

## Health Education

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### COLLEGE OF EDUCATION AND HUMAN SERVICES

#### Graduate Faculty:

**Birch, David A.**, Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1990; 2001.

**Drolet, Judy C.**, Professor, *Emerita*, Ph.D., University of Oregon, 1982; 1982.

**Fetro, Joyce V.**, Professor, *Distinguished Teacher, Emerita*, Ph.D. Southern Illinois University Carbondale, 1987; 1997.

**Kittleson, Mark J.**, Professor, *Emeritus*, Ph.D., University of Akron, 1986; 1989.

**Lacey, Ella P.**, Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1979; 1979.

**Miller, Kim H.**, Associate Professor, Ph.D., Southern Illinois University Carbondale, 2000; 2012. Physical activity, health behavior and motivation theory, program planning.

**Ogletree, Roberta J.**, Professor, H.S.D. Indiana University, 1991; 1991. School and college health education, curriculum development, women's health, human sexuality education, professional preparation, health issues and aging.

**Ratnapradipa, Dhitinut**, Associate Professor and Director of Graduate Studies, Ph.D., University of Utah, 2001; 2008. Environmental Health, epidemiology, public health.

**Ritzel, Dale O.**, Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1970; 1966.

**Welshimer, Kathleen J.**, Associate Professor, Ph.D., University of North Carolina at Chapel Hill, 1990; 1990. Community organizing, women's and children's health, health psychology, community assessment and planning process.

**Wilken, Peggy**, Clinical Assistant Professor, Ph.D., Southern Illinois University Carbondale, 1995; 1998. First aid and advanced first aid concepts, environmental health, sexuality, international health, emotional health and aging.

**Zunich, Eileen M.**, Assistant Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1970; 1967.

The Health Education program offers a graduate program leading to either a Ph.D. in Education with an emphasis in Health Education, a Master of Public Health (MPH) in Community Health Education, a Master of Science in Education in Health Education, or a concurrent MPH/PhD in Health Education/Community Health Education. Persons interested in pursuing any of these degrees should initially consult the director of graduate studies regarding appropriate courses and assignment to an adviser.

**Application/Admission.** Requirements for admission to the doctoral or master's degree programs in health education are:

1. Completion and submission of Graduate School admission application; a nonrefundable \$65.00 application fee must be submitted with the application for those applying for the Doctoral of Philosophy in Education degree, Master of Sciences in Education degree, the Master of Public Health degree, or the concurrent MPH/PhD program. Applicants must pay this fee by credit card.

2. Submission of three recommendation forms (available online at <http://app.applyyourself.com/?id=siugrad>).

3. Submission of **all** official transcripts for previous undergraduate and graduate work.

4. Submission of supplemental essays.

Application deadline for summer and fall admission is the last day of February. The MPH, Ph.D., and MPH/PhD only accept candidates for summer/fall admission. Exceptions to these dates may be considered. Contact the graduate director for more information.

#### Doctor of Philosophy Degree in Education

The Health Education program participates in the doctoral program with a concentration in health education. Other than general requirements of the Graduate School for all Ph.D. degrees, and of the College of Education and Human Services for all Ph.D. degrees in education, the program requires satisfactory completion of HED 500, 510, 515, 525, 533a, 533b, and 597-2. Programs are individually developed with each student. Successful completion of QUAN 505, QUAN 506, EAHE 587, and one additional course in quantitative or qualitative methods is required for fulfillment of the research tool for students in the Health Education program. A *B* average is required in the four method courses.

See the description of the Ph.D. degree in education in this chapter for further details.

Inquiries regarding application should be directed to the director of graduate studies of the Department of Health Education and Recreation.

#### Master of Public Health Degree

Applicants for the Master of Public Health degree must have a 3.00 undergraduate grade point average (*A* = 4.0) to be admitted in good standing.

Only graduate level courses taken after a student's admission to the program will be included automatically in the student's degree program. "Nondeclared" hours or hours from other degree programs must be petitioned into the program. Courses eligible for inclusion in a degree program must be graduate level and cannot have been applied toward another degree. Fall admissions only.

