

Bemidji State University

HLTH 3150: Theoretical and Ethical Foundations of Health

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Provides entry level health education and community health students with the theoretical and ethical foundations of health. Also examines health's history, philosophy, settings, literature, and credentialing.

B. COURSE EFFECTIVE DATES: 08/16/2005 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Agencies, Associations, Organizations with Health
2. Background of the Profession
3. Ethics & Health Education
4. Future Trends in Health Education
5. History of Health & Health Education
6. Literature in Health Education
7. Philosophical Foundations of Health
8. Prioritizing the 6 Components of Health
9. Roles, Responsibilities, Certifications of Health Educators
10. Settings in Health
11. Theoretical Foundations of Health

D. LEARNING OUTCOMES (General)

1. understand the changing practice of health education in the future considering demographic shifts and changes in societal expectations within the confines of scarce resources.
2. understand the history of health education from its relatively recent roots to the present.
3. understand and be able to identify the various traditional and non-traditional settings in the health education workplace.
4. become knowledgeable of the philosophies of several prominent health educators of today.
5. understand various health education planning models and theories relevant to individual and corporate change in health status.
6. understand the common foundations and professional language necessary to begin the study of health education.
7. understand and identify agencies, associations and organizations associated with health education.
8. understand how health educators access information and the process of communicating health education needs, concerns, and resources to its clients.
9. understand the significance of ethics in health education and their application within policy, implementation and human interaction. understand the roles, responsibilities, certification and accreditation process within the health education profession.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted