

**SYLLABUS: HLTH 1360.05 (Spring 2018)****Course Information**

Course: HLTH 1360 – Fundamentals of Health Promotions and Health Careers
Term: Spring 2018
Meeting time: M 6:00-8:50pm / CHSS 226
Instructor: Taylor N Dusek, MS
Email address: tnd008@shsu.edu
Office hours: Tues 3:00-5:00pm, Wed 12:00-1:00pm, or by appointment
Office location: CHSS 432

Course Description

This course explores the determinants of health, theories of health behavior, the nature and history of health promotion and treatment, and the role of the health professionals in society to promote health and prevent disease.

More specifically, you will learn about:

Population Health—What it is; Who the organizations are, How they work together; What the future courses you take will teach you.

Yourself—How your personality, strengths, life experiences, motivations help you select the best career path.

Health-related Occupations—What the different career paths are, What it take to get into them, What the work is like, What the employment prospects are, etc.

Being Professional—What it means to be a professional; What it takes to succeed; What grad school like; How to present a professional image.

Textbook and/or Resource Material

Required Text/Readings: Introduction to Health Promotions and Health Professions by Fulton.
Published by Kendall Hunt

Course Objectives

Course Objectives By the end of the course, you should be able to:
<ul style="list-style-type: none">• Define the concept of Population Health
<ul style="list-style-type: none">• Name the primary organizations in public health and their focus and interaction
<ul style="list-style-type: none">• Describe in detail two viable career paths with supporting evidence and prospects
<ul style="list-style-type: none">• Explain what it means to be a professional and what it takes to succeed in today's job market
<ul style="list-style-type: none">• Analyze how your personality and experiences fit within a career path
<ul style="list-style-type: none">• Create the beginning of a professional public image and portfolio
<ul style="list-style-type: none">• Explain what determines health for a given health condition

Grading

Exam	50 PTS	A = 90-100%
Mini Quizzes (about 10 @ 5pts)	50 PTS	B=89-90%
Population Health Prezi	50 PTS	C=70-79%
Self-Inventory	50 PTS	D=60-69%
Career Research	60 PTS	F=<60%
Online Portfolio	40 PTS	
Participation	40 PTS	
TOTAL		340 PTS

EXAMS

Questions may be drawn from readings, media, guest presentations and/or lectures. Quizzes will be unannounced (although they will be about once a week) and cannot be made up. The final exam will be cumulative.

MAJOR PROJECTS

Population Health Prezi

One of the purposes of class is to help you understand the concept of Population Health, which includes the treatment and prevention of illness and injury. There are many agencies and organizations under the umbrella of Population Health, some governmental, some private. Our system in the U.S. is complex and sometimes confusing. The purpose of this assignment is twofold: 1) to help you understand this concept and two to help you master a technology what will allow you to make more professional and informative presentations in your career.

The idea is for you to create a short visual representation of the Population Health systems in the U.S. (a diagram or map). Imagine you have 5-10 minutes to explain this to the general public. This diagram will show the primary sectors under Population Health, describe in brief language what they do and show how the sectors interact. At minimum, you will include primary health care, specialized care, hospitals, long-term care, rehab, alternative therapies (chiropractic, occupational therapy, physical therapy, etc.), mental health, public health (at the federal, state and local levels), public safety (food, water, road, etc.) and research and development (pharmaceuticals, devices, hospital equipment, etc.).

The fun thing about Prezi's is that it allows you to zoom in and out, as if you had a magnifying glass. When zoomed out, you see the overall structure; when zoomed in, you see the details, and you can zoom in even more if you choose. You can also add voice over to your Prezi to vocally explain each step.

For most assignments, I don't care too much about style, but for this assignment, both content and style count. Here is how this assignment will be scored:

- Breadth of content (many sectors and links between them)—10 pts
- Explanations (brief, but clear explanations), some of these will be written, some spoken—10 pts
- Organized, attractive visuals—10 pts
- Professional, and thoughtful voice over—10 pts

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- Overall quality—10 pts

To submit your Prezi, paste a link into the dialog box (the URL below the presentation) to your presentation. Make sure, you make your presentation public.

