

THE UNIVERSITY OF SCRANTON



Bachelor of
Science,
Community
Health
Education

Academic Year

2014-2015

The purpose of this handbook is to orient you to the policies, procedures and critical information you need as a student in the undergraduate Community Health Education Program. The handbook is updated and approved by program faculty annually.

**Student
Handbook**

PROGRAM WELCOME

Dear Community Health Education Student,

Welcome to the Bachelor of Science Community Health Education Program at the University of Scranton. This program will equip you to be a community health educator in the field of public health and prepare you for graduate study in public health and health-related areas. The program focuses on the knowledge, skills and experiences specific to community health education competencies. When you graduate, you are eligible to take the Certified Health Education Specialist (CHES) exam; a competency-based examination by the National Commission for Health Education Credentialing, Inc.

This handbook provides information critical to your success. Review and refer to the information periodically throughout the program. There are important program policies and procedures you need to know. The handbook is a supplement to the University's student handbook and catalog. The information in all these documents will help guide you through your undergraduate education and professional development.

The University is "animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus". The program faculty and staff are devoted to your personal development as you grow in wisdom, seek excellence and serve others.

Dr. Debra L. Fetherman, Director
 Community Health Education Program
 University of Scranton
 Department of Exercise Science & Sport
 143 Long Center
 Scranton, PA 18510
debra.fetherman@scranton.edu
 570-941-7111

CHED PROGRAM FACULTY		
NAME	EMAIL	PHONE
Dr. Debra L. Fetherman,	debra.fetherman@scranton.edu	570-941-7111

Program Director		
Ms. Mary Justis, Internship Coordinator	mary.justis@scranton.edu	570-941-4559
Dr. Qian Wang, Assistant Professor	qian.wang@scranton.edu	570-941-4452

DEPARTMENT FACULTY AND STAFF		
NAME	EMAIL	PHONE
Dr. Jessica Bachman, Assistant Professor	jessica.bachman@scranton.edu	570-941-4059
Dr. Scott Breloff, Assistant Professor	scott.breloff@scranton.edu	570-941-6745
Dr. Paul Cutrufello, Assistant Professor	paul.cutrufello@scranton.edu	570-941-5841
Dr. Ron Deitrick, Associate Professor	ronald.deitrick@scranton.edu	570-941-5514
Ms. Cheryil Demkosky, Lab Director & Adjunct Faculty	cheryil.demkosky@scranton.edu	570-941-5887
Dr. Joan Grossman, Assistant Professor	joan.grossman@scranton.edu	570-941-4721
Mr. David Hair, Department Chair	david.hair@scranton.edu	570-941-4660
Mr. Steve Klingman, Assistant Professor	stephen.klingman@scranton.edu	570-941-6660
Mr. Andy Stuka, Faculty Specialist	andrew.stuka@scranton.edu	570-941-4349
Ms. Sandy Watson, Department Secretary	debra.fetherman@scranton.edu	570-941-7111

HELPFUL UNIVERSITY LINKS		
NAME	WEBLINK	PHONE
Panuska College of Professional Studies (PCPS) Advising Center	https://matrix.scranton.edu/academics/pcps/advising/index.shtml	570-941-6390
PCPS Dean's Office	https://matrix.scranton.edu/academics/pcps/dean/index.shtml	570-941-6305
Library	http://www.scranton.edu/academics/wml/index.shtml	570-941-7524
Center for Teaching and Learning Excellence	http://www.scranton.edu/academics/ctle/	570-941-4038
Career Services	http://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml	570-941-7640
Student Counseling Center	http://www.scranton.edu/studentlife/studentaffairs/counseling-center/	570-941-7620

Student Health Center	http://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml	570-941-7667
Center for Health Education and Wellness	http://www.scranton.edu/studentlife/studentaffairs/chew/index.shtml	570-941-4253
Recreational Sports	http://athletics.scranton.edu/Recreational_Sports/General_Information	570-941-6203
University Ministry and Mission	http://www.scranton.edu/ministries/index.shtml	570-941-7419

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PROGRAM OVERVIEW

Department Mission

The Department of Exercise Science and Sport is dedicated to the scientific inquiry of exercise and health behavior across a spectrum of settings and populations. The faculty is devoted to the lifelong development and improvement of students in order to become competent and competitive professionals in the field of exercise and health science. The department encourages and supports student growth through the stimulation of intellectual and experiential pursuit of knowledge in light of the Jesuit tradition and ideals.

