actual grade received.

Grades will be based on the following thirteen activities:

Table 1. Points for course assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Who Are You and Why Are You Here?” Discussion Board Post</td>
<td>30 points</td>
</tr>
<tr>
<td>2. Health Education &amp; Promotion Terminology Quiz</td>
<td>25 points</td>
</tr>
<tr>
<td>3. Staying Current Chalk Talks</td>
<td>35 points</td>
</tr>
<tr>
<td>4. Code of Ethics Discussion Board Posts</td>
<td>40 points</td>
</tr>
<tr>
<td>5. Health Education Ethics Case Study Competition</td>
<td>30 points</td>
</tr>
<tr>
<td>6. Scholarly Article Synopsis and Translation</td>
<td>20 points</td>
</tr>
<tr>
<td>7. Professional Development Training</td>
<td>40 points</td>
</tr>
<tr>
<td>8. Preparing for the Job</td>
<td>50 points</td>
</tr>
<tr>
<td>9. Philosophy of Health Education Paper</td>
<td>50 points</td>
</tr>
<tr>
<td>10. Interview with Health Professional/Practitioner</td>
<td>50 points</td>
</tr>
<tr>
<td>11. Final Exam</td>
<td>40 points</td>
</tr>
<tr>
<td>12. Class Attendance and Participation</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
</tr>
</tbody>
</table>

**Final Exam:** There will be a final exam that will be comprised of essay questions. These essay questions will come directly from the class discussions, presentations (including student presentations) readings and online learning modules and activities. To help you prepare for the final, a list of potential exam questions will be given to you one week prior to the exam. The questions on the exam will come directly from this list.

Grades will be computed based on your total points earned on assignments converted to a percentage.
Assignment #1: “Who Are You and Why Are You Here?”
Discussion Board Post
DUE: January 19th at NOON (30 points)

Part One: Discussion Board Introduction – Who Are You? (10 points)
Go to Blackboard – Discussion Board – Course Name, then click on “Assignment #1”, Click on "Create Thread". Put your name in the subject line then use this forum to complete all three parts of this assignment. First, tell us 5 things about yourself. The easiest thing to start with is your undergraduate major and number of years of WSU but at least one thing must be something unique about you (not something someone else in the class has already shared). Read the posts from your classmates.

Part Two: Discussion Board Reflection – Why Are You Here? (10 points)
In the same thread, also include an explanation why you are interested in health education and promotion as a career. Your short post should address each of the following questions:

- Who or what has motivated your choice to become a Community Health Educator?
- What do you hope to accomplish as a health education specialist?
- With what populations are you most interested in working?
- What setting would you most like to work?
- What is your dream job?

I've started it and you can follow my lead. When adding text it’s best to put the text in a word processing program (i.e., MS Word) so you can edit it. Then cut and paste it into the discussion board. Please remember to use proper grammar and spelling in discussion posts, just as you would when writing a formal paper, otherwise you will be marked down.

Part Three: Post a response on two other classmates of HE 1010 who have either a similar dream job, background, or interests. (5 points)

Part Four: Upload a picture of yourself so we can identify you with your message (5 points). Scroll down to where it says: “attachment file” “browse my computer” and attach your photo. Click “submit.” Check to make sure it’s there. Go back to Blackboard, Tools, Discussion Board, Assignment #1 and now you should see your name. When you click on your name, your text will show up and there will be a blue line that’s the name of your attachment. When you click on the blue words, your picture will come up. Warning: it will be HUGE! Then you are done!

Grading: Five interesting things listed (10 points), reflective and well-written explanation of why you chose this path (10 points), two responses to classmates (5 points) and picture is uploaded (5 points).

