



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED 233 SOCIAL PERSPECTIVES OF HEALTH (3), FALL 2010]

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Department: Health and Physical Education Department, Chair: Dr. Betty Rauhe

1. COURSE INFORMATION

Catalog: Issues of diversity, family living, violence, aging and death and their role in contemporary society are surveyed. Discussions include the factors that affect attitudes and behavior on society. *3 semester hours. Offered fall and spring.*

Extended: This course examines and analyzes issues of mental health, violence, substance abuse, aging, death and dying; including the impact they have in contemporary society, with a global perspective. Discussions are related to the scientific, social, economic, political and other factors affecting attitudes and behavior concerning healthful social living.

Relationship to Professional Program: This is a required course for all health education majors. The course is designed to focus in on the social dimension of health. Health issues are investigated from a global perspective allowing the student to reflect upon the connection between the effect of the health issue on individuals and society. Issues of ethical and professional obligations are explored, in regard to the individual's personal and professional view. Throughout the course, the topics further evaluated in terms of assessing the needs of individuals and communities and health education. Students also receive valuable resource information for future use. This addresses the "Responsibilities and Competencies for Health Educators" as defined by the National Commission on Health Education Credentialing.

Relationship to Conceptual Framework and FSEHD: The course furnishes the student with a sound foundation regarding numerous social problems and how they are interrelated in health education. This knowledge base assists the student to reflect on the impact of the social dimension of health on the global and diverse, multicultural populations health education addresses. In addition, the decisions made regarding the numerous health issues, by individuals, families, and communications are explored, analyzed and the impact of those decisions are considered. Throughout the course, students will be encouraged to analyze the effect technology has on the health issues that face society. In addition to a variety of local resources, students will use the Internet to locate professional and valid material needed for the research paper. As a result, some of the "Rhode Island Beginning Teacher Standards" (RIPTS) are addressed in a variety of ways.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)</i>	<i>How is it assessed?</i>
Identify behavioral needs which influence social and emotional development.	Knowledge; RIPS 1, 2; Responsibility 1	Debate, Advocacy
Analyze aspects of current social health and health education needs in society.	Knowledge; RIPS 1, 2; Responsibilities 1, 7	Debate, Advocacy

Consider various ways communication is achieved and blocked when addressing health issues and health education.	Knowledge; RIPTS 8, Responsibilities 7	Debate, Advocacy
Analyze the social impact of health issues and needs for diverse individuals, as well as a global perspective.	Knowledge, Global Perspectives; RIPTS 1, 2, 4; Responsibilities 1, 6	Debate, Advocacy
Research and synthesize information presented in the literature a current social health issue.	Knowledge; RIPTS 1, 2, 7, 8; Responsibilities 1, 4, 6	Advocacy
Discover a variety of strategies to advocate for a social health issue.	Knowledge, Diversity, Professionalism; RIPTS 1, 2, 5, 8, 11; Responsibilities 1, 2, 6, 7	Advocacy
Analysis and use health-related information supporting the "PRO" (for) or "CON" (against) current <i>social health</i> issue in society to better respond to requests for health information .	Knowledge, Diversity, Global Perspectives; RIPTS 1, 2, 5, 7, 8; Responsibilities 6	Debate
Feel more comfortable analyzing and responding to current and future health needs when interacting with society on various social health issues.	Professionalism; RIPTS 11; Responsibility 7	Debate, Advocacy
Reflect upon the connection between the affect of various social health issues on individuals and society with the profession of Health Education .	Knowledge, Reflective; RIPTS 1; Responsibility 7	Advocacy, Self Check, Journal
Consider personal and professional ethics and beliefs when addressing social issues in regards to self, family, and community.	Professionalism; RIPTS 10, 11; Responsibility 7	Debate, Journal, Advocacy, Self Check
Reflect on his/her attitudes and beliefs of the health topics, discussed in class and found in the readings, as they apply to society today and his/her own life.	Knowledge; RIPTS 1, 2; Responsibilities 1,7	Self Check, Journal
Understand the importance of creating a professional , safe, bias "free" environment when dealing with social health issues.	Professionalism; RIPTS 10, 11; Responsibility 7	Advocacy, Self Check, Debate

2. COURSE TEXTS AND MATERIALS

Course Text and Materials:

Prerequisite: HED 102 or consent of department chair.

