Health Education 400 GWAR: The Health Education Profession  
San Francisco State University  
Department of Health Education  
Spring 2009

Instructor: Victoria Quijano, MPH  
Instructor Office: HSS 319  
Instructor Office Hour: Tues 2:30 to 3:30pm  
E-mail: vquijano@sfsu.edu  
Phone: 415-405-2610

Teaching Assistant:  
TA Email:

Course Schedule: Tuesday and Thursday 2:10 – 3:25 pm  
Course Location: Thornton Hall 428

Course Description

This course is designed as an introduction to public health and the health education profession. This course is the first in a series of four sequenced and integrated courses designed to systematically prepare health educators for the professional field. This HED 400 course differs from regular sections in that it fulfills the Graduate Writing Assessment Requirement (GWAR) and is equivalent to taking and passing the Junior English Proficiency Exam (JEPET). This is a writing intensive course intended to provide students not only with rigorous, professional writing practice, but also with a high level of writing support.

Students must pass HED 400 GWAR with a C- or better in order to satisfy the GWAR and advance to HED 430.

By the end of the course students will be able to:

- define public health and the health education profession
- describe the current practice of and settings for public health and health education
- describe the professional preparation of health educators
- develop a community profile
- access and interpret data from the US Census; including formulating data in graphs and charts
- collect and analyze observational data on a community
- discuss current and emerging issues facing society, public health, and the health education profession
- use information technology and computer resources
- discuss and explain societal issues and their relationship to population based health
- differentiate between a variety of health education settings, such as the community, schools, health agencies, businesses, and hospitals
- describe the qualifications and competencies necessary for a successful career in health education
- use a variety of print and computer based information
- write at junior level standards and communicate effectively
Course Information and Requirements

Student Participation and Attendance
This course is designed to progressively build upon course skills and concepts while drawing from student experience. Because of this, you are expected to attend every class, participate in class discussions, and have completed readings and assignments. A portion of each student’s grade will reflect these expectations. You are responsible for all information and assignments presented during class whether present or not. Also, it is your responsibility to communicate with the instructor in a timely manner if you have any issues or concerns that impede your academic performance.

It is your responsibility to let the instructor know in advance if you plan to be late or absent. Students are allowed one excused absence. Ten points will be deducted for each absence thereafter, regardless of excuse. Two tardies (as well as leaving early twice) equals one absence—a ten point deduction. Absences during presentation weeks are doubled.

Practical Exercises and Homework
All assignments must be submitted in class on the due date. Assignments received after the in-class due date are considered late—even if turned in after class. In preparation for specific classes, each student is expected to complete assigned homework. Because this course is designed to progressively build upon skills and concepts, late papers will be penalized 10% for every day late—including Saturday and Sunday. This expectation also applies to students who are absent; that is, an absence does not grant the student extra time. I do not accept papers submitted electronically (email or fax) unless explicit permission is given. Late assignments must be submitted to the main HED office (HSS 326), date/time stamped by staff, and asked to be placed in my mailbox. Do not leave papers outside my door. An assignment slipped under my office door or placed on my desk will be dated when I receive it.

Student Conduct
Students are expected to conduct themselves with professionalism and respect both inside and outside of the classroom; this includes interaction with other students, instructors, and guest speakers. Students are advised to consult the University Bulletin for official guidelines. Please do not engage in excessive discussion during classroom instruction; it is inappropriate, unprofessional, and disruptive to all of us engaged in the learning process. Please choose to manage your technology—cell phone and text message—AFTER class. Thanks!

Finals week: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule. http://www.sfsu.edu/~acaffrs/faculty_manual/8_8.htm

CHHS Withdrawal Policy: The last day to drop a class is XXXX. From XXXX you must submit a withdrawal petition. Withdrawal from a class after XXXX will be considered for serious and compelling reasons only, and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From XXXXXXX you may not withdraw from a class or the University, except in the case of a serious, documented illness or verified accident.

CR/NC option: XXXX at 5pm is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The last day to add classes with a late permit number is XXXXX, 2009. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. After this deadline a Late Add Justification form and Add form must be signed by
your instructor, Chair and CHHS Associate Dean to add. This will be approved only if there was an administrative error.

**Check your registration through MySFSU:** Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. This is a student responsibility. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Human Services.

This can be viewed on the Registration Calendar at the following website: [http://www.sfsu.edu/~admisrec/reg/regsched084.html](http://www.sfsu.edu/~admisrec/reg/regsched084.html)

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.

