

THE UNIVERSITY OF SCRANTON



Bachelor of  
Science,  
Health  
Promotion

Academic Year

**2021-2022**

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

**Student  
Handbook**

# PROGRAM WELCOME

Dear Health Promotion Student,

Welcome to the Bachelor of Science Health Promotion (HPRO) Program at the University of Scranton. This program will equip you to be professional in the field of health promotion and prepare you for graduate study in public health and health-related areas. The program focuses on developing students to be health promotion professionals with many career options as health education/promotion specialist, health & wellness coach, etc. There are many free electives and cognate electives in the curriculum which can apply for further graduate studies in a variety of health science professions such as nursing, occupational therapy, nutrition, speech therapy, physician assistant, etc.

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, Health Promotion Program Director**

Associate Professor

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<b>HELPFUL UNIVERSITY LINKS</b>		
<b>NAME</b>	<b>WEBLINK</b>	<b>PHONE</b>
Panuska College of Professional Studies (PCPS) Advising Center	<a href="https://matrix.scranton.edu/academics/pcps/advising/index.shtml">https://matrix.scranton.edu/academics/pcps/advising/index.shtml</a>	570-941-6390

PCPS Dean's Office	<a href="https://matrix.scranton.edu/academics/pcps/dean/index.shtml">https://matrix.scranton.edu/academics/pcps/dean/index.shtml</a>	570-941-6305
Library	<a href="http://www.scranton.edu/academics/wml/index.shtml">http://www.scranton.edu/academics/wml/index.shtml</a>	570-941-7524
Center for Teaching and Learning Excellence	<a href="http://www.scranton.edu/academics/ctle/">http://www.scranton.edu/academics/ctle/</a>	570-941-4038
Career Services	<a href="http://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml">http://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml</a>	570-941-7640
Student Counseling Center	<a href="http://www.scranton.edu/studentlife/studentaffairs/counseling-center/">http://www.scranton.edu/studentlife/studentaffairs/counseling-center/</a>	570-941-7620
Student Health Center	<a href="http://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml">http://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml</a>	570-941-7667
Center for Health Education and Wellness	<a href="http://www.scranton.edu/studentlife/studentaffairs/che/index.shtml">http://www.scranton.edu/studentlife/studentaffairs/che/index.shtml</a>	570-941-4253
Recreational Sports	<a href="http://athletics.scranton.edu/Recreational_Sports/General_Information">http://athletics.scranton.edu/Recreational_Sports/General_Information</a>	570-941-6203
University Ministry and Mission	<a href="http://www.scranton.edu/ministries/index.shtml">http://www.scranton.edu/ministries/index.shtml</a>	570-941-7419

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## **PROGRAM OVERVIEW**

### **Department Mission**

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

### **HPRO Program Learning Outcomes**

1. Students will be able to assess the needs and capacity for health promotion in diverse individuals and populations.
2. Students will be able to plan and implement health promotion using health promotion models and theories.
3. Students will be able to conduct evaluation and research related to health promotion.
4. Students will be able to administer and manage health education/promotion programs.
5. Students will be able to communicate and advocate to improve the health of individuals, populations and the profession.
6. Students will be able to apply ethics and professionalism in all aspects of professional development and health promotion planning and implementation.

## **THE HEALTH PROMOTION FIELD**

Health promotion professionals are vital to our nation's health. Health promotion is the process of enabling people to increase control over, and to improve, their health. Health promoters are professionals who are dedicated to promoting individual, group, and population-based health through developing behavior change strategies which influence educational, political,

environmental, regulatory, or organizational factors. By focusing on the social determinants of health, health educators consider the conditions in which people are born, grow, live, work and age. These conditions shaped by the distribution of money, power and resources at global, national and local levels influence individual and population health.

Health promotion professionals use specific skills and knowledge to complement and support other healthcare providers, policy makers, and other professionals who are devoted to improving human health. Health promoters work in a variety of settings including business/industry, hospitals, clinics, health plans, public health departments at all levels of government, nonprofit and volunteer organizations, schools and universities.

Health promoters specialize in the use of behavior change and communication strategies to promote individual and community health. They also assess individual and population health needs as well as design, implement and evaluate the impact of health interventions on individuals and communities. Health educators/promoters advocate for and implement changes in health policies, procedures and services. They also may work as a health and wellness coach to assist clients in establishing and reaching their health and wellness goals.

