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**The University
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OCT 19 2011

COLLEGE OF
GRADUATE STUDIES

Existing Course
Modification Form

Administrative Use Only
Code: CM
Received: ___/___/___
Effective Date: ___/___/___
CIP Code (if changed): _____
Subsidy (if changed): _____

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information

College: The Judith Herb College of Education, Health Science, and Human Service

Dept./Academic Unit: Health and Recreation Professions

Contact Person: Susan K. Telljohann **Phone:** x4369

Email: stelljo@utnet.utoledo.edu

Present

Course Alpha/Numeric: HEAL 8100

Course Title: College Teaching in Health Education

Credit Hours: 2

Cross Listings: HEAL 6100

Prerequisites: None

Catalog Description: This course is designed to provide an overview of the issues surrounding teaching at the college level.

Proposed

Course Alpha/Numeric:

Course Title:

Credit Hours: 3

Cross Listings:

Prerequisites:

Catalog Description: This course is designed to provide an overview of the issues surrounding teaching health education at the college level. The course will include information on course development, effective teaching, tenure and promotion process, and professional development.

Reason for Change: This course is designed to provide an overview of the issues surrounding teaching health education at the college level. The course will include information on course development, effective teaching, tenure and promotion process, and professional development.

Has course content changed? Yes If yes, give a brief topical outline of the revised course below.

The following additional course content has been added to this course: distance learning, professional development for non-tenured faculty, and the tenure and promotion process.(see attached syllabus)

Has the course changed from a non-core curriculum course to a core curriculum course? No

List any course or courses to be dropped: None

Approval:

Department Curriculum Authority: 9. X - - - Date 8 / 29 / 2011
(mm/dd/yyyy)

Department Chairperson: Joseph L. Dale Date 8/29/11
(mm/dd/yyyy)

College Curriculum Authority: Brian W. Giers Date 09/22/11
(mm/dd/yyyy)

College Dean: Barbara J. Benja Date 10/12/2011
(mm/dd/yyyy)

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

UUCC or Graduate Council Curriculum Chair: [Signature] Date 11/29/2011
(mm/dd/yyyy)

Faculty Senate Core Curriculum Committee Chair: _____ Date _____
(mm/dd/yyyy)

Office of the Provost : _____ Date _____
(mm/dd/yyyy)

Registrar's Office: _____ Date _____
(mm/dd/yyyy)

The University of Toledo
The Judith Herb College of Education, Health Science, and Human Service
The Department of Health and Recreation Professions

GENERAL INFORMATION

Course: HEAL-6100/8100 – College Teaching in Health Education
Section 001: Meets T – 5:00 - 7:30

Instructor: Dr. Susan Telljohann
Office: HH 1012
Office Phone: 419-530-4369
Home Phone: 419-535-7722
E-mail: stelljo@utnet.utoledo.edu
Office Hours: MW: 1:00-3:30pm and by
appointment

Instructor: Dr. Amy Thompson
Office: HH 1010
Office Phone: 419-530-2767
Home Phone: 419-882-4453
E-mail: jdake@utnet.utoledo.edu
Office Hours: MWR: 1:00 – 3:00pm and by
appointment

Catalog Description: This course will examine the historical and philosophical foundations underlying the health education profession. Occupational and ethical issues specific to the field of health education will be explored.

COURSE OBJECTIVES

The student will be able to:

1. describe and apply current definitions utilized in the health education profession.
2. cite key persons and events influential in the development of health education and discuss the impact of those key persons and events.
3. list and describe the significant conferences and policies that have led to the Role Delineation Model.
4. establish a personal philosophy of health and health education.
5. discuss ethical issues associated with health education.
6. identify major health education professional organizations, journals & indices.
7. describe key issues regarding cultural competency as it relates to health education.
8. identify advanced 1 (master's) and advanced 2 level (doctoral) competencies required of the graduate prepared health educator and evaluate your own abilities and skills in relation to the responsibilities and competencies.
9. examine the NCHE credentialing process.

