



DEPARTMENT OF HEALTH SCIENCE HEALTH EDUCATION HANDBOOK

for
Community Health, Dual and School Health
Concentrations

.....health education specialists who apply teaching/learning principles to health/illness issues in health agencies, wellness centers, health departments, schools, etc.



Department of Health Science

Burdick Hall—Room 141

Phone: 410-704-2637

Fax: 410-704-4670

Department of Health Science Expectations for Civility and Professional Behavior

Towson University has published a detailed *Code of Student Conduct* with definitions, specific expectations, rights and responsibilities, penalties and appeal procedures. <http://www.towson.edu/studentaffairs/policies/conduct.asp>

If you have not yet done so, please read it. All students are expected to follow the *Code of Student Conduct* and also the *Student Academic Integrity Policy* <http://www.towson.edu/provost/resources/studentacademic.asp>

Faculty is fully supported by the University in taking disciplinary action against students who violate these policies.

Furthermore, we expect students to embody a right-spirit toward others and treat one another with respect, integrity, and civility. We strongly recommend that you purchase and read PM Forni's *Choosing Civility: Twenty-Five Rules of Considerate Conduct*.

We also expect students to demonstrate mutual positive regard, graciousness, and unmitigated support toward others, including those with whom you respectfully disagree.

This expectation is a **professional** agreement among the students, faculty, and staff in the Department of Health Science. Higher education is intended to empower, elevate and ennoble the self and others. A generous spirit of kindness, pleasantness and compassion greatly enhances the teaching-learning process for all.

Our Department will enforce this policy, of civility and professional behavior. If this expectation presents a problem to you, we strongly recommend that you find another major in a different department.

Sources: Dr. Jack D. Osman and:

P.M. Forni, *Choosing Civility: Twenty-Five Rules of Considerate Conduct*. St. Martin's Press; February 28, 2002.

The Aloha Spirit Law [L 1986,c202, §1] <http://hawaiianlanguage.com/alohaspiritlaw.html>
College of Business and Economics, Towson University *Code of Conduct*, Spring 2005
Various writing of Paul of Tarsus

P.M. Forni, *The Other Side of Civility*, *The Johns Hopkins Magazine*. Accessed 11/14/05 at <http://www.jhu.edu/~jhumag/1105web/civility.html>
Coalition of National Health Education Organizations. *Code of Ethics for the Health Education Profession*, Approved: November 8, 1999, Chicago, IL.

PREFACE

The College of Health Professions is the largest producer of mid-level (bachelors and masters) health professionals among Maryland's public higher education programs. The Health Science Department of the College provides educational opportunities for professional development in the areas of Health Care Management, Community Health Education, School Health Education, Chemical Dependency Counseling and Education, and Gerontology.

WHY STUDY HEALTH EDUCATION?

Towson University's health education program provides students with the opportunity to study the complex nature of wellness and human behavior. Students with an aptitude for science learn the skills that enable them to apply teaching and learning principles to programs that maintain or improve the well-being of individuals and populations.

Offered through the Department of Health Science, the competency-based curriculum provides the content and practical experience needed to prepare students to become Certified Health Education Specialists (CHES). Students who choose to study health education must also decide if they want to apply their skills to a community or school setting. Students interested in increasing their career opportunities may opt into the dual community health and school health education concentration.

CAREERS IN HEALTH EDUCATION

The health education curriculum provides students with the knowledge and the skills to conduct health education programs in a variety of settings. Graduates from Towson's community health education program are employed in settings that include:

- Voluntary non-profit health organizations;
- Wellness/fitness centers;
- Health promotion programs in health service organizations; and
- Public health agencies.

Graduates from the school health education program are certified Maryland health educators, many of whom are employed by Maryland public school systems.

The United States Department of Labor (2010) states, "Health educators work to encourage healthy lifestyles and wellness through educating individuals and communities about behaviors that can prevent diseases, injuries, and other health problems" (p. 1). Accordingly, health educators work to convey clear, appropriate health information to a diverse populations (e.g., youth, older adults) in a variety of settings. These settings include, but are not limited to medical care settings, colleges and universities, schools, public health departments, nonprofit organizations, private businesses, and professional organizations (U.S. Department of Labor, 2010; Minelli & Breckon, 2009). Examples of roles health educators may play in each of these settings are provided below:

- *Medical care facilities:* Working with patients and their families to educate regarding diagnoses and lifestyle changes that will enhance quality of life; Serving as a member of the organization's outreach team to deliver screenings and education in the community;

- *College and universities*: Creating programs to improve the health of college students such as smoking cessation classes, sexual health presentations, and Alcohol Awareness Week; Coordinating campus peer education efforts;
- *Schools*: Serving as certified health teachers, typically at the middle or high school level; Developing curriculum and lessons regarding health for youth;
- *Public health departments and tax-supported agencies*: Delivering and administering Federal and State programs to improve the health of the larger community; Disseminating information to the public regarding health issues of governmental concern;
- *Nonprofit organizations*: Educating the public about the mission of and resources available from the organization; Leading community coalitions and advocating for the agency; Grant writing and fundraising; Coordinating and leading volunteers
- *Private businesses*: Creating programs to improve the health status of employees (i.e., worksite wellness);
- *Professional organizations*: Advocating for public policy change; Creating written publications for members and the public; Planning conferences for organization members.

In any setting, health educators typically assess the needs of the population with which they work, design and plan programs or educational strategies to improve the health of others; implement, evaluate, and administer such programs or educational strategies; serve as a resource person to others regarding health topics and concerns; and advocate for health and for the field of health education (National Council for Health Education Credentialing, 2010). As priorities change and shift nationally, many health educators work to prevent disease and illness before it occurs through targeting factors such as substance use, physical activity, nutrition, environmental quality, and access to health care (Minelli & Brekon, 2009, p. 21). As such, health educators must demonstrate mastery of a variety of health content areas as well as ability to communicate and work well with others.

Health educators typically work approximately 40 hours per week, although hours may not be standard if they work in the community setting. Health educators occasionally deliver programs during evening and weekend hours. Entry-level positions typically require an undergraduate degree; mid- and senior-level positions often (but not always) require a graduate degree. Individuals who graduate with an undergraduate degree in health, or within 3 months of degree completion, are eligible to become Certified Health Education Specialists (CHES). The optional credentialing process, offered through the National Council of Health Education Credentialing, Inc., requires individuals to pass a comprehensive examination and obtain 75 hours of continuing education every 5 years.

As of 2008, more than 66,000 health educators were employed in the United States, and the field is expected to grow 18% by 2018, which is faster than average for all occupations nationwide (U.S. Department of Labor, 2010). Job prospects are favorable for the field, and individuals who have obtained experience through internships (such as those offered through the Health Science program) or volunteer positions often have better prospects (U.S. Department of Labor).

Health education is a multidimensional and ever changing field that “does not revolve solely around education to the public about healthy lifestyles and disease prevention. Health educators have to be flexible and willing to work with diverse groups of people as well as have the ability to form relationships and networks with many organizations and groups” (Minelli & Breckon, 2009, p. 17). A degree in Health Science from Towson University prepares students to become entry level health educators in a variety of settings.