**Department Contact Information/Office Hours:** To contact the Department of Health Education Office:

- **Phone:** 415/338-1413
- **Fax:** 415/338-0570
- **E-mail:** hed@sfsu.edu
- **Web:** [www.sfsu.edu/~hed](http://www.sfsu.edu/~hed)
- **Hours:** Monday, 9:00 am – 7:00 pm and Tuesday-Friday, 9:00 am – 5:00 pm

**PLAGIARISM:**
The following policy on plagiarism has been adopted for this course from the following source: San Francisco State University, College of Humanities Plagiarism Resource website at: [http://www.sfsu.edu/~collum/plagiarism.html](http://www.sfsu.edu/~collum/plagiarism.html).

**Definition and Types of Plagiarism:** Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Plagiarism is a serious offense and one that may be grounds for failure of an assignment, failure of this course, and/or expulsion from the University.

- **Fraud:** outright purchase or copying of an entire paper, perhaps with a new introduction or conclusion added. In some cases, such copying may entail copyright infringement.
- **Substantial plagiarism:** widespread or considerable borrowing of material, passing off borrowed passages as original, failure to indicate quoted evidence or give bibliographical sources or other appropriate credit.

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**REQUIRED TEXTS**

Reader for Health Education 300
English Simplified
Instructor may assign additional articles
ASSIGNMENTS

Refer to Paper Writing Guidelines in the syllabus before writing and submitting every assignment.

Your grade is based on 10 assignments:
- Individual Analysis
- Library Requirement
- Plagiarism Course
- Literature Circles
- Midterm Exam
- Community Profile Project (in 3 sections)
- Peer Mentor Advising
- In-Class Writing Exercises and Participation
- Final Exam

**INDIVIDUAL ANALYSIS (20 PTS) DUE Jan 29th**
You will be assigned a journal article and instructed to read, annotate, and write a two to three page expository analysis of the article. The purpose of this assignment is to assess your writing and critical thinking skills and to better understand your writing needs.

PROMPT:
To Be Determined

This assignment will be graded for content, organization, use of evidence, syntax, punctuation, grammar, usage, and spelling.

**UNIVERSITY LIBRARY REQUIREMENT (5PTS) DUE FEB 10th**
Completion of a library exercise is a requirement for graduation. If you have not completed it already, you may complete this assignment on-line by going to the SFSU home page and scrolling down to Library on Quick Links. Look for the OASIS Tutorial. Provide me with proof that you have completed this assignment. If you have already completed this requirement, bring a copy of the certificate of completion to class. If you received credit for doing this assignment at another campus, provide me with proof of this transcript.

**PLAGIARISM COURSE (5 PTS) DUE Feb 19th**
All students are required to take the on-line training course on plagiarism by the fourth week of the semester. The link is [www.sfsu.edu/~ctfd/sls-citations.htm](http://www.sfsu.edu/~ctfd/sls-citations.htm). Upon completion of the course students are to present me with a certificate of completion which is available on the website. COMMUNITY PROFILES WILL NOT BE ACCEPTED WITHOUT THE CERTIFICATE OF COMPLETION FROM THE ON-LINE TRAINING COURSE.
LITERATURE CIRCLES (2 @ 10 PTS EACH) DUE: Feb 12th and April 9th
Early in the semester you will be assigned to a literature circle group. Twice during the semester, your group will discuss a specific reading from the reader. Literature Circles are discussion groups designed to process the content at a deeper level as opposed to merely summarizing the content. Each student will submit a written response to the article in addition to a list of at least three higher level questions. A portion of your grade reflects the quality of your participation in the literature circle and cannot be made up if you are absent.

MIDTERM EXAM (30 PTS) on March 17th
Details to be given in class.

THE COMMUNITY PROFILE (150 PTS total) DUE: See Page 9:

The Community Profile is comprised of three parts that will be developed over the course of the semester: Section One, Section Two, and the Final Group Community Profile which includes a poster, brochure, and presentation.

Section One (20 pts)
This semester we will devote one class period to learn about how to access community information from the web. This class is critical and I strongly encourage you not to miss it, as this will lay the groundwork for your Community Profile. For the assignment you will either be assigned or select a Bay Area community and gather information about it on the internet. You will provide a 3-page description of the community based on the information located on the sites and a list of references in APA format. Some characteristics that you may want to provide are: geographic location, history, population, demographics, predominant health issues, social issues, infrastructure, built environment, etc.

