

## **Health Education Program Program Changes**

In the past two years, changes in the program based on the aforementioned assessment plan include the following:

- Increased the admission and retention grade point average in the community health education sequence to 2.5. This change makes admission and retention criteria the same for the school health and community health sequences.
- Moved HSC 391: Curriculum Evaluation in School Health to an on-line, distance learning format to better accommodate the needs of students completing student teaching.
- Gained approval for an exemption from the general education “Individuals and Civic Life” category for health education majors. This means these native students will have to complete the constitution exam.
- HSC 286: Midterm and final exams were added
- HSC 290: Expanded from two to three teaching presentations. Course was changed to include three recitations so students have time to complete three teaching experiences.
- HSC 292: 30-hour service learning experience added
- HSC 296: Incorporated professional development activities including 5 self-assessments, reading two books and planning for personal and professional development
- HSC 395: Added reading of "The Successful Internship" book to help build connection between coursework and professional practice
- HSC 396: Social marketing component was added to the grant proposal students prepare. (Trend in profession)

### Curricular/objective consistency and currency

The current Health Education curriculum is consistent with the program objective and up-to-date with current professional standards and expectations. The school health education sequence is accredited by NCATE/American Association for Health Education and the community health education sequence is approved by a joint professional organization (SABPAC).

## Structure of degree to prepare students for career (inc. culminating experience)

The curriculum is aligned with the professionally defined responsibilities and competencies and these are the technical skills needed to enter the profession. These competencies are integrated into courses such as:

HSC 190: Foundations of Health Education - The historical and philosophical perspectives of the development of Health Education. A comparison of the major concepts and theories of health and characteristics of health education programs in schools and communities.

This course helps students develop an understanding of the philosophy of health education which is integral to guiding their practice.

HSC 286: Needs Assessment in Health Education - Emphasis on procedures which identify Health Education priorities of populations in various settings. Examination of health needs of select populations.

An essential skill of health educators is the ability to analyze health problems and involve members of the community in the needs assessment process.

HSC 290: Strategies in Health Education - Examination of the educational process, methods, strategies, and techniques in Health Education, communication techniques and current resources.

Implementing health education is the focus of this course. An understanding of teaching and learning, especially on controversial and sensitive health issues, is at the heart of health education.

HSC 292: Community/Public Health - Introduction to community and public health at local, state, and national levels. The course includes an emphasis on community health problems, institutions and resources.

Students in school and community settings need to understand how communities are organized to address health problems and how agencies function. This course, along with HSC 190 and HSC 290 feature service learning and clinical experiences that help to bring concepts to life.

HSC 296: Concepts in Health Education - An examination of health determinants, major theories, and models of health behavior. Application to Health Education programming will be emphasized.

A true distinction of health educators is their ability to use health behavior theory and models to design health education. Doing so distinguishes health educators from all other health-related disciplines.

HSC 297: Modern Health Problems – Emphasis on recent developments in selected critical health areas and their application to individual health habits and attitudes.

HSC 391: Curriculum and Evaluation in School Health – School health education standards, curriculum development and evaluation, student assessment and accommodation for students with special needs.

HSC 395: Analysis and development of print and non-print materials and their use by health educators.

HSC 396: Health Education Program Planning and Evaluation - Theory and application of health education planning and promotion.

Grant writing is increasingly important to health education programs. While few students will have significant grant writing responsibilities as entry-level health educators, many will be in positions that are grant funded. And, as they advance in the profession, they will be expected to participate in grants. The planning process in this course is based on grant writing.

HSC 398.02: Professional Practice in Health Education/STT 399.35: Student Teaching in Health Education – These culminating experiences in community and school health respectively offer student rich opportunities to apply skills and abilities under the supervision of experienced health educators.

#### Curricular reinforcement of student outcomes appropriate to general education

The faculty in the Program have adopted an instructional philosophy of “learning by doing.” In the 200 level courses, students acquire the knowledge and the skills required to perform health information functions and tasks. In the 300 level courses, the students are required to apply these knowledge and skills to solve problems. Here is a list of examples:

##### *Writing Skills:*

Technical and expository writing is infused into several courses. For example, in HSC 290 students prepare several lesson plans, in HSC 296 students write theoretical analyses of health behavior, and in HSC 396 students write a detailed grant proposal.

According to the Department of Health Sciences Senior Survey (1999-2004) 97% of all responding students rated the program “very effective” or “effective” in preparing their writing skills.

In the Department of Health Sciences Survey of 1<sup>st</sup> year Alumni (1999-2003), 98% of alumni rated the program “very effective” or “effective” in preparing their writing skills.

*Valuing Diversity:*

Diversity is inherently linked to health and social issues and is therefore a part of professional preparation courses in the program. Some projects have an explicit focus on diversity and reducing health disparities. For the past two years the program has included a service learning experience in HSC 292. Students complete a 30 hour service project in a community agency. The agencies currently collaborating on this project include:

American Cancer Society  
American Red Cross  
Baby Fold  
BroMenn Regional Medical Center  
Catholic Charities  
Child Care Resource & Referral Network  
Children’s Discovery Museum  
Children’s Foundation  
Community Cancer Center  
East Central Illinois Agency on Aging  
Ecology Action Center  
Evergreen Place  
Heartland Head Start  
Heritage Manor  
Illinois State University Student Health Promotion  
Livingston County Health Department  
MADD  
McLean County Health Department  
OSF Center for Healthy Lifestyles  
Planned Parenthood of East Central Illinois  
YWCA

### *Computer/Technology Skills:*

All health education students are required to use and develop a variety of computer skills in their professional preparation courses. School health education students also must complete the Instructional Technology Passport System through the College of Education. Community health education students also complete two courses with intensive computer training included, HSC 204 and HSC 395.

According to the Department of Health Sciences Senior Survey (1999-2004), 96% of all responding graduating seniors were satisfied or very satisfied with their computer and technology skills preparation.

### *Problem Solving Skills:*

Problem solving skills apply to all of the examples above. The students are provided basic knowledge and skills in all of the above areas. The students are given problems and assignments that require them to apply the skills and knowledge they acquire in prerequisite courses. The problems and assignments are structured to insure that there is no single approach or solution. Each problem and assignment can be addressed from a number of perspectives. The path the students choose to resolve the problem or complete the assignment must be their own. They are required to justify their approach.

According to the university Department of Health Sciences Senior Survey (1999-2004), 99% of all responding graduating seniors were satisfied or very satisfied with their problem solving skills preparation.