EVALUATION FOR PROFESSIONAL ISSUES IN HEALTH EDUCATION

Is Health Education a Profession? Paper	15 points	(due 9/20)
Credentialing Paper	15 points	(due 9/27)
Written/Oral Report - Health Education Leader	25 points	(due 10/4)
Interview with Health Professional	20 points	(due 11/1)
Ethical Scenarios in Health Education	20 points	(due 11/22)
Advanced 2 level health education competency self-assessment (Doctoral Students Only)	40 points	(due 11/22)
Written Philosophy	30 points	(due 12/06)
Final Exam	35 points	(in class 12/13)
<hr/>		
Total	160 points (6000 level students)	
Total	200 points (8000 level students)	

GRADING SCALE (6000 level students)

150-160 = A	144-159 = A-	
140-143 = B+	134-139 = B	128-133 = B-
123-127 = C+	118-122 = C	112-117 = C-
107-111 = D+	102-105 = D	96-101 = D-
95 - Below = F		

GRADING SCALE (8000 level students)

188-200 = A	180-187 = A-	174-179 = B+
168-173 = B	160-167 = B-	154-159 = C+
148-153 = C	140-147 = C-	134-139 = D+
128-133 = D	120-127 = D-	126 & Below = F

Required Reading Material: Required reading will be posted on Web CT. Please check the website each week for added readings. There is no required textbook for this class.

Attendance: Students are expected to attend class on a regular basis. If you cannot attend class, it is your responsibility to inform us before the class meets as to why you cannot attend.

Students With Disabilities: In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Please contact the Office of Accessibility for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

Late Assignments: Late assignments **will not** be accepted unless you have received permission from the instructor at least **one week prior to the due date of the assignment.**

Early Assignments: You are encouraged to submit your assignments **one week (not 1 day)** early to receive feedback. You can then make recommended corrections to the assignment on or before the due date.

Incompletes: An incomplete will only be given in this class if there is some type of medical or personal problem that has been discussed with the professor.

Exams: The exam is to be taken on the date indicated on the syllabus. If you have a conflict with that date, an alternative date can be discussed with the instructor one week prior to the exam date. No exam will be administered after the designated date on the syllabus. You will not be permitted to leave the room while taking the exam.

Cell Phones: Please turn off your cell phones before entering the classroom. If your cell phone rings during class, we will ask you to leave the classroom. In addition, text messaging will not be permitted during class.

Academic Dishonesty: Academic Dishonest Policy - Department of Health and Rehabilitative Services:

Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes academic dishonesty, they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; Plagiarizing includes: (a) copying materials from other students from previous years or using another student's work, (b) unauthorized collaboration in the preparation of reports, term papers or theses, and (c) adopting, paraphrasing or reproducing ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course, without the instructor's permission.

Should cases of academic dishonesty be found among students, the instructor may choose any of the following actions:

- The instructor may provide a verbal warning to the student.
- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor should inform the Chair of the department, the Dean and the student of this action. The Chair and/or Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
- The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.
- A record of the academic dishonesty will be filed with the department.
- See the General Catalog and the Student Handbook for additional details.

Extra Credit Assignments: No extra credit projects will be permitted unless the instructor offers it to all students.

SYLLABUS

M - 8/23/10

Getting Started

- Icebreaker
- Review syllabus
- Review requirements
- Input from students about content of course
- Qualities of a leader
- Are We a Profession

M – 8/30/10

Keeping Updated in the Field of Health Education

- Professional associations
- Professional Journals
- Databases/Indices
- Listservs

M – 9/06/10

No Class – Labor Day

M – 9/13/10

**Characteristics of A Profession / Health Terminology /
History of Health Education**

- Discuss the "Are We A Profession?" assignment
- Introduction to the history of health education

M – 9/20/10

History of Health Education

- Have Health Education leader selected and an interview time/day set up.

Due today:

Is Health Education A Profession? assignment - Be prepared to discuss your paper

M – 9/27/10

**Role Delineation Project / Credentialing /
Entry Level and Advanced 1 & 2 Competencies**

Due today:

Typed answers to the questions from page 7 in the syllabus.