#### Master of Public Health Degree Requirements

A student must complete a minimum of 42 semester hours with the following core courses (39 hours) being required:

HED 500-3	Community Organization
HED 505-3	Introduction to Public Health
HED 512-3	Public Health Program Planning
HED 525-3	Health Behavior and Health Education
HED 526-3	Research and Evaluative Approaches to Health Education
HED 532-3	Public Health Administration
HED 583-3	U.S. Health Systems: Organization, Delivery, and Policy
HED 588-3	Current Issues in Environmental Health
HED 590-6-9	Practicum in Community Health
HED 593-3	Epidemiology
HED 598-3	Grant Writing
QUAN 402-3	Basic Statistics

Each student will work with an advisor to select an additional 3 hours from courses within Health Education or related courses. All MPH students who are not already certified must take the Certified Health Education Specialist (CHES) exam during the semester of their practicum experience.

### Concurrent MPH / PhD:

Candidates may apply for the concurrent MPH/PhD program in health education. Students will earn an MPH in Community Health Education and a PhD in Education, with a concentration in health education. Students will be selected for the program through a competitive process. Coursework has been carefully selected and sequenced for students to complete both degrees in a timely manner. This concurrent degree program is intended for students who desire to teach at the university level and for those who desire full-time student status.

#### Requirements for Admission:

Besides the current admission criteria, students who are interested in applying to the Concurrent MPH/PhD program must have the following:

- GPA overall 3.5 as undergraduate or 3.6 masters
- GRE scores (verbal, quantitative, and analytical scores are averaged at the 75th percentile).
- Personal interview with faculty (**on campus, video conference or telephone**)
- Undergraduate degree in health education (or closely related field) and five years health-related work experience OR a graduate degree in health education (or closely related field) and three years health related work experience
- Intension to enroll as a full-time graduate student

### Concurrent MPH / MD:

Applicants may apply for a concurrent degree in Medicine and Public Health. Applicants for the Master of Public Health degree must have a 3.00 undergraduate grade point average ( $A = 4.0$ ) to be admitted in good standing. Only graduate level courses taken after a student's admission to the program will be included automatically in the student's degree program. "Nondeclared" hours or hours from other degree programs must be petitioned into the program. Courses eligible for inclusion in a degree program must be graduate level and cannot have been applied toward another degree.

#### Concurrent Degree Requirements

For the medical degree, all students must complete all requirements outlined by the School of Medicine.

For the MPH degree, a student must complete a minimum of 43 semester hours with the following core courses (27 hours) being required during the first year:

HED 500-3	Community Organization for Health Education or HED 512 Public Health Program Planning
HED 505-3	Introduction to Public Health
HED 525-3	Health Behavior and Health Education
HED 532-3	Public Health Administration
HED 588-3	Environmental Health
HED 583-3	US Health System
HED 593-3	Epidemiology

HED 598-3	Grant Writing
QUAN 402-3	Basic Statistics

In addition, the student must complete the following during the fifth year:

- HED 590-6 Practicum in Community Health
- 10 hours selected from the following electives:
  - Public Health Leadership elective, 3 weeks/hours, SIU-SOM
  - Clinical Epidemiology elective, 3 weeks/hours, SIU-SOM
  - Health Policy and Law elective, 3 weeks/hours, SIU-COM
  - HED 590 Practicum, 6 hours, SIU-SOM field experience with the Illinois Department of Public Health
  - Advanced Biostatistics, 2 weeks/hours, SIU-SOM
  - State Agency Management and Engagement, 1 week/hour, SIU-SOM
  - Emerging Trends in Public Health, 2 weeks/hours, SIU-COM
  - Ethical Issues in Public Health Practice and Research, 1 week/hour, SIU-SOM
  - Crisis and Disaster Response and Management, 1 week/hour, SIU-SOM
  - Roles and Integration of National, State and Local Health Agencies, 1 week/hour

### Certificate in Gerontology

The Department of Health Education and Recreation participates in the Certificate in Gerontology interdisciplinary program and offers a class, HED 440 Health Issues in Aging, which is a Certificate requirement. For more information on this Certificate program, please see Certificate Programs in Chapter One of the Catalog.

