HEALTH PROMOTION (HP)

HP 5010 Introduction to Health Education and Health Promotion (3)
This course is an introductory course to the health education and health promotion profession, its principles, ‘lingo’, history, theories of behavior change, and career opportunities in the schools, and in the public. Early Springs.

HP 5020 Designing and Implementing Health Promotion Programs (3)
Provides the student with the information and resources that will enable them to develop skills in program planning for health promotion. Needs assessment, goal and objective formulation, instructional methods and materials, program implementation, and evaluation will be included. Prerequisite(s): HP 5010. Offered Springs.

HP 5030 Evaluation of Health Promotion Programs (3)
Gives the student the tools and skills they need to design and conduct health program valuations. Evaluation purposes, levels, methods, designs, and measurement issues will be covered. Prerequisite(s): HP 5020 and ED 5030. Offered Summers.

HP 5070 Community Health Promotion (3)
The focus of this course will be to review basic program planning skills, implementation, and evaluation of community and worksite health promotion programs. The class will plan, implement, and evaluate a health promotion program, i.e. wellness fair, or workshop. Students will learn grant writing skills, pamphlet/newsletter development and will be introduced to the field of wellness/health coaching and facilitator trainings i.e. smoking cessation. Prerequisite(s): HP 5020. Offered Summers.

HP 5090 Mind Body Techniques for Stress and Health (3)
The focus of this course will be to introduce the student to mind-body techniques for stress management and health issues. Some of the techniques will include yoga, breathing, meditation, progressive relaxation, imagery, and massage as well as an introduction to the field of integrative medicine. Some of the therapies discussed will include energy medicine, aromatherapy, and acupuncture. Early Springs.

HP 5130 Teaching Strategies in Health Education (3)
Focuses on instructional strategies for K-12 health education. Provides an opportunity to study and apply methodologies for standards-based unit planning, lesson development, student assessment, and teaching strategies for effective K-12 health education instruction in the differentiated classroom. Practical experience at the public school setting is required in order to facilitate practice and application of planning, assessment and teaching methodologies.

HP 5210 Fitness Principles (1)
The fitness component is designed to provide the student the opportunity to experience, research, and develop a variety of fitness activities for use in his/her future career as a health educator. The elements of physical fitness and total body wellness will be discussed and applied in diverse ways. Each student will develop and compile fitness methods appropriate for a variety of populations and settings. Offered Spring Term of even years.

HP 5220 Disease and the Environment (1)
This course will discuss common diseases and disorders and the WEB of causation and Wellness models related to disease and the environment. Diseases discussed will include chronic diseases, communicable diseases, as well as some mental health diseases. Offered Spring Term of odd years.

HP 5230 Substance Abuse (1)
This course is designed to provide students with an overview of contemporary drug use and abuse. Course content includes the determinants of drug abuse psychological, physiological, societal and pharmacological aspects of drugs, prevention and treatment of drug addiction, as well as information about specific drugs. Offered Spring of even years.

HP 5250 Consumer Health (1)
The focus of this course is to identify content, resources, materials, and instructional strategies for providing consumer education to various populations. Students will discuss key issues including legal and ethical considerations, curriculum development and resources for the school and community setting. The relationship of consumerism and health will be the underlying theme of this professional preparation course. Offered Spring of odd years.

HP 5260 Mental Health and Sexuality (2)
This course is designed to provide students with information relevant to contemporary mental health issues and human sexuality issues. Students will be able to identify resource, personnel, and agencies pertinent to these issues. Offered Spring of even years.

HP 5300 Principles of Physical Activity and Nutrition (3)
A survey of concepts and current issues in nutrition and physical activity. Students will be engaged in current research, guidelines and health behavior theories/models to better understand and be able to promote healthy eating and active living in various populations.

HP 5560 Special Topics in Health Promotion (1-4)
This course will cover various topics in Health Promotion.

HP 5590 Health Education Teaching Internship (1-12)
The health education teaching internship is the culminating capstone experience for students seeking teacher certification in K-12 Health Education. This course offers a comprehensive review and practical applications of educational philosophy, methods, and strategies through a 15-week internship experience that includes coursework and seminars. The central coursework is composed of a 15-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as rules, regulations, and policies; professional ethics; best practices, state and national teacher standards; teaching strategies; current trends in education; review and discussion of essential teaching competencies; Bloom’s Taxonomy as it relates to comprehensive student assessment; self-assessment; and assessment of the internship experience. This is a continuous, full-time (five days per week) experience of 5-9 credits* structured observations, assistance and eventually a full range of teaching activities in a school situation. Falls and Winter/Spring. Prerequisite(s): 3.0 cumulative grade point average, successful completion of HHP Health Content Exam, and all coursework completed. Approval necessary by the program coordinator, and secondary field placement supervisor as well as participating in Seminar 1 and 2 prior to beginning the internship. *Teacher candidates who secure a full time teaching job register for the 6 credit internship in teaching and must be evaluated across 24 weeks. Candidates must verify employment with the Office of Educator Preparation.