

City College of San Francisco
Distance Education Addendum

I. GENERAL INFORMATION

A. Date	March 2009
B. Department	Health Education Department
C. Course Identifier	HLTH 64
D. Course Title	Health Education Practice
E. Preparer	Darouny Somsanith
F. Department Chair	Tim Berthold
G. Dean	Linda Squires-Grohe


Linda Squires-Grohe

II. DISTANCE EDUCATION JUSTIFICATION

The online HLTH 64 course will have frequent discussions (through discussion boards), and because participation in discussion boards is graded, it is anticipated that close to 100% of students will participate regularly in discussions (not always the case in a classroom environment). The online course will include more frequent quizzes, allowing for frequent feedback and self-monitoring by students of their progress in the course. The written assignments will be similar to those required in the in-person version of the course, with a difference in the online environment that some assignments are submitted into discussion forums and other assignments submitted as fully-developed essays. It is anticipated that this variation will suit some learning styles well, both for those who prefer to work collaboratively (discussion forums) and those who prefer to work alone (individually submitted assignments). Students will enhance their information competencies through use of online library resources, Internet research, and the use of the online learning management system (requiring specific skills such as attaching a file, contributing to a wiki, submitting comments to a discussion board, etc.). Students will have increased access to a wide diversity of inter net-based public health resources.

III. INSTRUCTIONAL DELIVERY

A. Use of Technology. Check the technology(ies) that students will use as an alternate to classroom instruction:

- Online Learning Management System
- Televised Instruction
- Other

B. Student-Instructor Contact.

1. Check the modes that students will be able to use ask the instructor questions
 - Email
 - Online discussion boards or other asynchronous communication
 - Online chat or other synchronous communication
 - Telephone

- Face to face meetings
- Other:

2. Check the modes the instructor will use to prompt for student contact

- Email
- Online discussion boards or other asynchronous communication
- Online chat or other synchronous communication
- Telephone
- Face to face meetings
- Other:

3. Please provide details on 1 and 2 above. Be sure to include the frequency of student-instructor contact.

Due to the hybrid nature of this course, ½ of the course will be delivered face to face and the other ½ will be delivered on-line using CCSF's Insight. Face to face meetings will happen every other week (vice versa with online courses). Student may contact the instructor by one of four options on a weekly basis: coming down to the instructor's office hour on campus for a face to face conversation, arrange to talk via phone, e-mail, or chat online synchronously.

The instructor will check e-mails and Insight discussion forums a minimum of three times a week.

IV. INSTRUCTIONAL METHODOLOGY

A. Assignments

Assignments will consist of individual and group presentations done face to face with instructor and the whole class during weeks that the class meets in person. There will also be assignments done and turned in via the Insight interface, such as discussion forums on related course topics and readings, as well as uploading presentation outlines and other written assignments via Insight's Assignment options.

Below are some assignments (as described within the Course Outline) and how Insight will be used to incorporate these activities.

1. Group discussions on current and historical health education on issues such as: "What are the cultural, political, and economic implications of health education programs?", "What does research say about health education and promotion?", and "How does funding of health education and prevention programs impact current health disparities in the U.S.?" [Activities done in class and online through Insight discussion forums.]

2. Out of class assignments such as individual and group projects which compare and evaluate local health education resources, programs and campaigns in areas such as:
 - a) Internet health education and promotion site
 - b) Public space social marketing campaigns such as bus shelters
 - c) Programs of local community based organizations[Activities done through Insight discussion forums, in class group work, and paper turned in by uploading through Insight.]
3. Individual, in-class, oral presentations on health topics [Activity done in class.]

B. Evaluation and Modes

Written assignments turned in through Insight and discussion forums on Insight will be given feedback using Insight's grading tools. In class presentation done by students will be assessed using hard copy paper.

Below are the evaluations for the course (as described within the Course Outline) and how Insight will be used.

1. Participation in class discussions, presentations, and group work. [Evaluation done in person via hard copy paper.]
2. Individual or group projects such as analysis of outcome evaluation data for health education programs. [Paper to be evaluated by instructor after student uploads finished assignment using Insight.]
3. Written assignments related to class work in areas such as the impact of health disparities on health education, the role of the health educator, and analysis of case studies. [Assignments to be evaluated by instructor after student upload finished assignments using Insight.]
4. An oral health education final presentation utilizing the criteria developed in class. [Outline uploaded onto Insight for evaluation and final presentation to be evaluated by instructor in person.]

C. Articulation

- This course does not articulate with any courses at a four-year school
- This course articulates with one or more courses at a four-year school. The department has discussed the impact of a distance education mode with the Articulation Officer.

D. Distance Evaluation Integrity

Instructor will evaluate the integrity of the distance learning process by checking in with students during face to face sessions and via Insight discussion forums.

Technical questions and instructions to access Insight will also be given during the first week class.

E. Textbook and other Instructional Materials

1. Textbooks such as *Health Education: Tools of the Trade*, Society for Public Health Education, Washington D.C. 2005.
2. Course reader to include articles and resources on health education such as *Freirian Praxis in Health Education: research results form an adolescent prevention program*, Health Education Research, Vol.9, no. 1, 1994. Instructor developed materials such as case studies and other group activities.
3. Internet based resources, including data from leading public health agencies such as the Centers for Disease Control and Prevention and the World Health Organization.
4. Presentations and handouts from Guest Speakers who are experts in the field of health education such as speakers from the San Francisco Department of Public Health

Adjusting, as necessary, based on the online or hybrid nature of the course.

