Course Information

Date Submitted: 10/13/2015

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 674 FOUNDATIONS HEALTH PROMO

Other Course:

Proposed Prefix and Number: KHP 674

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course?   No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Kristen Mark

Email: kristen.mark@uky.edu

Phone: 859-257-8935

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: FOUNDATIONS OF HEALTH PROMOTION

Proposed Title: FOUNDATIONS OF HEALTH PROMOTION

c. Current Transcript Title: FOUNDATIONS HEALTH PROMO

Proposed Transcript Title:

d. Current Cross-listing: none

    Proposed – ADD Cross-listing :

    Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

      LECTURE: 3

    Proposed Meeting Patterns

      LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

    Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

    Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

    Proposed to be repeatable for additional credit?   No

    If Yes: Maximum number of credit hours:

    If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: This course is designed to provide students with the foundations of health promotion and education including history, philosophy, and ethics in the field.

    Proposed Course Description for Bulletin: This course is designed to provide students with the foundations of health promotion and education including history, philosophy, and ethics in the field.

2j. Current Prerequisites, if any: Prereq: Health-related background and/or course work. Consent of the instructor.

    Proposed Prerequisites, if any: Prereq: Health-related background and/or course work. Consent of the instructor.

2k. Current Supplementary Teaching Component:

    Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus?   No

    Proposed to be taught off campus?   No

    If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

    If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

    If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: KRISTEN MARK

Instructor Email: kristen.mark@uky.edu

Internet/Web-based: Yes

Interactive Video: Yes

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   The course conforms toDistance Learning Considerations of the University Senate Syllabus Guidelines. The course proposes synchronous online delivery, with course meetings once per week. This will provide appropriate interaction between students and faculty and among students.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   The same textbook will be used, the same course goals included, and the assessment of student learning outcomes will remain the same as in the face-to-face format. Students will interact with one another through Adobe Connect, similar to how they interact with one another in the physical classroom space.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   This course involves more application-based learning than memorization-based learning, and open book is encouraged for the completion of assignments and exams. Since it is a graduate course, students will need to begin to learn how to use the resources around them to answer questions adequately. Therefore, we are not concerned with proctors for exams. However, the same academic offenses regarding plagiarism will be in place and we will have password-protected course portals through the use of Canvas Instructure.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No.

If yes, which percentage, and which program(s)?   Eventually, we would aim for the Health Coaching Graduate Certificate to be 100% delivered through DL. However, this will take quite a few years and resources to reach. So at this point, it will be less than 25%.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   We have provided the information required in the syllabus related to the resources available to students taking DL courses. Additionally, we have provided virtual office hours and interaction between students and between the student and the instructor.

6.How do course requirements ensure that students make appropriate use of learning resources?   Information regarding learning resources are available to the student in the syllabus. The course requires that students learn how to use the library resources, and assistance is provided for students who are not familiar with the online library system.

3

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. There are not any laboratories required. However, we will use Adobe Connect and students must have adequate internet connection to use this service.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Students are informed of this in the syllabus.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. They will be using Adobe Connect and will use services available through DLP and ATL.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kristen Mark

SIGNATURE|MNOLA01|Melody P Noland|KHP 674 CHANGE Dept Review|20150331

SIGNATURE|MYRT|Martha L Geoghegan|KHP 674 CHANGE College Review|20150603

SIGNATURE|ZNNIKO0|Roshan Nikou|KHP 674 CHANGE Graduate Council Review|20151028

Course Change Form

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	5532	DL_Syllabus_KHP_674-Foundations_revised_10.12.15.p

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	KHP - Kinesiology and Hlth Promotion ▼ KHP 674 FOUNDATIONS HEALTH PROMO ▼	Proposed Prefix & Number: (example: PHY 401G) ☑ Check if same as current	KHP 674

*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception for the same "hundred series" ☐ Minor - editorial change in course title or description which does not im in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sigr alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

1.	General Information		
a.	Submitted by the College of: EDUCATION		Submission Date: 10/13/2015
b.	Department/Division:	Kinesiology - Health Promotion	
c.*	Is there a change in "ownership" of the course?		
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select... ▼		
e.*	* Contact Person Name: Kristen Mark Email: kristen.mark@uky.edu Phone: 859-257-8935		
	* Responsible Faculty ID (if different from Contact): Email: Phone:		
f.*	Requested Effective Date:	☑ Semester Following Approval	OR	Specific Term: 2
2.	Designation and Description of Proposed Course.		

a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.

b.	Full Title:	FOUNDATIONS OF HEALTH PROMOTION	Proposed Title: *	FOUNDATIONS OF HEALTH PROMO'
c.	Current Transcript Title (if full title is more than 40 characters):		FOUNDATIONS HEALTH PROMO	
c.	Proposed Transcript Title (if full title is more than 40 characters):			
d.	Current Cross-listing:	☑ N/A	OR	Currently³ Cross-listed with (Prefix & Number):	none
	Proposed – ADD³ Cross-listing (Prefix & Number):				

	Proposed – REMOVE ⊥⁴ Cross-listing (Prefix & Number):					

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.