Examples of sites you may want to access are:
- Local Chamber of Commerce
- Local Newspapers
- Centers for Disease Control & Prevention
- County Departments of Public Health
- World Health Organization
- National Center for Health Promotion & Disease Prevention
- National Institutes of Health
- Institute of Medicine
- SF Health Matters
- California Department of Health & Human Services

Section Two (30 pts)
For this section you will identify one or more census tracts located in your assigned community. Your profile will include the census tract, as well as specific UC Census Bureau statistics regarding the people living there in terms of their ages, genders, race and ethnicity, occupation, education, etc.

You will also collect observational data in that census tract in order to determine community resources related to businesses, education, transportation, services, recreation, churches, etc. All papers must include Neighborhood Assets & Needs Maps along with a written description of your findings.
Final Group Community Profile (100pts)
Although you will develop the majority of your Community Profile individually, you will be assigned to a group at the beginning of the semester and turn in the Final Community Profile as a group assignment. Your group will complete your profile by working collaboratively to conduct research and access information on the internet; however, your writing assignments must be developed individually. You will be given substantial time in class to work in your groups when it comes time to pull together your final product. Your group will also create a poster and brochure and present the poster at the end of the semester.

Poster, Brochure, and Presentation
A *poster session* is a visual and written example of your work presented on a project display board about 36" X 48". Poster sessions are typically presented during professional conferences, trainings, workshops, and other events. Your poster session should include highlights of the profile, including Assets and Deficits maps, charts and/or graphics to emphasize the dominant features of the work, photographs, etc. and a *brochure* including information about the work for you to distribute in class. You can even get a computer picture of small pieces of your neighborhood on the Internet. When you are in Yahoo http://www.yahoo.com, click on city maps, type in your address and you will see a picture of your neighborhood, with a big red X on the location of your home. The criteria for grading the paper, brochure, and the poster board display/presentation will include, *content and composition*, quality of data and extent of research, presentation of data (charts, graphs, photographs etc.) and discussion, preparation and presentation of the documents (graphic skills, layout, and/or design), ability to problem solve.

IN-CLASS WRITING EXERCISES (10 PTS) Ongoing
I will periodically assign in-class writing exercises and activities. These exercises are designed to keep you engaged in the writing and critical thinking process. These papers are not pop exams or quizzes, but rather writing strategies to provide frequent writing opportunities. In-class writing exercises will not be graded for writing composition; however, they will carry weight toward your overall grade for completing the exercise and demonstrating that you have completed the assigned reading or grasp health education concepts.

PEER MENTOR ADVISING (10 PTS)-DUE May 5th or 7th
Each new or transfer student is required to meet with a Peer Mentor Advisor (PMA) prior to meeting with a faculty advisor. The PMAs will be coming to class on Tuesday May 5th and Thursday May 7th to work in small groups and advise students on the Health Education courses and class requirements, student services and other campus resources. The PMAs will help you make decisions related to the courses you need to take and in what order they should be taken.

Following the group meetings in class, you are to meet individually with a PMA during the days and times designated for advising. During your individual meeting you will complete a form with the PMA outlining your semester course plans and general information. Please make sure that a PMA and someone from Student Advising has signed your form, before you submit to me.