### Courses (HED)

**402-3 Death Education.** (Same as GRON 402) Designed to prepare educators to conduct learning experiences about death and dying in a variety of school, college, medical care, and community settings. Stress will be placed on developing brief, functional curricula and usable, imaginative teaching-learning materials and on evaluating resource materials for use in educating at various levels of maturity.

**403-3 Health Advocate Training.** Provides students with knowledge and skills in the areas of peer health education, health advocacy and referral. Instruction includes health care information from a wellness point of view. Prepares students for practicum in health advocate program. Credit will not count toward a Master's degree in health education. Special approval needed from the instructor.

**407-3 Substance Use Prevention.** Designed to prepare educators to plan, implement and evaluate substance use prevention programs. Emphasizes incidence/prevalence, etiology, risk factors, motivations, and short/long-term effects related to substance use. Key elements of effective prevention programs are reviewed. Meets requirements of Illinois state law concerning drug education.

**410-3 Human Sexuality.** (Same as WGSS 411) Provides detailed information on dimensions of sexuality; characteristics of healthy sexuality; anatomy and physiology; gender roles; relationships; sexually transmitted infections/diseases;

contraceptive issues and concerns; sexual victimizations; and sexuality through the life cycle.

**411-6 Emergency Medical Technician in the Wilderness.** Placement of trained emergency medical technicians into a wilderness situation and having them adopt previously learned skills and newly developed skills. Prerequisite: HED 334 or 434.

**412S-3 Driving Task Analysis: An Introduction.** An introductory course that deals with the highway transportation system, traffic problems, the driving task, perception and implementation of the driver education classroom program. Observation of a teaching environment is included. A valid driver's license is required.

**413S-3 Injury Prevention and Safety.** Introduces the concepts and topics of injury prevention and safety. Course areas include: school, farm, consumer, fire, home, traffic, occupational, recreational, and disaster.

**414-3 Sexuality Education.** Focuses on knowledge/skills needed to address complex issues of sexuality education. Discussion will include challenges/resources for all health education settings and related disciplines. Purposes/goals, the nature of sexuality education teachers/learners, and "best practice" will be covered. Emphasis on developing competencies essential for professional practice.

**415-3 Health Counseling.** This course teaches basic communication skills and intervention strategies for helping people make positive health related lifestyle changes. It is not a course in therapeutic counseling; it focuses on helping average people to function in the healthiest way possible.

**430-3 Health and Injury Control in a Work Setting.** (Same as IMAE 430) Assesses the health and injury control programs present in a work setting. Emphasis given to employee programs in health, wellness and injury control that are effective. Field trips to work sites are included.

**434-4 Advanced First Aid and Emergency Care.** Meets the needs of those in positions where advanced first aid and emergency care is required. A nationally recognized First Aid and CPR "First Responder" certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Prerequisite: HED 334 or consent of instructor. Student will be required to pay a laboratory fee of \$20.

**435-2 Work Site Safety and Health Evaluation.** This course covers methods of inspecting and evaluating health and safety hazards at a work site including analysis of specific job assignments. It also introduces the student to injury and incident investigation techniques. The course will include hands-on work site evaluation.

**440-3 Health Issues in Aging.** (Same as GRON 440) Course content includes demographic trends; physiological changes associated with aging; health care and consumer challenges; cultural differences; psychological effects of aging; housing; long-term care; retirement; care giving; and formal, informal, and community-based support systems.

**441-3 Women's Health.** The course deals with a wide variety of health concerns of American women as consumers in the current health marketplace. Major categories of topics include health products, health services and sources of health information of particular interest to women. Emphasis is also placed on current health related issues of women. The major purpose of

the course is to provide a basis for informed decision-making by the female consumer.