The Health Promotion (HPRO) major is rooted in the Jesuit liberal arts tradition. Curricula includes a unique blend of behavioral, social, and multidisciplinary courses. Students can utilize cognate, general and free electives in a concentrated area to pursue a concentration or minor in an area of interest (i.e., Counseling and Human Services, Health Administration, Human Development, Nutrition, Psychology, Spanish and Communications). Electives can also be used in preparation for graduate health professional programs in Public Health, Occupational Therapy, Nursing, Speech Therapy, Social Work, Nutrition, and Physician Assistant.

According to the Occupational Outlook Handbook (2020), health educators/promoters 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/promoters need at least a bachelor's degree. Many employers require the Certified Health Education Specialist (CHES®) credential. In 2019, the median annual wage for health educators/promoters was \$55,220. Employment of health educators/promoters is projected to grow 11 percent from 2018 to 2028, 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 educator/promoter occupation can be found at:

<https://www.bls.gov/OOH/community-and-social-service/health-educators.htm>

**Reference:** Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Educators and Community Health Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm> (visited May 22, 2020).

The HPRO 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 Eight 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 and online. 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.

## **HPRO Program Faculty**

The program curriculum consists of core health promotion preparation courses, interdisciplinary health topics/issues courses, internship, and community-based learning requirements. The program faculty is made up of faculty from various departments within the Panuska College of Professional Studies and adjunct faculty. The program has one dedicated HPRO faculty member who is also the program director.

**Debra L. Fetherman, Ph.D., MCHES®, ACSM EP-C** (CHED Program Director, Associate Professor)

**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, health behavior change, physical activity, worksite health promotion

**Community Service:** University’s Community-Based Learning Board, St. Joseph’s Center Health and Wellness Committee, Area Health Education Scholars Board

**Professional Organizations:** American College of Sports Medicine, American Public Health Association, Society of Public Health Education, and Eta Sigma Gamma

## **ACADEMIC POLICIES AND PROCEDURES**

### **Program Entry and Progression**

Applicants seeking admission to the HPRO Program as incoming freshmen are admitted through the University’s Undergraduate Admissions Office. Students that change their major to HPRO,



declare or transfer into the HPRO 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 Dr. Debra Fetherman, HPRO Program Director. Each year, you will receive an emailed copy of this handbook. You are required to complete the Acknowledgement Form to acknowledge that you received the HPRO Program Student Handbook. The completed form will be maintained in your department student file.

To graduate with a degree in HPRO, HPRO majors must possess a minimum overall grade point average of 2.5 and a grade point average of 2.5 or higher within the major.

### **Program Information and Communication**

Each academic year, the HPRO Program Director holds an internship meeting in the fall for senior students and a major's meeting in the Spring for all majors.

### **Academic Advising**

The PCPS Academic Advising Services advises all HPRO students. You are encouraged to make appointments with your advisor early in the semester. The HPRO 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 Health Promotion.

### **Academic Integrity**

The Department of Health and Human Performance adheres to the University's Academic Code of Honesty and expects students, staff, and faculty to follow these guidelines. Finally, cheating of any kind will not be tolerated. The University's policy can be found at <https://www.scranton.edu/academics/wml/acad-integ/acad-code-honesty.shtml>

### **Statement of Reasonable Accommodations**

#### **Students with Disabilities**

Request for Accommodations: Reasonable academic accommodations may be provided to students who submit appropriate and current documentation of their disability. Students are encouraged to contact the Center for Teaching and Learning Excellence (CTLE) at [disabilityservices@scranton.edu](mailto:disabilityservices@scranton.edu) or (570) 941-4038 if they have, or think they may have, a disability and wish to determine eligibility for any accommodations. For more information, please visit [www.scranton.edu/disabilities](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](mailto:writing-center@scranton.edu). Online appointments are also available – connecting virtually using Google Docs and Google Talk.

### **Non-discrimination Language**

The University is committed to providing an educational, residential, and working environment that is free from harassment and discrimination. Members of the University community, applicants for employment or admissions, guests, and visitors have the right to be free from harassment or discrimination based on race, color, religion, ancestry, gender, sex, pregnancy, sexual orientation, gender identity or expression, age, disability, genetic information, national origin, veteran status, or any other status protected by applicable law.

