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2020

## **Introduction to Health Education and Promotion**

North Carolina Agricultural and Technical State University

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# NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

## COURSE SYLLABUS

College Name: College of Health and Human Sciences  
 Department Name: Kinesiology Sports Science and Fitness Management  
 Course Name: Introduction to Health Education and Promotion

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## COURSE INFORMATION

- Course Number/Section: KINS 200
- Term:
- Semester Credit Hours: 2
- Times and Days:
- Class Location:

## INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

## STUDENT HOURS

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM  / PM  – : AM  / PM

Monday  Tuesday  Wednesday  Thursday  Friday

## COURSE PREREQUISITES

None

## **COURSE DESCRIPTION**

This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based health care. The course connects between health education and health promotion and the role the kinesiologists have in contributing to a healthier population and community.

## **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as "General Education."*

- SLO 1: Identify the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and the quality of life.
- SLO 2: Recognize the historic context for the developments in health education, health promotion and disease prevention.
- SLO 3: Examine health issues addressed through health education and health promotion.
- SLO 4: Identify and utilize resources for reliable health data.
- SLO 5: Describe cultural, social, economic, and political influences on health decision-making.
- SLO 6: Identify principles of learning, theories, and models as they apply to health education and health promotion.
- SLO 7: Develop the skills necessary for community assessment, planning, implementing, and evaluating health education and health promotion programs for diverse populations as entry-level public health professionals.
- SLO 8: Participate in learning experiences that reflect the responsibilities and competencies of the entry-level health educators.

## **REQUIRED TEXTBOOKS AND MATERIALS**

*Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.*

### **REQUIRED TEXTS:**

Anastasia M. Snelling (2014). Introduction to Health Promotion. Wiley  
ISBN: 978-1118455296

### **REQUIRED MATERIALS:**

## **SUGGESTED COURSE MATERIALS**

## SUGGESTED READINGS/TEXTS:

## SUGGESTED MATERIALS:

## GRADING POLICY

### ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

### GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Points
Discussion Boards	3	15
Note Summary	3	15
Tests	3	300
Class Project	1	30
Presentation Slides	1	20
Oral Presentation	1	10
Synchronous Zoom Session	15	0
<b>Total</b>	<b>27</b>	<b>390</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to

a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

## **MAKE-UP EXAMS**

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54  
EXTRA CREDIT**

## **LATE WORK**

## **SPECIAL ASSIGNMENTS**

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## **CLASSROOM CITIZENSHIP**

Courtesy, civility, and respect must be the hallmark of your interactions.

## **COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT**

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## **TITLE IX**

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/studen\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., *Copyright Guidelines, Confidentiality, etc.*)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

## **STUDENT COMPLAINT PROCEDURES**

<https://www.ncat.edu/current-students/student-complaint-form.php>

## **STUDENT CONDUCT AND DISCIPLINE**

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **ACADEMIC DISHONESTY POLICY**

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis

for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

**For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)**

## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Welcome and Overview	ULO1: Review the syllabus and describe the types of learning activities. (SCLO1) ULO2: Interpret grading – number of exams, types of graded learning activities, and procedures for earning points. (SLO1) ULO3: Examine the topics that will be covered during the semester and why they are important for Kinesiology majors. (SLO1)	1. Complete: Discussion Board 1(ULO 1-3)
	Unit 2: Introduction to Health Promotion	ULO1: Identify health trends related to chronic disease during the second half of the twentieth century. (SLO 1) ULO2: Explain primary, secondary, and tertiary care. (SLO 3) ULO3: Explain modifiable and non-modifiable risk factors. (SLO 1)	1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i> . Wiley. a. Chapter 1 2. Complete: Discussion Board 2 (ULO 1-3)