Current:	Lecture 3	Laboratory⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other		Please explain:

Proposed: *	Lecture 3	Laboratory⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other		Please explain:

f.	**Current Grading System:**	Graduate School Grade Scale
	Proposed Grading System:*	○ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ◉ Graduate School Grade Scale

g.	**Current number of credit hours:**	3	Proposed number of credit hours:*	3

h.*	**Currently, is this course repeatable for additional credit?**	○ Yes ◉ No
*	Proposed to be repeatable for additional credit?	○ Yes ◉ No
	If YES:	Maximum number of credit hours:	
	If YES:	Will this course allow multiple registrations during the same semester?	○ Yes ○ No

i.	**Current Course Description for Bulletin:**
	This course is designed to provide students with the foundations of health promotion and education including history, philosophy, and ethics in the field.

*	Proposed Course Description for Bulletin:
	This course is designed to provide students with the foundations of health promotion and education including history, philosophy, and ethics in the field.

j.	**Current Prerequisites, if any:**
	Prereq: Health-related background and/or course work. Consent of the instructor.

*	Proposed Prerequisites, if any:
	Prereq: Health-related background and/or course work. Consent of the instructor.

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning ○ Both

	Proposed Supplementary Teaching Component:		○ Community-Based Experience
			○ Service Learning
			○ Both
			◉ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address:	

| 4.* | Are significant changes in content/student learning outcomes of the course being proposed? | ○ Yes ◉ No |
| | If YES, explain and offer brief rationale: | |

5.	Course Relationship to Program(s).
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	

| b.* | Will modifying this course result in a new requirement[Z] for ANY program? | ○ Yes ◉ No |
| | If YES[Z], list the program(s) here: | |

| 6. | Information to be Placed on Syllabus. |
| a. | ☐ Check box if changed to 400G or 500. | If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*) |

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techno

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

| Course Number and Prefix: | KHP 674 | Date: | 3/30/2015 |
| Instructor Name: | KRISTEN MARK | Instructor Email: | kristen.mark@uky.edu |

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☑   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   The course conforms to Distance Learning Considerations of the University Senate Syllabus Guidelines. The course proposes synchronous online delivery, with course meetings once per week. This will provide appropriate

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goa assessment of student learning outcomes, etc.

   The same textbook will be used, the same course goals included, and the assessment of student learning outcomes will remain the same as in the face-to-face format. Students will interact with one another through Adobe

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; aca offense policy; etc.

This course involves more application-based learning than memorization-based learning, and open book is encouraged for the completion of assignments and exams. Since it is a graduate course, students will need to

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No.

Which percentage, and which program(s)?

Eventually, we would aim for the Health Coaching Graduate Certificate to be 100% delivered through DL. However, this will take quite a few years and resources to reach. So at this point, it will be less than 25%.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

We have provided the information required in the syllabus related to the resources available to students taking DL courses. Additionally, we have provided virtual office hours and interaction between students and between the

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Information regarding learning resources are available to the student in the syllabus. The course requires that students learn how to use the library resources, and assistance is provided for students who are not familiar

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

There are not any laboratories required. However, we will use Adobe Connect and students must have adequate internet connection to use this service.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

Students are informed of this in the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
◯ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

They will be using Adobe Connect and will use services available through DLP and ATL.

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Kristen Mark

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

KHP 674: FOUNDATIONS OF HEALTH PROMOTION
Department of Kinesiology and Health Promotion
University of Kentucky
Semester/Year Offered
Distance Learning Course

Professor:	Kristen P. Mark, Ph.D.
Office:	122 Seaton Building
Phone:	859-257-8935
Email:	kristen.mark@uky.edu
Office Hours:	Online Monday: 3-4; Tuesday: 11-1; Wednesday: 3-4; others by appointment. Professor will respond to emails within 24 hours.
Class Meeting:	Synchronous Class Meeting Times TBD Online using Adobe Connect
Textbook:	Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2014). *Principles and Foundations of Health Promotion and Education.* (6th Ed.). San Francisco, CA: Benjamin Cummings.
Additional Reading:	There will be weekly supplemental reading posted to Canvas.