Text: Readings may be found on Blackboard (Bb).

3. COURSE CALENDAR

HED 233: Fall 2010 - Course Schedule, Topics, and Reading Assignment

TOPIC	DATE	READINGS (Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
Introduction to Syllabus and Course; Social Health "What does that mean?" and "What is advocacy?"	08/31	
Socialization, Emotions, Self-Concept		How Social Problems are Born - PRINT OUT!
Communications	09/07	Communications
Debate Assignments and Advocacy Project		Bring to class: How Social Problems are Born

HIV/AIDS	09/14	HIV/AIDS
Gambling PROJECT B – Self Check DUE	09/21	Gambling Project B Self Check - Due
Issues of Diversity Confirm Advocacy Topic		Diversity & Multiculturalism
Issues of Diversity	09/28	Hate Crimes
PROJECT C – Mock Debate on Abortion		Abortion
EXAM ONE and PROJECT A - JOURNAL DUE (first time)	10/05	All lectures, material, readings, speakers Project A – Journal -Due
Follow your Monday class schedule . . . so we do not meet on Tuesday, October 12!!!	10/12	No class!! . . . go to your . . . Monday classes!
Violence: Gangs and Bullying - With Guest Speaker	10/19	Gangs and Bullying
PROJECT C - Debate: #2: Prosecuting Teens for Sexting and Cyber Bullying	10/26	Prosecute teens for Sexting and Cyber Bullying
Families Issues		Family
Domestic & Relationship Violence PROJECT D – Advocacy Project DUE	11/02	Project D - Advocacy Project – Due
PROJECT C - Debate #3: Federal Regulation of Food Products & Restaurants	11/09	Federal regulation of food products and restaurants
Aging Issues		Caregiving
PROJECT C- Debate #4: Mandatory Vaccinations	11/16	Mandatory Vaccinations
Aging Issues		Caregiving
Aging Issues	11/23	Elder Suicide
Aging Issues		Elder Abuse
Death & Dying	11/30	Funeral Customs
Children and Death		Children and Death
Child Abuse PROJECT A - JOURNAL DUE (second time)	12/07	Project A – Journal – Due
FINAL EXAMINATION - - - Tuesday, at 4:00 p.m. in room 202.	12/14	All lectures, material, readings, speakers since Exam 1

4. REQUIREMENTS

Course Requirements and Assignments:

Project A: REFLECTIVE JOURNAL (Course Outcomes 9, 10, 11)

National Health Education Standard #4

Students (*individuals*) will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Explanation: The health topics examined in this course can have a sensitive and personal connotation. As individuals we live in a vast global society, but also within individual societies, such as . . . the community, work place, and family. Health issues are more than headings in a course or news headlines, the issues affect each person on some level. The journal

is a method of reflecting on the information extracted from this course and topics raised in class discussion. In addition, the personal writings will provide an opportunity for communication "one-on-one" with the instructor.

Assignment: Each student will keep a **private and personal** journal. Entries may be word processed or hand written.

Four (4) entries are expected for each due date. Entries need not be lengthy. Sometimes you *may* only need two to three paragraphs to express your thoughts; other times you will need more.

Entries must come from class readings, lecture, and discussion or indirectly related, as by how that information interrelated with an "event" that happened, or you read, or saw on television, outside of class, a discussion that took place with friends or family, as a result of this class. DO NOT give a summary of what was said in class or in the text. The entries should represent *your thoughts, reactions* of the material or event(s) addressed within this course.

ATTENTION: ONLY THE STUDENT AND INSTRUCTOR WILL READ OR HAVE ACCESS TO THE INDIVIDUAL'S JOURNAL. ALL ENTRIES WILL BE KEPT PRIVATE, CONFIDENTIAL AND ANONYMOUS (TO OTHERS).

EXCEPTION: *If the entry implies possible harm to the author or someone else, the instructor will speak with the author and take the appropriate action.*

Journals WILL NOT be accepted unless in a notebook, folder or stapled. No paper clips or individual sheets will be accepted.

DUE DATES: At the beginning of class on: October 05, Tuesday & December 07, Tuesday
POINTS: 20 POINTS each collection / 40 POINTS TOTAL

ASSIGNMENTS FORFEIT 5 POINTS FOR EVERY DAY LATE! *

** see me ASAP to discuss any 'possible' extensions*

Project B: "SELF" CHECK (Course Outcome 9. 10. 11. 12)

National Health Education Standard #5

Students (*individuals*) will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.

Explanation:

What you are accounts for much that you can do. But the belief that you can succeed, influences whether or not you will. Personality can be defined as an individual's thoughts, feelings and behavior when viewing the world and one's self. There are times when we like who we are and then other times when . . . we aren't so sure. Often we are better individuals than we give ourselves credit for. It is difficult for most people to "list your best features" or "list five positive adjectives that best describe you." We may be able to list the traits we don't like about ourselves, but the positive aspects seem to escape us. But family and friends, even society at large, can often see exceptional qualities in us that we overlook.

Assignment: This is to be a **positive** experience!

#1 **Before** you interview anyone . . . list your **five best** positive qualities and **five** positive adjectives that **best** describe you. These should **not be physical features** such as "pretty eyes" or "good teeth" or "nice smile" or "athletic", etc.) (THAT MAKES 10 in TOTAL). **All being positive responses, of course!**

#2 **Then**, select one close family member and one close friend to interview, **separately** and informally. Ask them how they see you as a person. What are your five "best positive qualities?" What five positive adjectives **best** describe you? Do not let them know what you have decided in this matter. (THAT MAKES 20 more!)

Hand-In:

(1) Submit a list of the responses you stated and those of the two individuals you interviewed (total of 30

- responses) **and**
- (2) a **word processed** paper should accompany that list, **minimum of 2 full pages and a maximum of 3 pages**, reflecting what you discovered while doing this assignment. The 2 to 3 pages does not include the three lists of responses.

Some reflections you might consider include, but are not limited to: How did it feel to make your own lists? What were the similarities and/or differences between your lists and those of people you interviewed? Why do you think the differences and/or similarities arose? How did you feel while conducting the interviews? What did you learn from this assignment?

DUE DATE: September 21, at the beginning of class
POINTS: 40 total **PAPERS FORFEIT FIVE (5) POINTS FOR EVERY LATE DAY!** *
* see me ASAP to discuss any 'possible' extensions

Project C: DEBATES (Course Outcomes 1, 2, 3, 4, 7, 8, 10, 12)

National Health Education Standard #1

Students (*individuals*) will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Education Standard #2

Students (*individuals*) will demonstrate the ability to access valid health information and health-promoting products and services to enhance health.

National Health Education Standard #5

Students (*individuals*) will demonstrate the ability to use interpersonal communications skills to enhance health and avoid or reduce health risks.

National Health Education Standard #7 - Students (*individuals*) will demonstrate the ability advocate for personal, family, and community health.

Explanation: The ability to obtain and utilize information on pertinent social health issues does not come from reading alone. In order to employ the data acquired from various health sources, you must comprehend the meaning to you, as an individual, and as one who is part of a greater society.

Assignment: Each student will be assigned, randomly to groups and "sides" for debates. Debate topics are listed in the "Course Schedule". **Each group** will locate material supporting their side of the debate. If you have questions about using material, show the material to Dr. Rauhe for verification.