References:

- Minelli, M.J. and Breckon, D.J. (2009). *Community health education: Settings, roles and skills* (5th edition). Sudbury, MA: Jones and Bartlett.
- National Council of Health Education Credentialing. (2010). *Responsibilities and competencies of health educators*. Retrieved July 15, 2010 from the NCHEC website at: <http://www.nche.org/credentialing/responsibilities/>
- U.S. Department of Labor. (2010). *Occupational Outlook Handbook, 2010-2011 Edition. Health Educators*. Retrieved July 15, 2010 from the Bureau of Labor Statistics website at: <http://www.bls.gov/oco/pdf/ocos063.pdf>

DEPARTMENT OF HEALTH SCIENCE

Mission Statement

The mission of the Department of Health Science is to prepare students and health professionals with the knowledge, skills and practices necessary to excel in delivering health programs and/or services to the community, its schools, agencies and businesses.

The Department contributes to the focus of the comprehensive university through its provision of multi-disciplinary content, facilitation of students' certification in relevant professions and professional organizations, and exposure of its students to issues addressed within health science and related human services. Consistent with these focal points, the Department prepares undergraduate students in Health Education and Health Care Management. In addition, it provides graduate education in the areas of Health Administration, Community Health and School Health Education. These programs require and advance creative and critical thinking, organizational ability, and the mastery of writing and computation skills, all of which reinforce the core liberal arts and science education. Students at all levels derive from both within and beyond the immediate geographic locals, thus complementing the university's metropolitan mission. The provision of in-service education, placement of undergraduate and graduate students in internships throughout the metropolitan locale, and involvement in health science issues of the region also serve to enhance the metropolitan focus on the university.

The faculty is committed to developing students' job skills for either the community and/or the school health setting in accordance with accrediting standards. Graduates of the program are able to:

- Analyze the historical foundations, educational concepts, developmental life stages, principles, and philosophies that form the basis for health education in community and school settings;
- Analyze the role and impact of health education on health behavior;
- Analyze and plan educational programs to utilize appropriate teaching methods for meeting the needs of the target population;
- Assess, design, evaluate and prepare written evaluations of programs in a variety of health education settings;
- Deliver first aid or emergency medical care at health care sites;
- Synthesize information about the health care delivery system for application in health education programs; and
- Support health education as a lifestyle issue for the 21st century.

HOW TO USE THIS HANDBOOK

The information in this Handbook is useful for planning and completing your academic degree. You should be familiar with the general academic policies outlined in the Undergraduate Catalogue received when admitted to Towson University. Specifically, you should be knowledgeable about General Education and other university requirements necessary to complete a Bachelor's degree, requirements of the major, academic regulations as well as the student code of conduct. **Remember YOU are responsible for taking charge of your academic career!**

If you have made the decision to major in Health Education you must:

1. Go online and declare your major and/or minor. Online Change of Major/Minor Forms are now available at: <http://www.towson.edu/registrar/changingmajor.asp> Be sure you have HLTH as your Major, and your concentration (CHTH -Community Health, SCHL – School Health, or SCHE- Dual: Community and School Health)
2. Contact the Department of Health Science at 410-704-2637 to confirm your attendance at a scheduled Pre-advising session. During this session you will be assigned a faculty advisor and given his or her contact information. Check online at <http://www.towson.edu/healthscience/advising.asp> for additional details concerning the advising session.
3. Schedule a meeting with your major advisor as soon as possible. With intentional advising, you must meet with your advisor once a semester to have holds lifted from your account so you can register. Take advantage of this requirement and be prepared with a draft plan, a copy of your Degree Progress Report, and any questions you have when you meet with your advisor.
4. **Pay attention to your transcript.** At least once a semester, you should print out your Degree Progress Report to make sure all your coursework has been posted to your transcript. You are responsible for ensuring that you complete all your General Education requirements. The Degree Progress Report will help you keep track of these, too. This is available through PeopleSoft <https://ps.towson.edu/servlets/clientservlet/SA8PRD/?cmd=login> and you will need to have a valid Towson University Username and Password.

IMPORTANT TIPS FOR SUCCESS IN THIS PROGRAM

1. Meet with your advisor regularly, at least once per semester.
2. Take the Praxis I (School and Dual concentrations only) as soon as possible or provide evidence you are exempted by your SAT scores. This exam is required for all teachers in the State of Maryland and is a prerequisite for placement as a student teacher.
3. Attend classes.
4. Follow directions and rules and regulations outlined in the department Professional Behavior Policy.
5. Meet your deadlines.
6. Ask questions when unclear.
7. Maintain at least a 2.0 in coursework required for the Community Health concentration or a 2.75 for the School Health and Dual Concentrations.
8. Use university resources that are available to you such as the,
 - Career Center
 - Counseling Center
 - Health Services
 - Disability Support Services
 - Tutorial and Testing Services Center
 - The Writing Lab
9. Be familiar with rights and responsibilities as stipulated in the student code of conduct found in your undergraduate catalogue, *particularly as it relates to Academic Integrity*. (see pages 8-15 of this handbook for the Academic Integrity Policy).
10. Remember that all Health Science students are required to complete 12-credits of internship/student teaching in their final semester. This equates to approximately 40-hours per week in a school and/or community setting across a full academic term.

University Policies and Procedures

03-01.00 – STUDENT ACADEMIC INTEGRITY POLICY

- I. Policy Statement:** The acquisition, sharing, communication, and evaluation of knowledge are at the core of a university's mission. To realize this part of its mission, a university must be a community of trust. Because integrity is essential to the purpose of an academic community, the responsibility for maintaining standards of integrity is shared by all members of that academic community.

As instructors, faculty members are ultimately responsible for maintaining the academic standards of integrity on which trust is founded because they set academic standards, award academic credit, and confer degrees when standards are met. To carry out these responsibilities, faculty members will reasonably assess that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, academic evaluation includes a judgment that the student's work is free from academic dishonesty of any type.

Through example in their own academic pursuits and through the learning environment that they create for their students, faculty members preserve and transmit the values of the academic community. They are expected to instill in their students respect for integrity and a desire to behave honestly. They must also take measures to discourage student academic dishonesty. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

As responsible members of the academic community, students are obligated not to violate the basic standards of integrity. They are also expected to take an active role in encouraging other members to respect those standards. Should a student have reason to believe that a violation of academic integrity has occurred, he/she is encouraged to make the suspicion known to a member of the faculty or university administration. Students should familiarize themselves with the university's policies, procedures, and definitions of types of violations.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards. The provisions of Towson University's Student Academic Integrity Policy follow.

- II. Reason for Policy:** To maintain and encourage high standards of academic integrity, and to comply with University System of Maryland Policy III-1.00 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity.

III. Definitions:

The following definitions and examples are not meant to be exhaustive. The university reserves the right to determine, in a given instance, what action constitutes a violation of academic integrity.