Program Mission

The Community Health Education (CHED) Program's mission is to provide a community-based and practice-oriented education that prepares students with the knowledge and skills in health education and public health competencies to serve as health educators and for further graduate study in public health and the health sciences. The curriculum is grounded in health behavior change theories, public health planning frameworks as well as social justice and public health perspectives. The curriculum supports an integrated approach to learning including service, practicum, internship and research experiences.

CHED Program Goals

Program Goal 1: Prepare students for careers as health educators and/or for graduate study in public health or related health sciences fields.

Program Goal 1, Student Outcome: By graduation, students will demonstrate proficiency in the following seven areas of responsibility for entry-level health education practice:

- I. ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION
- II. PLAN HEALTH EDUCATION
- III. IMPLEMENT HEALTH EDUCATION
- IV. CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION
- V. ADMINISTER AND MANAGE HEALTH EDUCATION
- VI. SERVE AS HEALTH EDUCATION RESOURCE PERSON
- VII. COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

Program Goal 1, Assessment:

1. Society of Public Health Education/American Association of Health Education, Baccalaureate Program Approval Committee Manual
2. Senior Exit Survey
3. Self-Assessment for Health Educators: Perceived Competence
4. Internship Site Supervisor Survey
5. Certified Health Education Specialist (CHES) Practice Exam Results

6. Certified Health Education Specialist (CHES) National Exam Results
7. Alumni Survey

(Reference: The Health Education Specialist: A Companion Guide for Professional Excellence, 6th Edition, 2010; National Commission for Health Education Credentialing, Inc.)

Program Goal 2: Integrate within the curriculum liberal learning skills including writing, speaking and critical thinking.

Program Goal 2, Student Outcome: Students will develop skills in writing, speaking and critical thinking and be able to apply these skills in health education practice.

Program Goal 2, Assessment:

1. Using a variety of measurements in different courses.
2. Senior Exit Survey
3. Internship Site Supervisor Survey
4. Self-Assessment for Health Educators: Perceived Competence

Program Goal 3: Integrate within the curriculum exploration of personal and professional values that enable students to recognize the appreciation of diversity, social justice, cultural competency and commitment to the discipline.

Program Goal 3, Student Outcome: Students will reflect upon their personal and professional values concerning: diversity, social justice, cultural competency and commitment to community and discipline; and be able to apply these skills to the field of health education.

Program Goal 3, Assessment:

1. Personal Plan for Professional Growth and Service
2. Senior Exit Survey
3. Internship Site Supervisor Survey
4. Self-Assessment for Health Educators: Perceived Competence

THE HEALTH EDUCATION CAREER

The history of health education is comprehensively and concisely explained by the National Health Education Credentialing, Inc.

According to the Occupational Outlook Handbook (2014), health educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities and collect data and discuss health concerns with members of specific populations or communities. Health educators work in a variety of settings, including hospitals, nonprofit organizations, government, doctors' offices, private businesses, and colleges.

Health educators need a bachelor's degree. Many employers require the Certified Health Education Specialist (CHES) credential. In May 2012, the median annual wage for health educators was \$48,790. Employment of health educators is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will

be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people about healthy habits and behaviors and utilization of available health care services.

More information on the health education occupation can be found at:

<http://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-1>

Reference: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Health Educators and Community Health Workers, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited August 03, 2014).