◀ **A copy of the 3 different materials from the group (not 3 for each group member) must be given to the instructor two (2) weeks before the debate.**

You will need to meet with the other members of your group to decide everyone's role in the debate and discuss strategies. Following the formal debate there will be a class discussion. **Every student in the class** is expected to be in class for **EVERY** debate to participate in the final discussion.

Each team will:

1. Assign the following roles to the group members:
 - a. **SPEAKER = 2 to 3 MEMBERS**
 - b. **QUESTIONER - - - EACH MEMBER of the team!!!!**
 - c. **REBUTTER = 1 MEMBER**



2. **SPEAKERS:** utilize materials to create your position (PRO = in favor of; CON = opposed to).

◀ **Each speaker will use some kind of visual!!!**

◀ **The visual needs to be connected to your part; and used during your part. It should enhance your points.**

3. **QUESTIONER:** Everyone asks and answers questions!! Utilize your materials to create questions that **challenge ALL the members** of the opposing team. You may also add / create questions as material is presented by the opposition speakers during the debate.

- ◀ **all members** of the team will take turns questioning the other team. The questions will be asked in a “round robin” format.
- ◀ **all members** of the team will take turns answering the other team’s questions. The questions will be asked in a “round robin” format.

4. **REBUTTER:** utilize the materials to create a draft rebuttal. This is the last chance to get your team’s view expressed, and point out “flaws” from your opponents. By investigating the other side’s points, from the materials, and selecting major points from your side, you can create a rebuttal.

◀ **Rebutter will use some kind of visual!!!**

- during the debate, quietly, team members may pass additional rebuttal statements, as a result of speakers’ statements or responses to the questions, to the Rebutter to add to the rebuttal.

Total points possible: 50 (Individual grade; not a group grade).

TIME FRAME AND FORMAT OF DEBATE: EACH PERSON WILL BE GIVEN:

STUDENT’S ROLE

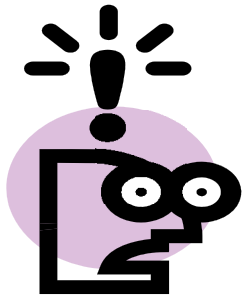
TIME ALLOWED SPEAKER

PRO SPEAKER #1	5 MINUTES	
CON SPEAKER #1	5 MINUTES	
PRO SPEAKER #2	5 MINUTES	
CON SPEAKER #2	5 MINUTES	
* PRO SPEAKER #3	5 MINUTES	* If group has four members
* CON SPEAKER #3	5 MINUTES	* If group has four members



CON QUESTIONERS	5 MINUTES	(Everyone in the group asks questions and answers questions)
PRO QUESTIONERS	5 MINUTES	(Everyone in the group asks questions and answers questions)

PRO REBUTTER	5 MINUTES
CON REBUTTER	5 MINUTES



IMPORTANT NOTE - - - Honest!

DO NOT READ your notes to us!!

EDUCATE us! TEACH us!! TALK to us!!

DUE DATE FOR YOUR GROUP: _____ **POINTS: 50 (INDIVIDUAL GRADE)**

YOUR DEBATE TOPIC: _____

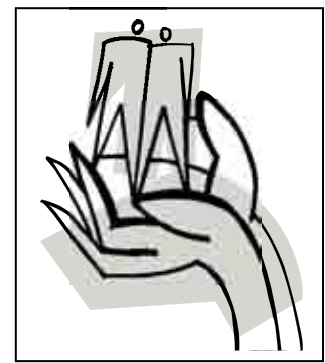
DEBATE EVALUATION ** Everyone must use a visual during his/her presentation.