- A. Student - includes all persons taking courses at the university, both full-time and part-time, pursuing undergraduate, graduate, professional, and certificate or continuing studies.
- B. Plagiarism - presenting work, products, ideas, words, or data of another as one's own is plagiarism. Indebtedness must be acknowledged whenever:
1. one quotes another person's actual words or replicates all or part of another's product. This includes all information gleaned from any source, including the Internet.
 2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words.
 3. one borrows facts, statistics, or other illustrative materials.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

Some examples: Submitting as one's own the work of a "ghost writer" or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own work any research paper or other writing assignment; submitting as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and or acknowledgement, internet websites, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

Verbatim statements must be enclosed by quotation marks, or set off from regular text as indented extracts, with full citation.

- C. Fabrication and Falsification - **making unauthorized alterations to information, or inventing any information or citation in an academic exercise.** Fabrication is a matter of inventing or counterfeiting information or citation, while falsification is a matter of altering information.

Some Examples: Fabrication--inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences.

Falsification--altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record, or reporting false information about, practicum or clinical experiences; altering grade

reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking re-grading.

- D. Cheating - Using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information during an exercise.

Some Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

- E. Complicity in Academic Dishonesty - helping or attempting to help another commit an act of academic dishonesty.

Some Examples: Allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested without authorization before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about acceptable collaborations clear to students. Students should seek clarification when in doubt).

- F. Abuse of Academic Materials - destroying, stealing, or making inaccessible library or other resource materials.

Some Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor. (Note: The offense of abuse of academic materials shall be dealt with under this policy only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded).

- G. Multiple Submissions - submitting substantial portions of the same academic work (including oral reports) for credit more than once without authorization of the instructor(s). What constitutes a "substantial portion" of the same work is determined solely by the university.

Some Examples: Submitting the same or substantially the same work for credit in more than one course without prior permission of the instructor. Building upon or reworking prior work is acceptable with permission of the instructor.

- H. Course Related – an alleged violation that occurs in a course being taken for academic credit.
- I. Non Course Related – an alleged violation that relates to any aspect of a student’s program of studies that is not part of a course being taken for academic credit.

III. Responsible Executive and Office:

Responsible Executive: Provost

Responsible Office: Registrar’s Office

IV. Entities Affected by this Policy: This policy applies to all enrolled students, undergraduate and graduate, regardless of teaching site (e. g., off-campus), or teaching mode (e. g., distance learning).

V. Procedures:

- A. Procedures for handling cases.

This Policy will cover two types of academic integrity violations: course related and non course related.

- 1. Course related violations.

- a. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others, that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member meets with the student to present the evidence of a violation and request an explanation.

If the faculty member accepts the student’s explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, in writing, of the academic penalty and of the student’s rights of appeal. The faculty member sends a copy of the letter, together with any additional information, to the department chairperson and to the Office of the Registrar. The letter should include:

- (i) nature of the charge/evidence against the student;
- (ii) brief summary of the meeting with the student;
- (iii) faculty member’s decision;
- (iv) right of appeal to the department chair.

- b. If the student is subsequently found not responsible for the charge, the student may either:
 - (i) remain in the course without penalty, or
 - (ii) withdraw from the course regardless of any published deadlines.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken. If the student is found responsible for violating the Student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

2. Non course related violations.

- a. A department chair, or other academic authority, may acquire evidence, either directly or through information supplied by others, that a violation of academic integrity may have occurred in a departmental or comprehensive exam, or other departmental activity. After collecting the evidence available, the chair, or academic authority, meets with the student to present the evidence of a violation and request an explanation.

If the chair, or other academic authority, accepts the student's explanation, no further action is taken. If the chair, or other academic authority, determines that a violation has occurred, the chair, or other academic authority, informs the student, in writing, of the academic penalty and of the student's rights of appeal. The chair, or other academic authority, sends a copy of the letter, together with any additional information, to the college dean and to the Office of the Registrar. The letter should include:

- (i.) nature of the charge/evidence against the student;
- (ii) brief summary of the meeting with the student;
- (iii) chair or designee's decision;
- (iv) right of appeal to the college dean.

B. Procedures for group projects.

When academic dishonesty occurs in a group project, faculty should make a concerted effort to determine who was responsible for the violation of the academic integrity by examining each student's part of the project, and by meeting with each student individually and then collectively.

If the preponderance of evidence identifies the violator(s), that student (or students), not the group, may be charged with a violation of the academic integrity policy and the student(s) be informed of the penalty to be assessed.

In cases where the identity of the violator(s) is not easily determined with reasonable certainty, or when the violator(s) are not forthcoming, the faculty member may then hold the entire group responsible for a violation of the academic integrity policy, and assess a penalty to each member of the project team.

C. Penalties.

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur, or by an academic department or college. Other violations will be referred to the Office of Judicial Affairs for sanctions listed in the Code of Student Conduct.

The penalties that may be assessed by a faculty member for a course-related violation may include the following:

1. revision of the work in question and/or completion of alternative work, with or without a grade reduction;
2. reduced grade (including “F” or zero) for the assignment;
3. reduced grade (including “F”) for the entire course.

The penalties that may be assessed by a department, college, or other academic authority for a non course-related violation may include the following:

1. failure of a comprehensive exam;
2. dismissal from an academic program;
3. dismissal from a Graduate program;
4. referral to the Office of Judicial Affairs.

Note: If a department or college has its own code of professional standards, any academic integrity violation, whether course related or non course related, may be sanctioned under the process described in those professional standards, in addition to those penalties outlined above.

Whatever the penalty, the letter describing the incident and recording the decision will be kept for seven years in the Office of the Registrar. The purpose of this record keeping is to ensure that students who violate the university’s Student Academic Integrity Policy a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses. The first-offense file is an internal record, not part of the student’s disciplinary record or of the academic transcript.

A second violation will normally result in formal judicial charges being brought against the student. In addition to the sanctions listed above, sanctions for a second or subsequent violation may include:

1. suspension from the university for a designated period of time;
2. expulsion from the university;
3. any sanctions listed in the Code of Student Conduct or Graduate School Catalog.

In the determination of penalties, the following factors may be considered:

1. the nature and seriousness of the offense;
2. the injury or damage resulting from the misconduct;
3. the student’s prior disciplinary record;
4. frequency of academic integrity violations.

D. Appeal procedures.

- a. If the student chooses to appeal a course-related sanction, upon receipt of the faculty member's decision, the student must submit within five working days a letter of appeal to the department chairperson. If a department chairperson is also the instructor bringing the charge of academic dishonesty, any appeal will be sent to the dean of the college. After receiving the student's appeal letter, the chairperson will:
 - (i) arrange a meeting with the student within five working days, unless there is a compelling reason to extend this time period. If the time is extended, the meeting will be held as soon as possible after the five days;
 - (ii) arrange, if appropriate, a meeting with the faculty member, either separately or with the student in attendance;
 - (iii) notify the student in writing of his/her decision within five working days following their meeting, unless there is a compelling reason to extend this time period. If the time is extended, the student will be notified as soon as possible after the five days;
 - (iv) send copies of the decision to the Office of the Registrar and to the office of the dean of the college.
- b. If the student is dissatisfied with the chairperson's decision, in the case of either a course-related violation or a non course-related violation, the student may appeal to the dean of the college. The student must submit a letter to the dean within five working days following the receipt of the chair's letter.
- c. Finally, if the student is dissatisfied with the decision of the college dean, he or she may appeal to the Student Appeals Committee. The student must submit a letter of appeal to the Committee, in care of the Office of Judicial Affairs, within five working days of the dean's decision, unless there is a compelling reason to extend this time period. If the time is extended, the letter of appeal will be due as soon as possible after the five days. Once the Committee has received the appeal, it will set up a meeting where both student and faculty or departmental representative will be invited to give testimony to the Committee. The Committee may let the original decision stand or may modify it. The decision of the committee is final.