Students who believe they have been subject to harassment or discrimination based on any of the above class of characteristics, or experience sexual harassment, sexual misconduct or gender discrimination should contact Elizabeth M. Garcia, Title IX Coordinator, (570) 941-6645 [elizabeth.garcia2@scranton.edu](mailto:elizabeth.garcia2@scranton.edu), Deputy Title IX Coordinators Christine M. Black (570) 941-6645 [christine.black@scranton.edu](mailto:christine.black@scranton.edu), or Ms. Lauren Rivera, AVP for Student Life and Dean of Students, at (570)941-7680 [lauren.rivera@scranton.edu](mailto:lauren.rivera@scranton.edu). The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)

### **My Reporting Obligations as a Responsible Employee**

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. This means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, intimate partner violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Title IX Coordinator, Elizabeth M. Garcia, or Deputy Title IX Coordinator, Christine M. Black, who, in conversation with you, will explain available support, resources, and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (in the counseling center) do not have an obligation to report to the Title IX Coordinator.

### **Health Promotion Curriculum**

The Health Promotion curriculum is designed to develop students with the values, knowledge, skills and competencies necessary to be a health educator/promoter 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, HPRO 210 and HPRO 310. Otherwise, the sequence of courses as outlined in HPRO curriculum and University catalog should be followed. The HPRO major courses begin in your sophomore year and include:

HPRO 210, (S) Introduction to Health Promotion and Disease Prevention	3 credits
HPRO 230, (D, S) Multicultural Health	3 credits
HPRO 300, Career Seminar in Health Promotion	1 credit
HPRO 310, (EPW, S) Behavior Theory in Health Promotion and Practice	3 credits
HPRO 320, (EPW) Planning, Implementing & Eval Health Promotion Programs	3 credits
HPRO 340, Advocacy and Health Communication	3 credits
HPRO 400, (S) Health and Wellness Coaching	3 credits
HPRO 413, Worksite Health Promotion	3 credits
HPRO 480, Internship in Health Promotion	3 credits

Major requirements support the 8 Areas of Responsibilities for Certified Health Education Specialist, which include a comprehensive set of Competencies and Sub-competences defining the role of the health education specialist. Cognate courses 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 HPRO majors**

As a HPRO student, the optimal time to study abroad is the Spring Semester of your sophomore year to ensure proper sequencing of program courses. Another possibility is during intersession and/or summer for short term study abroad options. Prior to making any plans with the University's Study Abroad Program, all HPRO students that want to study abroad **MUST** meet with the HPRO Program Director and complete the *HPRO Study Abroad Course Sequence Plan* form (see Appendices). **If you do not receive approval from the HPRO Program Director, you risk not being able to graduate as expected.** 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.

### **Community-Based Learning**

As a Community Health Education student, you are required to complete academic community-based learning (CBL) to graduate. Community-based learning is required for all PCPS undergraduate students. During your freshmen year, you will complete your initial CBL 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 CBL project each year associated with a core HPRO course: HPRO 210, HPRO 340, and HPRO 400. Each project is led by a faculty member who will guide you through the project. The PCPS policies and procedures for timesheets must be followed. A copy of your CBL timesheets for hours and each project will be kept in your department student file. Information on [PCPS CBL policies](#).

During the Spring semester of your senior year, you are required to complete the [PCPS Community Based Learning Capstone Assignment](#) to graduate. In a 1-2-page typed essay, you will: reflect on your community-based learning experiences over the last 4 years, describe how the Jesuit Mission of social justice can be made manifest in your future role as a professional, and convey your meaning clearly in writing with attention to sentence structure and punctuation. You will be notified of this assignment due date during the Spring semester.

### **Health Promotion T.A.P.E.S.T.R.Y. Program**

The Panuska College of Professional Studies supports the professional development of its undergraduate students through the T.A.P.E.S.T.R.Y. Program <http://www.scranton.edu/academics/pcps/tapestry/Tapestry-magis.shtml>. Health Promotion students need to develop professional and personal attributes to serve successfully in the health promotion profession. All HPRO majors will participate in classroom assignments in HPRO 210, HPRO 300, HPRO 400 and HPRO 480. Assignments will provide students with the opportunity to create and revise a professional development plan. Assignments will be based on the HPRO Development Areas and HPRO Professional Development Plan Template. See student handbook appendices. Senior students can submit their statement and elevator pitch to the program/department to be considered for the HPRO Student of Distinction honor. The date for submissions will be announced during the Spring semester.

### **PROFESSIONAL FITNESS**

The HPRO faculty is committed to your personal and professional development. The Health Promotion Program faculty will review the academic progress, personal and professional development of every student each academic year. Program faculty will review your performance/behaviors in lecture, class activities, community-based learning, internship experiences. If a concern is raised regarding, your academic or professional development, the faculty member will complete a **Professional HPRO 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 HPRO Program Director and reviewed with program faculty. If self-correction does not take place and there are repeated occurrences, a meeting with you, the HPRO Program Director, Health and Human Performance 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 HPRO

Program Director and Chairperson of the Health and Human Performance Department and may result in your dismissal from the Health Promotion major.

### **Professional Conduct & Ethics**

The health education/promotion profession adopted a unified code of ethical behavior in 1999. The Code of Ethics was revised from a Task Force in 2011 and adopted by the Coalition for National Health Education Organizations (CNHEO) in February 2020. 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/promoter has the responsibility to abide by the 6 articles outlined in these guidelines when making professional decisions:

Article I: Core Ethical Expectations

Article II: Ethical Practice Expectations

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

**Citation:** Code of Ethics for the Health Education Profession<sup>®</sup>. (2020). Coalition for National Health Education Organizations (CNHEO). [Document]. <http://cnheo.org/ethics-of-the-profession.html>

## **INTERNSHIP POLICIES AND PROCEDURES**

You are required to put theory into practice throughout the HPRO Program. Practical experiences include internship and community-based learning. These experiences take place with greater Scranton area community organizations and schools, University departments, and various external internship sites. Guidelines for internship and community-based learning are included in this manual and their respective syllabus or manual. Please refer to the HPRO Program Internship Manual for specific requirements. *It is your responsibility to obtain the signatures of HPRO Program Director and PCPS Assistant Dean (in advising) on the HPRO Program Data Sheet in order to be eligible to register for your internship (HPRO 480) by the semester deadline.* You must also be in good academic and disciplinary standing at the University. You must have no violations of the university's [Student Code of Conduct](#).

Currently, the internship (HPRO 480) requires 120 hours completed in the Spring semester of your senior year. Placement for your internship must be approved by the HPRO Program Director. Internship sites must be within the greater Scranton area and have a current University affiliation agreement. There are 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**

**Prior to obtaining clearances, it is your responsibility to read and sign “The Disclosure and Acknowledgement” and “The Summary of your Rights” documents. The signed documents will be maintained in your student file in the department.**

Many internship or academic community-based learning requirements in health clinic, health care, and school settings require various clearances, immunizations or proof on insurance. Students will need to follow the information on the PCPS’s Placement Office website to create an account with CastleBranch <https://www.scranton.edu/academics/pcps/field-placement-office/ched-field-placement/ched-clearances-field-placement.shtml>

You are required to have the following valid clearances: (links will take you to appropriate websites)

- [Pennsylvania State Police- PATCH](#) (Can be applied for directly through CastleBranch.com)
- [IdentoGO Fingerprints](#) (code: **1KG6ZJ**)
- IdentoGO will email you a link. **Be sure to save the document -- the link works one time only and will expire.**
- [Pennsylvania Child Abuse Clearance](#)
- Tuberculosis test - from private physician or [Student Health Services](#)

**Note:** Clearances remain valid for one year from the date on the document.

You WILL NOT be able to participate in the internship or community-based learning if all the appropriate requirements are not submitted to your CastleBranch account by the semester due date. This requirement may change as new processes are being defined.

**\*\*\*NOTE: You may also have separate requirements from your individually assigned internship site.**

## **Professional Dress and Appearance**

You must follow the dress policy of the designated internship site and community-based learning setting. The professional dress for the LCHFC 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 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 also available through the department office.

### **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 get recognized on your transcript for participation. 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 <https://www.scranton.edu/academics/provost/research/faculty-student-research-program.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.

### **Student Faculty Mentorship Program**

As a student, you can participate in the University's Student Faculty Mentoring Program (SFMP). The principle purpose of the SFTMP is to offer advanced students (both undergraduate

and graduate) the opportunity to assist and be mentored by faculty. There is no fee, credit, or grade for the program, but students will receive transcript recognition of their successful participation in the program. Find more information at:

<http://www.scranton.edu/academics/registrar/undergraduate/student-faculty-mentorship.shtml>

### **Health Promotion Club**

The Health Promotion 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 promoters to help discover their health field of interest! Club activities include Alzheimer's Association Walk, HPRO Instagram, Relay for Life, etc. Your faculty club moderator is Dr. Debra Fetherman. 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.