1. Organizational presentation of program (10 points)
 - A. Presenters:
 1. Factual and pertinent and valid and appropriate use of major points
 2. Good use of articles from both sides
 3. Knowledge of subject and position (pro or con)
 4. Response to questions (stayed true to your side, pro or con)
 - B. Rebutter(s)
 1. Factual and pertinent and valid and appropriate use of major points
 2. Organized and functional; used material presented during debate
 3. Knowledge of subject and position (pro or con)
 4. Response to questions (stayed true to your side, pro or con)
 - C. Group Questioners
 1. Questions on track, precise, rephrased as needed

- 2. Enough questions and questions were appropriate
- 3. Uses time well and organized
- _____ 2. Effective and collaborative presentation (15 points)
 - A. Displayed interest, enthusiasm (even as others are presenting)
 - B. Held interest of audience; Made audience aware of major points
 - C. Cooperation between debate team members
 - D. Professionalism (includes Professional attire, appearance, and demeanor)
- _____ 3. Clear and concise presentation (20 points)
 - A. **Proper use of notes (5 point loss for reading almost everything from your notes)**
 - B.** **Used a visual(s)** to enhance major points (transparencies, poster, handout, chalkboard, etc.)
 - C. Effective interaction with audience (Voice level and speed, eye contact, body language, etc.)
- _____ 4. Debate format (5 points)
 - A. **Time constraint (+/- 30 SECONDS) ♦♦♦♦**
 - B. Equal division of material
 - C. Presentation of additional articles **two weeks prior** to debate
- _____ **Total points 50**

** Everyone must use a visual during his/her presentation.

Project D: Advocacy Project (Course Outcomes 1, 2, 3, 4, 5, 6, 8, 9, 10 12)



National Health Education Standard #1

Students (*individuals*) will comprehend concepts related to health promotion and disease prevention to enhance health.

National Health Education Standard #3


Students (*individuals*) will demonstrate the ability to access valid information and products and services to enhance health.

National Health Education Standard #8 - Students (*individuals*) will demonstrate the ability advocate for personal, family, and community health.

Explanation:

Health issues currently making headlines in our society are often just that, "Headlines." An article in a newspaper or a few minutes press on television severely limits the public's information on any health issue. Each and every health concern has implications on the emotional/mental, social, political, economic, scientific, and spiritual aspects of society at large. In order to become informed individuals, within the greater society, who can make intelligent personal, family and social decisions a wide variety of facts must be explored. But that is not enough. As Health Educators, we need to advocate for the betterment of individual, family and community health. We must know where to find valid, health-promoting advocacy formats that are developmentally appropriate and sensitive to the diversity of our population(s). We know it takes more than facts and knowledge, it takes active participation. We need to be pro-active.

Assignment



Each student will select a specific social health issue. Students must then select a target population (grades PK– 2 or 3–5 or 6 or 7-8 or 9-12 or College or Parents or Adults or Elderly in the community).

Students must "OK" the "social health issue" and target population with Dr. Rauhe by September 21, Tuesday, in class.

The Advocacy Project components:

Part 1: Write a 2 to 3 page rationale, using APA referencing style, explaining “Why your ‘social health issue’ for your target population, needs health education? What justification can you present to connect this issue with your population and the need for health education?”

A minimum of 4 professional resources must be referenced. You **may not** obtain all your references from the Internet. If you are not sure what a “valid” source/reference ask Dr. Rauhe. References **must be** dated **2000 or later**. Only references that are cited in the body of your rationale should be included on the reference page. And ALL sources used in your rationale must be on the reference page.

NOTE: Examples of professional sources are found in professional Health Education journals or other professional journals connected to the issue, publications from government agencies / organizations at the state and federal level, national clearing houses, etc. Examples of sources that **do not represent professional sources** are: The Providence Journal, The NYTimes, textbooks for RIC courses (e.g., HED 102 “Personal Health”) or popular magazines (e.g., Prevention Magazine, Self Magazine, Men’s Health, and Cosmopolitan) . If you find something and you are not sure the source is valid, professional source come ask Dr. Rauhe.