The Community Health Education curriculum prepares you to take the Certified Health Education Specialist (CHES) exam; administered by the National Commission for Health Education Credentialing, Inc. The exam is a competency-based tool used to measure possession, application and interpretation of knowledge in the Seven Areas of Responsibility for Health Educators. The exam is given two times a year in April and October at college campuses throughout the United States. More information on taking the exam and how to study for the exam can be found at:

<http://www.nchec.org/exam/eligible/ches/>. Many health education students take the exam the April of their Senior year or the October following graduation.

CHED Program Faculty

The program curriculum consists of core health education preparation courses, interdisciplinary health topics/issues courses, internship, practicum and service learning requirements. The program faculty is made up of faculty from various departments within the Panuska College of Professional Studies. However, the major CHED courses and nutrition cognates are taught by the EXSC department faculty listed below:

Jessica Bachman, Ph.D. M.P.H., R.D.M. (Assistant Professor)

Degree: Ph.D. – University of Tennessee – Nutrition; M.S. – University of Tennessee – Nutrition; M.P.H. – University of Tennessee – Community Health Education; B.S. – Penn State University - Nutritional Sciences

Research Areas: breakfast and exercise performance, adult weight management, dietary assessment

Community Service: Northeast Dietetic Association Public Relations Chair

Professional Organizations: Academy of Nutrition and Dietetic, The Obesity Society

Debra L. Fetherman, Ph.D., C.H.E.S., ACSM-HFS (CHED Program Director)

Degrees: Ph.D. - Marywood University - Human Development - Health Promotion; M.S. – University of Central Arkansas - Exercise Science/Wellness; B.S. – Ohio University – Journalism – Public Relations/Related Sciences

Research Areas: community-based participatory research, strength training, older women, health disparities, collegiate athletes' alcohol-use behaviors

Community Service: Growing Stronger Program, Leahy Community Health and Family Center, St. Paul Lutheran Church

Professional Organizations: American College of Sports Medicine, American Public Health Association, National Council on Undergraduate Research, Society of Public Health Education, Eta Sigma Gamma

Joan Grossman, Ph.D., R.D.M. (Assistant Professor)

Degrees: Ph.D. - Marywood University - Human Development-Health Promotion; M.S. – Colorado State University – Exercise Science; B.S. – King’s College – Biology/Chemistry

Research Areas: metabolism, body composition and weight loss, cardiac rehabilitation

Community Service: American Heart Association Volunteer Liaison

Professional Organizations: American College of Sports Medicine, Academy of Nutrition and Dietetics, Northeast Dietetic Association, Phi Epsilon Kappa

Mary Justis, M.S., C.H.E.S. (Adjunct Faculty, Internship Coordinator)

Degrees: M.S. - Texas A & M University - Kinesiology; B.S. – Penn State University – Health and Physical Education

Research Areas: instruction

Community Service: CLS volunteer (CPR instructor), church volunteer

Professional Organizations: Society of Public Health Education

Qian Wang, Ph.D., (Assistant Professor)

Degree: Ph.D. – University of Illinois at Urbana-Champaign - Community Health; M.S. - University of Illinois at Urbana-Champaign – Kinesiology; and B.S. - Beijing Sport University - Kinesiology

Research Areas: emerging adults, mental health, health-related quality of life

Community Service: CHED faculty moderator

Professional Organizations: American Public Health Association, American College Health Association

ACADEMIC POLICIES AND PROCEDURES

Program Entry and Progression

Applicants seeking admission to the Community Health Education Program as incoming freshmen are admitted through the University's Undergraduate Admissions Office. Students that change their major to Community Health Education, declare or transfer into the Community Health Education Program must complete the appropriate Registrar form(s) and submit to Panuska College of Professional Studies (PCPS) Academic Services. You will be assigned a PCPS Academic Services advisor. You are encouraged to also make an appointment to meet with the CHED Program Director. In CHED 210, you will receive a copy of this handbook. You are required to complete the Acknowledgement Form to acknowledge that you received the CHED Program Student Handbook. The completed form will be maintained in your department student file.