<b>HEALTH PROMOTION ASSOCIATIONS</b>		
<b>Organizations</b>	<b>Mission</b>	<b>Benefits</b>
American Public Health Association (APHA) <a href="http://www.apha.org">http://www.apha.org</a>	Improve the health of the public and achieve equity in health status.	Journals Networking Professional preparation Advocacy
Eta Sigma Gamma (ESG) <a href="http://etasigmagamma.org/">http://etasigmagamma.org/</a>	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) <a href="http://www.sophe.org/">http://www.sophe.org/</a>	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) <a href="http://www.pasophe.org/">http://www.pasophe.org/</a>	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 education theory and practice, excellence in professional preparation and to advocate for public policies conducive to health.	Local networking Chapter meetings State meetings Earn continuing education units
<b>OTHER ASSOCIATIONS OF INTEREST</b>		
<b>Organizations</b>	<b>Mission</b>	<b>Benefits</b>
American College of Sports Medicine (ACSM) <a href="http://www.acsm.org/">http://www.acsm.org/</a>	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

<p>National Wellness Institute (NWI) <a href="http://www.nationalwellness.org/">http://www.nationalwellness.org/</a></p>	<p>To serve the professionals and organizations that promote optimal health and wellness in individuals and communities.</p>	<p>Professional publications Monthly webinars Social networking Membership directory Career and volunteer center</p>
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## Appendices

## STUDENT ACKNOWLEDGMENT OF READING THE HPRO STUDENT HANDBOOK

I, Cassandra Konopki, acknowledge that I have read

(Please print: first name, last name)

the Bachelor of Science, Health Promotion Student Handbook.

- I understand that I will be held accountable for the standards, policies and procedures outlined in the Health Promotion Student Handbook.
- I understand that I am subject to all other policies described in The University of Scranton's Student Code of Conduct.
- I understand that the provisions of this handbook are not to be regarded as an irrevocable contract between the student and the Department of Health and Human Performance, Health Promotion Program.
- I understand that Department of Health and Human Performance, Health Promotion Program reserves the right to change any provision or requirement at any time within my term of attendance.

Cassandra Konopki  
Student Name (printed)

Cassandra Konopki  
Student Signature

9/14/21  
Date

\*Sign and submit this form within 30 days of beginning your first semester at the University in the HPRO program. Return to the Department of Health and Human Performance, Mary Ann Capone, department secretary.

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

## **Code of Ethics for the Health Education Profession**

### ***Preamble***

The Code of Ethics provides a framework of shared values within Health Education professions. The Code of Ethics is grounded in fundamental ethical principles, including: value of life, promoting justice, ensuring beneficence, and avoiding harm. A Health Education Specialist's responsibility is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Health Education professionals are dedicated to excellence in the practice of promoting individual, family, group, organizational, school, community, public, and population health. Guided by common goals to improve the human condition, Health Education Specialists are responsible for upholding the integrity and ethics of the profession as they perform their work and face the daily challenges of making ethical decisions. Health Education Specialists value equity in society and embrace a multiplicity of approaches in their work to support the worth, dignity, potential, quality of life, and uniqueness of all people.

Health Education Specialists promote and abide by these guidelines when making professional decisions, regardless of job title, professional affiliation, work setting, or populations served.

### **Article I: Core Ethical Expectations**

1. Health Education Specialists display personal behaviors that represent the ethical conduct principles of honesty, autonomy, beneficence, respect, and justice. The Health Education Specialist should, under no circumstances, engage in derogatory language, violence, bigotry, racism, harassment, inappropriate sexual activities or communications in person or through the use of technology and other means.
2. Health Education Specialists respect and support the rights of individuals and communities to make informed decisions about their health, as long as such decisions pose no risk to the health of others.
3. Health Education Specialists are truthful about their qualifications and the qualifications of others whom they recommend. Health Education Specialists know their scope of practice and the limitations of their education, expertise, and experience in providing services consistent with their respective levels of professional competence, including certifications and licensures.
4. Health Education Specialists are ethically bound to respect the privacy, confidentiality, and dignity of individuals and organizations. They respect the rights of others to hold diverse values, attitudes, and opinions. Health Education Specialists have a responsibility to engage in supportive relationships that are free of exploitation in all professional settings (e.g.: with clients, patients, community members, students, supervisees, employees, and research participants.)
5. Health Education Specialists openly communicate to colleagues, employers, and professional organizations when they suspect unethical practices that violate the profession's Code of Ethics.