NOTE: The rationale will be based on **fact, not opinion**. Your rationale is to be written for a professional audience. Because opinion is eliminated, phrases such as ‘we think’ or ‘I believe’ or ‘I feel’ or ‘I know’ or ‘I have experienced’ are not appropriate for the rationale. You will be telling the reader about the problems associated with a specific health issue for your specific population. Some questions that might guide your thinking are: How big of a problem is this? What are some short-term problems and long-term problems associated with this health issue? How does this issue impact the various dimensions of wellness?

NOTE: If you have questions about the style of APA referencing or the content of this paper or the project . . . come talk to Dr. Rauhe!!!



► The rationale must be **word processed, using size 10 or 12 font** (this syllabus is in Arial size 11 font), **numbered pages, doubled spaced with 1 inch margins (the margins will be checked with a ruler)** and be between **2 to 3 pages** (not including the title and reference page). You need to check over you rationale for grammar, spelling, typos, printer errors in spacing, etc.

► As rationale is **fact not opinion**, there should be **NO** “I” statements or any ideas not **referenced**. All information must be **paraphrased** (which means changing most of the original authors’ words, but keeping the meaning the same) and then **referenced, not** quoted. You **may not** use any

QUOTES in the rationale. The rationale must be written in the American Psychological Association (APA) style of reference. A copy of the Publication Manual of the American Psychological Association, 5th Ed. is on permanent (general) reserve in the Reference Section of the Reserve Desk in Adams Library. Your computer can also help you with APA referencing, check it out!

If you are unsure or have questions on how to properly "reference" ask Dr. Rauhe for help!! You can also go to the “Writing Center” Craig-Lee 225 for assistance as well.

Plagiarism is when the authors’ words are used instead of being paraphrased and/or when appropriate references are not found in-text and/or on the reference page. This can mean up to a 20 point loss and a possible trip to the Board of College Disciplinary. Refer to page 15 of this syllabus.

► The College community is committed to the basic principles of academic honesty. A student who is willfully dishonest academically is subject to the consequences, ranging from an effect on a grade to dismissal, depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Board of College Discipline. The board is composed of students, faculty, and administrators. A description of its powers and responsibilities can be found in the Student Handbook under Student Conduct. The Student Handbook is provided by the Office of Student Life or can be found on the RIC Web site.

Part 2: Create a resource data base of 3 to 4 local resources **and** 3 to 4 national resources that address your social health issue. For each resource your need to include:

- the ‘correct’ name of the agency/organization, address, personal email and/or the web address, fax, phone,
- **specifically** what they have to offer you (as a health educator) and your specific health issues and population. Be as specific as you can in regard to what each resource has to offer for your specific needs. **Do not** just list

“things” they have off the website, I can check that. How would you use the specific resource in your advocacy project?



This information should be gathered in person locally and through a search of the specific website for national resources.

AND - - - You may not use more than one resource locally and online that provides information/facts/ statistics only. Find ‘hands-on’ activities or teaching strategies that you could use in your advocacy project.

Part 3: Create a brochure for your target population.

The brochure:

- Must be **computer generated** by you and be a 3-fold with **both sides** used.
- The brochure needs to offer information about the social health issue **and** resources that offer assistance.
- **Resources must be referenced** as used in the brochure. You may use the number system¹ and then list your resources on the back of the last section, in smaller font: ¹ **Centers for Disease Control and Prevention. 2009. Poison prevention for children. Retrieved from www.cdc.gov**
- The brochure, on page front and back, needs to be **folded correctly**. **Do not leave it flat.** ◀◀◀◀

Part 4: Create a script for a **30 second “Public Service Announcement” (PSA) or “Announcement at School.”**

- You decide what needs to be said to your target population. Resources that were used in the script, must be acknowledged in the script as you give the material. e.g. “According to the CDC, 2009,”

Part 5: Write a professional advocacy letter to (select one of the following): Board of Education, RI State Legislator, Administrator, community organization, business, or parents. There are websites to help you format a professional look for your letter. USE THEM!!!!