Additional instructions:

- add background music
- at least half of the steps should have voice over
- don't just copy someone else's text, rewrite/summarize in your own words
- the voice over should not just be a word for word reading of the typed text
- make sure to include an annotated works cited
- a common mistake is that students do not show the ways sectors are linked to and cooperate with each other (refer to examples given in class)

These materials will be due the 10th week of class.

Self-Inventory

Many people, college students, but also older adults, are unclear why they selected the particular career path they did. Of course you can't plan everything in life, but research has shown that those who carefully think through what they want in life and make plans to achieve it, tend to be not only more successful, but happier. The goal of this assignment is to help you, relatively early in your college life, to carefully analyze what sort of occupation you would enjoy and succeed in the most and how you can best get it.

This assignment has more than one part as outlined below:

Personality (M-B) test AND B. Strengths tests [10 pts each].

Personality test (<https://www.16personalities.com/free-personality-test>). Be sure to read Readings.

Strength test 1 (<http://richardstep.com/richardstep-strengths-weaknesses-aptitude-test/free-aptitude-test-find-your-strengths-weaknesses-online-version/>) Strength test 2 (<http://www.mynextmove.org/explore/ip>).

You will turn in:

- your results for each
- the occupations recommended
- a short discussion of whether you think these are accurate and what they say about you
- A written statement of what you would like to spend your work hours during the day doing (e.g, this is why I like working one-on-one with people, solving problems, being creative, helping the sick, running a business, etc.) [5 pts]
- Your answer to this question—if you won the lottery (\$20 million in the bank) what would you spend your days doing? This will help you think through what you would really enjoy, if money was not an issue. [5 pts]

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- Flower Exercise—give enough detail. If it doesn't fit in the pedals, retype it in some sort of table. [5 pts] (go to this link for an example:
https://www.google.com/search?q=flower+exercise&biw=1536&bih=794&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjkyqOzjtjOAhVJ32MKHXaqCAYQ_AUICCgB&dpr=1.25#imgrc=kUiHMGKPCwg_M%3A)

A second example

- (https://www.google.com/search?q=flower+exercise&biw=1536&bih=794&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjkyqOzjtjOAhVJ32MKHXaqCAYQ_AUICCgB&dpr=1.25#imgrc=5hdCE9CD98uCTM%3A) [I will post these links on Blackboard]. Get a copy of What Color is Your Parachute if you want a much more in-depth understanding.
- Mini career autobiography—Why did you choose your current career path? Be honest here; is it the money, the prestige, you enjoy being around sick people, the lifestyle/work hours, family expectations, got it stuck in your head when you were young, didn't know all your options, etc.? What sort of life experiences have you had that make you think you will do well in this career? What do you think you will like best about this occupation? What do you think you will like least? [10 pts]
- Potential jobs—based all of the above (A-F), make a list of potential occupations (5-10) you think you might enjoy; write a sentence next to each why they made your list (note: they don't all need to be health related) [5 pts]
- Plan A and Plan B timelines—Write out a short timeline for two career paths. Plan A is your current preferred career path; Plan B is an alternative career path that you believe you could enjoy and do well at. For each, discuss things such as best undergraduate major, best type of internships, best resume builders (other experiences), graduate school needed, post-college training needed, typical entry level job, typical mid-level jobs, the ultimate position you see yourself, etc. [10 pts]

These materials will be due the 5th week of class.

Career Research

The Inventory assignment was about you, what you would like and do well at. This assignment is about job prospects and what it takes to succeed in particular career. You will go through this process twice (for your Plan A and your Plan B). This assignment will be divided into two parts, what I am calling the hard numbers and soft stuff.