6. Health Education Specialists are conscious of and responsive to social, racial, faith-based, and cultural diversity when assessing needs and assets, planning, and implementing programs, conducting evaluations, and engaging in research to protect individuals, groups, society, and the environment from harm.

7. Health Education Specialists should disclose conflicts of interest in professional practice, research, evaluation, and the dissemination process.

## **Article II: Ethical Practice Expectations**

### **Section 1: Responsibility to the Public**

Health Education Specialists are responsible for educating, promoting, maintaining, and improving the health of individuals, families, groups, and communities. When a conflict of issue arises among individuals, groups, organizations, agencies, or institutions, Health Education Specialists 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 equity as long as such decisions pose no risk to the health of others.

A: Health Education Specialists advocate and encourage actions and social policies that promote maximal health benefits and the elimination or minimization of preventable risks and health inequities for all affected parties.

B: Health Education Specialists contribute to the profession by redefining existing practices, developing new practices, and by sharing the outcomes of their work.

C: Health Education Specialists actively involve individuals, groups, stakeholders, and communities in the entire educational process to maximize the understanding and personal responsibilities of those who may be affected.

### **Section 2: Responsibility to the Profession**

Health Education Specialists are responsible for their professional behavior, the reputation of their profession, promotion of certification for those in the profession, and promotion of ethical conduct among their colleagues.

A: Health Education Specialists recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

B: Health Education Specialists maintain, improve, and expand their professional competence through continued education, research, scholarship, membership, participation, leadership in professional organizations, and engagement in professional development.

C: Health Education Specialists contribute to the profession by refining existing professional health-related practices, developing new practices, and by sharing the outcomes of their work.

D: Health Education Specialists give recognition to others for their professional contributions and achievements.

### **Section 3: Responsibility to Employers**

Health Education Specialists are responsible for their professional behavior in the workplace and for promoting ethical conduct among their colleagues and employers.

A: Health Education Specialists apply current, evidence informed standards and theories when fulfilling their professional responsibilities.

B: Health Education Specialists accurately represent and report service and program outcomes to employers.

C: Health Education Specialists maintain competence in their areas of professional practice through continuing education on a regular basis to maintain their competence.

### **Section 4: Responsibility in the Delivery of Health Education/Promotion**

Health Education Specialists deliver evidence informed practices with integrity. They respect the rights, dignity, confidentiality, inclusivity, and worth of all people by using strategies and methods tailored to the needs of diverse populations and communities.

A: Health Education Specialists remain informed of the latest scientific information and advances in health education theory, research, and practice.

B: Health Education Specialists support the development of professional standards grounded in theory, best-practice guidelines, and data.

C: Health Education Specialists adhere to a rigorous and ethical evaluation of health education/promotion initiatives.

D: Health Education Specialists promote healthy behaviors through informed choice and advocacy, and do not use coercion or intimidation.

E: Health Education Specialists disclose potential benefits and harms of proposed services, strategies, and actions that affect individuals, organizations, and communities.

F: Health Education Specialists actively collaborate with a variety of individuals and organizations, and demonstrate respect for the unique contributions provided by others.

G: Health Education Specialists do not plagiarize.

### **Section 5: Responsibility in Research and Evaluation**

Through research and evaluation activities, Health Education Specialists contribute to the health of populations and the profession. When planning and conducting research or evaluation, Health Education Specialists abide by federal, state, and tribal laws and regulations, organizational and institutional policies, and professional standards and ethics.

A: Health Education Specialists ensure that participation in research is voluntary and based upon the informed consent of participants. They follow research designs and protocols approved by relevant institutional review committees and/or boards.

B: Health Education Specialists respect and protect the privacy, rights, and dignity of research participants and honor commitments made to those participants.

C: Health Education Specialists treat all information obtained from participants as confidential, unless otherwise required by law, and inform research participants of the disclosure requirements and procedures.

D: Health Education Specialists take credit, including authorship, only for work they have performed and give appropriate authorship, co-authorship, credit, or acknowledgment for the contributions of others.

E: Health Education Specialists report the results of their research and evaluation objectively, accurately, and in a timely manner.

F: Health Education Specialists promote and disseminate the results of their research through appropriate formats while fostering the translation of research into practice.