Related Policies: USM III-1.00 Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity.

Approval Date: 11/26/2001

Amended Date: 5/1/2006

Effective Date: 7/1/2001

MINOR IN HEALTH SCIENCE

The minor in Health Science consists of **21** units. All required health minor courses must be completed with a grade of "C" or better.

Required Courses

HLTH 101 Wellness in Diverse Society (3)
HLTH 207 Health Care in the U.S. (3)
HLTH 204 Nutrition and Weight Control for the Consumer (3)
HLTH 222 Foundations of Health Education and Health Behavior (3)

In addition to the four required courses, the student must take three additional upper-level HLTH electives, one of which can be from courses in HCMN, or GERO. Courses should be selected in consultation with the student's health science adviser

INTERNSHIPS/STUDENT TEACHING

Community health education students complete an internship at a health agency, wellness center, health department, or in another sector of the health care industry for a minimum of 450 hours in their final semester in the program. School health education students complete a student-teaching experience in a school setting, working with children in grades 7-12. For students who pursue the dual community health and school health concentration, one-half of the semester is spent in a community health internship (7 weeks, a minimum of 225 hours); the other half of the semester is spent student teaching.

GRADUATION DEADLINES

Students are *ultimately responsible to verify his/her degree progress, especially fulfillment of the Gen Eds and 32 upper level credits needed as well as other academic requirements for graduation.*

Commencement information and graduation deadlines are available at:
<http://wwwnew.towson.edu/commencement/index.asp>.

MAJOR IN HEALTH SCIENCE —

The Department of Health Science offers three concentrations in the Health Science major: the School Health—Teacher Education Concentration, the Community Health Concentration, and a Dual

Community/School Health Concentration. Prior to their junior year, students must select a specific concentration area to complete the major. Each concentration requires 12-15 units of experiential learning to be completed in students' final semester, pending completion of all other general education and major requirements. Placements for completing this experiential learning will be approved and assigned by program coordinators, pending student completion of stipulated requirements for the respective concentration.

REQUIREMENTS FOR THE MAJOR

Required Pre-requisites (25 units)

BIOL 190	Introductory Biology for the Health Professions (lab) (4)(II.A.)
CHEM 105	Chemistry for Allied Health Professions (4)(II.A.)
BIOL 213	Human Anatomy and Physiology (4)
BIOL 214	Human Anatomy and Physiology II (4)
PSYC 101	Introduction to Psychology (3)
COMM 131	Fundamentals of Speech Communication (3)
GERO 101	Introduction to Gerontology (II.C.2.) (3)
or	
SOCI 101	Introduction to Sociology (II.C.2) (3)

Health Science Content Core (21 units)

HLTH 101	Wellness in a Diverse Society (3) (IIB.3)
HTLH 222	Foundations of Health and Health Behavior (3)
HLTH 204	Nutrition/Weight Control Consumer (3)
HLTH 208	Mental Health/Stress/Crisis (3)
HLTH 220	Sexuality in a Diverse Society (3) (II.C.3.)
HLTH 311	Chronic and Communicable Disease (3)
HLTH 432	Measurement and Evaluation in Health Education(3)

Concentrations

Health Science majors are required to complete one of three concentrations to complete the major: School Health Teacher Education, Community Health or Dual Community School Health Concentration.

SCHOOL HEALTH — TEACHER EDUCATION CONCENTRATION

Students selecting the school health concentration will receive certification to teach 7-12 education. Teacher Education program at Towson University, based on state and national standards, are approved by the National Council for the Accreditation of Teacher Education and the Maryland State Department of Education. Completion of an approved program qualifies graduates for certification in all states that are members of the Interstate Reciprocity Contract. Applicants for Maryland teaching certificates are required to achieve qualifying scores on the Praxis I and II examinations, as determined by the Maryland State Board of Education.

Students opting for the school health concentration must meet the requirements for admission to the professional education program and to student teaching. Prior to student teaching, individuals must pass the Praxis I test. Students should schedule this examination before their junior year.

To exit the School Health Teacher program successfully, candidates must have maintained a 2.50 overall GPA, 2.75 in Health courses, and 2.75 in Education courses. The state of Maryland requires candidates to pass Praxis II in order to be certified to teach.

Core Courses (35 units)

HIST 145	History of the U.S. to the Mid-19th Century (3) II.B.1.
<i>or</i>	
HIST 146	History of the U.S. Since the Mid-19th Century (3)II.B.1.
PSYC 201	Educational Psychology (3)
HLTH 103	Emergency Medical Care (3)
HLTH 315	Curriculum and Planning in Health Education (3)
HLTH 405	Drugs in Our Culture (3)
HLTH 425	Instructional Methods in Health Education (3)
HLTH 430	Organization/Implementation/Management of Health Programs (3)
SPED 301	Introduction to Special Education (3)
EDUC 401	Foundations of Education (3)
SCED 341	Principles of Secondary Education (4)
SCED 460	Teaching Reading Secondary School (4)

Electives (6 units)

Students must complete 6 units of electives. These electives may be in either upper (300-400) or lower level (100-200) coursework.

Internship (15 units)

SCED 461	Teaching Reading in Content SCHE/SCHL (3)
<i>and</i>	
HLTH 388	Student Teaching in Secondary Education (12)

Requirements for Student Teaching

Before students are allowed to apply for student teaching, they must provide the following:

1. **Criminal Background Check.** All pre-service students in the Teacher Education programs at Towson University whose program requires an intensive/extensive internship or student teaching experience in a public or private school setting (pre-K–12) will be required to undergo a Criminal Background Check (CBC). The CBC must be filed with the director of the Center for Professional Practice.
2. **PRAXIS I.** Students must provide evidence of successful completion of the PRAXIS I before they can be placed.
3. Completion of speech and hearing screening

Students cannot be placed for their student teaching experience without a CBC, proof of passing PRAXIS I and completion of a speech and hearing screening.

To be eligible for the School Health student teaching experience, students must have senior status and must have successfully completed all required courses with a grade of C or better. The requirement for

student teaching experience cannot be waived. ALL COURSEWORK OTHER THAN SCED 461 MUST BE COMPLETED PRIOR TO STUDENT TEACHING PLACEMENT.

COMMUNITY HEALTH CONCENTRATION

As a field, community health education seeks to educate and empower the public to understand their health, to make healthy choices, to improve their quality of life, and to reduce disease and disability. Community health educators design, market, implement and/or evaluate health education and health promotion programs for the general public in community settings. The settings in which community health educators work include, but are not limited to: health departments, voluntary health agencies, hospitals, universities, non-profit organizations, government agencies, and schools.

The community health concentration within the Department of Health Science provides students with a foundation in a variety of health topic areas, health education theory and practice, and program planning and evaluation. During their final semester, students complete a 12-credit internship in a community setting to gain exposure and practical experience in the field.

Core courses (24 units)

HLTH 103	Emergency Medical Care (3)
HLTH 207	Health Care in the U.S. (3)
PSYC 201	Educational Psychology (3)
Or	
PSYC 203	Human Development (3)
HLTH 315	Curriculum and Planning in Health Education (3)(ID)
HLTH 405	Drugs in Our Culture (3)
HLTH 425	Instructional Methods in Health Education (3)
HLTH 430	Organization/Implementation/Management of Health Programs (3)
HLTH 435	Epidemiological Basis of Diseases (3)

Electives (17 units)

In addition, students opting for the Community Health Concentration shall complete at least 17 elective units, preferably in a Community Health area: Community Health Leadership, Environment, Gerontology, Health Communication, Health Promotions and Wellness, Maternal and Child Health, Sexuality. Students may opt for an individual area in consultation with a faculty adviser. Students in the Community Health Concentration could also choose to incorporate a minor in another discipline (e.g., Spanish) as part of this community health area. Students must complete these 17 units with a GPA of 2.00 or higher.

Internship (12 units)

HLTH 422	Field Work in Community Health (12)
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The **Community Health Education Internship**, which is completed during the student's final semester, serves as a capstone experience where students can apply the knowledge they have gained in the classroom to a health setting. To be eligible for the internship, students must have senior status and must have successfully completed all required courses with a grade of C or better.

The requirements for the internship in this concentration cannot be waived. ALL COURSEWORK MUST BE COMPLETED PRIOR TO INTERNSHIP PLACEMENT.

DUAL CONCENTRATION

Students may choose to select the dual concentration which incorporates the core requirements of both the School Health and Community Health Education concentrations. Students who select and complete this concentration will be prepared to work in community health settings and also will receive certification to teach grades 5 through 12. Students in the Dual concentration must meet the requirements for admission to the professional education program and to student teaching. Prior to student teaching, individuals must pass the Praxis I test. Students should schedule this examination before their junior year.

To exit the School Health Teacher program successfully, candidates must have maintained a 2.50 overall GPA, 2.75 in Health courses, and 2.75 in Education courses. The state of Maryland requires candidates to pass Praxis II in order to be certified to teach.

Core Courses (41 units)

HIST 145	History of the U.S. to the Mid-19th Century (3) II.B.1.
<i>or</i>	
HIST 146	History of the U.S. Since the Mid-19th Century (3)II.B.1.
PSYC 201	Educational Psychology (3)
HLTH 103	Emergency Medical Care (3)
HLTH 207	Health Care in the U.S. (3)
HLTH 315	Curriculum and Planning in Health Education (3)
HLTH 405	Drugs in Our Culture (3)
HLTH 425	Instructional Methods in Health Education (3)
HLTH 430	Organization/Implementation/Management of Health Programs (3)
HLTH 435	Epidemiological Basis of Diseases (3)
SCED 341	Principles of Secondary Education (4)
SPED 301	Introduction to Special Education (3)
EDUC 401	Foundations of Education (3)
SCED 460	Teaching Reading Secondary School (4)

Internship (15 units)

SCED 461	Teaching Reading in Content SCHE/SCHL (3)
<i>and</i>	
HLTH 387	Student Teaching in Secondary Education (6)
<i>and</i>	
HLTH 421	Fieldwork in Community Health (6)

The experiential learning for this concentration is split between a student teaching experience and the capstone internship experience in a community health setting. To be eligible for the internship, students with a dual school/community health education concentration must have senior status and must have successfully completed all required courses with a grade of C or better. They must also have completed all requirements for student teaching, as provided below. The requirements for internship or student teaching experience cannot be waived. **ALL COURSEWORK MUST BE COMPLETED PRIOR TO INTERNSHIP AND STUDENT TEACHING PLACEMENT.**

Requirements for Student Teaching

Before students are allowed to apply for student teaching, they must provide the following:

1. **Criminal Background Check.** All pre-service students in the Teacher Education programs at Towson University whose program requires an intensive/extensive internship or student teaching experience in a public or private school setting (pre-K–12) will be required to undergo a Criminal Background Check (CBC). The CBC must be filed with the director of the Center for Professional Practice.
2. **PRAXIS I.** Students must provide evidence of successful completion of the PRAXIS I before they can be placed.
3. Completion of speech and hearing screening

Students cannot be placed for their student teaching experience without a CBC, proof of passing PRAXIS I and completion of a speech and hearing screening.

Date: _____

Major's Portfolio
Health Education

I understand that if I am changing my major, my time to graduation may be impacted as the Programs of Study will be different from my original plan _____.(Student's Signature)

The Health Science Department assesses the competencies of majors who complete the academic programs in school health education and community health education. Towson University¹ requires its academic programs to assess their effectiveness in order to improve the student's experience and the quality of the student's education. Your participation in this process will help to assure that the Health Science Department continues to improve the courses and total experiences provided for you and that you can be increasingly proud of the degree which you earn.

The Health Science Department, as part of this process, analyzes portfolios from students during the fieldwork/student teaching experience. All majors are required to submit a portfolio during their internship semester in which specific uncorrected assignments submitted to complete requirements in major courses are included. Copies of the assignments submitted should be saved by the student in hardcopy and electronic form. Please refer to the Major's Handbook as well as the Health Science website <http://www.towson.edu/healthscience/healthed/index.asp> for more specific information related to the assignments that must be included in the portfolio. All portfolio items will be submitted in electronic format as directed by the Internship coordinator.

(Student's Signature)_____.

I have been informed that I must meet with my advisor who is _____.

I have read and understand the TU Academic Integrity Policy and the Student Code of Conduct.

(Student's Signature): _____

I have received and will adhere to the Code of Ethics for the Health Education Profession.

(Student's Signature): _____

IMPORTANT

A requirement for fieldwork in this major can not be waived. **ONLY** experiences in health-related settings are appropriate. **ALL COURSEWORK MUST BE COMPLETED PRIOR TO AN INTERNSHIP PLACEMENT. ALL SCHOOL HEALTH AND DUAL MAJORS MUST PROVIDE DOCUMENTATION THAT THEY HAVE PASSED PRAXIS I OR MET OTHER TEEB ADMISSION STANDARDS PRIOR TO PLACEMENT.**

"I understand that some internship sites might require me to present identification which verifies my authorization for employment in the United States." _____

¹The Towson University Undergraduate Catalog 2010-2011, page 2, states: "Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing and interpreting evidence to determine how well student performance matches those expectations and using the resulting information to understand and improve student learning throughout Towson University. ...Because assessment is an integral part of the teaching-learning process, Towson students participate in a variety of assessments as part of their education experience."



College of Health Professions Criminal Background Check Student Rights and Responsibilities

This form must be signed, dated, and returned to your Program Director prior to beginning course work in the College of Health Professions.

The various College of Health Professions programs require that students successfully complete clinical courses/internships. These courses are generally offered at off-campus sites, including hospitals, nursing homes, schools, or other settings that are not part of the university. These sites may require that you disclose whether you have a criminal record or that you submit to a criminal background investigation as a condition of your participation in the clinical/internship experience. Depending on your placement, you may therefore be required to complete a criminal background check, at your own expense. The university shall have no obligation either to refund your tuition or to otherwise accommodate you in the event your criminal record renders you ineligible to complete required clinical courses/internships.

In addition, upon completion or graduation from various programs, you may be required by state law to sit for certification exams or licensure which will allow you to practice your selected profession. At that time, you may be required to release your criminal record or have a criminal background check completed prior to sitting for the exam or prior to receiving a license to practice. A licensing board or agency is generally permitted to deny a license or to revoke or suspend a license or to reprimand a licensee if the applicant or licensee is convicted or has pled guilty or nolo contendere to a felony or other specified crimes. In the event you have a criminal record, the university urges that you make a timely inquiry of the applicable state licensing authority to determine the effects, if any, of your criminal record on eligibility for licensure or certification. Towson University shall have no obligation either to refund your tuition or to otherwise accommodate you in the event your criminal record renders you ineligible to complete certification exams or to receive licenses.

Towson University does not require a student to undergo a criminal background check. Any criminal background check completed is a voluntary action taken by the student, and any resulting information disseminated will be between the individual student and the clinical/internship placement site's coordinator, or in the case of licensure, between the student and a certification board. If a student takes part in an on-campus placement, he/she is considered an employee of Towson University and will be required to have a background check completed. **If a student attends an off-campus placement in an educational setting where children are present, he/she will be required by that school or school district to have a criminal background check completed.**

"I acknowledge that I have read the above three paragraphs describing that my clinical placement/internship site may require me to undergo a criminal background check. I understand the possible consequence of having a criminal record, and the effects a criminal record may have upon my eligibility to complete the requirements of my major, sit for a certification exam, and obtain licensure."

Signature _____ Date _____

Revised 5/3/07

STUDENT AWARDS AND PROFESSIONAL ORGANIZATIONS

Each semester the faculty of the Department of Health Science reviews the graduating students at both the undergraduate and graduate level to see who qualifies as a role model for future students in our program. Students are awarded a plaque with their name on it and their names are added to the plaque hanging in the Health Science Department administrative office, along with previous award winners. Students can include this prestigious award on their resume as an honor, and it appears on the Commencement Program.

The criteria for which faculty use to review students for awards consists of:

1. growth in understanding of the professional role;
2. leadership within the department in classes and undergraduate student activities;
3. exemplification of ideals of a professional in the field of study;
4. adherence to ethical principles in the practice of the profession; and,
5. demonstration of a spirit of civility and cooperative learning.

Students chosen to receive the award are invited to the Annual Department of Health Science Awards and Honor Society Induction Ceremony held each Spring. Here they receive their plaque and are recognized for the achievement. In addition, their recognition is posted on our website and in our hall showcase.

Eta Sigma Gamma, the national *professional honorary society in health education*, has established the Beta Zeta Chapter in the Department of Health Science at Towson University.

- The purposes of this national honorary society are achieved by: facilitating communication, discussion, and exchange of ideas between individuals and groups on the content and process of health science/health education
- motivating and recognizing service and academic achievement
- developing and implementing new strategies, materials and programs to further health science/health education
- conducting and stimulating others to conduct research
- upholding and developing high professional standards and ethics for members of the profession

The Beta Zeta Chapter of Eta Sigma was established at Towson University to elevate standards, ideals and ethics of the profession. Further purposes are to:

- elevate the standards, ideals and ethics of health science
- help to identify the health science discipline for colleagues in the field of education, related health fields and for the general public

- help establish autonomy for the health science discipline as a distinct, separate, integral part of school and college curricula in matters concerning the health of the public, and

Benefits to students joining the organization include: gaining sense of the community among fellow health science majors and professionals at Towson University, community health education/school health education promotion projects in research, socials, and national, regional and state conventions.

Each Spring students who are accepted into Eta Sigma Gamma attend an official induction ceremony where they are recognized for their achievement. During the induction ceremony students are presented with individual certificates, official jewelry of the honorary and honor cords which they wear at graduation. In addition, membership includes a subscription to the Eta Sigma Gamma Monograph.

Eligibility requirements and application to become a member of Eta Sigma Gamma can be found at: <http://www.towson.edu/healthscience/healthed/studentresources/> Students are encouraged to apply and submit their application and supporting documents no later than at the start of the Spring semester in order to meet submission deadlines.

www.AAHE4Me.org

AAHE4Me is a health education student web site sponsored by the American Association for Health Education (AAHE). It is designed to provide undergraduate and graduate students a mechanism to become active participants within the profession and to interact with one another, and from time to time with more experienced professionals. It is our hope that you will find this site valuable for:

- Meeting students from other schools with similar interests
- Posting accomplishments from your classes or Eta Sigma Gamma groups
- Finding resources to assist with your classes or internships
- Identifying internship, study abroad or job opportunities

CERTIFICATION FOR HEALTH EDUCATION SPECIALISTS

Introduction

Credentialing is an umbrella term, which includes credentialing the individual through several means (Certification, licensure, or registration) and accreditation of programs and of colleges and Universities. We are concerned here with individual credentialing. Health Education Specialists have chosen certification as the method of individual credentialing for the profession. Certification is a process by which a non-governmental agency or association grants recognition to an individual who has met certain predetermined qualifications specified by the agency or association. Such qualifications may include: (1) graduation from an accredited or approved program; (2) acceptable performance on a qualifying examination or series of examinations; and (3) completion of a given amount of work experience.

Certification Process

Individuals may be certified by:

- * having completed a professional program of study in the field of health education at the bachelor's degree level or beyond, and
- * passing the certification examination

What Are the Benefits of Certification?

This voluntary professional certification program establishes a national standard for health education practice. It differs from state teacher certification and state registries, the requirements of which vary from state to state. The benefits of national certification include the following:

- Attests to the individual's knowledge and skills deemed essential to the field of practice as delineated by the profession;
- Assists employers to identify qualified practitioners;
- Helps assure consumers of the validity of services offered;
- Enhances the profession;
- Recognizes a commitment to professional standards;
- Delineates the scope of practice;
- Provides recognition to individual practitioners; and
- Facilitates geographic mobility of qualified professionals.

Professionals who are certified advertise the skills and standards of the profession, both to other professionals and to the general public. Other long-range benefits will include salary scales commensurate with skills and responsibilities, strengthening of professional preparation, and organized system of continuing education, and promotion of the value of the skills of health education specialists to the needs, objectives, and requirements of employers.

CERTIFIED HEALTH EDUCATION SPECIALIST (CHES)

If you want to become a certified Health Educator you need to complete all degree requirements and pass the certification exam. Please write for information:

National Commission for Health
Education Credentialing
944 Marcon Blvd.
Suite 310
Allentown, PA 18103
1-888-673-5443
www.nchec.org

WHY Certify

The National Commission for Health Education Credentialing's, Inc. (NCHEC) voluntary professional certification program establishes a national standard for individual health education practitioners. It is based on responsibilities and competencies that have been verified by a job practice analysis. It differs from state and local certifications and registries in that the requirements do not vary from one locale to another. National certification benefits practitioners and the public by:

- Establishing a national standard
- Attesting to individuals' knowledge and skills
- Assisting employers in identifying qualified health education practitioners
- Promoting continued professional development

Publications to Assist Preparation

A Competency-Based Framework for Health Educators - 2006

Presents a hierarchical model for health education practice and serves as the basis of the CHES exam. Includes a detailed comparison between the current and former set of Responsibilities and a summary of the research from the Competencies Update Project (CUP).

