HEAL 325L_01: Field Experience in Health Promotion (CRN: 11393)

Fall 2017

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Office: Silcox Physical Education and Health Center, Rm 319
Office Hours: Tuesday 9:30-10:30 & 1:30-2:30, Wednesday 9-10, and by appointment

Course Prerequisites: HEAL 215, HEAL 216, Junior Status
Course Co-requisites: HEAL 325

Required Texts: None

Course Catalog Description
Students will be placed within a variety of public health/health promotion settings, including worksite, profit, and non-profit agencies. The theoretical, educational, organizational, economical, and environmental supports for behaviors conducive to health in these public and private settings will be examined.

Course Objectives
Upon completion of the course, students should have experience in and be able to relate to at least three (3) of the following CEPH competencies:

1.2 Describe risk factors of infectious and chronic disease and how these diseases affect both personal and population health

1.11 Appreciate the role of community collaborations in promoting population health

2.2 Identify scientific data and other information for assessing the well-being of a community

2.4 Communicate health information to a wide range of audiences through an array of media

2.6 Engage in collaborative and interdisciplinary approaches and teamwork for improving population health

2.10 Recognize the impact of policies, laws, and legislation on both individual and population health
3.1 Identify stakeholders who influence health programs and interventions

3.5 Champion the role of prevention in promoting a healthy community

AND at least (3) of the following CHES competencies:

I.A.E.4 Select valid sources of information about health needs and interests
I.B.E.3 Conduct health related needs assessment
I.C.E.1 Identify diverse factors that influence health behaviors
I.C.E.2 Identify behaviors that tend to promote or compromise health
II.A.E.1 Identify populations for health education programs
II.A.E.2 Elicit input from those who will affect, or be affected by, the program
II.B.E.3 Suggest approaches for integrating health education within existing health programs
II.G.E.2 Identify barriers to the implementation of health education methods
III.C.E.1 Use the Code of Ethics in professional practice
III.C.E.3 Demonstrate skills needed to develop capacity for improving health status
IV.D.E.1 Use appropriate research methods and designs in health education practice
IV.E.E.4 Report effectiveness of programs in achieving proposed objectives
VII.B.E.1 Assess the appropriateness of language in health education messages
VII.B.E.6 Use oral, electronic, and written techniques for communicating health education information
VII.B.E.7 Demonstrate proficiency in communicating health information and health education needs
VII.C.E.1 Develop a personal plan for professional growth

**Student Learning Outcomes**

1. After completing at least one CEPH or CHES competency, the student will correctly identify how their lab experience met the designated competency.

2. After reviewing the lab site supervisor’s written evaluation, the student will evaluate his/her professional attributes in preparation for completing an internship.
**COURSE OVERVIEW**

HEAL 325L is a distance education course and is designed for students to work independently to master course content and skills. As this course is managed online, you will not be required to meet face-to-face or in a classroom setting with me.

There are 2 course websites you will need to access. The syllabus and assignment descriptions are on the course website: [https://lms.cofc.edu/](https://lms.cofc.edu/) (please bookmark this site). To access the course content, please follow these steps:

1. Go to [https://lms.cofc.edu/](https://lms.cofc.edu/).
2. Log in using your College of Charleston Username and Password.
3. Click on the link for “HEAL-325L-01- Field Exp in Health Promotion”
4. Once logged into the course you will use the links located on the course menu and homepage to navigate through course content.

The second website you will need to access is Qualtrics 360. The link for the log in page is: [https://cofc360.qualtrics.com/WRQualtrics360/](https://cofc360.qualtrics.com/WRQualtrics360/). This is where you will enter in the number of hours you volunteered per week and the competencies you were working on meeting.

**Assignment Descriptions**

1. **Volunteer Hours**: You should complete at least 30 hours of volunteer work. You can have no more than 2 sites where you will volunteer. You will keep track of these hours using Qualtrics 360. For every week you volunteer you will enter in the total number of hours you volunteer and check off which competency you were working on completing. Make sure you hit **SUBMIT** every time you enter hours into Qualtrics. During each volunteer session you should work towards meeting at least one of the required competencies in order to make sure you meet the total number of competencies (which is 6). You need to log at least 10 volunteer hours in the first half of the semester.

2. **Competency Reflections**: You will have a total 8 discussion board posts due throughout the semester. In the first discussion board post will describe your volunteer site(s), etc (**Due 9/11**). You will need to meet at least (3) different CEPH and (3) different CHES competencies during your volunteer experience. You will need to write 6 discussion board posts (1 per competency) that details how you met this competency and any challenges, obstacles, and successes that occurred while striving to meet the competencies. The final (8th) discussion board post will provide an overall reflection on your experience (**Due 12/4**). More detailed instructions will be available on Oaks, including grading criteria.

3. **Supervisor Evaluation**: Your site supervisor is required to provide a final evaluation. It is your responsibility to enter in the email address for your supervisor(s) into Qualtrics. They will be emailed the form, where they will provide an evaluation for you and sign off on your hours. If you have 2 site supervisors then the scores will be averaged.
Course Grade Breakdown

<table>
<thead>
<tr>
<th>Item</th>
<th>Point Value</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Volunteer Hours</td>
<td>40 points (40%)</td>
<td>10 hours: by 10/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional 20 hours: by 12/3</td>
</tr>
<tr>
<td>Competency Reflections</td>
<td>40 points (40%)</td>
<td>Post # 1: 9/11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>@ least 2 more posts: by 10/13</td>
</tr>
<tr>
<td>Site supervisor evaluation(s)</td>
<td>20 points (20%)</td>
<td>Remaining posts: by 12/4</td>
</tr>
</tbody>
</table>

Grading


Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>88-89</td>
</tr>
<tr>
<td>B+</td>
<td>85-87</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
</tr>
<tr>
<td>B-</td>
<td>78-79</td>
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<tr>
<td>C+</td>
<td>75-77</td>
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<tr>
<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>64-65</td>
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<tr>
<td>D-</td>
<td>62-63</td>
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<tr>
<td>F</td>
<td>Less than 62</td>
</tr>
</tbody>
</table>

COURSE POLICIES

LATE WORK: I will NOT accept late work unless there is a valid reason (i.e. accident, major illness) with written documentation.

ASSIGNMENT FORMATTING: All assignments must be turned in with PDF format. NO EXCEPTIONS.

TURNING IN ASSIGNMENTS: Assignments should be turned in to Oaks (Discussion board or dropbox) by 11:59 PM on the assigned due date.

VOLUNTEER SITE EXPECTATIONS

ATTENDANCE: Students are expected to be at their sites at the determined times. It is the responsibility of the student to communicate with their volunteer site supervisor regarding any change in times.

PROFESSIONALISM:

Students will:

- Be on time and dressed professionally
- Maintain client confidentiality as required
- Maintain a mature and professional attitude
- Complete tasks independently and seek learning experiences
- Accept and use constructive criticism
- Keep personal life issues separate from field experience
• Take responsibility for personal professional growth

**CofC POLICIES AND RESOURCES**

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Statement on Disabilities**

Students with disabilities are eligible for academic accommodations throughout the course. Please contact to Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104 (843-953-1431) to register for these accommodations and they will provide me with a letter describing your individual needs.

**Center for Student Learning**

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635