

HEALTH EDUCATION

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COLLEGE OF EDUCATION AND HUMAN SERVICES

Birch, David A., Professor and *Chair*, Pennsylvania State University, 1990; 2001. Comprehensive school health education, coordinated school health promotion, leadership in school health education, parent/family involvement, professional preparation, and teaching techniques.

Brown, Stephen L., Assistant Professor, Ph.D., University of Maryland, 2001; 2001. Stress management, mental health, anger, violence, and work-site wellness.

Drolet, Judy C., Professor, Ph.D., University of Oregon, 1982; 1982. Human sexuality, sexuality education, mental health, professional preparation, foundations of health education.

Dunn, John M., Professor and *Interim Chancellor*, Ed.D., Brigham Young University, 1972; 2002. Health aspects of individuals with disabilities; exercise science, motor development.

Fetro, Joyce V., Professor, Ph.D., Southern Illinois University Carbondale, 1987; 1997. Professional preparation, curriculum development, program planning, death education, substance use prevention, youth development, program evaluation, research design, marketing and advocacy, program administration/management.

Grisson, Deward K., Professor, *Emeritus*, Ed.D., Columbia University, 1952; 1956.

Hammig, Bart J., Associate Professor, Ph.D., University of Kansas, 1997; 2000. Injury prevention and control, epidemiology, violence, research methods.

Kittleston, Mark J., Professor and *Director of Graduate Studies*, Ph.D., University of Akron, 1986; 1989. AIDS, program planning, stress management, biostatistics, evaluation, and technology.

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

LeFevre, John R., Professor, *Emeritus*, Ed.D., Teachers College, Columbia University, 1950; 1955.

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

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

Sliepecevic, Elena M., Professor, *Emerita*, D.P.E., Springfield College, 1955; 1973.

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

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

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

The Health Education program offers a graduate program leading to either a Doctoral of Philosophy in Education with an emphasis in health education, the Master of Science in Education in Health Education or the Master of Public Health in Community Health Education. Persons interested in pursuing either degree should initially consult the director of graduate studies regarding appropriate courses and assignment to an adviser.

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

1. Completion and submission of Graduate School admission application; a nonrefundable \$45.00 application fee must be submitted with the application for those applying for the Doctoral of Philosophy in Education degree, Master of Science in Education degree or for the Master of Public Health degree. Applicants may pay this fee by credit card if applying electronically. Applicants submitting a paper application must pay by personal check, cashier's check, or money order made out to SIU, and payable to a U.S. Bank.
2. Completion and submission of the Health Education admission application that includes a 300–500 word statement regarding experience and professional goals (www.hedir.org/siu).
3. Submission of three recommendation forms (available online at www.hedir.org/siu).
4. Submission of **all** official transcripts for previous undergraduate and graduate work.

All specified application materials must be submitted directly to the Department of Health Education and Recreation, Southern Illinois University Carbondale, Carbondale, Illinois 62901-4632. Further information may be obtained by calling 618-453-2777.

Application deadline for summer and fall admission is the third Friday in January; application deadline for spring admission is September 1. Exceptions to these dates may be considered. Contact the graduate director for more information.

Doctor of Philosophy Degree in Education

The Health Education program participates in the doctoral program with a concentration in health education. Other than general requirements of the Graduate School for all Ph.D. degrees, and of the College of Education and Human Services for all Ph.D. degrees in education, the program requires satisfactory completion of HED

500, 510, 515, 525, 526, 533a, 533b, 536, and 597-2. Programs are individually developed with each student. Successful completion of EPSY 506 and one additional course in quantitative or qualitative methods is required for fulfillment of the research tool for students in the Health Education program. The course of study must include one additional research methods course (if the research tool is quantitative, then the additional methods course must be qualitative and vice versa.) A *B* average is required in the three courses.

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

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

Master of Public Health Degree

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

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

Master of Public Health Degree Requirements

A student must complete a minimum of 43 semester hours with the following core courses (40 hours) being required:

HED 483-3 Health Care Systems in the United States
 HED 488-3 Environmental Health
 HED 489-3 Biostatistics
 HED 500-3 Community Organization for Health Education
 HED 510-3 Program Planning and Curriculum Development in Health Education
 HED 525-3 Health Behavior and Health Education
 HED 526-3 Research and Evaluative Approaches to Health Education
 HED 532-3 Public Health Administration
 HED 533a-4 Foundations of Health Education
 HED 590-6 Practicum in Community Health
 HED 593-3 Epidemiology
 HED 598-3 Grant Writing

Each student will work with an advisor to select an additional 3 hours from courses within Health Education or related courses.