Hard numbers (try OOH at the Bureau of Labor Statistics & jobs sites like Monster) [20 pts]. Answer these questions for each:

- How fast is the occupation projected to grow?
- What are the salaries (entry level and average) Do salaries vary by setting?
- What sort of education and training is needed?
- What does it take to get accepted (average % accepted, average GPA, average test scores, letters, other experience etc.)
- What are job postings asking for (experience, skills, etc.) Where are the jobs?
- What is your general impression of this career?
- What did you learn that surprised you?
- What do you think you will like and dislike about this job?

Soft Stuff [40 pts—10 pts for each shadow, 5 pts each interview, 10 pts for write up]

The information for the soft stuff will come from job shadowing (one each for Plans A and B) and interviews (one each for Plans A and B). Answer these questions:

- When and where did you do each job shadow?
- Name of title of each person interviewed
- What does the typical day look like? Proportion of time spent at different tasks? (Interacting one-on one, speaking to groups, meetings, on computer, on phone, planning, etc.)
- What specific skills (formal and informal) are needed?
- What sort of people do well (personality, disposition, etc.)?
- What do they like best about their jobs; what least?
- What advice would they have for young people considering this career path?

I want you to do at least a half day at each of the two job shadowing's. We will not meet one day a week to allow you more time to arrange for this. Don't tell me it's hard to set these up; figure out a way to do it. I think it is foolish for someone to choose a life career and never spend any time shadowing someone in that occupation or foolish to wait until you are senior to do it. It would make sense to interview someone during your job shadowing, but it doesn't have to be the same person.

You will give me a draft of your Job Shadowing plan by the 2nd week of class.

All of these materials will be due the 12th week of class.

Online Portfolio

Your professional image is of course portrayed by the quality of your work and the way you interview and you will learn more about how to be more professional in these areas later in the degree program. However, we live in a digital age and part of your professional image is online. This is one reason we have you learn tools such as Prezi. You need to develop a professional portfolio to show to potential employers and others with whom you want to network who you are and what you can do. It's also about highlighting your personal niche, your brand. For this assignment, you will start the process of developing a professional online image.

When you get to the pre-internship course and start applying for internships, we will ask you to show a portfolio. In the past, we have accepted paper portfolios, but going forward, we will expect electronic portfolios. We will use the popular professional networking site LinkedIn for both of these purposes: to collect your portfolio items and to start developing a professional image. You will refine your image and add items to your portfolio throughout the degree program, but for this class the required parts will include:

- LinkedIn profile page [10 pts]
- Professional-style resume [10 pts]
- Goals and autobiography [5 pts]

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- Sections/labels for future items you will upload from future coursework [5 pts]
 - Adding current connections [5 pts]
 - Overall professional image [5 pts]

These materials will be due the 14th week of class.

In Class Participation

Because we will only meet once a week, attendance is crucial. Because of this, poor attendance will be penalized. Each student will be given two free absences to use as he/she sees fit. Every absence after two will result in a subtraction of 10 points from the students' total points (in other words, you will drop a full letter grade after four absences). If you have a very serious situation (major illness, victim of a serious crime, etc.) please talk to me. Having a cold, car problems, money problems, etc., do not count as serious situations, so budget your absences wisely.

There will also be points for classroom participation in discussion and in groups.

Each student will also be given an opportunity to earn up to 10 points by doing a 3-5 min presentation to the class on something he/she has learned about a potential career (something you didn't know, learned from interview, job shadowing, interesting factoid). Give the instructor a short outline of what you plan to say.

PARTICIPATION

It is YOUR responsibility to keep up with reading, Power Points, assignments and the exam. Due dates are published online and no reminders will be given. If there are date discrepancies of any kind in the syllabus or on Blackboard, please contact the instructor immediately and go by the dates on the syllabus. No late work will be accepted for any reason unless you contact Ms. Dusek at least one week ahead of the due date and get her permission.

