Semester: Fall 2017  
Course Number: 10:832:242:01  
Day and Time: Principles of Health & Wellness Education  
Course Day & Time: Wednesday, 9:50 a.m. – 12:50 p.m.  
Location: Murray Hall, Room 210, College Avenue Campus  

Instructor: Francesca M. Maresca, Ph.D.  
Adjunct Faculty & Director of Health Outreach, Promotion and Education-Rutgers Student Health  

Contact Information: (848) 932 – 9167  
E-mail: fmaresca@rutgers.edu  

Office Hours: by appointment only on Monday, Tuesday & Thursday, 8:30 a.m. – 3:30 p.m. at 8 Lafayette Street, College Avenue Campus  

The book has been ordered through the Rutgers Barnes & Noble Bookstore on College Avenue. It can also be obtained through amazon.com. The book must be purchased by **Wednesday, September 13, 2017**  

Additional Materials: Additional required readings as assigned will be posted on the course SAKAI site.  

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**Course Description**  
Focus on the fields health education, health promotion, and wellness as they relate to community engagement, and the ramifications of lifestyle choices from a personal and societal perspective.  

**Course Goals & Objectives**  
"Wellness must be a prerequisite to all else. Students cannot be intellectually proficient if they are physically and psychologically unwell." Ernest Boyer.  

**SAS Core Curriculum Learning Goals**  
In addition broad set of course-specific learning goals, this course satisfies three of the SAS Core Curriculum-required Learning Goals, specifically goals h, m, and n. Thus, at the end of this course students will be able to:
1. Understand the bases and development of human and societal endeavors across time and place as related to health and wellness education and developments (SAS Core Curriculum learning goal h).

2. Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization related to health and wellness (SAS Core Curriculum learning goal m).

3. Apply concepts about human and social behavior to particular questions or situations related to health and wellness (SAS Core Curriculum learning goal n).

Public Health Learning Outcomes
By the end of this course, students will:
   1. Think critically in public health;
   2. Effectively communicate public Health Information; and,
   3. Utilize information literacy skills in public health.

Course Overview and Requirements
This course is designed to examine the field of health promotion as a discipline and as potential career. Content areas of health and wellness will also be explored in addition to the components of effective health and wellness education. Each week’s class will contain several components: lecture, discussion, group activities and the occasional guest speaker.

Course Learning Goals:
- Identify, understand, and incorporate the foundation principles of health and wellness education.
- Identify and understand health education, health promotion, wellness, community engagement, communication and leadership skills.
- Demonstrate knowledge of health education and wellness theories and organizational development.
- Demonstrate critical thinking skills related to community, institutional and individual health.
COURSE SYLLABUS

Required readings are to be completed for the class date listed. Readings in addition to those listed may be assigned. The textbook, Health Education: Creating Strategies for School & Community Health is listed as HE.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>September 6</td>
<td>Introductions, syllabus, course overview, expectations, health topics</td>
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<td></td>
<td>The Dimensions of Wellness</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>September 13</td>
<td>History of Health Education</td>
<td>HE: Chapter 1 Introduction Healthy People 2020</td>
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<td>Healthy People 2020, setting national goals, Healthy Campus 2020</td>
<td>Healthy Campus 2020</td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>September 20</td>
<td>Minority Health</td>
<td>HE: Chapter 8 Minority Health</td>
<td>One-Minute Assessment</td>
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<td>NOTE: OUT OF ORDER INTENTIONALLY</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>September 27</td>
<td>Needs Assessments, Goals, Objectives &amp; more!</td>
<td>HE: Chapter 2 Planning for Instruction</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>October 4</td>
<td>Theories, educational principles, &amp; learning Instruction logistics</td>
<td>HE: Chapter 3 Contextual Considerations of Behavior Change</td>
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<tr>
<td>Week 6</td>
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<tr>
<td>October 11</td>
<td>Instructional Methods</td>
<td>HE: Chapter 4 Methods of Instruction</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>October 18</td>
<td>Environmental Health</td>
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<td>History of Health Education Interview One-minute Assessment</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>October 18</td>
<td>HIV/STI Testing: free, confidential, rapid result testing</td>
<td>Livingston Campus Center, Livingston Hall</td>
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<tr>
<td>Week 8</td>
<td>Mid-Term Exam</td>
<td>ON-LINE SAKAI EXAM</td>
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<tr>
<td>8:00-10:00 p.m.</td>
<td>Racism as a Public Health Issue</td>
<td>Busch Student Center, Center Hall</td>
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<tr>
<td>Week 9</td>
<td>Creating Lesson Plans</td>
<td>HE: Chapter 5 Presentation and Unit Plan Development</td>
<td>One-minute assessment</td>
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<tr>
<td>November 1</td>
<td>Racism as a Public Health Issue</td>
<td>Busch Student Center, Center Hall</td>
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<tr>
<td>Week 10</td>
<td>Technology</td>
<td>HE: Chapter 6: Personal Computers &amp; the Internet</td>
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<tr>
<td>November 8</td>
<td>Utilizing Media in Health Education</td>
<td>HE: Chapter 7: Media in Health Education</td>
<td>InfoGraphic</td>
</tr>
<tr>
<td>November 15</td>
<td>HIV/STI Testing: free, confidential, rapid result testing &amp; chlamydia &amp; gonorrhea screening</td>
<td>Livingston Campus Center, Livingston Hall</td>
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<tr>
<td>Week 12</td>
<td>NO CLASS! Enjoy the long weekend!</td>
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<tr>
<td>November 22</td>
<td>NO CLASS! Enjoy the long weekend!</td>
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<tr>
<td>November 29</td>
<td>Special Challenges &amp; Populations</td>
<td>HE: Chapter 9: Special Populations</td>
<td>One-minute assessment</td>
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<tr>
<td>Week 13</td>
<td>Special Challenges &amp; Populations</td>
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<tr>
<td>December 1</td>
<td>HIV Testing: free, confidential, rapid result testing</td>
<td>HOPE, 8 Lafayette Street, CAC</td>
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<td>December 6</td>
<td>Controversial Topics</td>
<td>HE: Chapter 10: Sex Education</td>
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<tr>
<td>Week 15</td>
<td>Flex Day in Case of Class Cancellation</td>
<td>Will be announced on November 29th if we will have class on this day.</td>
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### Assessment