### **Section 6: Responsibility in Professional Preparation and Continuing Education**

Those involved in the professional preparation and training of Health Education students and continuing education for Health Education Specialists, are obligated to provide a quality education that meets professional standards and benefits the individual, the profession, and the public.

A: Health Education Specialists foster an inclusive educational environment free from all forms of discrimination, coercion, and harassment.

B: Health Education Specialists engaged in the delivery of professional preparation and continuing education demonstrate careful planning; state clear and realistic expectations; present material that is scientifically accurate, developmentally appropriate and inclusive; conduct fair assessments; and provide reasonable and prompt feedback to learners.

C: Health Education Specialists provide learners with objective and comprehensive guidance about professional development and career advancement.

D: Health Education Specialists facilitate meaningful opportunities for the professional development and advancement of learners.



Code of Ethics Taskforce Members:

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The Code of Ethics for the Health Education Profession<sup>®</sup> update by the CNHEO Task Force:

Christopher Ledingham, MPH, PhD (Co-Chair) Keely Rees, PhD, MCHES<sup>®</sup>(Co-Chair) Andrea L. Lowe, MPH, CPH Elisa “Beth” McNeill, Ph.D., CHES<sup>®</sup> Fran Anthony Meyer, PhD, CHES<sup>®</sup>, Holly Turner Moses, PhD, MCHES<sup>®</sup>, FESG Larry Olsen, MAT, MPH, Dr. P.H., <sup>®</sup>, Lori Paisley, BS, MA, Kerry J. Redican, MPH, PhD, CHES<sup>®</sup>, Jody Vogelzang, PhD, RDN, CHES<sup>®</sup>, FAND, Gayle Walter, PhD, CHES<sup>®</sup>. The Task Force was organized by the CNHEO Committee in 2019. Significant contributions to the Code were also made by the broader CNHEO members and full memberships. This Code was updated from a Task Force in 2011 and adopted by the CNHEO in February 2020.

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## Professional Development for Health Promotion

<b>TAPESTRY AREAS</b>		
<b>AREA</b>	<b>Description</b>	<b>Example of Accomplishments*</b>
Communication (COM)	Ability to effectively interact and communicate with others, individually and in groups; using a variety of communication skills. Is culturally sensitive when communicating.	Faculty Student Mentoring Program Faculty Student Research Program Present research at university, regional or national conference
Diversity (DIV)	Deals effectively with multiple diverse individuals and communities. Respects differences of individuals and communities. Seeks cultural competency.	University's Annual Conference on Disabilities Attend on-campus/off-campus diversity seminars or workshops
Ethics/Personal Identity (ETH)	Seeks new knowledge and understanding. Ability to prioritize and manage a variety of commitments. Demonstrates 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.	Office of Research Services, CITI Training
Foundations of Leadership (FOH)	Does the right thing and leads others to do the right things. Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring.	Seeks competency in health promotion competencies as outlined in courses (i.e. CHES Seven Areas of Responsibilities, Health/Wellness Coaching). Engages in effective self-assessment concerning personal and professional development (i.e., beliefs, behaviors, and biases) which enables progression throughout the academic program.

		<p>Faculty Student Mentoring Program</p> <p>Faculty Student Research Program</p> <p>Shadowing/volunteer hours for professional related organizations</p> <p>Volunteer Leahy Health and Family Center</p>
Health and Wellness (WEL)	<p>Willing to choose a healthy lifestyle and to be spiritually, mentally, emotionally, physically and socially well.</p>	<p>FITNESS Challenge participant</p> <p>CHEW activities participant</p> <p>Community walks/run or seminars on wellness topics</p> <p>Recreation sport participant</p> <p>Religious retreats/daily mass or prayer</p>
Ignatian Identity (IGN)	<p>Ability to (reflect) self-assess, self-correct, and self-direct concerning professional and personal development.</p> <p>The Ignatian concept of magis, or greatness; seeking God in all things; liberal education; service of faith and the promotion of justice; and contemplation in action.</p> <p>Searches for and finds God in every circumstance of life, not just in explicitly religious situations or activities. Believes God is present everywhere and can be “found” in any and all of the creatures and objects which God has made.</p>	<p>Honor society membership</p> <p>Office of Research Service, CITI Training</p> <p>Study Abroad participant, service trips</p>
Professional Development (PRO)	<p>Exhibits high personal and professional standards and ethics through attitudes and conduct.</p> <p>Assumes roles of service and advocacy.</p> <p>Translates and assesses learned values and knowledge into practice.</p> <p>Participates in professional organizations through membership, service and scholarship.</p>	<p>Center for Health Education, Peer Health Educator</p> <p>Elected to club or sport team leadership positions</p> <p>Participants in Cancer Earn CHES, Health and Wellness certifications</p> <p>Shadowing/volunteer hours for professional related organizations</p> <p>Student member of professional organizations at local or national level (i.e., Society of Public Health Education, American Public Health Association, etc.)</p>