**442S-3 Developing Vehicle Operational Skills: Driver Education Laboratory Experiences.** Learning activities will focus on preparing the prospective driver educator to conduct activities that develop operational skills for a novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules, and conducting learning experiences. Prerequisite: HED 412S.

**443S-3 Developing Classroom Skills: Driver Education Classroom Experience.** Learning activities will focus on preparing the prospective driver educator with the skills to teach in the driver education classroom with application to classroom organization, maintaining a safe learning environment, developing instructional modules, and conducting learning experiences. Prerequisite: HED 412S with a grade of C.

**445-3 Advanced Driver Education Instructor Training.** Prepares prospective instructors of advanced driving techniques. Emphasis is placed upon safe driving practices, vehicle dynamics, emergency vehicle operation, in-car response to simulated driving emergencies and instructional techniques. Special approval needed.

**450-3 Health Programs in Elementary Schools.** This course is designed to present key health-related concepts and skills to enable teachers to deliver culturally-sensitive, developmentally-appropriate, standard-based instruction elementary students. It also will provide an overview of coordinated school health programs and their relationships to academic achievement.

**461-1 to 12 Health Education Workshop.** A different focal theme each year; e.g., mood modifying substances, ecology, human sexuality, emotional and social health dimensions. Information, ideas, and concepts are translated into teaching-learning materials and approaches; continuing opportunity for interaction between prospective and experienced teachers.

**470S-3 Highway Safety as Related to Alcohol and Other Drugs.** Relationship between alcohol and other drugs and traffic accident causes. A review of education programs designed to minimize drug related accidents. Restricted to advanced standing or consent of instructor.

**471-2 Health Education Instructional Strategies.** This course is designed for graduate students who are teaching assistants in the Department of Health Education. The purpose of the course is to enhance professional skills of those who are responsible for teaching health education, general education and first aid.

**476-3 Stress Management.** A study of the physiological, emotional and sociological stressors and their underlying mechanisms in states of disease and health. Particular emphasis is placed upon prevention and control of stress via self assessment techniques and proficiency in self control techniques such as biofeedback, autogenic training, meditation and progressive muscle relaxation.

**480S-3 Traffic and Driver Education Program Development.** Acquaints students with curriculum innovation, current philosophy, learning and teaching theories, and instructional designs. Students will develop learning packages and modules. Prerequisite: HED 443s or consent of instructor.

**484-3 Preventing Violence in Educational Settings.** Designed to prepare educators, administrators, and other professionals

to plan, implement, and evaluate violence prevention, conflict resolution, and crisis intervention programs in educational settings. Incidence/prevalence, etiology, and risk/protective factors related to youth violence will be examined. Current theories and models related to program planning and implementation will be applied to design coordinated, integrated school/community programs. Based on current research, key elements of effective curricula and other program components will be re-viewed.

**489-3 Introduction to Biostatistics.** An introduction to biostatistics; examination of theories of population projections; collection, organization, interpretation, summarization and evaluation of data relative to public health happenings with emphasis on graphic presentation.

**490A-2 to 12 Field Experiences in Schools, Community Health.** Field observation, participation, and evaluation of current school or community health education or safety programs in agencies relevant to student interests. Prerequisite: all required health education courses. Special approval needed from the instructor.

**490B-2 to 6 Advanced Field Experience in School, Community Health or Injury Prevention Education.** Advanced field observation, participation and evaluation of current school or community health education or injury prevention programs in agencies relevant to student interest. Prerequisite: grade B or better in HED 490A. Special approval needed from the instructor.

**491-3 Health Teaching/Learning: School and Community.** Teaching and learning strategies at secondary school levels and in other community group settings. Opportunities to examine and observe a variety of educational strategies applicable to health education.

**493-3 Health Informatics.** The application of technology to engage communities and individuals in behavioral and environmental change processes. The course will focus on the use of technology to describe the magnitude of health problems and their sources; analyze risk factors; identify community strengths from which strategies may be defined and tools created to intervene, prevent problems, and promote health and well-being; and continuously evaluate, refine, and implement what works.

