### Course Description/Purpose

This course is designed to introduce students to the health education discipline and the competencies needed by health educators. Students will become familiar with learning experiences that promote voluntary actions and informed decisions conducive to improving health status and preventing injury. An overview will be provided about how health education is concerned with the health behavior of individuals and with the living and working conditions that influence their health. Students will learn about where health education services are offered and for whom. There will be a general overview of different health education services, including those provided for in schools and in community settings.

### Major Units

- Introduction / What is Health Education? / History of Health Education
- Competencies of Health Educators
- Enhancing the Health of Individuals through Comprehensive School Health Education
- Worksite Health Education / Corporate Wellness
- Patient / Consumer Health Education - Health Education in Health Care Facilities for Patients / Consumers, Health Professionals, Other Personnel, and Community Members
- Community Health Education and Health Promotion -- Health Education in Community-Based Organizations and Agencies for Clients, Personnel / Employees, and Community Members
- Environmental Health Education
Educational/Course Outcomes

Student learning will be assessed by a variety of methods, including, but not limited to, quizzes and tests, journals, essays, papers, projects, laboratory/clinical exercises and examinations, presentations, simulations, portfolios, homework assignments, and instructor observations.

**Cognitive**

Each student will be expected to *Identify/Recognize* . . .

- terms frequently associated with Health Education including: health promotion, wellness, health consumerism, and patient education;
- how to encourage healthy behavior;
- how health education programs are developed and implemented;
- how health education programs are evaluated;
- how individual and community needs are assessed;
- how communities are organized for action.

**Performance**

Each student will be expected to *Demonstrate/Practice* . . .

- writing a grant proposal to fund a health education program;
- identifying resources used to conduct health education efforts;
- developing audio, visual, and print health education materials.

**Attitudinal**

Each student will be expected to *Believe/Feel/Think that* . . .

- Health Education fosters individual, group, institutional, community and public policy changes to improve health;
- Health Education empowers people to take more control over their personal, community and environmental health and well-being.