Program Information and Communication

The Desire 2 Learn CHED Program community group is one way information is shared about the program. To receive information via the CHED community group, send an email to CHED Program Director (debra.fetherman@scranton.edu) and provide your University email and name.

Academic Advising

The PCPS Academic Advising Services advises all CHED students. You are encouraged to make appointments with your advisor early in the semester. The CHED Program Director is also available to meet with you during office hours and or by appointment. It is your responsibility to know the requirements for the baccalaureate degree in Community Health Education.

Statement of Reasonable Accommodations

Students with Disabilities

In order to receive appropriate accommodations, **students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current documentation.** Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 580) or Dr. Andrée Catalfamo (570-941-4218, LSC 582E) for an appointment. For more information, please visit <http://www.scranton.edu/disabilities>.

Writing Center Services

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

To meet with a writing consultant, call (570) 941-6147 to schedule an appointment, or send an email with your available meeting times, the course for which you need assistance, and your phone number to: writing-center@scranton.edu. Online appointments are also available – connecting virtually using [Google Docs and Google Talk](#).

Community Health Education Curriculum

The Community Health Education curriculum is designed to develop students with the values, knowledge, skills and competencies necessary to be a health educator in a variety of settings. Course sequence is very important to maximize your development and learning in a logical progression. The following courses can be taken at the same time, CHED 210 and CHED 310. Otherwise, the sequence of courses as outlined in CHED curriculum and University catalog (catalog.scranton.edu/preview_program.php?catoid=28&poid=5481) should be followed. The CHED major courses begin in your sophomore year and include:

CHED 210, Introduction to Community Health Education credits	3
CHED 230, Health Promotion/Disease Prevention and Health Disparities credits	3
CHED 310, Health Education: Theory, Research and Practice credits	3
CHED 320, Planning, Implementing and Evaluating Health Education Programs credits	3
CHED 410, Health Education Communication Methods and Techniques credits	3
CHED 413, Worksite Health Promotion	3 credits
CHED 480, Internship in Health Education credits	3

Major requirements include the 7 Areas of Responsibilities for Certified Health Education Specialist, while cognates include broader public health topics and issues. Electives allow you to pursue a minor in a health-related area or take courses required for further graduate studies in health-related professional fields. The general education requirements complete your education ensuring a background in Jesuit and liberal arts learning.

Study Abroad Option for CHED majors

As a Community Health Education student, the optimal time to study abroad is the Spring Semester of your sophomore year to ensure proper sequencing of program courses. Prior to making any plans with the University's Study Abroad Program, all CHED students that want to study abroad must meet with the CHED Program Director and complete the CHED Study Abroad Course Sequence Plan form (see Appendices). The original copy of the form must be turned into PCPS Advising and a copy will be kept in your department student file. All other University and College Study Abroad policies must be followed.

Service Learning

As a Community Health Education student, you are required to complete academic service learning (SL) to graduate. Service learning is required for all PCPS undergraduate students. During your freshmen year, you will complete your initial SL by participating in the Blessing of the Books through the PCPS T.A.P.E.S.T.R.Y.

program. As a sophomore, junior and senior, you will complete a SL project each year. Each project is led by a faculty member who will guide you through the project. You will sign up for projects through your core CHED classes, CHED 210, CHED 320, and CHED 410. The PCPS policies and procedures for timesheets must be followed. A copy of your SL timesheets for hours and each project will be kept in your department student file. Information on PCPS SL policies is located at:

<https://matrix.scranton.edu/academics/pcps/service/index.shtml>

Professional Conduct & Ethics

The health education profession adopted a unified code of ethical behavior in 1999. The Code of Ethics was revised in 2011. The fundamental principles: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm are the foundations of the Code of Ethics for the Health Education Profession. Every health educator has the responsibility to abide by the 6 articles outlined in these guidelines when making professional decisions:

Article I: Responsibility to the Public

Article II: Responsibility to the Profession

Article III: Responsibility to Employers

Article IV: Responsibility in the Delivery of Health Education

Article V: Responsibility in Research and Evaluation

Article VI: Responsibility in Professional Preparation

See appendices for complete copy of the Code of Ethics or at the Society of Public Health Education website at: <http://www.sophe.org/ethics.cfm>

Professional Fitness for Community Health Education

Health educators teach individuals about health behavior practices and discuss health concerns to help promote individual wellness. Health educators develop and implement strategies to improve the health of individuals, specific populations and communities. As a health educator, you will meet many challenges in serving others and are expected to value the diversity of each individual and support the worth, dignity, potential and uniqueness of all people. As such, you need to develop professional and personal attributes to serve successfully in the health education profession.

The CHED faculty is committed to your personal and professional development. To meet the personal and professional challenges that lie ahead, you are expected to complete self-assessment, self-correction and self-direction to progress in the CHED program. Beginning in your sophomore year, you will complete self-assessments based on the personal/professional characteristics and behaviors outlined below. You will write a two-page self-assessment reflection essay addressing each of the professional characteristics by the last day of class in CHED 210, CHED 320 and CHED 410. Your course instructor will collect the respective self-assessment essay and file in your student file in the department.

CHED CHARACTERISTICS FOR PROFESSIONAL FITNESS	
CHARACTERISTIC	DESCRIPTION
Commitment to Health and Wellness	Willingness to choose a healthy lifestyle and to be spiritually, mentally, emotionally, physically, and socially well.
Commitment to Learning	Ability to self-assess, self-correct, and self-direct concerning professional and personal development. Seeks new knowledge and understanding. Ability to prioritize and manage a variety of commitments. Demonstrated critical thinking and ethical decision making. Engaged in academic program through quality work and effective participation. Takes responsibility for professional commitments, timeliness in work, meets deadlines. Demonstrates ethical behaviors and accountability for actions. Gives and receives constructive feedback and uses feedback for individual development and to benefit the development of others.
Acceptable Performance in Knowledge, Skills, and Competencies	Seeks competency in the CHES Seven Areas of Responsibilities, public health topics and issues. Engages in effective self-assessment concerning personal and professional development (i.e., beliefs, behaviors, and biases) which enables progression throughout the academic program.
Value Social Justice	Advocates for others in pursuit of social justice. Sees self as a resource to serve others, personally and professionally.
Appreciate Diversity	Deals effectively with multiple diverse individuals and communities. Respects individual differences of individuals and communities. Seeks cultural competency.
Communication Skills	Ability to effectively interact and communicate with others, individually and in groups; using a variety of communication skills. Is culturally sensitive when communicating.
Professional Identity	Exhibits high personal and professional standards and ethics through attitudes and conduct. Assumes roles of service and advocacy. Translates and assesses learned values

	and knowledge into practice. Participates in professional organizations through membership, service and scholarship.
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The Community Health Education Program faculty also reviews the academic progress, personal and professional development of every student each semester. Program faculty will review your self-assessments and your performance/behaviors in lecture, class activities, service learning, internship experiences. If a concern is raised regarding, your academic or professional development, the faculty member will complete a **Professional CHED Development Assessment Form**. See student handbook appendices.

The faculty member will review the assessment form with you and a copy will be placed in your department file. The signed form will be submitted to the CHED Program Director and reviewed with program faculty. If self-correction does not take place and there are repeated occurrences, a meeting with you, the CHED Program Director, Exercise Science & Sport Chairperson and PCPS Assistant Dean (advising) will take place to develop a plan for professional development. Continued lack of self-correction will necessitate a meeting with the CHED Program Director and Chairperson of the Exercise Science Department and may result in your dismissal from the Community Health Education major.

