

**California State University, Chico College of Behavioral and Social Sciences  
DEPARTMENT OF HEALTH AND COMMUNITY SERVICES (HCSV)**

- I. Program Affiliation:** Health and Community Services (HCSV)
- Course Number and Title:** HCSV 169-01 Health Education Techniques
- Prerequisites:** HCSV 060 or equivalent; HCSV 160; HCSV 161 recommended
- Professor:** Jeanne Freeman, PhD, CHES  
Office: Butte 614  
Office Phone: (530) 898-5633  
Office FAX: (530) 898-5107  
Office Hours: Monday & Wednesday 2-4pm; Tuesday 2-3pm or by appointment.  
E-mail: JMFreeman@csuchico.edu (Subject heading: Community Health)
- Course Meeting Days & Time:** Monday & Wednesday 12:00-1:50pm  
**Course Meeting Room:** Butte Hall 205

**II. Relationship to Knowledge Base**

This **hands-on** course presents a selection of instructional strategies for health classes, workshops, and programs. The course will be an introduction to theory, curricula, media, resources, and publicity for use in health promotion presentations and activities for school and community settings. Additionally, the course will be an examination of social marketing, health behavior, and mass communication models to inform influence, and motivate audiences to change health behavior.

**III. Required Textbooks**

Nelson, D.E., Brownson, R.C., Remington, P.L., & Parvanta, C. (2002). *Communicating public health information effectively*. Washington, D.C.: American Public Health Association. ISBN: 0-87553-027-3

Osborne, H. (2005). *Health literacy from A to Z: Practical ways to communicate your health message*. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 0-7637-4550-2

**IV. Goals**

The overall goal of this course is to help students understand and create education materials and media influencing a community's health. This course will create an atmosphere where the thorough discussion of issues and **all** views will be given value. Finally, this course will give the student the chance to be an active participant in their learning process.

**V. Competencies/Objectives**

After completing this course, the student should be able to:

A. Plan effective health education programs. (Responsibility II)

- Choose and use educational processes to help people generate valid information, explore options and their consequences, choose freely and commit themselves to action.

- Support open communications and positive collaborative and cooperative group skills.
  - Write educational and learning objectives with indices for evaluation.
  - Plan a special event health education intervention activity.\*
- B. Implement health education programs. (Responsibility III)
- Participate in community health education special events and fund raisers.
- C. Assess the quality, effectiveness and appropriateness of health education interventions/programs. (Responsibility IV)
- Write educational and learning objectives with indices for evaluation.
  - Assess own work and work of others using standard and measurable criteria.
- D. Coordinate the provision of health education services.
- E. Act as a resource person in health education. (Responsibility VI)
- Use the computer effectively to meet course requirements: e-mail, web, and presentation applications.
  - Survey, evaluate, and use resources in health education.
  - Participate in health education special events and fund raisers.
- F. Communicate health and health education needs, concerns, and resources. (Responsibility VII)
- Prepare news releases and letters-to-the-editor.
  - Design and construct promotional and educational flyers and posters.\*
  - Participate in health education special events and fund raisers.
  - Present effectively to a group using multiple audio-visual aids and group learning activities.\*
  - Conduct interviews and present findings in a simple format.

## VI. Content

- A. Foundations of Health Education
- B. Health Literacy
- C. Public Health Framework
- D. Translating Public Health Data
- E. Communicating to Inform
- F. Communicating to Persuade
- G. Communicating Public Health Data to the Media
- H. Written Communication
- I. Oral Communication

## VII. Evaluation

Students have the opportunity to earn **1000 points**. Points are earned based on performance in the following areas:

Press Release	<b>50 points</b>
Letter to the Editor	<b>50 points</b>
Special Event Written Plan	<b>100 points</b>
Program Implementations (2 @ 50 each)	<b>100 points</b>
Interviews & Overview of Findings	<b>100 points</b>
Media Package	<b>200 points</b>
Job Assignment	<b>100 points</b>
Oral Presentation & Visual Aids	<b>100 points</b>
Final Exam	<b>100 points</b>
<u>Attendance, input, interaction, &amp; teamwork</u>	<b>100 points</b>