The body of the advocacy letter **must** include **four paragraphs**:



- 1. clear statement of what ‘you’ want the recipient to do;
- 2. a brief, compelling explanation of why the recipient should take action, supported by facts;
- 3. references to how the recipient can make a personal difference by his/her actions; and
- 4. ‘your’ contact information, and an expression of thanks to the recipient for reading the request. Do not forget to sign it!

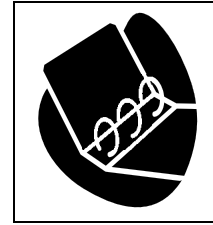
Part 6: Find, through your resources or other resources, (do not make them up or write up one you remember**) **3 to 4 teaching strategies and/or community programs** that could be used with your target population to create interest, excitement, and action in regard to the social health issue.**

- Must **include a reference (APA style – not just a web address)** for each resource as you present them.
- The **same resource / site cannot be used more than once**.
- **Include**, in this part of the project, any materials from the local resources or printed off the websites that you would be use. Print out the complete strategy or introduction to a program.
- **Explain the parts of the teaching** strategy or program that you would use but cannot physically include in the notebook or is just too many pages to print. Each strategy **must** be presented in a **ready-to-use form** or with enough information for the reader to have a clear picture of the program. This means you must present the



materials you would use with the strategy / program for your advocacy topic and population. Each one needs to be as complete as possible.

- **Each strategy / program** should fit your health issue and population.



The “Advocacy Project” needs to be presented:

1. In a one inch 3 ring notebook. (If you need more room let me know.)
2. Cover page, on the front of the notebook, identifying the social health issue, target population along with your name, HED 233 Social Perspectives of Health, and the date.
3. Table of contents.
4. Tab divisions for each **and** every part of the project. The tabs must show higher than the pages, so they can be seen.

DUE: November 02, Tuesday, at the beginning of class ** Total Points for the paper = 100
You will - - - FORFEIT FIVE (5) POINTS FOR EVERY LATE DAY!

**** See me ASAP to discuss any ‘possible’ extensions!! Do not assume you can hand it in late!**

Evaluation Format for Advocacy Project: November 02, 2010

Points Earned	Points Possible	Assignment Requirements
		Research of Social Health Issue:
		Target Population:
		Population Delivering Advocacy:
	Part 1 0 to 20 pts	Rationale: “Why your ‘social health issue’ for your target population, needs health education? What justification can you present to connect this issue with your population and the need for health education? (2 to 3 pages) Four (or more) references: valid, post-2000, one from source other than the internet. Proper in-text referencing and reference page . . . must use APA style. Presentation: presentation format requirements, margins, font, pages numbered, 2 to 3 pages, double spaced, cover page, grammar, spelling, typos, etc. No Quotes!!
	Part 2 0 to 12 pts	Local resources and national resources (3 to 4 of each). Required information given for each.
	Part 3 0 to 15 pts	Brochure for target population. Computer generated, 3-fold with both sides, offer information, resources and references (APA format).
	Part 4 0 to 14 pts	Script for a 30 second “Public Service Announcement” (PSA) or “Announcement at School.” Referenced (APA format).
	Part 5 0 to 14 pts	Professional letter with required components.
	Part 6 0 to 20 pts	Teaching strategies and/or community programs (3 to 4) to create interest, excitement, and activity in target population. Materials and explanations included to present a usable format. Reference each resource (APA format). Can only use a resource/site once.
	Required Components 0 to 5 pts	One inch 3 ring notebook, cover page with required information, table of contents, tab divisions, proper grammar (less than 3 errors), spelling, referencing where appropriate, and checked for typos (less than 3), overall professional presentation.
	100 points	Comments:
	Your score	

- Think outside the box. Look for **new and exciting ways to advocate** for your target population. Bringing in a guest speaker and having an assembly can be advocacy, but it is **weak advocacy**. **If you use one of these** for this project (**never both**) it had better be an unusual/special speaker or assembly and one you could afford and actually pull off.