The Health Education Specialist: A Study Guide for Professional Competence, 5th

Edition

Provides in-depth analysis of each Area of Responsibility relative to the various roles and settings of health education practice. Includes a self-assessment to measure competence as a health education professional.

To order, visit
www.nche.org



Credentialing Excellence in Health Education

The mission of the National Commission for Health Education Credentialing, Inc. is to improve the practice of health education and to serve the public and profession of health education by certifying health education specialists, promoting professional development, and strengthening professional preparation and practice.

National Commission for Health
Education Credentialing, Inc.

1541 Alta Drive, Suite 303

Whitehall, PA 18052

Phone: (888) 624-

3248 Fax: (800)

813-0727 Web:

www.nche.org

Get Certified!

**Certified Health
Education Specialist
(CHES) Examination**

*What You
Need To
Know...*



www.nche.org

The Exam

The Certified Health Education Specialist (CHES) exam is a competency-based test that measures the possession, application and interpretation of knowledge related to the Seven Areas of Responsibility: a comprehensive set of Competencies and Sub-competencies defining the role of an entry level health educator. These Responsibilities were verified through the Competencies Update Project (CUP) 1998-2004, and are described in *A Competency-Based Framework for Health Educators - 2006*.

Area I Assess Individual and Community Needs for Health Education

Area II Plan Health Education Strategies, Interventions, and Programs

Area III Implement Health Education Strategies, Interventions, and Programs

Area IV Conduct Evaluation and Research Related to Health Education

Area V Administer Health Education Strategies, Interventions, and Programs

Area VI Serve as a Health Education Resource Person

Area VII Communicate & Advocate Health and Health Education

The CHES exam consists of 150 multiple-choice questions and is administered in paper-and-pencil format

Prescreen applicants
Seven Areas of

Responsibility

For more information, or to order: *A Competency Based Framework for Health Educators – 2006*, visit www.nchec.org

EXAM Eligibility

Eligibility for the CHES exam is based exclusively on academic qualifications.

Applicants must possess a bachelor's, master's or doctorate's degree from an accredited institution of higher education, and either of the following.

An official academic transcript clearly depicting a major and/or degree in Health Education, Community Health Education, Public Health Education, School Health Education, etc. The degree and/or major must explicitly be in a discipline of health education.

or

An official academic transcript reflecting at least 25 semester hours (37 quarter hours) of course work addressing the Seven Areas of Responsibility of Health Educators.

90-Day Eligibility

This eligibility option is available to students. This eligibility option is available to students graduating within 90 days of a CHES exam date. To qualify, official transcripts and written verification from a faculty adviser confirming scheduled graduation must be submitted. Transcripts must depict a minimum of 25 semester hours (37 quarter hours) addressing the Seven Areas of Responsibility of Health Educators

Unsure of Eligibility

A **prescreen** service is available to those who are unsure of exam eligibility. For a \$25 nonrefundable fee, NCHEC will determine eligibility through review of official academic transcripts.

Prescreen applicants are notified in writing of the review's outcome. If deemed eligible, the fee

is then applied toward the exam cost. If deemed ineligible, course deficiencies will be identified and guidance for qualification will be provided.

How To Apply

The CHES exam is offered at more than 120 colleges and universities throughout the United States. For a list of exam sites, to apply, or for a prescreen request form visit NCHEC's Web site at www.nchec.org.

Application Fees and Deadlines

April Exam	Oct. Exam	Non-student Fee	* Student Fee
U.S. Post Marked On or Before			
Dec 1	Jun 1	\$240	\$210
Jan. 2	Jul 1	\$250	\$210
Feb 1	Aug 1	\$280	\$210
Mar 1	Sep 1	\$330	\$265

Prescreen Deadline

Feb 1 Aug 1 \$25 \$25

*The student fee is available for applicants enrolled full-time (minimum nine credits) in a university level program at then time of registration. For more information on the CHES exam of eligibility requirements, please visit our web site at www.nchec.org or contact. The Exam Coordinator at (888) 624-3248, ext.12

NCHEC Competencies for health educators:

RESPONSIBILITY I: Assess Individual and Community Needs for Health Education

Competency A: Access existing health-related data

1. Identify diverse health-related databases
2. Use computerized sources of health-related information
3. Determine the compatibility of data from different data sources
4. Select valid sources of information about health needs and interests

Competency B: Collect health-related data

1. Use appropriate data-gathering instruments
2. Apply survey techniques to acquire health data
3. Conduct health-related needs assessments
4. Implement appropriate measures to assess capacity for improving health status

Competency C: Distinguish between behaviors that foster and hinder well-being

1. Identify diverse factors that influence health behaviors
2. Identify behaviors that tend to promote or compromise health

Competency D: Determine factors that influence learning

This Competency is related to an advanced level of practice and may not have occurred in this experience.

Competency E: Identify factors that foster or hinder the process of health education

1. Determine the extent of available health education services
2. Identify gaps and overlaps in the provision of collaborative health services

Competency F: Infer needs for health education from obtained data

1. Analyze needs assessment data

RESPONSIBILITY II: Plan Health Education Strategies, Interventions, and Programs

Competency A: Involve people and organizations in program planning

1. Identify populations for health education programs
2. Elicit input from those who will affect or be affected by the program
3. Obtain commitments from individuals who will be involved
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests

Competency B: Incorporate data analysis and principles of community organization

1. Use research results when planning programs
2. Apply principles of community organization when planning programs
3. Suggest approaches for integrating health education within existing health programs
4. Communicate need for the program to those who will be involved

Competency C: Formulate appropriate and measurable program objectives

1. Design developmentally appropriate interventions

Competency D: Develop a logical scope and sequence plan for health education practice

1. Determine the range of health information necessary for a given program of instruction
2. Select references relevant to health education issues or programs

Competency E: Design strategies, interventions, and programs consistent with specified objectives

This Competency is related to an advanced level of practice and may not have occurred in this experience.

Competency F: Select appropriate strategies to meet objectives

1. Analyze technologies, methods and media for their acceptability to diverse groups
2. Match health education services to proposed program activities

Competency G: Assess factors that affect implementation

1. Determine the availability of information and resources needed to implement health education programs for a given audience
2. Identify barriers to the implementation of health education programs

RESPONSIBILITY III: Implement Health Education Strategies, Interventions, and Programs

Competency A: Initiate a plan of action

1. Use community organization principles to facilitate change conducive to health
2. Pretest learners to determine baseline data relative to proposed program objectives
3. Deliver educational technology effectively
4. Facilitate groups

Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs

1. Use instructional technology effectively
2. Apply implementation strategies

Competency C: Use a variety of methods to implement strategies, interventions, and programs

1. Use the Code of Ethics in professional practice
2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery
3. Demonstrate skills needed to develop capacity for improving health status
4. Incorporate demographically and culturally sensitive techniques when promoting programs
5. Implement intervention strategies to facilitate health-related change

Competency D: Conduct training programs

This Competency is related to an advanced level of practice and may not have occurred in this experience.