**Total Points**

**1000 points**

- A. Press Release: Each student will prepare a press release concerning the special event scheduled during the semester. The information to be included in the press release and examples of press releases will be provided in class.
- B. Letter to the Editor: Each student will prepare and submit a letter-to-the-editor for publication in either a regional or state newspaper on a health item of local interest or one to a national or major newspaper or magazine. The letter could be related to any health-related topic of your interest. **Do not submit for publication until after you have received a grade.**
- C. Special Event Written Plan\*: The special event for the semester will be identified by the instructor in class. You will be assigned to a group (planning committee) for your project. Each group will plan one teaching/learning station. To plan for this special event, you will follow the steps outlined on the *Special Event Planning Guide* available on WebCT through the portal. Your group will present your program design in a folder on the due date indicated in the syllabus. Your instructor will give you details of the event for planning purposes as she receives information from the event planning committee. The outline for your program design is available on WebCT through the portal.
- D. Program Implementations: While attendance is required every day in class, there are two events that require your attendance in addition to class. The dates of these events will be announced in class as soon as the instructor has confirmation from the event planning committee.
- E. Interviews & Overview of Findings: This project will require each student in the class to interview fellow Chico State Students regarding a health topic. The information gathered during the interview process will be utilized to develop a media packet. The interview form will be provided to ensure some reliability with the questions asked. Upon completion of the interviews, a summary sheet is to be created for class discussion and the foundation of message design. The interviews and the overview of findings are to be done individually.
- F. Media Package\*: In teams of two, you will create a media package based on the information gathered from the interview process. The media package will include two posters, a newsletter or flyer, and a webpage. This media package will be reviewed and evaluated by the same student you interviewed for the information. From the feedback provided in the evaluation, refinements to the media package are to be made. Final submission of the media packets is due on the date indicated in the syllabus.
- G. Job Assignment: Many of you may be thinking about the internship you are looking to participate in or thinking further ahead to the type of job that you want. Many health educators go by titles other than health educator. Therefore, for this assignment, you are to search for three jobs that you would truly be interested in pursuing. Print out the job descriptions. Based on these job descriptions, you are to

provide an explanation of the skills you already possess, the skills you are lacking, methods and/or means to acquire the skills necessary, etc. Further details about the assignment are available on WebCT through the portal.

H. *Oral Presentation & Visual Aids\**: For this task you will prepare a 10-minute oral presentation using visual aids. The presentation can be about ANYTHING that interests you that deals with health. Your visual aids may involve graphs, charts, PowerPoint, video, etc. The evaluation of this project is related to issues delineated in your text regarding good oral presentation and visual aid formats. Probably the most difficult part of this task is to complete the oral presentation in the allotted 10-minute timeframe.

I. *Exam*: Only one exam will be administered covering information based on the lectures, text, and class discussion. **Therefore, no exam will be dropped!**

Clear instructions will be provided regarding taking the exam. The exam design may include multiple choice, true/false, matching, fill-in-the-blank, essay questions, and oral responses. A review session and study guide will be provided at the discretion of the instructor.

**Missing the exam is strongly discouraged!** Students who miss the exam will need to make-up the exam at some time during finals week. However, this opportunity will be afforded **ONLY** if the student contacts the instructor by telephone prior to missing the exam. When calling the instructor dial **(530-898-5633)** and leave a message with your name and a phone number of where you can be reached so that the instructor may return your call. Before a make-up exam opportunity is granted, the student and instructor **MUST** speak **directly** on or before the day of the scheduled exam. **Failure to follow this procedure will forfeit your opportunity to make-up the exam.**

J. *Attendance, input, interaction, & teamwork*: Your participation and attendance in class are important factors for your successful educational experience. Missing more than 2 classes will result in the loss of all 100 points. Each additional absence will result in the loss of an additional 50 points per occurrence. Being absent from either of the two program evaluations will result in the loss of all 100 points from this category plus the 50 points for that event. The points awarded in this area of the class are related to your **positive attitude, interaction, and input** with the class projects and your team.