INTERNSHIP POLICIES AND PROCEDURES

You are required to put theory into practice throughout the Community Health Education Program. Practical experiences include internship, practicum and service learning. These experiences take place with greater Scranton area community organizations and schools, University departments, various external internship sites and the health education clinic at the Edward R. Leahy, Jr. Center Clinic for the Uninsured and the Leahy Community Health and Family Center (LCHFC). Guidelines for internship, practicum and service learning are included in this manual and their respective syllabus or manual. Please refer to the CHED Program Internship Manual for specific requirements. *It is your responsibility to obtain the signatures of the Internship Coordinator, Program Director and PCPS Assistant Dean (in advising) on the CHED Program Data Sheet in order to be eligible to register for your internship (CHED 480) by the semester deadline.*

Currently, the internship (CHED 480) requires 240 hours total with 120 hours completed at your community site and 120 hours completed in the LCHFC Health Education Clinic experience in the Fall semester of your senior year. Placement for your internship must be approved by the CHED Internship Site Coordinator and Program Director. Internship sites must be within the greater Scranton area and have a current University affiliation agreement. There are approximately 20+ internship agreements including clinical settings, community non-profit organizations, public schools, University departments, and worksite health promotion. These internships offer the opportunity to work with diverse populations.

Background Clearances, Immunizations, and Insurance

Since internship or academic service learning requirements in health clinic, health care, and school settings begin the sophomore year, you are required to submit to the Exercise Science Department the following prior to the first day of classes of the fall semester of the sophomore year and subsequent years while enrolled in the Community Health Education Program:

1. Pennsylvania State Police Criminal Background Check (SP-164), Pennsylvania Child Abuse Clearance (CY113) and, for **out of state residents**, an FBI Background Check. Information to complete all clearances can be found at: <http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/>
2. To provide proof of completed immunizations, including annual flu vaccine, and evidence of a tuberculin skin test (PPD or Mantoux) within the past year.
3. To provide proof of health insurance coverage.

If the PPD test is positive, or the student has a history of a positive PPD, a chest x-ray is required.

You WILL NOT be able to participate in the above experiences if all the appropriate requirements are not submitted to the department by the semester due date. Your clearances, immunizations records and proof of health insurance will be maintained in your student file in the department office.

CPR Certification

You may be required depending on your internship placement to be certified in Cardiopulmonary Resuscitation (CPR) and AED for health care providers. You can take the American Red Cross “CPR/AED for the Professional Rescuer”, PHED 112, First Aid/CPR/AED offered on campus as part of your curriculum or seek CPR certification on your own.

Professional Dress and Appearance

You must follow the dress policy of the designated internship site and service learning setting. The professional dress for the LCHFC Health Education Clinic is a collared shirt or polo and khaki, navy, or black pant (chino or dress) or skirt with department lab coat and student badge. Clothing and shoes must be conservative, allow for safety and freedom of movement. Jeans, yoga pants, sweatpants, sneakers and t-shirts are not permissible.

Students are expected to be neat, clean and well groomed. Jewelry must be conservative in nature. No fragrances should be worn.

CO-CURRICULAR ACTIVITIES AND OPPORTUNITIES

Eta Sigma Gamma

Eta Sigma Gamma is the National Health Education Honorary. Since 1967, Eta Sigma Gamma's mission is the "promotion of the discipline by elevating the standards, ideals, competence, and ethics of professional prepared men and women in Health Education." The Epsilon Eta Chapter was installed at the University in 2012. You are eligible for membership if you have been a Community Health Education majors for at least 2 semesters, with a minimum overall grade point average of 3.0 and a grade point average of at least a 3.2 in the major. Chapter goals are to:

1. Stimulate and recognize research, service learning, and academic achievement within its membership.
2. Advocate for Health Education for all people.
3. Promote professional growth and leadership within the Health Education field.
4. Elevate professional standards and ethics of the discipline.
5. Assist in the professional preparation of Health Education students at the University of Scranton.