RESPONSIBILITY IV: Conduct Evaluation and Research Related to Health Education

Competency A: Develop plans for evaluation and research

1. Synthesize information presented in the literature
2. Evaluate research designs, methods and findings presented in the literature

Competency B: Review research and evaluation procedures

1. Evaluate data–gathering instruments and processes
2. Develop methods to evaluate factors that influence shifts in health status

Competency C: Design data collection instruments

1. Develop valid and reliable evaluation instruments
2. Develop appropriate data–gathering instruments

Competency D: Carry out evaluation and research plans

1. Use appropriate research methods and designs in health education practice
2. Use data collection methods appropriate for measuring stated objectives
3. Implement appropriate qualitative and quantitative evaluation techniques
4. Implement methods to evaluate factors that influence shifts in health status

Competency E: Interpret results from evaluation and research

1. Analyze evaluation data
2. Analyze research data
3. Compare evaluation results to other findings
4. Report effectiveness of programs in achieving proposed objectives

Competency F: Infer implications from findings for future health–related activities

This Competency is related to an advanced level of practice and may not have occurred in this experience.

RESPONSIBILITY V: Administer Health Education Strategies, Interventions, and Programs

Competency A: Exercise organizational leadership

1. Conduct strategic planning
2. Analyze the organization’s culture in relationship to program goals
3. Promote cooperation and feedback among personnel related to the program

Competency B: Secure fiscal resources

This Competency is related to an advanced level of practice and may not have occurred in this experience.

Competency C: Manage human resources

1. Develop volunteer opportunities

Competency D: Obtain acceptance and support for programs

This Competency is related to an advanced level of practice and may not have occurred in this experience.

RESPONSIBILITY VI: Serve as a Health Education Resource Person

Competency A: Use health–related information resources

1. Match information needs with the appropriate retrieval systems
2. Select a data system commensurate with program needs
3. Determine the relevance of various computerized health information resources
4. Access health information resources
5. Employ electronic technology for retrieving references

Competency B: Respond to requests for health information

1. Identify information sources needed to satisfy a request
2. Refer requesters to valid sources of health information

Competency C: Select resource materials for dissemination

1. Evaluate applicability of resource materials for given audience
2. Apply various processes to acquire resource materials
3. Assemble educational material of value to the health of individuals and community groups

Competency D: Obtain acceptance and support for programs

1. Analyze parameters of effective consultative relationships
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations
3. Act as a liaison among consumer groups, individuals and health care providers
4. Apply networking skills to develop and maintain consultative relationships
5. Facilitate collaborative training efforts among health agencies and organizations

RESPONSIBILITY VII: Communicate and Advocate for Health and Health Education

Competency A: Analyze and respond to current and future needs in health education

1. Analyze factors (e.g., social, cultural, demographic, political) that influence decision-makers

Competency B: Apply a variety of communication methods and techniques

1. Assess the appropriateness of language in health education messages
2. Compare different methods of distributing educational materials
3. Respond to public input regarding health education information
4. Use culturally sensitive communication methods and techniques
5. Use appropriate techniques for communicating health education information
6. Use oral, electronic and written techniques for communicating health education information
7. Demonstrate proficiency in communicating health information and health education needs

Competency C: Promote the health education profession individually and collectively

1. Develop a personal plan for professional development

Competency D: Influence health policy to promote health

1. Identify the significance and implications of health care providers' messages to consumers

Student Teaching Requirements

Candidates who elect to participate in the Student Teaching experience will be eligible to qualify for a professional certificate in the Health Education content area from the Maryland State Department of Education.

Candidates opting for the Student Teaching experience or both Student Teaching and Fieldwork experience must meet the following requirements.

-2.50 Overall GPA

-2.75 GPA in Health Courses

-2.75 GPA in Education Courses

-Pass Speech & Hearing Test during HLTH 222 or before the end of their first semester as a Health Science major.

-Take, pass and submit one (1) of the following:

1 – Praxis I Date: _____ Passed: _____

(must be taken by end of semester while taking HLTH 222 or before the end of their first Semester as a health science major)

2 – SAT taken after 2005, math and critical reading composite score of 1100

3 – SAT taken between 4/95 and 2005, math and verbal composite score of 1100

4 – SAT taken prior to 4/95, math and verbal composite score of 1000

5 – ACT composite score of 24

6 – GRE math and verbal composite score of 1000

-Complete a criminal background check prior to applying for Student Teaching

-Pass Praxis II Examination before taking HLTH 425

Additional information on Praxis I and Praxis II at:

<http://www.towson.edu/coe/cpp/screening/praxis.asp>

Appeals of the requirements must be made in writing to the Department Chairperson and to the Dean of the College of Education. Students who do not meet all requirements will not be placed for Student Teaching. The final decision is made by the Dean of the College of Education.

Application forms of intent to student teaching should be submitted to the Student Teacher Coordinator one semester before you intend to do student teaching. This form should include your Degree Progress Report, a signed Advising Sheet by your advisor, a copy of your Speech/Hearing Test and a copy of your Praxis I and II scores.

A general meeting of all prospective Student Teachers will be held the semester preceding the student teaching experience. ATTENDANCE IS MANDATORY. You must also attend the Center for Professional Practice Office mandatory meeting. After meeting all of the requirements you will then be given directions for registering on TIMS for the Student Teaching placement.

The College of Education's Secondary Education Handbook can be obtained from the Center for Professional Practice Office.

FACULTY

The Department of Health Science faculty members have experience and training in a variety of health-related areas, including teaching methodologies, program planning, management and evaluation.

Daniel Agle, Ed.D.

Associate Professor

Patricia Alt, Ph.D.

Professor

Meghan Bailey, MS, CHES

Visiting Lecturer

Lillian Cook-Carter, Ph.D., CHES

Associate Professor

Susan Casciani, MSHA, MBA, FACHE

Program Director HCMN

Donna M. Cox, Ph.D.

Professor

Kathy Gould, R.D., L.D.N., M.A.

Clinical Assistant Professor

Laurencia Hutton Rogers, DrPH, CHES

Community Health Internship Coordinator

Patrick Herbert, Ph.D.

Assistant Professor

Mary Helen McSweeney-Feld, Ph.D.

Associate Professor & Chair

Program Director Gerontology

Wayne Nelson, Ph.D.

Professor

Susan Radius, Ph.D., CHES

Professor

Emiko Takagi, Ph.D.

Assistant Professor

Deitra Wengert, Ph.D., CHES

Professor, Student Teaching Coordinator

Niya Werts, Ph.D.
Assistant Professor

Donald Zimmerman, Ph.D.
Associate Professor

Office Staff

Donna Rettaliata
Administrative Assistant II
410-704-2637
dmrettaliatta@towson.edu

Sue Willis
Administrative Assistant I
410-704-2388
sgwillis@towson.edu

Towson University is in compliance with federal and state laws and regulations that prohibit illegal discrimination. The university does not discriminate on the basis of sexual orientation.
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