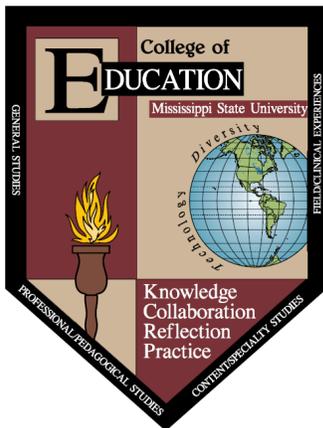


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	KI 2023
Course Title:	Foundations of Health Education
Credit Hours:	Three (3) semester hours
Course Type:	Lecture
Catalog Description:	Introduction to the discipline of Health Education. Examination of fundamental concepts and required competencies of the health educator in a variety of settings.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Define and differentiate health education, wellness, holistic health, physical education, health promotion, and public health. CFPO #1, 3.
2. Differentiate between various health careers (i.e., physical therapist, occupational therapist). CFPO #1, 2
3. Identify and communicate the importance of promoting health and wellness in the clinical setting, as well as the community. CFPO #1, 2, 3, 5
4. Define the various levels of prevention and be able to develop programs for patients at the various levels. CFPO #1, 3, 7, 8, 9, 10
5. Determine ways to improve health promotion at an individual patient level and organizational or clinical level. CFPO #1, 2, 3, 4, 9, 10, 12
6. Describe the various health behavior theories commonly used when working with individuals and groups. CFPO # 1, 2, 3, 5
7. Understand components of motivational change and why it is relevant for use in the clinical setting. CFPO #1, 2, 3, 8
8. Identify strategic directions in behavior change. CFPO #1, 2, 3
9. Analyze health concerns within our society. CFPO #1, 2, 3, 6
10. Analyze various injuries and illnesses and how to focus on educating individuals with these injuries or illnesses. CFPO #1, 2, 3, 5, 7, 8, 9, 10, 12
11. Gather current, valid health education and promotional material through technological means. CFPO #7, 12
12. Translate current health information to various audiences. CFPO #1, 3, 4, 5, 7, 8
13. Develop behavior change programs for a target population. CFPO #1, 2, 3, 4, 5, 6, 7, 10,12
14. Understand the components of health promotion by teaching groups on specific health topics (i.e., injury prevention and safety) CFPO # 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12

Topics to Be Covered:

1. Defining health (9 hrs)
 - a. Health status of our society
 - b. Healthy People Goals 2010 & 2020
 - c. History of health
 - d. Current definition of health
 - e. Multidimensionality of health
2. Determinants of health (2 hrs.)
 - a. Modifiable risk factors of disease
 - b. Non modifiable risk factors of disease
 - c. Disease prevention
3. Levels of Prevention (3 hrs.)
 - a. Primary, Secondary, Tertiary
 - b. Chronic and communicable diseases
 - c. Preventive techniques

4. How individuals change behavior (9 hrs)
 - a. Transtheoretical Model of Change
 - b. Theory of Reasoned Action
 - c. Health Belief Model
 - d. Social Cognitive Theory
 - e. Community Theory and Model
 - f. Self-Determination Theory

5. Research methods in health and wellness (6 hrs)
 - a. Identifying current, valid research
 - b. Internet researching
 - c. Mass media versus valid research
 - d. Health education journals

6. Formulating Health Education Materials (10 hrs)
 - a. Identifying target population
 - b. Needs assessment
 - c. Determining pertinent health information
 - d. Creating printed materials for distribution

7. Health program planning (6 hrs)
 - a. Creating programs
 - b. Presenting health education program
 - c. Developing cues to action
 - d. Organizing special events (health fair/health topic presentations to class)

Textbook: No textbook required

Methods of Instruction:

The majority of this class will be devoted to lectures. Power Points and module assignments will be used to support the lectures. There will be assignments in the field of study to be conducted by the student and presented during class. There will also be *Blackboard* assignments to be submitted periodically.

Suggested Student Activities:

1. Be prepared to join in class discussions. (Objectives 1-14)
2. Maintain a professional behavior. (Objectives 1-14)
3. Retrieve, review, and have a working knowledge of professional research regarding health issues. (Objectives 10-14)
4. Successfully complete all assignments, presentations and tests throughout this course. (Objectives 1-14)

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

<http://www.honorcode.msstate.edu/>

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work.

Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information please visit: <http://www.msstate.edu/dept/audit/PDF/1207.pdf>

Technology:

Not an aspect of this course.

Diversity:

It is important to help students understand the significance of the diverse learner. We will address professionalism and how to help individuals or groups who are diverse in age, disability, ethnicity, gender, race, sexual orientation, socioeconomic class, and other characteristics. We will address these issues in our topics to be covered.

Disability:

Mississippi State University is committed to providing equal educational opportunities to all students and assisting students in making their college experiences successful and positive. Recognizing that at times generalized student services are inadequate for meeting the unique needs of students with disabilities, and to comply with federal and state laws, regulations, and guidelines, the university has established Student Support Services (325-3335) to provide supportive services for its students with disabilities. Please notify the instructor if you have a disability.

Field Component: None

Evaluation of Student Progress:

3 Tests: 300 total points

Assignments: 150 total points

Participation: 50 points

Grading scale:

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59 and below = F

Bibliography:

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- Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2011). *Principles and Foundations of Health Promotion and Education*. Benjamin Cummings, San Francisco.
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- Fulton, J., Buechner, J., Scott, H., DeBuono, B., Feldman, J., Smith, R., & Kovenock, D. (1991). A study guided by the Health Belief Model of the predictors of breast cancer screening of women ages 40 and older [Electronic version]. *Public Health Reports*, 106(4), 410-420.
- Gilbert, G.G., Sawyer, R.G., McNeill, E.B. (2009). *Health Education: Creating Strategies for School & Community Health*. Jones & Bartlett Learning, Sudbury, MA.
- Hayden, J. (2009). *Introduction to health behavior theory*. Sudbury, Massachusetts: Jones and Bartlett.
- Sharma, M. & Romas, J.A. (2010). *Theoretical Foundations of Health Education and Health Promotion*. Jones & Bartlett Learning, Burlington, MA.