	Unit 3: Health Behavior Theories and Models, C2	<p>ULO1: Describe the Affordable Care Act 2010 and its relationship to health promotion and disease prevention. (SLO2)</p> <p>ULO2: Describe the role of the government in health care and reduction of health disparities. (SLO 3)</p> <p>ULO3: Explain the role of Healthy People 2020 and HP2030. Review other government initiatives aimed at reducing health disparities and promoting longevity. (SLO 3)</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapter 2</p> <p>2. Complete: Note Summary 1(ULO 1-3)</p>
	Unit 4: Program Planning Models/Health Care Organizations C3 and C11	<p>ULO1: Explain a role of a health plan. (SLO1)</p> <p>ULO2: Describe 3 health models. (SLO 1)</p> <p>ULO3: Differentiate between various Professional Health Care Organizations and Certifications. (SLO 2)</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapters 3 and 11</p> <p>2. Complete: Note Summary 2(ULO 1-3)</p>
	Unit 5: Test 1		1. Complete: Test1
	Unit 6: Tobacco Use	<p>ULO1: Describe three (3) types of tobacco products. (SLO 3)</p> <p>ULO2: Describe cultural factors impacting tobacco use and prevention models used to reduce tobacco use. (SLO 4)</p> <p>ULO3: Explain the role of tobacco in health. (SLO3)</p> <p>ULO4: Differentiate 3 types of smoker. (SLO 3)</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapters 4</p> <p>2. Complete: Discussion Board 3(ULO 1-3)</p>
	Unit 7: Eating Behaviors	<p>ULO1: Identify the relationship between eating patterns and health. (SLO 5)</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapters 5</p> <p>2. Complete: Presentation Slides (ULO 1-4)</p>

		<p>ULO2: Describe connections between culture and health. (SLO 5)</p> <p>ULO3: Define the factors that influence people's eating patterns. (SLO5)</p> <p>ULO4: Examine models that are used to improve food intake to reduce health problems (heart disease, diabetes type 2, obesity). (SLO5)</p>	
	Unit 8: Physical Activity Behaviors	<p>ULO1: Explain the benefits from being physically active. (SLO 6)</p> <p>ULO2: Identify the amount of physical activity recommended for individuals. (SLO 5)</p> <p>ULO3: Explain societal trends that have influenced physical activity patterns. (SLO5,6)</p> <p>ULO4: Discuss the barriers to regular physical activity. (SLO6)</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapters 6</p>
	Unit 9: Physical Activity Behaviors, Continued	<p>ULO1: Discuss the barriers to regular physical activity. (SLO3)</p> <p>ULO2: Identify recent educational efforts to promote physical activity behavior. (SLO3)</p> <p>ULO3: Summarize local, state, and national policies that are designed to promote physical activity. (SLO3,4)</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapters 6</p> <p>2. Complete: Note Summary 3 (ULO 1-3)</p>
	Unit 10: Test 2		1. Complete: Test2
	Unit 11: Stress, Emotional Wellbeing, and Mental Health	<p>ULO1: Explain the connections between stress and disease. (SLO6,8)</p> <p>ULO2: Describe stress reduction activities that</p>	<p>1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i>. Wiley.</p> <p>a. Chapters 7</p>

		have been used to lower disease. (SLO8) ULO3: Describe mental health disparities. (SLO6,8)	
	Unit 12: Clinical Preventative Services	ULO1: Describe how clinical preventive services are linked to promoting health. (SLO3,7) ULO2: Identify clinical services for four (4) chronic diseases. (SLO3,7) ULO3: Describe the barriers and opportunities for accessing clinical preventive services. (SLO3,7)	1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i> . Wiley. a. Chapters 8 2. Complete: Class Project
	Unit 13: National and State Initiatives	ULO1: Explain the role that national and state health organizations play in improving health of the people. (SLO5) ULO2: Describe types of kinesiology positions that are available to address public health problems and reduce health disparities. (SLO5)	1. Read: Anastasia M. Snelling (2014). <i>Introduction to Health Promotion</i> . Wiley. a. Chapters 9
	Unit 14: Student Presentations	ULO1: Explain the main findings of the health project. (SLO7) ULO2: Describe the role of health promotion in addressing a health issue among a specific population. (SLO7) ULO3: Share a model program that used physical activity to reduce health disparities caused by inactivity. (SLO7)	1. Complete: Oral Presentation
	Unit 15: Final Exam		1. Complete: Test 3

\* These descriptions and timelines are subject to change at the discretion of the instructor.