Blackboard will send me an alert if your post is late. See syllabus for late assignment policy.
Assignment #2: Health Education & Promotion Terminology

QUIZ

DUE IN CLASS: January 19th in class (25 points)

The field of health education and health promotion is constantly evolving. If you are not staying
current with trends in demographics, health, technology, and policy (to name a few) you are not
going to be successful in the profession. The American Association for Health Education (AAHE)
as part of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) which is now SHAPE America (Society of Health and Physical Educators) formed a
Joint Committee on Health Education and promotion Terminology that also included
representatives from the Coalition of National Health Education Organizations (CNHEO) and
National Commission for Health Education Credentialing (NCHEC) to develop and update key
terms used in the field. The result was the Report of the 2011 Joint Committee on Health Education
and Promotion Terminology.

For this in-class quiz, you will be required to have read the Report and you should be well versed
in all of the terminology. You may not use your book or notes for the quiz.
Assignment #3: Staying Current
10-15 minute “Chalk Talks”
DUE (Ongoing): Beginning February 2nd During Class (35 points)

Being a professional in this field requires you to not only be able to stay abreast of health-related stories, research and trends in popular media but also be able to talk about them to colleagues and the lay public in a meaningful way.

For the first part of this assignment, you are to choose a current event, story, myth, trend, report, blog or other popular media and explain it to the class. Find a news article or video (or other media example) that presents the topic and explain it to the class from your perspective and provide alternative perspectives from people who might see and interpret things different from you, and then lead a short class discussion (solicit student feedback with very specific questions) about how this is relevant to community health education and professionals in this field. I will provide an example of this for you in class on January 28th. The key is to provide BOTH sides of the story, not just your own personal opinion, and to facilitate a short discussion about the topic with your classmates.

You should bring a handout for students (which may or may not contain your questions for discussion), create a PowerPoint presentation (5 slides MAX), and show a video, blog/Facebook post, or other popular media. The goal is to provide the example and discuss it.

The second part of the assignment is to create a short (1-2 sentence) attention grabbing “blurb” that you will post (with a link to the media that you show in class) on the WSU Community Health private Facebook page so that other community health students may be made aware of the issue and how it relates to our profession. You must turn this “blurb” and link in with your presentation and handout (i.e., upload it to Blackboard by noon on the day you present) and have it approved BEFORE you post it on the WSU Community Health Facebook page.

Do NOT simply “educate” the class on a health condition (i.e., breast cancer, diabetes) unless it is TRENDING, or if there have been significant RECENT events that have spurred a new interest in the topic (i.e., controversies, debate, groundbreaking research developments). Also, do not simply read from your Powerpoint slides – you will be marked down if you do that. Part of being a health educator is being able to speak in public and present information in a way that will be understood by multiple audiences.

You will be graded using the grading rubric on the following page.
<table>
<thead>
<tr>
<th>Objectives/ Criteria</th>
<th>Performance Indicators</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceptional</th>
<th>NK Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>(2 points) Media is not related to health education and/or it is not current or interesting.</td>
<td>(7 points) Media is somewhat related to health and is moderately interesting.</td>
<td>(10 points) Media is related to health and interesting/engaging to the class and instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Presentation and Discussion or “Chalk Talk”</td>
<td>(5 points) Presenter was not prepared (read from slides/notes), presentation was unclear and presenter did not engage students. Discussant did not answer questions posed by students/instructor and/or clarify any confusion.</td>
<td>(10-15 points) Presenter was not thoroughly prepared and did an average job with some clarity issues. Students were only somewhat engaged. Discussion flowed moderately well, but there was still some confusion among students.</td>
<td>(20 points) Presentation and discussion was clear and focused and showed command of the media, and included an interesting way of engaging students. Student questions were thoroughly answered and presenter stayed within the 10-15 minute guideline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSU Community Health Facebook Post</td>
<td>(1 point) One to 2 sentence “blurb” had grammar/spelling errors and/or was not attention grabbing. No link to media provided.</td>
<td>(3 points) Facebook posting was error-free, but was not attention-grabbing or was otherwise incomplete or incorrect.</td>
<td>(5 points) Facebook posting was professional, contained essential information and was attention-grabbing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Out of 35 points:
Discussion Board Post
DUE: February 5th at NOON and February 9th at NOON (40 points)

First, read Chapter 7 of your textbook, paying special attention to the Code of Ethics for the Health Education Profession presented in Appendix A and posted in Blackboard.