(\*) **Indicates portfolio submission selections.**

### VIII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

### IX. Grading Scale

A = 93-100% (930-1000 points)	C = 73-76% (730-769 points)
A- = 90-92% (900-929 points)	C- = 70-72% (700-729 points)
B+ = 87-89% (870-899 points)	D+ = 67-69% (670-699 points)
B = 83-86% (830-869 points)	D = 63-66% (630-669 points)

B- = 80-82% (800-829 points)  
C+ = 77-79% (770-799 points)

D- = 60-62% (600-629 points)  
F = ≤ 59% (≤ 599 points)

All assignments are to be handed in at the beginning of class on their due dates. Late assignments will be accepted with a 15% grade reduction **per day** (not scheduled class day) for that assignment. Assignments submitted more than one week late (7 days) will not be accepted for credit and a zero will be entered for that assignment. **This policy will be strictly enforced!** All late assignments are to be submitted to my mail box in BUTTE HALL 607 and are to be date and time stamped by the administrative assistant. **You can always turn an assignment in early.** All assignments are to be typed or word-processed. Assignments submitted by electronic mail will not be accepted.

#### X. Academic Honesty

The guidelines for the CSU Chico Academic Honesty Policy, as stated in the University Catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the CSU Chico Academic Honesty Policy as stated on pages 151 & 635 of the 2003-2005 catalog. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process.

#### XI. Accommodations

Students with disabilities requesting reasonable accommodations must first register with Disability Support Services (DSS) by calling 530-898-5959. DSS is located in Building E and on the web at: <http://www.csuchico.edu/dss/>. DSS provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with DSS is approximately one to two weeks.

#### XII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior including inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the university catalog.

#### XIII. Attendance

Every student is expected to attend class, arrive to class on time, and participate with in-class discussions, proposed questions and activities. Students who miss a class are responsible for finding out what material was covered or what assignments were given during their absence. The instructor does not repeat lectures. However, the instructor is available to clarify topics discussed in class during the student's absence. **Students are directed to consult with their fellow students to find out what was covered during their absence.**

Name of class partner: \_\_\_\_\_ Phone #: \_\_\_\_\_

**XIV. Course Resources**

CSU Chico Library  
Writing Center – Taylor Hall 203 (530-898-5042)

**XV. WebCT Information**

This course is *web-enhanced*. Class notes and additional course materials will be available on the HCSV 169-01 course pages on WebCT. **This is the only place this information will be available.** You will need to regularly access the WebCT course pages to obtain information and readings necessary for the exams. By registering for this class, you are automatically on the WebCT course roster. However, to access the class information on WebCT, you will need to initialize your CSU Chico portal account. Information on how to do this on the web is available at the following address: <http://www.csuchico.edu/stcp/portal/account.shtml>. You can also contact Student Computing (898-4357) to assist you in this process. DO NOT delay in setting up your account!

**XVI. Recorded Grades (For Your Records)**

<b>Press Release</b>	_____ / 50 points	<b>Media Package</b>	_____ / 200 points
<b>Letter to Editor</b>	_____ / 50 points	<b>Job Assignment</b>	_____ / 100 points
<b>Special Event Plan</b>	_____ / 100 points	<b>Oral Present/Visual</b>	_____ / 100 points
<b>Program Implement #1</b>	_____ / 50 points	<b>Final Exam</b>	_____ / 100 points
<b>Program Implement #2</b>	_____ / 50 points	<b>Attend, input, etc.</b>	_____ / 100 points
<b>Interviews &amp; Overviews</b>	_____ / 100 points		

