

## **HED 230, Foundations of Health Education**

**Winter 2007**

**Randall 116, MWF 12:00-12:50**

[Volunteerism Packet Information](#)

[Goals and Objectives Format](#)

**Professor: Melody S. Madlem, Ph.D.**

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**Office Hours: M-F7:00-9:00, 10:00-11:00; TuTh 7:00-11:00. Or by appointment.**

**Text: Cottrell, R., Girvan, J., & McKenzie, J. (2006). Principles and Foundations of Health Promotion and Education 3rd Edition, Allyn & Bacon: Boston.**

This course is designed to introduce the student to the foundations of Health Education (HE) as a discipline and a profession. It provides knowledge of the history, philosophy, ethics, models, roles, and settings for the professional practice of health education. The major thrust of the teacher education program of Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world. Consistent with this all-encompassing purpose and consistent with the WAC 180-79-131(2) and WAC 180-79-136(1,2), this course will provide an opportunity to investigate health education theory and comprehensive health education curricula and methods that are intended to improve the health and well-being of the school aged child.

**Objectives: After successfully completing this course, the student will be able to:**

1. Define health, wellness, health education, and health promotion.
2. List five major historical events that have shaped health education as a profession.
3. Present his/her own philosophy of health in a clear and concise manner.
4. Understand and apply ethical principles to the practice of health education.
5. Describe the role of the professionally prepared health educator.

6. Describe and discuss the determinants of health and health behavior.
7. Describe and apply the following models used in Health Education: Health Belief Model, PRECEDE/PROCEED Model, Transtheoretical Model, Theory of Reasoned Action, Adoption Diffusion Model, and others.
8. Understand principles of volunteerism applied to Health Education.

**Course Requirements and Evaluation:**

Grading will be based on the following:

1. Two exams will be given at mid-term and as a final. These will be based on course content up to that point in class. (100 pts. each)
2. Health Education Service Learning Experience: Each student will participate as a volunteer in a health education capacity for a minimum of 12 hours this quarter. This will be a pre-arranged structured volunteer experience based at the Wildcat Wellness Center. A written detailed proposal must be submitted and approved prior to implementation of this project. Grade will be based on final written report. Detailed instruction will be provided by the instructor. (100 points)
3. Written Assignments: Philosophy of Health–Answer these questions: What is health? What is health education? Why do you want to be a health educator? Strictly opinion. 3-5 pages typed double-spaced. (50 points)
4. Short one-page assignments or pop quizzes may be given throughout the quarter. These may serve to boost your total course points. (1-5 points each)
5. Attendance in this class is mandatory. Attendance will be taken daily.
6. **No late assignments will be accepted. All assignments must be turned in on time. On time means during the class period in which it is due. Students may e-mail assignments prior to class, or turn in prior to due date.**

**Tentative Calendar and Reading List:**

Week	Topic	Reading	Assignment
1 January 3	Introductions, greasing the wheels		

<b>2</b> <b>January 8</b>	<b>Wellness, Health, Health Education, Health Promotion, Health Education as a Profession</b>	<b>Chapter 1</b> <b>Chapter 6</b>	<b>Philosophy Paper Due Wednesday</b>
<b>3</b> <b>January 15</b>	<b>History of Health Education as a Profession</b>	<b>Chapter 2</b>	<b>Volunteerism Letter Due by Friday</b>
<b>4</b> <b>January 22</b>	<b>Philosophical Approaches to the Practice of Health Education</b>	<b>Chapter 3</b>	
<b>5</b> <b>January 29</b>	<b>Ethics</b>	<b>Chapter 4</b>	<b>Mid-Term Friday</b>
<b>6</b> <b>February 5</b>	<b>Theoretical Foundations: Models of Health Education</b>	<b>Chapter 4</b>	
<b>7</b> <b>February 12</b>	<b>Models Contd. and Settings for the Practice of Health Education</b>	<b>Chapter 7</b>	
<b>8</b> <b>February 19</b>	<b>Agencies, Associations, Organizations Affiliated with Health Education</b>	<b>Chapter 8</b>	

<b>9</b> <b>February 26</b>	<b>The Literature of Health Education</b>	<b>Chapter 9</b>	
<b>10</b> <b>March 5</b>	<b>Future Trends in Health Education</b>	<b>Chapter 10</b>	<b>Volunteerism Report Due Monday</b>
<b>FINAL EXAM: W</b>			

**Grade scale:**

A	95-100 percent of total points possible
A-	90-94 percent of total points possible
B+	87-89 percent of total points possible
B	84-86 percent of total points possible
B-	80-83 percent of total points possible
C+	77-79 percent of total points possible
C	74-76 percent of total points possible
C-	70-73 percent of total points possible
D+	67-69 percent of total points possible
D	64-66 percent of total points possible
D-	60-63 percent of total points possible
F	<60

In addition, it is the expectation of this professor that you are prepared for class each day. Read all outside reading assignments prior to attending class. Follow the course outline in reading text materials. Formulate questions during your readings, and be prepared to ask these in class. Your learning/growth as a professional in this class is partially dependent on your input into class discussion and participation in topics discussed. Professional development and insight require direct reflection of topics discussed. ***Do not be afraid to ask questions. Your input is vital!*** ***You will be treated ethically, following the AAHE Code of Ethics for Health Educators and the Academic Policies of Central Washington University.***