COURSE DESCRIPTION

KHP 674 is a three-hour online course which focuses on introducing students to the foundations of health promotion and health education. The course reinforces the College of Education's Conceptual Framework of, "*research and reflection for learning and leading*".

- *Research* serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- *Reflection* is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- *Leading* is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- *Learning* must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

1. Define the terms health, health education, health promotion, health promotion and disease prevention, health disparity, public health, community health, coordinated school health, and wellness.
2. Describe the current status of health education and why it should be considered an emerging profession.
3. Identify the goals and objectives of health education.
4. List and explain the most commonly identified dimensions/components of health and give examples of each dimension/component.
5. Describe the Health Field Concept (HFC) and explain its purpose.
6. Define the expression, "determinants of health."
7. Differentiate between levels of prevention.
8. Discuss how health beliefs and practices have changed from earliest humans to present day.
9. Identify the overarching goals of Healthy People 2010.
10. Identify factors that influenced the development/evolution of health promotion.
11. Identify and explain the predominate philosophies of health promotion & health education.
12. Formulate a statement of your health promotion and education philosophy.
13. Explain the importance of theory to health education and promotion.
14. Distinguish between theories/models of implementation and change process theories.
15. Explain the Health Belief Model. (a) Identify the original purpose of the HBM; (b) Describe the types of health issues for which the HBM is most suited; (c) Identify the constructs of the HBM (d) explain each construct of the HBM; I State an example of each construct of the HBM; and (d) Apply the HBM to a specific health issue.
16. Explain the Transtheoretical Model (Stages of Change). (a) Describe the types of health issues for which the TTM/SOC Model is most suited; (b) Identify the constructs of the TTM/SOC Model; (c) explain each construct of the TTM/SOC Model; (d) State an example of each construct of the TTM/SOC Model; and I Apply the TTM/SOC Model to a specific health issue.
17. Explain the Theory of Reasoned Action and Theory of Planned Behavior Models. (a) Describe the types of health issues for which the TTA & TPB is most suited; (b) Identify the constructs of the TRA & TPB; (c) Explain each construct of the TRA & TPB Model (d) State an example of each construct of the TRA & TPB ; and I apply the TRA & TPB to a specific health issue.
18. Explain the Social Cognitive Theory/Social Learning Theory Model. (a) Describe the types of health issues for which the SCT/SLT Model is most suited; (b) Identify the constructs of the SCT/SLT Model; (c) Explain each construct of the SCT/SLT; (d) State an example of each construct of the SCT/SLT; and I Apply the SCT/SLT Model to a specific health issue.
19. Define "ecological approach" as applied to health promotion and explain why an ecological approach is important in the practice of health promotion.
20. Define ethics and explain why a code of ethics is needed for health promotion & health education.
21. Identify principles that create common ground for all ethical theories.
22. Describe the Code of Ethics for health education and health promotion.
23. List and describe seven major responsibilities of a health educator.
24. Identify the major settings in which health educators are employed.
25. Analyze advantages and disadvantages of health promotion that occurs in diverse settings (school, worksite, community/public health, and health care) and rank the most important advantages and disadvantages of practicing health promotion in each setting.
26. Analyze skills needed by those working in health promotion in diverse settings (school, worksite, community/public health, and health care) and rank the most important skills for each setting.
27. Explain the purpose of a professional organization/association.
28. Identify important professional organizations related to health promotion.
29. Analyze various health promotion professional journals as resources for health promotion.
30. Debate personal responsibility for health versus social responsibility for health.
31. Use electronic databases to access information about health promotion.
32. Identify trends in the health promotion profession and identify ways that health promotion may address these trends.