The following assignments will assess the course learning goals:

#### SAS Core Curriculum Learning Goals

- **Understand the bases and development of human and societal endeavors across time and place as related to health and wellness education and developments (SAS Core Curriculum learning goal h).**
  - History of Health Education Interview paper
  - Pop quiz
  - Mid-Term Exam
- **Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization related to health and wellness (SAS Core Curriculum learning goal m).**
  - National Health Promotion Campaign & Behavior Change paper
  - Pop Quiz
- **Apply concepts about human and social behavior to particular questions or situations related to health and wellness (SAS Core Curriculum learning goal n).**
  - Class Participation in discussions
  - Final Exam

#### Public Health Learning Outcomes

1. **Think critically in public health**
   - Example: The required National Health Promotion Campaign & Behavior Change paper focus on identifying key elements of health education models and applying them to a current health promotion campaign.
   - Active and thoughtful participation in class discussions.

2. **Effectively communicate Public Health Information**
   - Example: The required Pop quizzes will require students to synthesize information from class with current health and wellness issues.
   - Active and thoughtful participation in class discussions.

3. **Utilize information literacy skills in public health.**
   - Example: students must use appropriate APA formatting style and cite sources of all information utilized in the National Health Promotion Campaign & Behavior Change paper.
GRADING PHILOSOPHY & OTHER CONSIDERATIONS
Everyone has the opportunity to build his/her grade. Each assignment has a designated number of points. The number of points awarded for each assignment depends upon whether or not the requirements of the assignment are met. Note that issues such as spelling, grammar and syntax are important and points will be deducted for poor spelling, grammar and syntax on all written work. Points will be deducted for late assignments. No hard copy assignments will be accepted. Once an assignment is submitted, it is final. There are no do-overs or re-submissions.

Your final grades are assigned following the Grading Philosophy of the Edward J. Bloustein School of Planning & Public Policy. Grades are NOT an opportunity for bargaining or negotiation. You will be assigned the grade you earned.

A  Excellent, shows initiative, synthesizes and integrates assigned material with external sources and own thinking; 92-100
B+ Very good work, innovative thinking or excellent integration of work of others, 88-91
B  Exceeds minimum requirements, either shows own thinking or synthesizes and integrates assigned material with external sources; 81 - 87
C+ Good understanding of assigned material, but no effort to integrate own thinking or that of others; 78 - 80
C  Average work that meets the minimum requirements but does not show consistent understanding of material, poor quality; 70-77
D  Meets minimum requirements but does not show understanding of material, poor quality; 60-69
F  Unacceptable, does not meet minimum requirements; 0-59
POINT BREAKDOWN: Points do not equal 100% due to rounding.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>50 (8%)</td>
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<tr>
<td>Participation</td>
<td>25 (4%)</td>
</tr>
<tr>
<td>One-Minute Assessments (4) each worth 25 Points</td>
<td>100 (16.5%)</td>
</tr>
<tr>
<td>Assignments</td>
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<tr>
<td>History of Health Education Interview</td>
<td>50 (8%)</td>
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<tr>
<td>InfoGraphic</td>
<td>75 (12.5%)</td>
</tr>
<tr>
<td>Pop Quiz 1</td>
<td>25 (4%)</td>
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<tr>
<td>Pop Quiz 2</td>
<td>25 (4%)</td>
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<tr>
<td>Mid-Term Exam</td>
<td>100 (16.5%)</td>
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<tr>
<td>Final Exam</td>
<td>150 (25%)</td>
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<tr>
<td>TOTAL POINTS</td>
<td>600</td>
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Academic Integrity

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: http://academicintegrity.rutgers.edu/

Attendance and Cancellation of Classes: In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course and individual courses may set policies for maximum absences. Please refer to the link below for more specific information:

http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class
Participation & Attendance
Regular attendance and class participation will be necessary for you to fully understand the material in this class. Students are expected to arrive promptly, attend every class, and complete reading assignments beforehand in preparation for discussion and class activities. Moreover, there will be material covered in class that will not be in your textbook, but will be part of an exam. Thus, attending every class can help increase your chances of scoring well on an exam. Classes missed without a valid excuse (illness or family emergency) will result in points deducted from the Attendance portion of your grade. Late arrivals will also affect the attendance portion of the grade. In the event of an emergency or illness requiring you to miss class or if you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to the instructor. Do not e-mail the instructor directly. If you miss class, it is your responsibility to obtain notes or handouts and other updates from a classmate, not the instructor. Assignments due on the date of a missed class are still due and should be submitted through the SAKAI site. You are permitted three excused absences.

OTHER CONSIDERATIONS: Students requiring accommodation due to a disability (learning, physical, emotional) must present proper documentation at the beginning of the semester.

Cell phones, iPhones, iPads, PDAs, MP3 players and other mobile communication devices must be turned off or on manner mode during class. Out of respect to your classmates and instructor, no texting or phone calls are permitted during class. If cell phone or other electronic device use is noticed by the instructors during class, points will be deducted from the final grade. Laptops are permitted in class for note-taking purposes only. If the instructor notices a student utilizing a laptop for anything not class related (Facebook, Twitter, Instagram, other class work, trolling the internet, looking at vacation photos, YouTube, etc.), the student must close the laptop and will not be permitted to use it again all semester.

Issues of Concern
If issues arise that impact your class attendance or work or if you have a grade dispute, you must make an appointment to meet with the instructor in person during office hours. These issues will not be discussed or resolved via phone, Face Book or e-mail.

Additional Important Course Information

Class Attendance and Participation: Students in the class are crucial to shaping the course - identifying topics, engaging in critical discussion, researching information and
perspectives, and designing strategies for action. Therefore, it is critical that each student attends and participates in every class.

**Student responsibilities include:**
- **Prompt** attendance
- **Completion** of assigned readings
- **Active** participation in class sessions
- **Communication** in timely manner regarding any concerns/difficulties related to the course
- **Frequent and regular** visits to the course SAKAI site at [http://sakai.rutgers.edu](http://sakai.rutgers.edu).

**Instructor responsibilities include:**
- **Respect** for students as co-learners in course
- **Adapting** the course framework to needs, interests and concerns of students
- **Availability** by appointment for meetings with students; availability by phone and e-mail
- **Maintaining** the SAKAI course website to accurately reflect the requirements of the course

**SAKAI**
This class utilizes SAKAI to manage the course, its assignments, requirements, announcements, and readings. All students are **REQUIRED** to log into SAKAI in order to access these functions from the beginning of the course until the end. Important updates, announcements and other useful information will be posted to the SAKAI site on a regular basis. All written assignments are to be submitted through the SAKAI Assignment function. No hard copies will be accepted and will be considered late submissions.

**ASSIGNMENTS**
All assignments are to be submitted via the SAKAI Assignment Function. All assignments are due at 9:30 a.m. on the due date. Assignments must be submitted as a Word document. Each day an assignment is late, points will be deducted from the total points awarded. All written work **must be** spell-checked and edited for correct grammar and syntax. Points will be deducted for poor spelling, grammar and syntax. Assignments submitted more than two weeks late will **not be** accepted. **Absolutely no hard copy assignments will be accepted.** Once submitted, all assignments are final. There are no do-overs. If you have questions or concerns, ask the instructor BEFORE the due date.
HISTORY OF HEALTH & HEALTH EDUCATION INTERVIEW
Each student will interview one individual who is at least seventy-five years old concerning the following:

- Did he/she receive any “formal” or “informal” health care as a child?
- If yes, what kind of health care did he/she receive as a child?
- Did they receive any health education at home and/or at school? If yes, what did they learn about? Who provided the education? Was it effective?
- Are they currently receiving any health education? If yes, where? From whom?
- Provide an overview of the differences and similarities between your interview subject’s experiences with health care and health education and your own – what kind of health education have you received? Where? What kind of health care have you received?
- Please indicate your relationship to the interviewee.
- It is fine if the interview takes place with someone outside of the state or country.

Students will write a minimum 2-3 page paper, 12 point font, double spaced, with one-inch margins (including the first page). There are no page maximums for this assignment. All papers must be typed and submitted on SAKAI through the Assignment Function as an attachment. **Due October 18, 2017 at 9:30 a.m.**

INFOGRAPHIC: Target Community & Issue
Creating eye-catching info-graphics that are accurate and engaging has become a staple of health promotion in communities. You will create an infographic that targets one priority population in relationship to one of the topics identified below.

**Topics: select one**
- Teen Pregnancy
- Physical Activity
- Emergency Preparedness
- Suicide
- Premature Birth
- HIV/AIDS Testing
- Drunk Driving

**You will:**

1. Select the topic
2. Identify a priority population that is impacted by this particular topic
3. Identify at least 5 credible data points for the infographic
4. The data points must be current – all data must be cited and not be any older than 2 years ago
5. Create the infographic
6. Save the infographic as a PDF or JPEG
7. Submit the infographic via SAKAI Assignment Function

Below are three FREE on-line sources for creating an infographic. You can use any one of these sources, another that you have identified, or your own graphic design skills.

https://www.canva.com/create/infographics/
https://venngage.com/
https://piktochart.com/

The assignment is due on Wednesday, November 15th at 9:30 a.m. It must be one page only, including citations.

ONE-MINUTE ASSESSMENT
Quizzes, tests, and assignments are utilized to assess student progress in the classroom. The one-minute assessment is another tool to assess student learning. This will be completed in-class. There will be 4 one-minute assessments throughout the semester where you will be given a prompt and have to write your response in just one-minute. The prompts will be related to the class topic/discussion. If someone is absent, they will not be able to make-up the in-class one-minute assessment.

POP QUIZZES
There will be two **unannounced** pop quizzes, one before the mid-term exam and one after. If someone is absent, they will not be able to make-up the quiz.

EXAMS
**Mid-Term Examination** will take place on **October 26, 2016**. This will be a SAKAI Exam, administered on-line through the course SAKAI site. You will have 3 hours from 9:50 a.m. – 12:50 p.m. to complete the exam and the exam will “close” promptly at 12:50 p.m. on October 26, 2016. You will be permitted to use your course materials.

**Final Examination** will take place during the scheduled exam period on Monday, December 18, 2017. **This will be an ON-LINE SAKAI exam**, administered through the course SAKAI site. You will have 3 hours to complete the exam any time between 8:00 a.m. – 11:00 p.m. You will be allowed to use your course materials. Once you start the exam, you must finish it. It is a timed exam. If you are not done at the end of 3 hours, the exam will close.
Helpful University Resources
At some point in the semester, you may require assistance for a variety of issues. Following is a brief list of helpful University resources. If you are ever concerned about a friend or roommate who may be struggling with a mental health issue, addiction, or anything else, you can share your concerns at Dosomething.rutgers.edu. They will be contacted by the appropriate Student Affairs unit. This is not for emergencies. Contact is made in 24-48 hours.

Rutgers Student Health
http://health.rutgers.edu
• Medical http://rhsmedical.rutgers.edu
• Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS) http://rhscaps.rutgers.edu
• Pharmacy http://rhspharmacy.rutgers.edu
• Health Outreach, Promotion & Education (H.O.P.E.) http://rhshope.rutgers.edu

Deans of Students
http://deanofstudents.rutgers.edu/

Learning Centers
http://lrc.rutgers.edu/

Writing Centers
http://wp.rutgers.edu/tutoring/writingcenters

Math & Science Learning Centers
http://mslc.rutgers.edu/

Office of Violence Prevention & Victim Assistance
http://sexualassault.rutgers.edu/

Center for Social Justice & LGBTQ Communities
http://socialjustice.rutgers.edu/

Office of Disabilities Services for Students
http://disabilityservices.rutgers.edu/

Public Safety
• RUPD http://publicsafety.rutgers.edu/rudp/
• Department of Transportation Services http://rudots.rutgers.edu/