The advocacy ideas presented **should not** be those which you seen or used or participated in before. Find new ideas!!

If you are unsure of **any part** of this project . . . **Ask me! Show me!!** We can go over things together and make sure you are on the right track . . . BEFORE the assignment is due. This can save you from a much lower grade.



Course Requirements & Expectations: (Course Outcomes 17)

1. Regular-Punctual Attendance

ATTENDANCE POLICY:

Attendance will be taken at every class meeting, as part of the professional and ethical expectations of this course. Each student is allowed **Two (2) Emergency** absences. The **third** absence will result in the lowering of the student's final earned grade by one **COMPLETE LETTER GRADE**. For each additional absence, the student's grade will be reduced by an additional one-third of a letter grade. Late arrivals to class will also be noted. **Three "late" arrivals will equal one absence. Leaving early from class will be counted as a "late."**

Example: Final grade = B; Third absence = C; Fourth absence = C-, etc., etc.

See the instructor ASAP to discuss any 'possible' exception (on a case by case base).

Do not assume the additional absence will be "okay"!!

This is about your responsibility.

This is related to professionalism and the profession of Health Education Code of Ethics.

- Active participation in class activities and discussions.
- Professional and ethical conduct in class participation.
- All assignments must be completed using a word processor, using 10 to 12 size font (this sentence is an example of size 11 font Arial), numbered pages, and doubled space with 1 inch margins.
- Hand written materials will not receive a grade.** The **EXCEPTION** is the journal, which may be hand written or done on a word processor.
- Completion of all assignments and readings on time. For each day an assignment is late, 5 points will be deducted from the final grade for the assignment. You must **speak with the instructor before an assignment is due** in regards to requesting an extension, or in an emergency, **as soon as you can**. Each request will be considered on the individual circumstances, but not automatically given.

Course Evaluation:

POINT DISTRIBUTION:		Total Points		
Project A:	Reflective Journal	40	TOTAL POINTS OF STUDENT	
Project B:	Debate	50	_____ = %	
Project C:	Self Check	40	TOTAL POINTS POSSIBLE	
Project D:	Advocacy Paper	100		
EXAM 1		100		
EXAM 2		100		
		430	Total Points Possible	

A	100 TO 93%	B	86 TO 83%	C	76 TO 73%	D	66 TO 63%
A-	92 TO 90%	B-	82 TO 80%	C-	72 TO 70%	D-	62 TO 60%
B+	89 TO 87%	C+	79 TO 77%	D+	69 TO 67%	F	59% AND LOWER

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5. RIC POLICIES

Disclaimer: Students' assignments may be duplicated and utilized anonymously for the Health, Physical Education, and Recreation Department's program folios, for the purpose of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used. The instructor reserves the right to change the syllabus at any time during the semester. Students will be advised of any changes in class.

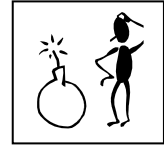
If you have any special needs which require special accommodations in seating, activities, note or test taking, etc., please contact your instructor as soon as possible, after the first day of class. Your confidentiality will be respected and you disability will not be divulged nor discussed without your permission.

RIC Policies: Students with Disabilities: Request for Reasonable Accommodations (<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete: Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.

- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

3.9.1 Academic Dishonesty *



(a) **Examples of Academic Dishonesty include** (but are not limited to):

- **Cheating:** intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.

ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- **Collusion:** facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Deception:** Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- **Sabotage:** Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- **Multiple Submissions:** Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- A low or failing grade on the assignment in which the offense occurred.**
- An additional assignment.**
- Reduction of the final grade up to and including failure.**
- Any combination of the above.**



In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline consider further action.

(c) Board of College Discipline

The Board of College Discipline shall consider cases referred to it and has the option to recommend any of the penalties available to the faculty member. **The Board also may place the student on academic probation or expel that student from the College.**

* Rhode Island College Handbook of Policies, Practices, and Regulations. (Spring, 2008). Chapter 3.