The content of this course is designed to help you fulfill responsibilities and demonstrate competencies identified by the 1999 American Association for Health Education (AAHE) / National Commission for Health Education Credentialing, Inc. (NCHEC) /Society for Public Health Education (SOPHE) in their publication: A Competency-Based Framework for Graduate-Level Health Educators. Specifically the course addresses the following responsibilities and competencies:

Responsibility I: Assessing Individual and Community Needs for Health Education
Competency A: Obtain health related data about social and cultural environments, growth and development factors, needs, and interests.
Competency B: Distinguish between behaviors that foster and those that hinder well-being.
Competency C: Infer needs for health education on the basis of obtained data.
Competency D: Determine factors that influence learning and development.
Responsibility V: Coordinating Provision of Health Education Services
Competency A: Develop a plan for coordinating health education services.
Competency B: Facilitate cooperation between and among levels of program personnel.
Competency C: Formulate practical modes of collaboration among health agencies and organizations.
Responsibility VI: Acting as a Resource Person in Health Education
Competency A: Utilize computerized health information retrieval systems effectively.
Competency C: Interpret and respond to requests for health information.
Competency D: Select effective educational resource materials for dissemination.
Responsibility VII: Communicating health and health education needs, concerns and resources.
Competency A: Interpret concepts, purpose, and theories of health education
Competency B: Predict the impact of societal value systems on health education programs
Competency C: Select a variety of communication methods and techniques in providing health information
Responsibility VIII: Apply appropriate research principles and methods in health education
Competency A: Conduct thorough reviews of literature.
Competency C: Apply research to health education practice
Responsibility X: Advancing the profession of health education
Competency A: Provide a critical analysis of current and future needs in health education
Competency B: Assume responsibility for advancing the profession
Competency C: Apply ethical principles as they relate to the practice of health education

STUDENT LEARNING OUTCOMES

In addition to the competencies listed above, after completing this course the student will be able to:
1. Describe the relevance and importance of health promotion and health education to the public.
2. Correctly apply the theories and models learned in the course to numerous health behaviors and understand the strengths and weaknesses of each.
3. Analyze a health behavior and understand how to best address it by applying the theories and models learned in class.
4. Prepare a literature review.
5. Interpret concepts, purpose, and theories of health promotion and health education.
6. Understand the role of ethics in health promotion and health education.
7. Analyze and understand the skills of those currently working in health promotion and health education.

Matrix of Student Learning Outcomes, Assessment, and Responsibilities

Student Learning Outcomes	Assessment	Responsibilities
Describe the relevance and importance of health promotion and health education to the public.	Video Autobiography; Philosophy Paper; Journal Club; Final Exam.	R I, R V, R VI, R VII, R X

Correctly apply the theories and models learned in the course to numerous health behaviors and understand the strengths and weaknesses of each.	Health Issues Debate; Journal Club; Theory/Model Quizzes; Final Exam.	R V, R VIII
Analyze a health behavior and understand how to best address it by applying the theories and models learned in class.	Health Issues Debate; Journal Club; Theory/Model Quizzes; Final Exam.	R VI, R VII
Prepare a literature review.	Health Issues Debate Paper; Journal Club; Final Exam.	R VIII
Interpret concepts, purpose, and theories of health promotion and health education.	Philosophy Paper; Health Issues Debate; Journal Club; Theory/Model Quizzes; Final Exam.	R V
Understand the role of ethics in health promotion and health education.	Philosophy Paper; Health Issues Debate; Journal Club; Final Exam.	R I, R V, R VI, R X
Analyze and understand the skills of those currently working in health promotion and health education.	Philosophy Paper; Health Issues Debate; Journal Club; Final Exam.	R I, R V, R VI, R VII, R VIII, R X

COURSE POLICIES

Attendance/Participation

There are points allotted to attendance and participation in this course. The policy for KHP 674 is that you are required to attend all synchronous classes and be on time. Specifically, each time you have an unexcused absence, you will have 3 points deducted from your participation grade. Additionally, if you are more than 10 minutes late or leave the synchronous class meeting before it ends, you will lose 1 point from your participation grade. Please note that there are some class activities that will be difficult to make up should you miss class. Excused absences, as defined by S.R.5.2.4.2, are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be "reasonable cause for nonattendance"

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the instructor of the absence preferably in advance, but no later than one week after it. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a "W", and the faculty member may require the student to petition for a "W" or take an "I" in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course and is particularly relevant in KHP 674 because we only meet once a week.

For UK's full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (http://www.uky.edu/StudentAffairs/Code/part2.html).

It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

Technology

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of Canvas will be employed in this course for the dissemination of course materials such as syllabus, handouts, and assignments. Adobe Connect will also be used during the semester. It is imperative that students meet the minimum technical requirements listed below. Since this is an online distance learning course, you MUST have access to a computer to partake in this course and need to check the Canvas online learning website for this course on a regular basis (*at least weekly*) for class announcements, etc.

In order to have a successful educational experience in distance learning courses, the minimum technical requirements are 1GB RAM of hardware and 1MBPS Broadband Connection of Internet connection. Students must have access to a personal computer and high quality web-cam to complete the learning activities. Additionally, software such as Java, Adobe Acrobat Reader, and Microsoft Office will be useful in your class experience.