FINAL EXAMINATION (50 PTS) on May 19th
The final exam will be objective (multiple choice, short-answer, etc.) and/or essay questions, in which you will be asked to recall information, critically analyze choices and situations and problems, and make comparisons of ideas. The exam will cover the materials included in class lectures, guest speaker presentations, assigned readings and class discussions.
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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
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| 1/27 | Introduction and Orientation  
Syllabus KWL+ |  |
| 1/29 | The SFSU HED Program  
Quick Write  
Reading Annotation and Cornell Notes | Article Analysis Due |
| 2/3  | What is Public Health?  
*Power point presentation*  
Costa’s Higher Level Questions |  |
| 2/5  | What is Public Health? cont.  
Social determinants of health |  |
| 2/10 | Social Justice vs. Market Justice | Library Requirement Due |
| 2/12 | Literature Circles  
Social Justice | Literature Circle Paper Due |
| 2/17 | What is Health Education?  
The Writing Process |  |
| 2/19 | What is Health Education? cont.  
Assign Community Profile Groups | Plagiarism Course Due |
| 2/24 | What is a community?  
Quick write |  |
| 2/26 | Library Workshop  
Pam Howard  
How to Access Data and Information |  |
| 3/3  | Writing Lab: The Writing Process |  |
| 3/5  | Structured Peer Review | Community Profile Section One Due |
| 3/10 | US Census Bureau |  |
| 3/12 | Computer Research Lab  
Meet in HSS 219  
Midterm Review | Final Draft of Community Profile Section One Due |
<p>| 3/17 | Asset Mapping |  |
| 3/19 | Midterm Exam |  |</p>
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<tr>
<th>Date</th>
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<tr>
<td>3/23</td>
<td><strong>SPRING BREAK</strong></td>
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<td>3/27</td>
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<td>3/31</td>
<td><strong>No Class Cesar Chavez Day</strong></td>
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<td>4/2</td>
<td>Structured Peer Review</td>
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<td>Community Profile Section Two Due</td>
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<td>4/7</td>
<td>Individual and Community Change Theory</td>
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<td>4/9</td>
<td>Literature Circles</td>
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<td>Literature Circle Paper Due</td>
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<td>4/14</td>
<td>Role of Health Educators in Community Change</td>
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<td>Final Draft of Section 2 Due</td>
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<td>4/16</td>
<td>Guest Speaker</td>
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<td>4/21</td>
<td>Writing Lab</td>
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<td>Meet in HSS 219 Computer Lab</td>
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<td>4/23</td>
<td>Writing Appointments &amp; Lab</td>
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<td>4/28</td>
<td>Writing Appointments &amp; Lab</td>
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<td>4/5</td>
<td>Peer Mentor Advising</td>
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<td>5/7</td>
<td>Course Evaluations</td>
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<td>Final Group Community Profile Due</td>
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<td>5/12</td>
<td>Poster Presentations</td>
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<td>5/14</td>
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<td>5/19</td>
<td>Final Exam</td>
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<td>Assignment</td>
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<td>Individual Article Analysis</td>
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<td>Library Requirement</td>
<td>2/10</td>
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<td>Literature Circles</td>
<td>2/12</td>
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<td>Plagiarism Course Due</td>
<td>2/19</td>
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<tr>
<td>Community Profile Section 1</td>
<td>3/5</td>
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<td>Midterm Exam</td>
<td>3/19</td>
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<tr>
<td>Community Profile Section 2</td>
<td>4/2</td>
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<td>Peer Mentor Advising</td>
<td>5/5 &amp; 5/7</td>
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<tr>
<td>Final Group Community Profile with poster, brochure, and presentation.</td>
<td>5/7</td>
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<td>Final Examination</td>
<td>5/19</td>
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<tr>
<td>In-Class Writing Exercises</td>
<td>ongoing</td>
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An incomplete grade is not an option for this course, unless for very serious, compelling, and proven reasons.
HED 400 GWAR

GENERAL INSTRUCTIONS FOR PREPARING A PAPER

• All papers must be word processed on one side of standard-sized (8_ x 11 in.), heavy white bond paper. Do not use erasable or colored paper.
• Typeface must be 12 points, using a standard, business font. Acceptable fonts are: Times New Roman, Palatino, or Courier. The type on the paper should be dark (black) and readable.
• All papers must be double-spaced.
• Margins should be set uniformly, at one inch on all sides—no less, no more.
• All papers must be proofread prior to submission not only for substantive quality, but also for grammar, punctuation, spelling, organization, clarity, and usage.
• Unless specifically instructed, papers must be written in the third person.
• Do not write in the first person, that is do not write “I think…”
• References must be cited using American Psychological Association (APA) format. Any paper using information that is not common knowledge must cite the source of that information. The absence of citations and a reference page is a serious omission and one that could justify plagiarism action and failure of the class.
• Papers must be stapled once in the upper left-hand corner. Do not bind or use report covers of any kind.
• Papers not meeting these specifications will be penalized and returned for revisions.

ONLINE WRITING RESOURCES:
http://www.sfsu.edu/~lac/uselinks.htm

Writing is a skill that improves with practice, reading, revision, and feedback. In my experience, students who have been most open to accepting feedback and making revisions, have made the most substantial progress and develop into excellent and effective writers.

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges…they become jointly responsible for a process in which all grow.

-Paulo Freire

http: www.apa.org/journals/faq.html