<b>Date</b>	<b>Content</b>	<b>Readings</b>	<b>Assignment</b>
<b>Monday, January 24</b>	<b>Syllabus, Portfolio, Profile of a health educator</b>		<b>Student profile sheet</b>
<b>Wednesday, January 26</b>	<b>Current issues &amp; challenges; Literacy</b>	<b>Nelson: Chapter 1; Osborne: pgs. 1-6 &amp; 277-280</b>	
<b>Monday, January 31</b>	<b>HP2010; Special event planning</b>		
<b>Wednesday, February 2</b>	<b>Special event planning</b>		
<b>Monday, February 7</b>	<b>Communication framework; Language &amp; culture</b>	<b>Nelson: Chapter 2; Osborne: pgs. 7-12 &amp; 123-130</b>	
<b>Wednesday, February 9</b>	<b>Special event planning; Introduction of interview project</b>		
<b>Monday, February 14</b>	<b>Communicating PH info to the media</b>	<b>Nelson: Chapter 6; Osborne: pgs. 151- 154</b>	
<b>Wednesday, February 16</b>	<b>Feedback; Risk communication</b>	<b>Osborne: pgs. 57-62, 193-198, &amp; 211-218</b>	<b>Rough draft of press release</b>
<b>Monday, February 21</b>	<b>Adobe Photoshop I Interview project planning &amp; implementation</b>		
<b>Wednesday, February 23</b>			
<b>Monday, February 28</b>	<b>Adobe Photoshop II</b>		<b>Final draft of press release</b>
<b>Wednesday, March 2</b>	<b>Communicating to inform</b>	<b>Nelson: Chapter 4; Osborne: pgs. 51-56 &amp; 179-188</b>	
<b>Monday, March 7</b>	<b>Dreamweaver I</b>		<b>Interviews and overview of findings</b>
<b>Wednesday, March 9</b>	<b>Translating PH data, numbers</b>	<b>Nelson: Chapter 3; Osborne: pgs. 131- 138 &amp; 155-162</b>	<b>Messages based on interviews: inform &amp; persuade</b>
<b>Monday, March 21</b>	<b>Internet info; Website design</b>	<b>Osborne: pgs. 103- 108, 235-238, &amp; 251- 256</b>	

<b>Wednesday, March 23</b>	<b>Communicating to persuade</b>	<b>Nelson: Chapter 5</b>	
<b>Monday, March 28</b>	<b>Special event planning</b>		<b>Special event written plan</b>
<b>Wednesday, March 30</b>	<b>Special event planning</b>		
<b>Monday, April 4</b>	<b>Debrief from special event; status of interview project</b>		
<b>Wednesday, April 6</b>	<b>Written communication; Word choices</b>	<b>Nelson: Chapter 9; Osborne: pgs. 13-20 &amp; 257-262</b>	<b>Rough draft of letter-to-the-editor</b>
<b>Monday, April 11</b>	<b>CHES &amp; NCHEC</b>		
<b>Wednesday, April 13</b>	<b>Interview project work day</b>		
<b>Monday, April 18</b>	<b>Job related activities</b>		<b>Job assignments</b>
<b>Wednesday, April 20</b>	<b>Interview project implementation &amp; design</b>		<b>Final draft of letter-to-the-editor</b>
<b>Monday, April 25</b>	<b>Oral presentations</b>	<b>Nelson: Chapter 10</b>	
<b>Wednesday, April 27</b>	<b>PSAs; Visuals; Humor</b>	<b>Osborne: pgs. 245-250 &amp; 99-102</b>	
<b>Monday, May 5</b>	<b>Oral presentation; Interview event planning</b>		<b>Visual aids</b>
<b>Wednesday, May 7</b>	<b>Interview project evaluations</b>		
<b>Monday, May 9</b>	<b>Debrief from interview evaluation; Oral presentations</b>		<b>Visual aids</b>
<b>Wednesday, May 11</b>	<b>Oral presentations; Peer evaluations</b>		<b>Interview media packets; Visual aids</b>
<b>Wednesday, May 18</b>	<b>Comprehensive Final Exam: 12-1:50pm</b>		