*** Discuss the Advanced 2 level competency assignment for doctoral level students***

M – 10/04/10

**CHES Exam / Maintaining CHES Certification
ORAL REPORTS - HEALTH EDUCATION LEADERS**

Due today:

Written and oral report on Health Education Leader is due

M – 10/11/10 **NO CLASS – FALL BREAK**

M – 10/18/10 **ORAL REPORTS - HEALTH EDUCATION LEADERS (cont.)**

M – 10/25/10 **Philosophy of Health Education**

M – 11/01/10 **Health Education/ Health Promotion in Different Settings**

- Collaboration among health professionals

Due today:

Interview with a health professional paper - be prepared to share your experience with the class

M – 11/08/10 **Ethics Within Health Education / Code of Ethics**

- Sample case study presentation

M – 11/15/10 **Ethics Case Studies**

M – 11/22/10 **Ethics Case Studies**

Due today:

Advanced 2 level health education competency self-assessment (*Doctoral Students Only*) – be prepared to share findings with class.

M – 11/29/10 **Culture and Health Education**

M – 12/06/10 **Final Evaluations / Review For Final Exam / Sharing Of Philosophy Paper**

Due today:

Philosophy Paper - be prepared to share your philosophy with the class

M – 12/13/10 **FINAL EXAM – 5:00 – 7:00pm**

Is Health Education a Profession?

The following functions that distinguish a profession have been synthesized from the following two sources: [Upton, L. (1970); Simons-Morton, B, Green, W., & Gottlieb, N. (1995)]

1. Provide a unique and essential social service.
2. It has a unique body of knowledge.
3. Requires its members to an extensive period of preparation and continuing education.
4. Has a theoretical base underlying its practice.
5. Has a system of internal controls that tends to regulate the behavior of its members.
6. Helps shape legislation.
7. Has freedom from lay control.
8. Be sanctioned by the community.
9. Has strength of identity.
10. Have an occupation association that is representative of all and can speak on behalf of all the member of the occupation.

Rate the field of health education in each of these areas. Decide if you think health education is **not a profession, an emerging profession, or a profession**. Defend your decision in a 1-2 page typed paper. Provide at least 3 references (use the APA format). This paper is worth 15 points and will be graded on content/defense, organization and flow, use of references, and grammar.

Name _____

1. Content/Defense (7 points) _____
- Information about all 10 criteria for being a profession is included.
 - A defense is provided for the chosen position.

Justification of points:

2. Organization and Flow (4 points) _____
- The paper is well organized.
 - The paper flows well with ideas connecting to one another.

Justification of points:

3. References (2 points) _____
- A minimum of 3 references are used.
 - The references are in APA format.

Justification of points:

4. Grammar (2 points) _____
- There are no grammatical errors.

Justification of points:

Please complete this self-evaluation and submit it with your paper.

Credentialing Paper

Type answers to the following questions after reading the articles and examining the Commission for Health Education Credentialing website (<http://www.nchec.org/>) (Worth up to 15 points). Be prepared to discuss these questions in class.

1. How much did the Role Delineation Project move the field of health education toward being a profession? Explain your answer.

2. After reading the article “Debating CHES” by Pahz, which points were valid? Which points did you disagree with? Why?

3. What do you think the responsibility is for individual health educators regarding CHES? Do you think they are the same for community/public vs. school health educators?

4. Describe the outcomes from the Competency Update Project (CUP)? How will this affect the health education field/profession?

5. What would be the personal benefits to you to become CHES or MCHES certified?

6. What are some problems with individual credentialing and what are possible solutions?

Advanced 2 Level Health Education Competency Self-Assessment

Doctoral students will be required to complete a self-assessment on the Advanced 2 level health education competencies. You will be required to complete the Advanced 2 level health education competency self-assessment form/checksheet, which includes checking your skill/experience level for each sub-competency and the providing a written summary that documents your skill/experience level for each Responsibility. When appropriate, you should provide evidence for meeting the responsibility (e.g. a paper written for class, a power point presentation used with a specific target audience, a published paper, etc.). If you have not met a responsibility/sub-competency, you will need to indicate how, when and where you plan on meeting it in the future. (You should talk to current and past doctoral students, faculty, and read the course descriptions in the course catalog to help determine this). You will not be evaluated based on the number of competencies you meet, rather your explanation and documentation of the responsibilities you do/do not meet.