Applications for membership are accepted in the spring and fall semester of each academic year. Members are initiated in the fall semester. Applications should be submitted to Dr. Debra Fetherman, Faculty Advisor. Applications are available at:

<http://www.scranton.edu/academics/pcps/exercise-science/Eta%20Sigma%20Gamma.shtml>

Faculty Student Research Program

As a student, you can participate in the University's Faculty Student Research Program (FSRP).

Program faculty can serve as your mentor during your research project. Oftentimes, students assist faculty with an area of interest. You can participate each semester and earn 1 credit. To participate in the FSRP each semester, complete the form along with your faculty mentor. More information about the FSRP and the form can be found at

<http://www.scranton.edu/academics/provost/research/student-research.shtml>

Depending on your research focus or completion, you may also present your research at the University's Annual Celebration of Student Scholars, Eta Sigma Gamma conference, Society of Public Health Education conference or the National Conference on Undergraduate Research,

http://www.cur.org/ncur_2014/ncur_2014/ncur_proceedings/

Community Health Education Club

The CHED club's goal is to serve and educate the Scranton community by providing service and outreach programs, which will help benefit the health of others within the community. Club members will gain experience and knowledge as health educators to help discover their health field of interest! Club activities include Alex's Lemonade

Stand, Relay for Life, etc. Your faculty club moderator is Dr. Qian Wang. To learn more and join the club, you can click on <http://clubs.scranton.edu/org/ched>

Professional Associations

As a student, joining a professional association will help you understand your career field, learn about opportunities in the field and network with other professionals. There are 2 primary professional associations that support health education professionals and the field of public health: American Public Health Association and the Society for Public Health Education. However, there are numerous other professional associations that address health education interests. The primary and a few other associations are included in the table below.

HEALTH EDUCATION ASSOCIATIONS		
Organizations	Mission	Benefits
American Public Health Association (APHA) http://www.apha.org	Improve the health of the public and achieve equity in health status.	Journals Networking Professional preparation Advocacy
Eta Sigma Gamma (ESG) http://etasigmagamma.org/	The mission of the honorary is promotion of the discipline by elevating the standards, ideals, competence and ethics of professionally prepared men and women in Health Education.	Publications Awards Project grants Professional networking
Society for Public Health Education (SOPHE) http://www.sophe.org/	The mission of the Society for Public Health Education is to provide global leadership to the profession of health education and health promotion and to promote the health of society (Adopted 2/2010).	Bimonthly journals Legislative Alliances Networking & Peer Exchanges Job Bank Service Annual Meeting 13 Communities of Practice Online membership directory
PA Chapter, Society of Public Health Education (PASOPHE) http://www.pasophe.org/	To provide leadership to the professional of public health in Pennsylvania and to contribute to the health of those living and working in Pennsylvania and the elimination of disparities through advance in health	Local networking Chapter meetings State meetings Earn continuing education units

	education theory and practice, excellence in professional preparation and to advocate for public policies conducive to health.	
OTHER ASSOCIATIONS OF INTEREST		
Organizations	Mission	Benefits
American College of Sports Medicine (ACSM) http://www.acsm.org/	The American College of Sports Medicine advances and integrates scientific research to provide educational and practical applications of exercise science and sports medicine.	Student Center Awards and Grants Certifications Annual meetings Continuing education units Focus physical activity and health
National Wellness Institute (NWI) http://www.nationalwellness.org/	To serve the professionals and organizations that promote optimal health and wellness in individuals and communities.	Professional publications Monthly webinars Social networking Membership directory Career and volunteer center

Appendices

STUDENT ACKNOWLEDGMENT OF READING THE CHED STUDENT HANDBOOK

I, _____, acknowledge that I have
read

(Please print: first name, last name)

the Bachelor of Science, Community Health Education Student Handbook. I
understand that I will be held accountable for the standards, policies and procedures
outlined in the handbook.