**496-4 Industrial Hygiene.** Provides a background in the recognition, evaluation and control of toxic materials and hazardous physical agents in the work environment. Special approval needed from the instructor.

**499-3 Rx: Education in Health Care Settings.** Designed for members and potential members of the health care team to explore educational concepts and strategies applicable to a variety of health care settings. Includes rights and responsibilities of consumer and professional, determinants of health behavior, contrasting models of health care, communication skills, media and materials and planning, implementing and evaluating educational programs. Open to medical and dental personnel, nurses, health educators, dietitians, therapists, pharmacists, social workers and related professionals.

**500-3 Community Organization.** This course addresses the process of engaging communities in health education and behavior change programs. Various organizing paradigms for fostering healthy communities are examined, and their practical and ethical implications are considered. Skills development for community assessment, constituency-building, and leadership of participatory planning efforts is emphasized.

**505-3 Introduction to Public Health.** This course provides an overview of the interdisciplinary field of public health. History and ongoing evolution of public health services and delivery systems in the U.S., essential of public health practice, and federal, state, and local public health functions are considered. Emerging health problems, changing population dynamics, and global health context will be examined.

**510-3 Program Planning and Curriculum Development in Health Education.** In this course similarities as well as differences between program planning and curriculum development will be examined. For both areas current theories, models and designs will be analyzed. The importance of and procedures for developing philosophy, goals and objectives will be studied. Processes used in selection of content, learning approaches, resource teaching/learning materials will be investigated. Implementation and evaluation issues will be addressed.

**512-3 Public Health Program Planning.** This course will present theories/model for health promotion program planning and implementation in community/public health settings. Steps to program planning, including: logic models, needs assessment, community organizing, evaluation/assessment, and social marketing will be addressed.

**515-3 Contemporary Issues in Health-Related Fields.** This course is designed to expand the conceptual framework for health education research, practice, and professional development by examining contemporary issues in health and related fields. It includes rearing, analyzing, interacting, and reflecting about selected critical issues and future concerns as they relate to the health education profession as well as individual, community, and societal health-related needs.

**520-6 Special Topics/Independent Study.** An area of study to be determined by students in consultation with the health education faculty that goes beyond the current health education course offerings. 1-3 credits; may be repeated twice for maximum of 6 hours. Special approval needed from the instructor.

**525-3 Health Behavior and Health Education.** Examines health-related motivation and behavior through the study of relevant psychological, sociological, and educational theory and research. Emphasis is on application of behavioral and behavior-change theories and constructs in designing effective health education and promotion programs.

**526-3 Research and Evaluative Approaches to Health Education.** Introduction to research and evaluation. Includes survey and analyses of health testing and research/evaluation procedures, uses and limitations of knowledge and attitude tests, behavioral inventories, checklists, questionnaires, interviews, and other techniques.

**530S-3 Research in Traffic Safety.** A study of unique problems related to traffic safety and a review and evaluation of contemporary studies. Restricted to graduate standing or consent of instructor.

**532-3 Public Health Administration: Principles and Practices.** This course is designed to provide a broad overview of key administrative issues in public health, including building and sustaining a public health workforce, disease control and prevention, emergency preparedness, legal issues, and financial considerations. Attention will be given to the application of management concepts and principles related to public health

organizations at the nation, state, and local levels.

**533A-4 Foundations of Health Education I.** Historical and philosophical foundations of health education dealing with principles of the discipline and preparation for services as a professional. Consideration of theoretical models of health and health education, professional ethical issues and future directions.

**533B-4 Foundations of Health Education II.** This course will provide a broad overview of quantitative research in health education, including research designs, research questions, assumptions, limitations, data collection methods, sampling, instrument development, and data analysis and interpretation. Discussion of health-related theories/models and ethical considerations will be integrated throughout the course. Prerequisite: HED 533A or consent of instructor.