Second, go to Blackboard – Discussion Board – Course Name, then click on “Assignment #5”, Click on "Create Thread". Put your name in the subject line then use this forum to answer all of the following questions (please number your paragraphs accordingly so that other students can easily find your responses):

1. What is your overall opinion of the code? Does it include everything you thought it would? Were there any surprises?
2. Do you think it should include any “Don’t” statements? (Refer back to your textbook Box 5.5). If yes, which ones? If no, why not?
3. Is there anything in the code you feel should not be there? If so, what (be specific) and why?
4. If you could add something else to the code, what would it be? Again, be specific.
5. Do you think the profession should incorporate a means of enforcement in the code? Why or why not?

Answers to the above questions are due February 5th at NOON. When adding text it’s best to put the text in a word processing program so you can edit it. Then cut and paste it into the discussion board. Please remember to use proper grammar and spelling in discussion posts, just as you would when writing a formal paper.

Third, make at least one comment on three other posts/threads from your classmates. These three posts are due February 9th at NOON, but can be done before then depending on how many of your classmates complete the assignment in a timely fashion or wait until the last minute to answer the 5 questions above.

Grading: Responses to 5 questions are thorough, informed, reflective and thoughtful (20 points), three posts show a critical analysis and response to your classmates’ posts (15 points), and done on time (5 points).

Blackboard will send me an alert if your posts are late. See syllabus for late assignment policy.
Assignment #5: Quick Thinking WWYD?
Health Education Ethics Case Studies Competition
DUE: During Class on February 9th (30 points)

On February 9th, you will be randomly assigned to 1 of 4 student teams during class. Each team will be given a case study that includes a scenario with an ethical issue faced by health educators. You will get these scenarios in advance (posted to Blackboard), but you will not know your team or which scenario you have received until the day of class. Your team is responsible for reading the case study, using the 10-step ethical decision-making process put forth in Chapter 5 of your textbook and the Code of Ethics for the Health Education Profession, writing a response to the scenario including a paragraph for each of the 10 components which will include your course of action. You must also use the Code of Ethics and determine which Article and Section is potentially being violated. You will also have to present your case study and findings to the class and will be evaluated by your peers. If you have one, please bring a laptop to class to help facilitate organizing of your group’s ideas.

Name ______________________

Ethics Case Studies Grading Criteria and Point Values

1. Presenters address, explain and go through the ethical decision-making process (10 steps) outlined in the chapter and have a good understanding of the process overall and as it relates to their case study. Teams also indicate in their presentation the articles and sections from the Code of Ethics that pertain to their case study, and each team member contributed to the oral presentation.

   0  5  10  15  20

2. Average of Peer Assessment of how well your group completed the task (based on presentation only). Peer assessment will be your scorecard average.

   0  5  10

   Note: The “winning” team will get a prize (based on average score).

Peer Assessment Scorecard
Each team will work together to “rate” the other teams

1. On a scale from 0-5, how well did the team present the case study and use the 10 ethical decision-making steps outlined in the chapter?
2. On a scale from 0-2, how well did the team work together during the presentation?
3. On a scale from 0-3, how clear and convincing was the presentation?
Assignment #6: Scholarly Article Synopsis and Translation
DUE: March 23rd at NOON (20 points)

This assignment requires you to access and carefully read a scholarly, peer-reviewed journal article and then translate it into a format that is easily read by the general public. This is a very important task for health educators because you must stay abreast of the current research and literature, and be able to explain recent findings to both your colleagues and lay audiences.

You are to find one recent peer-reviewed journal article dated 2015 or after that focuses on a research study or findings related to community health (I realize this is very broad). The research article must be attached to the synopsis and translation when the assignment is submitted in Blackboard on March 23rd.

It would be a good idea to bring your article to class on March 9th when we are practicing how to read a research article.