Should you encounter problems with technology, resources are available through the UK Analytics & Technologies office (http://www.uky.edu/ukat/) or students can contact UK Analytics & Technologies at 859-218-HELP.

Other valuable resources include Teaching and Learning Services Center (http://www.uky.edu/TASC/; 257-8272), Distance Learning Programs (http://www.uky.edu/DistanceLearning/), and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 257-1300).

Distance Learning Library Services may be a valuable resource throughout this course (http://www.uky.edu/Libraries/DLLS). The Distance Learning librarian is Carla Cantagallo (859-257-0500, ext. 2171; dllservice@email.uky.edu) and the Distance Learning Interlibrary Loan Service can be found at: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Late Assignments

For work that is turned in after the due date, <u>one letter grade will be deducted</u> each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see the professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

ASSIGNMENTS, EVALUATION, & GRADING POLICY

Assignments

Video Autobiography   75 points

Submit a 5-minute video recorded autobiography. Include the following: your background, undergraduate and graduate educational career (as applicable), professional experiences in health related fields, what you do with your life outside of KHP 674, what brought you to health promotion, what your immediate (2-5 years) professional goals are, and what your long range (10-15 years) professional goals are in the health promotion field. You can use iTunes Movie Maker, upload to YouTube or Google Drive, use Jing, Screener, etc. The format is up to you. Some possible formats include you as a talking head, a

PowerPoint you are narrating, a proper video, a text video, etc., the options are endless. The #1 Rule: Make it Awesome!

I am cognizant of privacy. If you are concerned with privacy, YouTube is not the best option. Options like Google Drive or Jing would be better options for those concerned about privacy. Feel free to talk to the Professor about other options that are more secure.

Philosophy Paper & Elevator Speech Podcast   *100 points*

Submit a 3-page paper to Canvas about your philosophy of health promotion. You should discuss your definition and understanding of health promotion, perceptions about why health promotion is important, and what you believe about how health promotion should be carried out. You should identify and describe one or more of the predominate philosophies of health education (behavior change, social change, freeing-functioning, cognitive based, and decision-making) that is/are most closely aligned to your philosophy. Additionally, record a one-minute podcast (using SoundCloud.com and posting to the Professor's stream) that answers the question "What's your philosophy of health promotion?". If someone were to ask you this question in a job talk, you need to be able to answer in a cohesive and intelligent way. This is practice for your "elevator speech"!

Point-Counterpoint Health Issues Debate & Paper   *100 points* .

In groups of two, students will choose an issue with one student presenting the "pro" side and the other student presenting the "con" side of the issue to the class. This presentation will take place during our synchronous meeting times utilizing Adobe Connect. The presentation should not exceed 10-12 minutes. After both sides of the issue have been presented, the class will be given an opportunity to respond. Students as individuals will submit a 5-page paper (with a minimum of 4 citations) that includes both the pro and con sides of the issue as well as the position the student takes on his/her issue.

Potential issues include, but are not limited to:
HRT for women
Male circumcision
Cosmetic surgery
Women's reproductive rights
Alternative & complementary medicine
Contraception (male birth control?)
Legalization of prostitution
Weight loss programs (e.g., Atkins, Ornish, South Beach, Weight Watchers, . . .)
Supplements (herbal, vitamins, steroids, etc)
Health professionals as role models (be physically fit, "eat right", weigh "right" amount", etc)
Certification and / or licensure for health promotion professionals
Legislating healthy behavior (seat belts; helmets; trans fats, regulating sale, advertisement, distribution and/or use of "junk food", tobacco, alcohol, etc)
Legalization of same-sex marriage
Food irradiation, antibiotics and growth hormones in meat and other foods
Drug testing in the work place
Childhood Immunizations (Required HPV Vaccination; "Is autism caused by childhood immunizations?")
National Health Insurance (Obama Care)
Polyamory
Legalization of marijuana
Spectrum of sexual orientation (on the "down low")
Social support for homelessness
Others as approved by professor

Journal Club Discussion   *75 points*

Select a peer-reviewed journal article that is related to health promotion and lead discussion during a synchronous class for the rest of the class for 15 minutes. After receiving approval of the article from the professor, the article will be posted to Canvas for the rest of the class to read in order to prepare for the in-class discussion. Submit your discussion questions to Canvas the day before your day to lead discussion and come to class prepared to elicit participation from the class. Consider incorporating the

article's relevance to health promotion as a field and incorporate a critical evaluation of the article as a whole into your discussion.