COURSE ASSIGNMENT CRITERIA AND COURSE FORMAT:

The content of this course is delivered online, using lecture, class discussion, student activities, exams, and assignments. Evaluation consists of an exam, participation in class activities and written assignments.

COURSE REQUIREMENTS:

- Each student will complete 1 exams
- Each student will complete all additional assignments –
- All students will purchase the required textbooks and keep up with reading the texts
 - ❑ If an assignment seems unclear, it is *YOUR* responsibility to talk to the instructor early.
 - ❑ Please submit ALL assignments in **Microsoft Word (unless otherwise specified)**. It is the program on the SHSU computers.
 - ❑ If you desire academic accommodation for a documented disability, contact the instructor ASAP.
 - ❑ *Plagiarism* is a big word that simply means using someone else's work or writing

without giving credit. If you copy a paragraph, sentence or even phrase from someone else's work, you must place quotes around what you have copied and cite the author. If you borrow an idea from someone else, but don't quote them exactly, you don't need to add the quotes, but you still must cite the author. When citing an author, use the APA method. This is your warning; if you borrow without giving credit you will get zero points for the parts borrowed and/or fail the class. If you are working on an assignment that requires all your own work (or an exam), you should not be citing other authors anyway. Academic integrity and honesty is expected from all students.

TECHNOLOGY: All students are expected to be familiar with the use of Blackboard on-line classroom. Course information, announcements, quizzes, and assignments will be accessible through Blackboard. Make sure your SHSU email is up to date as that is how I will send all correspondence.

Sam Houston State University Policies

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [SHSU Attendance Policy](#)

You will be graded during each one of the course sessions. For these reason, it is imperative you keep up with Blackboard assignments and discussions.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned SHSU e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use SHSU e-mail address for all official correspondence.

Blackboard (Bb Statement)

Blackboard (Bb): This course will be supported via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to <https://shsu.blackboard.com> or look for Campus Tools on the top of the University's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the support resources at <http://distance.shsu.edu/tech-support/>. You will need to possess the required computing technology to be successful in an online course. **Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the Department of Health Services and Promotion has to address. As a HSP student, you are responsible for knowing what plagiarism is and how to avoid it.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the College of Health Sciences. I am asking for your assistance in helping the Department in its assessment of courses and faculty through your participation in the evaluation of your courses. As health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The College views providing feedback on the Department's courses as part of your professional responsibility.

Population Health Mission

The mission of the Department of Population Health is to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in population health; and to improve health and wellbeing through community engagement at the local and global levels.

Americans with Disabilities Act (ADA)

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Academic Integrity

According to the administration's guidelines: "All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials."

"Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, [chewing gum], using tobacco products, making offensive remarks, reading newspapers, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be referred to the Dean of Students for disciplinary action in accordance with the university policy."

The full policy for "Code of Student Conduct and Discipline" is found at the following link:
<https://www.shsu.edu/students/guide/dean/codeofconduct.html>

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their SHSU assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my SHSU/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

Sam Houston State University is an Equal Opportunity / Affirmative Action Institution.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education.

NOTICE OF NON-DISCRIMINATION

Sam Houston State University complies with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act. Sexual misconduct, as defined in the University's Sexual Misconduct Policy, constitutes a form of sex discrimination prohibited by Title IX and Title VII.

TITLE IX CONTACTS

Sex discrimination includes sexual harassment and sexual assault. While it is often thought of as a law that applies to athletics programs, Title IX is much broader than Athletics and applies to many programs at Sam Houston State University. While compliance with the law is everyone's responsibility at SHSU, below is a list of staff members that have primary responsibility for Title IX Compliance.

Title IX Coordinator--Jeanine Bias
Associate Dean of Students --Lowman Student Center, Suite 215
936-294-3026 or jbias@shsu.edu

I _____ have read the entire syllabus and hereby agree to abide by the policies contained herein.

Signature

Date