Master of Science in Education Degree

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

For potential health education graduate students who are taking courses as nondeclared students, the following will apply: 1) no more than six hours of graduate credit can be applied toward the master's degree in health education; 2) Health Education 533a cannot be taken until a student is formally admitted to the graduate program in health education.

Master of Science in Education Degree Requirements

A student must complete a minimum of 40 semester hours with the following core courses being required:

HED 405-3 Sexuality Education
 HED 407-3 Substance Use Prevention
 HED 461-3 Coordinated School Health Workshop
 HED 491-3 Health Teaching/Learning: School and Community
 HED 510-3 Program Planning and Curriculum Development in Health Education
 HED 533a-4 Foundations of Health Education I
 CI 402-3 Study of Cultural Diversity in Education and Family Services
 EPSY 402-3 Basic Statistics
 HED 526-3 Research and Evaluation in Health Education
 OR
 CI 587-3 Curriculum Implementation and Evaluations
 HED 520-6 Special Project (for alternative paper)
 OR
 HED 599-6 Thesis

Six hours of the following:

KIN 408-3 Physical Fitness in Education
 FN 410-3 Nutrition Education
 HED 484-3 Preventing Violence in Educational Settings
 OR
 EPSY 430-3 Conflict Resolution Skills for Education Environments

NOTE: If students have already completed HED 405 and HED 407 in a previous degree, they must take KIN 408, FN 410, HED 484, OR EPSY 430, and one of the following: HED 461 Mental Health; HED 461 Health Counseling; HED 476 Stress Management (with advisor's recommendation).

A generic M.S.Ed. in Health Education is available for those students with exceptional requests. More information about that degree can be obtained from the graduate director of the program.

Certificate in Conflict Resolution

The Department of Health Education and Recreation participates in the interdisciplinary Graduate Certificate in Conflict Resolution. The Department offers HED 461, HED 476, HED 484, and HED 590, as courses that can fulfill program requirements in required and elective areas. For more information on this Certificate program, please see Certificate Programs in Chapter One of the Catalog.

Certificate in Gerontology

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

Courses (HED)

400E-2 to 3 Health Appraisal of School Children-Special Topics. Includes the screening, testing and evaluation for numerous health conditions related to hearing, vision, the cardiovascular system, skin, spine and such diseases as diabetes, tuberculosis, herpes and other such ailments. Included will be classroom lectures and presentations, a supervised practicum and all students will develop a viable program in a particular problem area in a public school program.

401-3 Epidemiological Approaches to Disease Prevention and Control. Principles and practices in the cause, prevention and control of diseases in various community settings. Prerequisite: 301 and 305 and consent of instructor.

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

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

405-3 Sex Education. Examines various programs of sex and family life education in schools, recognizing a range of community attitudes. Prerequisite: 301 and 305 for undergraduate health education majors.

407-3 Substance Use Prevention. Designed to prepare educators to plan, implement and evaluate substance use prevention programs in school and community settings. Emphasizes incidence/prevalence, etiology, risk factors, motivations, and short/long-term effects related to substance use. Based on current research, key elements of effective prevention programs are reviewed. Meets requirements of Illinois state law concerning education about alcohol and other drugs for grades K-12.

410-3 Human Sexuality. Provides detailed information on dimensions of sexuality; characteristics of healthy sexuality; anatomy and physiology; gender roles; relationships; sexually transmitted infections/diseases; contraceptive issues and concerns; sexual victimization; and sexuality through the life cycle.

411-6 Emergency Medical Technician in the Wilderness. Placement of trained emergency medical technicians into a wilderness situation and having them adopt previously learned skills and newly developed skills. Prerequisite: 310 or 434.

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

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

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

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

442S-5 Developing Vehicle Operational Skills: Driver Education Laboratory Experiences. Learning activities will focus on preparing the prospective driver educator to conduct activities which develop vehicle operational skills for a novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules, and the conduct of learning experiences. Student will be required to pay a laboratory fee of \$25. Prerequisite: 302s.

443S-3 Developing Classroom Skills: Driver Education Classroom Experiences. Learning activities will focus on preparing the prospective driver educator with the skills to teach in the driver education classroom with application to classroom organization, maintaining a learning environment, developing instructional modules, and the conduct of learning experiences. Prerequisite: 302s.