**536-3 Professional Preparation in Health Education.** Considers national, state and local factors influencing professional preparation, accreditation and certification processes. Emphasis upon influences of official and non-official agencies. Historical perspective, the present status, and future directions of the profession.

**541-3 Issues in Health Care.** Examination of current and continuing issues in the provision, administration, financing, and regulation of health care services. Prerequisite: HED 583 with grade of C or better or consent of instructor.

**550S-3 Current Developments in Traffic and Safety Education.** Current problems, trends and research studies in traffic and safety education are reviewed, critiqued and evaluated.

**555S-3 Traffic Safety Management.** Course deals with highway safety legislation and other acts related to traffic safety. Application of safety management techniques, procedures and structure of federal and state agencies are emphasized. Special approval needed from the instructor.

**561-1 to 12 Advanced Health Education Workshop.** A different focal theme each year; e.g., technology and health education; coordinated school health programs; social marketing; mental health. Information, ideas and concepts are translated into teaching/learning materials and approaches; continuing opportunity for interaction between prospective and experienced health educators.

**571-3 Professional Development for Teaching Assistants.** This course is designed to assist graduate teaching assistants to develop and improve skills necessary for performing their responsibilities. Emphasis will be placed on teaching/learning processes; classroom strategies and skill development; responding to diverse student populations; communication across the curriculum; teaching outside the classroom; identifying campus and community resources, support services, media, and technologies; evaluation and assessment. Restricted to graduate teaching assistants. Special approval needed from the instructor.

**583-3 U.S. Health System: Organization, Delivery, and Policy.** This course examines dynamics and trends in organization, financing, and delivery of health care in the United States. Specific current health policy issues and the political, social, and economic forces that affect them are analyzed. Practical implications for public health professionals will be considered.

**585-3 Global Health Issues.** This course is designed to introduce students to current health concerns in economically

developing nations by examining socioeconomic, cultural, and political issues impacting health. Basic epidemiologic principles will be used to study disease and adverse health conditions in developing countries as well as understand and critique possible intervention strategies. Implications for health educators working in international settings will be discussed.

**588-3 Current Issues in Environmental Health.** This course will address core principles and concepts of environmental health disciplines, analyze environmental factors impacting human and ecological health, and explore environmental health tools through their application to current issues of concern to government agencies.

**590-6 to 9 Practicum in Community Health.** Students complete 300 to 450 hours in an approved community health agency. Working with preceptors, students design and put into practice an individual project with goals and objectives emphasizing one or more core competencies (i.e. assessment, planning, implementation, and evaluation). Prerequisite for MPH students: Completion of all coursework. Restricted to health education majors. Special approval needed from the instructor.

**592-8 Practicum in Safety and Industrial Health.** Students are assigned full-time to a safety agency or industry for experience in either safety or industrial health. Restricted to those specializing in safety industrial health. Special approval needed from the instructor.

**593-3 Epidemiology.** This course will present principles and practices related to the study, prevention and control of health-related conditions in the human population. Emphasis will be placed on understanding the principal concepts of epidemiology, including aspects of disease distribution, epidemiologic methods, risk assessment of disease and injury, descriptive and analytic epidemiologic methods and study designs, and application of epidemiologic data to the prevention and control of disease and injury. Format for the class will include lecture and small group seminars.

**597-2 Seminar in Health Education.** Advanced graduate students discuss individual health projects and present research problems. Each will present a dissertation prospectus. The course will cross two semesters. The first semester will require class attendance. The second will require attending dissertation prospectus and defense meetings and writing individual reports. Prerequisite: HED 533B

**598-3 Grant Writing in Health Education.** Consideration is given to funding sources, proposal guidelines, procedures for support, budgetary requirements and evaluation procedures. Students examine different types of funded projects, develop a research proposal and analyze the art of grantsmanship and political action.

**599- 1 to 6 Thesis.**

**600-24 Dissertation.**

**601-1 per semester Continuing Enrollment.** For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.