If you have trouble with writing, you should schedule a visit to the Writing Center. Here is the link for the online writing center scheduling: http://clas.wayne.edu/WRITING/. You MUST make sure that you select the service "student scheduled appointments." If you select "Writing Center" as a service, you will simply be put upon a wait list.

The broad scholarly topic areas may include sociology, psychology, or behavior (to name a few), and may focus on obesity, diabetes, smoking/tobacco, mental health, nutrition, physical activity, heart disease/CVD, or any other topic that interests you regarding the field of community health.

Article Synopsis and Translation Content

The 1st part of the assignment should include the following information (10 points):

1. Purpose of the study (research question).
2. Description of the participants and demographics
3. What was the finding(s) of the study?

The 2nd part of the assignment should include an explanation or the main points of the article and a practical application of the findings, and should be written in a journalistic style suitable for publication in a newsletter, blog or newspaper article. See examples provided in class. (10 points)
Assignment #7: Professional Development Training  
DUE: March 30th at NOON (40 points)

This assignment is meant to introduce you to the wealth of free resources to help you stay current in the field, and also to help supplement your skill set before you graduate from the Community Health program. Many of the free webinars and resources include continuing education credits. In order to maintain certification, a CHES and a MCHES must accumulate a minimum of 75 Continuing Education Contact Hours (CECH) over the five year certification period. CHES/MCHES are encouraged to accumulate a minimum of 15 CECH per year, and to complete all continuing education requirements at least 90 days prior to recertification. While you cannot obtain credits towards CHES/MCHES before getting certified, this assignment will help you know where to look once you do get certified.

1. Log on to Blackboard under the Assignment #7 tab and download the list of professional development opportunities. Note: this list will be continually updated throughout the semester.
2. Visit this website to learn more about the MI Public Health Training Center and review the list of trainings on this website and on the handout: http://miphtcdev.web.itd.umich.edu/trainings
3. Register for the training and allow yourself plenty of time to complete it.
4. Write a 1 page paper on the training that you completed, including title, date, time, what you learned and if you would recommend it and why.
5. Share your professional development training experience with the class on April 6th.

You will be graded on:
1) Completion (10 points)
2) Write-Up (30 points)
Assignment #8: “Preparing for the Job”
Cover Letter & Resume Writing and Dream Job Exploration
DUE: April 6th at NOON (50 points)

It’s very important for students to be able to write a professional-looking resume that is reflective of their education and experience. Having a resume will help when applying for jobs, participating in professional conferences and career fairs, networking with others in the field and being successful during interviews. This assignment enables students to assume foremost responsibility for career planning and professional development as community health students.

There are three components to this assignment: 1) Dream job posting and write-up, 2) Cover letter and resume, and 3) Visit to Career Services.

Step One: For this assignment you required to submit a real job posting for your “dream job” (it can be a current posting or one that is recently expired) and write no more than 1-page that includes a specific action plan that you can follow that will allow you to have their dream job upon graduation (or at least be a great contender for the job). Include at least the following questions in your 1-page write-up:

- How are you qualified? Why is this your dream job?
- What skills and experience do you need? Is the CHES required?
- How can you make this happen in the near future? Include a plan for specific skills training, experience and/or relevant internships, and how you will get each of these.

As part of the assignment you are also required to post the website location where you found the job posting (examples include: professional organizations, large databases, CDC or other governmental organizations, local health departments, school districts).

Step Two: You are also required to create a resume or update the one you currently have and write a cover letter that goes along with your “dream job” above. We will have a guest speaker, Susan Crowley from Career Services come to our class on March 30th to provide tips and tricks for writing a resume and cover letter. You must make an appointment at Career Services to have a Career Services professional critique and provide feedback to your resume. You must have the Career Services professional sign and date your reviewed resume for documentation purposes. This must be submitted for credit, in addition to your revised, final, polished version ready to submit for a job application.