Evaluation

1. Completion of the Advanced 2 Level Health Education Competency Self-Assessment Form (the checks for each sub-competency) (5 points) _____

2. The documentation and defense of each Responsibility. You should include examples of work or volunteer experience, descriptions of projects completed through coursework, and any other examples of how you meet each Responsibility. Your descriptions should be clear and concise and be void of any grammatical and spelling errors. For those Responsibilities not met, a description of how, when and where you think you will meet them (35 points - 5 points for each Responsibility) _____

Please complete this self-evaluation and attach it to your project.

PAPER – Interview with a Health Education Leader

This assignment requires each student to interview and write a summary paper about a living **leader in the field of health education/promotion**. You may choose any person within the health education/promotion field who you feel has contributed to the profession in a meaningful way. Choosing the person you will write about is the first step and most important step. You may examine past issues of health education journals to determine who has published significant articles that have helped advance health education. You also may examine past presidents of health education professional organizations and/or individuals who have received awards from professional health education organizations. You may choose individuals who are in key positions in government and voluntary agencies. It is preferred that the interview be conducted via telephone. Email interviews are acceptable only if the leader indicates that he/she would prefer an email interview.

You will be evaluated using the following criteria.

Name _____

Health Leader Assignment Self-Assessment

1. Background information about the person (e.g. education, career, etc.) (5 points) _____
0 1 2 3 4 5
Justification:

2. Contributions to the profession (5 points) _____
0 1 2 3 4 5
Justification:

3. Defense that the chosen person is a leader in health education. (5 points) _____
0 1 2 3 4 5
Justification:

4. A 10 minute oral presentation about the person. The presentation should be prepared, organized, informative, and interesting (10 points) _____
0 1 2 3 4 5 6 7 8 9 10
Justification:

***** Please complete and submit with your written paper ******

Philosophy of Health Education Assignment

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 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 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).
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.

Philosophy of Health Education/Health Promotion Self Evaluation

Name _____

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

0 1 2 3 4 5 6 7 8

Justification:

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

0 1 2 3 4 5

Justification:

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

0 1 2 3 4 5

Justification:

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

0 1 2 3 4 5 6 7

Justification:

5. **Documentation and References:** Full credit given to original sources for all materials used; comprehensive, thorough system of referencing.

0 1 2 3 4 5

Justification:

**** Please complete and submit with your philosophy paper.**

SHADOW/INTERVIEW A HEALTH PROFESSIONAL

In class we will be discussing the different types of settings for health education and health promotion. Your assignment is to shadow for five hours (doctoral students only) and interview (all students) one health professional working in one of the settings discussed in class (school, worksite, health care, community). A list of health educators will be provided from which to select names/locations. It would be to your advantage to choose a setting in which you are least knowledgeable. You will be graded on the following criteria.

Health Professional Interview Self-Evaluation

Name _____

1. **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 health professional. Questions and responses are well organized, thorough, and stimulating.

0 1 2 3 4 5 6 7 8 9

Justification:

2. **Reflection:** Provide a written summary of what you learned from your interview and shadowing experience. Reflect on how your views of health education changed or stayed the same based on the interview. You will be evaluated based on organization, flow, and depth of the reflection.

0 1 2 3 4 5 6 7 8

Justification:

3. **Grammar and Composition:** This section will be evaluated based on proper grammatical usage, correct spelling and punctuation.

0 1 2 3

Justification:

**** Please complete and submit with your interview assignment.**

HEALTH EDUCATION ETHICS CASE STUDY

Each student in the class will select a case study made available by the instructors. The student is responsible for reading the case study, answering the questions at the end of the case study, and presenting it to the class. The presentation will include reading the case study, identifying the relevant articles and sections from the Code of Ethics, and facilitating class discussion around that ethical scenario.

Name _____

1. **Answers to the case study questions:** This is the list of questions followed by the student's response to each question. Responses are well organized, thorough, insightful, and free from spelling and grammatical errors.

0 1 2 3 4 5 6 7 8 9 10
Justification:

2. **Leading of class discussion:** Students will need to facilitate class discussion around the ethical scenario and the questions pertaining to that case study. The student will need to be well-prepared and engage the rest of the class regarding the class's opinions and insights.

0 1 2 3 4 5 6 7 8 9 10
Justification:

**** Please complete and submit with your written case study assessment.**