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Course Outline of Record

I. GENERAL DESCRIPTION

A.	Date	December 2006
B.	Department	Health Education and Community Health Studies
C.	Course Number	HLTH 64
D.	Course Title	Health Education Practice
E.	Course Outline Prepared By	Joani Marinoff and Alma Avila
F.	Department Chairperson	Tim Berthold
G.	Department/Division Dean	Linda Squires-Grohe

II. COURSE SPECIFICS

A.	Hours	3 lecture
B.	Units	3
C.	Prerequisite(s)	None
	Corequisite (s)	None
	Advisor (y/ies)	None
D.	Course Justification:	Health Education practices form the foundation of community based public health strategies and interventions. This course is a requirement for completion of the Community Health Worker and HIV/STI Prevention Education certificates.
E.	Field Trip(s)	No
F.	Method of Grading	Letter
G.	Repeatability	0

III. CATALOG DESCRIPTION

An introduction to the principles of health education including basic theories, practices, and participatory methods with a focus on meeting the diverse needs of communities and adult learners. Application of skills and management strategies covering topic such as: HIV/AIDS, drug and alcohol use, chronic disease, and violence.

IV. MAJOR LEARNING OUTCOMES

Upon completion of the course students will be able to:

- A. Assess the major components of health education.
- B. Analyze the relationship between the health of the environment or community and the health of the individual.
- C. Analyze health education theories currently used in health education programs.
- D. Consider the components of cultural diversity and social identity in the development of appropriate health education materials and programming.
- E. Select and organize appropriate components of successful health education programming as appropriate to a specific group or community audience.
- F. Summarize the importance of evaluation and identify the types of evaluation used in health education programs.

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- G. Appraise the importance of creating and maintaining both social and professional networks in order to facilitate professional growth and on the job support.

V. COURSE CONTENT

A. Health Education

1. Definitions
2. Role of theory in Health Education

B. Health Education and diversity

1. Importance of cultural and social identity in Health Education
2. Health disparities
3. Effective communication with diverse populations
4. Providing educational programs and materials that reflect understanding of diversity.

C. Health Education theories

1. Critical Thinking
2. Adult Learning Theory
 - a. Styles of learning
 - b. Popular Education
3. Review of Health Education theories such as:
 - a. Stages of Change
 - b. Health Belief model
 - c. Diffusion of Innovation
 - d. Social Networks
 - e. Empowerment

D. Skills for participatory health education

1. Leadership
 - a. Leadership styles
 - b. Qualities of leadership
 - c. Finding your own path
2. Communication skills
 - a. Active listening skills
 - b. Verbal and non-verbal communication
 - c. Compassion vs. judgment
3. Group facilitation skills
 - a. Group dynamics and stages
 - b. Using the group for brainstorming, feedback, and support
4. Presentation skills
 - a. Setting
 - b. Language and tone
 - c. Utilizing visual materials
 - d. Interactive components
 - e. Putting popular education into practice
5. Community organizing
 - a. Services vs. prevention and social change

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- b. Strategies
- c. Effective uses
- 6. Evaluation
 - a. Community based formative evaluation or assessment
 - b. Process evaluation
 - c. Outcome evaluation
- E. Principles of team work in a health education setting
 - 1. Effective components of teambuilding
 - 2. Roles and responsibilities
 - 3. Characteristics of a strong working team
 - 4. Development of group work agreements
 - 5. Decision making
 - 6. Setting appropriate goals
 - 7. Implementation of work plan
 - 8. Conflict management
- F. Health educational materials development
 - 1. Assessment of current resources and needs
 - 2. Language and literacy considerations
 - 3. Mediums
 - a. Written materials
 - b. Audio-Visual materials
 - c. Theatre and role play
 - d. Simulations and other activities
- G. Health Educator Self Care
 - 1. Self assessment of stress & resources for support
 - 2. Review of methods for self care
 - a. Maintaining healthy social and professional networks
 - b. Stress management strategies

VI. INSTRUCTIONAL METHODOLOGY

- A. Assignments
 - 1. Group discussions on current and historical health education issues such as: “What are the cultural, political, and economic implications of health education programs?”, “What does research say about the impact of health education and promotion?”, “How does funding of health education and prevention programs impact current health disparities in the U.S.?”
 - 2. Out-of-class assignments such as individual and group projects which compare and evaluate local health education resources, programs and campaigns in areas such as:
 - a. Internet health education and promotion sites
 - b. Public space social marketing campaigns such as bus shelters.
 - c. Programs of local community-based organizations
 - 3. Individual, in-class, oral presentations on health topics.

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B. Evaluation

1. Participation in class discussions, presentations, and group work.
2. Individual or group projects such as analysis of outcome evaluation data for health education programs.
3. Written assignments related to class work in areas such as the impact of health disparities on health education, the role of the health educator, and analysis of case studies.
4. An oral health education final presentation utilizing the criteria developed in class.

C. Text books and other instructional materials

1. Textbooks such as Society for Public Health Educators, *Health Education: Tools of the Trade*, Society for Public Health Education, Washington D.C. 2005.
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3. Instructor developed materials such as case studies and other group activities.
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5. Presentations and handouts from Guest Speakers who are experts in the field of health education such as speakers from the San Francisco Department of Public Health.

VII. TITLE 5 CLASSIFICATION

Credit/Degree Applicable {meets all standards of Title 5. Section 55002(a) }.