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

450-3 Health Programs in Elementary Schools. Designed to present current health-related knowledge and skills to deliver culturally-sensitive, developmentally-appropriate, performance-based instruction to elementary children. Will also provide an overview of coordinated school health programs and their relationship to academic achievement.

455-3 Computer Applications in Health Education. Designed for students with little or no previous experience with computers. The course will be applications oriented, with an introduction to the potential uses of computers in the field of health education.

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

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

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

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

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

483-3 Health Care Systems in the United States. Background and development of health administration structures in the United States; the dynamics and trends evolving from current medical care programs and practices; interaction between trends and policy-making processes.

484-3 Preventing Violence in Educational Settings. Designed to prepare educators, administrators, and other professionals to plan, implement, and evaluate violence prevention, conflict resolution, and crisis intervention programs in educational settings. Incidence/prevalence, etiology, and risk/protective factors related to youth violence will be examined. Current theories and models related to program planning and implementation will be applied to design coordinated, integrated school/community programs. Based on current research, key elements of effective curricula and other program components will be reviewed.

485-3 Global Health. This course will present introductory principles and practices related to public health on a global basis. In this course we will analyze various public health aspects of global health, including: public health problems (chronic disease, infectious disease, injury, disability, malnutrition, etc.) affecting foreign countries, prevention and control efforts in foreign countries. U.S. involvement in global health problems, economic and social impact of global health problems, structure and function of health care systems, and the future of global health.

488-3 Environmental Health. Application of the principles of learning to understand people interacting with their environment. Emphasis placed upon individual and community responsibilities for promoting environmental health. Rural and municipal sanitation programs and practices are included.

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

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

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

491-3 Health Teaching/Learning: School and Community. Teaching and learning strategies at secondary school levels and in other community group settings. Opportunities to examine and observe a variety of educational strategies applicable to health education. Prerequisite: 301 and 305; 405 and 407 or concurrent enrollment for undergraduate health education majors.

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

496-4 Industrial Hygiene. Provides a background in the recognition, evaluation and control of toxic materials and hazardous physical agents in the work environment. Prerequisite: consent of instructor.

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

500-3 Community Organization for Health Education. Theory and practices in community organization for health education; group work methods and leadership theories are explored. Field observations required.

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

511-3 Health Education Conference Practicum. A summer practicum course taken in conjunction with 461, 462 or 463. Participants help plan the conference, analyze activities, suggest alternatives, assume leadership responsibilities, prepare conference proceedings and design a comparable experience with another focal theme. Prerequisite: consent of instructor.

515-3 Review of Current Literature in Health Related Fields. Develops a broad philosophical framework for health education and safety education, examining a variety of professional materials for their relevance to such a framework. Reading, reporting, discussing, and interacting in relation to issues of contemporary and future concerns by conceptualizing health as a process in the realization of individual and societal goals.

520-3 Special Projects in Health Education. Study of problems in health education and safety education culminating in a research paper.

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

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

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

532-3 Public Health Administration: Principles and Practices. This course will focus on the theory and practice of managing personnel and resources in public health-related organizations.

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

533B-4 Foundations of Health Education II. Health education programs and program development and the interrelation of these with research and evaluation. Consideration is given to ethical, legal and political issues affecting health education. Prerequisite: 533a.

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

541-3 Issues in Health Care. Examination of current and continuing issues in the provision, administration, financing and regulation of health care services. Prerequisite: 483 or consent of instructor.

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

555S-3 Traffic Safety Management. Course deals with highway safety legislation and other acts related to traffic safety. Application of safety management techniques, procedures and structure of federal and state agencies are emphasized. Prerequisite: consent of instructor.

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

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

590-8 Practicum in Community Health. Students are assigned to work with a community health agency for experiences in health education. Restricted to Health Education Majors. Prerequisite: consent of graduate advisor.

592-8 Practicum in Safety and Industrial Health. Students are assigned full-time to a safety agency or industry for experience in either safety or industrial health. Restricted to those specializing in safety industrial health. Prerequisite: consent of instructor.

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

597-1 Seminar in Health Education. Advanced graduate students discuss individual health projects and present research problems. Each will present a dissertation prospectus. Students must register for one hour for two different semesters.

598-3 Institute: Writing Research Proposals. Consideration is given to funding sources, proposal guidelines, procedures for support, budgetary requirements and evaluation procedures. Students examine different types of funded projects, develop a research prospectus and analyze the art of grantsmanship and political action.

599-1 to 6 Thesis.

600-1 to 32 (1 to 16 per semester) Dissertation.

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