Signature

Date

*Sign and submit this form during your CHED 210 course within 20 days of the
beginning of the course or return to the Department of Exercise Science & Sport within
30 days of beginning your first semester in the CHED program which ever date occurs
first.

**Your original completed form will be filed in your department student file.

Code of Ethics for the Health Education Profession

Preamble

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, group, organizational, and community health. Guided by common goals to improve the human condition, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. Health Educators value diversity in society and embrace a multiplicity of approaches in their work to support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within the professions in which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles including: promoting justice, doing good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Regardless of job title, professional affiliation, work setting, or population served, Health Educators should promote and abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public

A Health Educator's responsibilities are to educate, promote, maintain, and improve the health of individuals, families, groups and communities. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote the health and well-being of individuals and the public while respecting both the principles of individual autonomy, human rights and equality.

Section 1: Health Educators support the right of individuals to make informed decisions regarding their health, as long as such decisions pose no risk to the health of others.

Section 2: Health Educators encourage actions and social policies that promote maximizing health benefits and eliminating or minimizing preventable risks and disparities for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits, risks and/or consequences associated with the services and programs that they provide.

Section 4: Health Educators accept the responsibility to act on issues that can affect the health of individuals, families, groups and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their education, expertise and experience in providing services consistent with their respective level of professional competence.

Section 6: Health Educators are ethically bound to respect, assure, and protect the privacy, confidentiality, and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process in an effort to maximize the understanding and personal responsibilities of those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Article II: Responsibility to the Profession

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the profession by refining existing and developing new practices, and by sharing the outcomes of their work.

Section 5: Health Educators are aware of real and perceived professional conflicts of interest, and promote transparency of conflicts.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements.

Section 7: Health educators openly communicate to colleagues, employers and professional organizations when they suspect unethical practice that violates the profession's Code of Ethics.

Article III: Responsibility to Employers

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use and apply current evidence-based standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential and actual service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators acknowledge and openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

Section 7: Health Educators exercise fiduciary responsibility and transparency in allocating resources associated with their work.

Article V: Responsibility in Research and Evaluation

Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators adhere to principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect and protect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law. Participants are fully informed of the disclosure procedures.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give appropriate credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants maintain confidentiality of results unless permission is granted or in order to protect the health and safety of others

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion to effectively foster the translation of research into practice.

Section 8: Health Educators openly share conflicts of interest in the research, evaluation, and dissemination process.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from all forms of discrimination and harassment.

Section 3: Health Educators involved in professional preparation and development engage in careful planning; present material that is accurate, developmentally and culturally appropriate; provide reasonable and prompt feedback; state clear and reasonable expectations; and conduct fair assessments and prompt evaluations of learners.

Section 4: Health Educators provide objective, comprehensive, and accurate counseling to learners about career opportunities, development, and advancement, and assist learners in securing professional employment or further educational opportunities.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.

Coalition of National Health Education Organizations (2011). *Code of Ethics: Long Version* Retrieved from: <http://www.cnheo.org/>.

**Community Health Education (CHED)
Professional Development Assessment Form**

Student:

First name	Last name
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Instructor:

First name	Last name
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Semester/Year: _____

Course:

The following characteristics/behaviors are areas of concerns for your professional and professional development:

CHED CHARACTERISTICS FOR PROFESSIONAL FITNESS	
CHARACTERISTIC	CONCERN
Commitment to Health and Wellness	
Commitment to Learning	
Knowledge, Skills, and Competencies	
Value Social Justice	
Appreciate Diversity	
Communication Skills	
Professional Identity	

Comments:

Student signature: _____

Date:

Faculty signature: _____

Date:

COMMUNITY HEALTH EDUCATION PROGRAM

STUDY ABROAD ACADEMIC PLAN

(See Dr. Fetherman)