Here is the contact information:

Career Services
656 Reuther Mall
1001 Faculty/Administration Bldg.
Detroit, MI 48128
(313) 577-3390
http://www.careerservices.wayne.edu/
Stop-in Counseling Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Mornings</th>
<th>Afternoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>9:30am - 11:30am</td>
<td>1:30pm - 3:30pm</td>
</tr>
<tr>
<td>Tuesdays</td>
<td>9:30am - 11:30am</td>
<td>N/A</td>
</tr>
<tr>
<td>Wednesdays</td>
<td>9:30am - 11:30am</td>
<td>1:30pm - 3:30pm</td>
</tr>
<tr>
<td>Thursdays</td>
<td>9:30am - 11:30am</td>
<td>N/A</td>
</tr>
</tbody>
</table>

You will be graded on your cover letter and revised final version resume (25 points), your dream jobs posting and write-up (15 points), and a signed first page of your resume and visit to Career Services (10 points).
Assignment #9: Philosophy of Health Education  
DUE: April 13th at NOON (50 points)

This assignment is to serve as a synthesis of your coursework, your professional work, and your life experiences up to this point in time. It will require you to clarify your thoughts in a succinct fashion, in context of the work of learned societies and scholars in the field. Your paper may take any form that you wish as long as the following simple directions are followed.

1. **Maximum** length of the paper is 4-5, typed double-spaced pages.

2. You must reflect your own thoughts, interpretations, and beliefs in context to the body of health education literature.

3. You should corroborate/substantiate your thoughts with references to the work of scholars in the field. You must cite any references used by including a reference list (APA format) at the end of your paper. (The reference page does not have to be included as part of the 5-page maximum length).

Your paper should address the following concepts. Every effort should be made to connect your comments in such a manner that your final paper reads like one essay clarifying your philosophy and indicating the scholars who have influenced your beliefs.

1. Include your own definition of health and health education.

2. Include your personal philosophy of health education (You may use one or a combination of philosophies discussed in class – be sure to cite appropriately).

3. Include your goals of health education and how your philosophy coincides with these goals.

4. Include your personal beliefs/guiding principles and how they influence your actions in life. In addition, include how these personal beliefs and guiding principles coincide with your philosophy of health education and your personal goals.

If you prefer to have more structure for this assignment, you may use the outline on the following page.
Philosophy of Health Education – Optional Outline for Paper

I Introductory paragraph
   A. Which philosophical school do you endorse (select one or more and briefly describe)

II What is your philosophy of life?
   A. What is important in your life?
   B. What do you value most?
   C. What ideals do you hold?
   D. How do the answers to the above questions influence the way you believe and act?

III Complete the stem “The purpose of life is to…”

IV What is your philosophy of health?
   A. Creating your own definition of health
   B. The dimensions of wellness
   C. The continuum of wellness
   D. Creating your definition of health education

V Complete the stem and expand: “The purpose of health is to…”

VI Your personal philosophy of health education
   A. The predominate health education philosophies
   B. Benefits of health education
   C. Limitations of health education
   D. Responsibilities of a health educator
   E. How do we know when goals/objectives related to health and health education have been achieved?

VII Conclusion - complete the stems and expand:
   A. “The purpose of health education is to…” (Hint: see what practicing health educators wrote)
   B. “A person is health educated when he/she…”

THREE extra credit points if you can find a slogan, an advertisement, a song, or a nursery rhyme to epitomize your philosophy of health education. Relate how your choice describes the philosophy you selected.
Philosophy of Health Education/Health Promotion Paper

Grading Criteria and Points

1. Organization and Flow: Logical organization; well-structured and clearly stated.

   0 5 10 15

2. Grammar and Composition: Proper grammatical usage, logical form, correct spelling and punctuation.

   0 1 2 3 4 5

3. Quality: Well-written, clearly and intelligently conceived and stated, showing insight and a growth of understanding.

   0 1 2 3 4 5 6 7 8 9 10

4. Personalization: Material “personalized” to writer’s individual situation; points of view explained and defended.

   0 5 10 15 20

5. Extra Credit

   0 1 2 3

Note: Full credit must be given to original sources for all materials used and a comprehensive, thorough system of referencing used. Points will be taken off your total score if you do not adhere to this requirement.
Assignment #10: Inspiration and Reality Check
Interview with Health Professional/Practitioner
DUE: April 20th at NOON (50 points)

Health Professional/ Practitioner:

In class we will be discussing the different types of settings for health education and health promotion and will have guest speakers from some of these settings. Your assignment is to interview one health professional/practitioner working in one of the settings discussed in class (school, worksite, health care, community, government, etc.). This person needs to be professionally trained in health education and preferably CHES-certified (similar to the guest speakers we have had in class). You may not ask any of our guest speakers to be your professional or practitioner for the purposes of this assignment. It would be to your advantage to choose a setting in which you are least knowledgeable. Students have found it a wonderful learning experience to shadow the health professional to observe them in practice. While this is not a requirement, it is strongly recommended. I will need to approve the person you are interviewing before you start the assignment. Please email me the name of your professional, his/her credentials and how you found him/her to interview. You may not choose your friends to interview. You will be graded using the criteria listed in the self-assessment below and will be expected to provide a short presentation to the class on April 20th and 27th.

Again, you may NOT use any of the speakers we have had in class. Don’t even ask. It is your responsibility to find a suitable person – think about your dream job and the position you might like to have upon graduation. And then, find the person who holds that job. Learn all that you can about the job, the professional and the field as a whole. Your interview should be a face-to-face interview.

Review ALL of the Practitioner’s Perspectives sections in your textbook before even thinking about this assignment. Those sections offer insight on questions to ask during your interview/job shadowing experience. Be sure to ask about things we talked about in class, especially certification, ethics, compensation for new graduates, health education philosophy, professional organizations and networking. You can find a list of CHES-certified people on the NCHEC website in their published newsletters. For many of our students, this assignment has provided them a contact in the field, and a dream job of which to aspire.

You are required to write a summary of your chosen person and what you learned (see #1 and #2, below) and provide an engaging, informative and helpful oral presentation to the class about your professional.

Health Professional/Practitioner and Leader/Scholar Grading Rubric

Interview Questions and Summary of Responses: This is a typed list of the questions and a summary of the responses to each question given by the Professional/Practitioner. Questions and responses are well organized, thorough, and stimulating. You should have about 10 questions. I want to see that they are good, thoughtful questions. (max 15 points)
Reflection: Provide a written summary of what you learned from your interview. This should be about 1 page double-spaced. Reflect on how your views of health education changed or stayed the same based on the interview. Incorporate readings and discussions from class. You will be evaluated based on organization, flow, and depth of the reflection. This is separate from #1, above. (max 15 points)

0 5 10 15

Grammar and Composition: The reflection section will be evaluated based on proper grammatical usage, correct spelling and punctuation. (max 10 points)

0 5 10

A 10 minute oral presentation about the person, a day-in-the-life of your professional, and what you learned in the interview (that was surprising). The presentation should be prepared, organized and interesting. You may use a PowerPoint presentation of no more than 5 slides. The goal of the presentation is to provide an overview of your professional so that other students in the class can learn about your professional and make a decision if that is an area that he/she would like to go into. (max 10 points)

0 5 10
Participation in Class Discussions
ONGOING
Individual Assignment (20 points)

Much of this course will involve discussion or small group activities, therefore a willingness to be active in discussion and respectful debate is crucial. The participation score is based on the *quality*, not quantity, of contributions to in-class discussions, small group work and exercises.

- 0-8 points: Rarely provides any contributions and those contributions were repeat contributions by other students or failed to further the class activity or discussion.
- 9-15 points: Provides thoughtful contributions that clarify topic or continue a class discussion or activity.
- 16-20 points: Provides insightful and thoughtful contributions that further understanding of concepts or adds another dimension to the topic and class activities.

Please be aware that you do not get points just for showing up to class, or showing up late week after week. We will have many guest speakers coming to class and they will start promptly at 5:30pm. These extra 20 points can really boost your grade. Please come prepared to class.