Theory/Model Quizzes   *100 points*

Students will take quizzes online related to the theories/models presented in class. These will be given the week after the theory/model is learned and students will need to apply the health behavior to the theory/model in the quiz. The quizzes will be focused on the application of the theory to the health behavior and the demonstration of understanding of what a theory or model can do and what it cannot do in working toward behavior change. The student will be expected to reference resources from the course in their quizzes.

Final Exam   *200 points*

The final exam will be a cumulative open book exam and students will have one week to complete it. The exam will be DUE by 4pm on December 16 to the appropriate Canvas Assignment folder. Explicit instructions will be provided with the exam.

Attendance/Participation   *50 points*

Success in this course depends heavily on regular and punctual attendance to synchronous sessions and participation in class, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to participate actively in synchronous class discussions and activities that occur during class time in addition to any asynchronous class activity.

<u>Evaluation</u>

All written work should be submitted on Canvas to the appropriate Assignment Folder by 4pm on the day it is due. Students will be evaluated on the following:

Assignment	Total Points	Percentage
Video Autobiography	75 points	11%
Philosophy Paper & Elevator Speech Podcast	100 points	14%
Point-Counterpoint Health Issues Debate & Paper	100 points	14%
Journal Club Discussion	75 points	11%
Theory/Model Quizzes	100 points	14%
Final Exam	200 points	29%
Attendance/Participation	50 points	7%
Total	**700 points**	**100%**

Grading Scale: A   89.50 – 100
               B   79.50 – 89.49
               C   69.50 – 79.49

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment. ***The Professor reserves the right to modify the above grading system to accommodate any special situations that may arise throughout the semester.***

<u>Grading Policy</u>

To calculate your percentage: (Total Points You Have Earned ÷ 700) x 100 = Your Total Percent

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Canvas. Any inquiry or disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during

this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

All papers are to written using APA format and if APA format is not followed, your grade will suffer. If you are unfamiliar with APA format, please consult this online resource: http://owl.english.purdue.edu/owl/resource/560/01/ or set up a meeting with the professor to learn APA format. All assignments should be submitted online through Canvas by 4pm on the due date in the appropriate folder unless otherwise specified by the Professor.

ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

Students may collaborate on assignments in general terms, but they should individually complete each assignment. Quizzes are to be taken and completed individually. Take-home exams are to be completed on an honor system. You may not contact fellow nor former students (or non-students) for help on such exams. Inappropriate contact during a take-home exam will be considered cheating and will be prosecuted as such via normal UK channels. The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option. For more information on plagiarism, and UK's new academic offense policy, see http://www.uky.edu/Ombud. For more on UK's policy on academic integrity, see Students Rights and Responsibilities, Part II, Section 6.3 (http://www.uky.edu/StudentAffairs/Code/part2.html).

RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see http://wrd.as.uky.edu/writing-center to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see http://www.uky.edu/Diversity/SSS/contact.html or call 257-9797.

TENTITIVE SCHEDULE

Week	Topic	Reading	DUE
1	Key Definitions, Objectives & Goals of Health Promotion	Chapter 1	
2	The History & Literature of Health Education/Promotion	Chapter 2 Chapter 9	
3	Philosophical Foundations	Chapter 3	Video Autobiography (4pm)
4	Roles, Responsibilities & Ethics in Health Education	Chapter 5 Chapter 6 Article_9.23.14	
5	Settings for Health Education/Promotion & Community Panel	Chapter 7	Questions (4pm)
6	Agencies Associated with Health Education/Promotion	Article_10.7.14 Chapter 8	Philosophy Paper & Podcast (4pm)
7	Defining a Health Behavior	Article_10.14.14	
8	Health Belief Model	Chapter 4	
9	Transtheoretical Model	Chapter 4	Theory/Model Quiz
10	Theory of Reasoned Action/Theory of Planned Behavior	Chapter 4	Theory/Model Quiz
11	Social Cognitive Theory/Social Learning Theory	Chapter 4	Theory/Model Quiz
12	Health Issues Debates		Theory/Model Quiz
13	Health Issues Debates		
14	Health Issues Debates		
15	Future Trends in Health Education/Promotion *Receive Take-Home Final*	Chapter 10	
16	*Take-Home Final Due by 4pm to Canvas*		Final Exam (4pm)

*Synchronous meetings will take place weekly.