<p>Social Responsibility (SOC)</p>	<p>Advocates for others in pursuit of social justice. Sees self as a resource to serve others, personally and professionally.</p>	<p>Community-Based Learning Projects International Service Trip Program participant Leader in fundraising and participation in non-profit organizations Street Sweep, Safe Halloween/Safe Trick-or-Treat</p>
<p>Team Development (TEM)</p>	<p>Creates an atmosphere by encouraging co-operation, teamwork, interdependence and by building trust among <i>team</i> members.</p>	<p>Leadership positions, class projects, community projects, sports teams</p>
<p>*Examples of Accomplishments may fit more than one area.</p>		

**Health Promotion (HPRO)  
Professional Development Assessment Form**

**Student:** \_\_\_\_\_

First name

Last name

**Instructor:** \_\_\_\_\_

First name

Last name

**Semester/Year:** \_\_\_\_\_ **Course:** \_\_\_\_\_

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

<b>HPRO CHARACTERISTICS FOR PROFESSIONAL DEVELOPMENT</b>	
<b>AREA</b>	<b>CONCERN</b>
Communication (COM)	
Diversity (DIV)	
Ethics/Personal Identity (ETH)	
Foundations of Leadership (FOH)	
Health and Wellness (WEL)	
Ignatian Identity (IGN)	
Professional Development (PRO)	
Social Responsibility (SOC)	
Team Development (TEM)	

**Comments:**

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**HEALTH PROMOTION PROGRAM  
STUDY ABROAD ACADEMIC PLAN**

**(See Dr. Fetherman)**

**Health Promotion Program – TAPESTRY PROFESSIONAL DEVELOPMENT PLAN**

<b>YOUR NAME:</b>		<b>TODAY'S DATE:</b>		<b>GRADUATION YEAR:</b>		
<b>LONG TERM GOAL:</b>						
<b>SHORT TERM GOAL:</b>						
<b>DEVELOPMENT AREAS</b>	<b>WHERE AM I NOW?</b> Specifics indicating this is an area requiring development, improvement or is met.	<b>WHAT DO I WANT/NEED TO LEARN?</b> Specifics indicating what I need/want to learn or have learned.	<b>WHAT WILL I DO TO ACHIEVE THIS?</b> Specific actions you will take or have taken.	<b>WHAT RESOURCES OR SUPPORT DO I NEED?</b> Specific resources or help you will use or have used.	<b>HOW WILL I MEASURE MY ACHEIVEMENT/SUCCESS?</b> Specific measures and ways you will know you achieved success or have been successful.	<b>TARGET DATE FOR REVIEW &amp; COMPLETION</b> Specify progress you have made and any further development required or if you have met the area.
<b>Communication (COM)</b> Ability to effectively interact and communicate with others, individually and in groups; using a variety of communication skills. Is culturally sensitive when communicating.						
<b>Diversity (DIV)</b> Deals effectively with multiple diverse individuals and communities. Respects differences of individuals and communities. Seeks cultural competency.						
<b>Ethics/Personal Identity (ETH)</b> Seeks new knowledge and understanding. Ability to prioritize and manage a variety of commitments. Demonstrates critical thinking and ethical decision making. Engaged in academic program through quality work and effective participation. Takes responsibility for professional commitments,						

<p>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.</p>						
<p><b>Foundations of Leadership (LOH)</b>                  Does the right thing and leads others to do the right thing. Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where you need to go to "win" as a team or an organization; and it is dynamic, exciting, and inspiring.</p>						
<p><b>Health and Wellness (WEL)</b> Willing to choose a healthy lifestyle and to be spiritually, mentally, emotionally, physically and socially well.</p>						
<p><b>Ignation Identity (IGN)</b>                  Ability to (reflect) self-assess, self-correct, and self-direct concerning professional and personal development.                  The Ignatian concept of magis, or greatness; seeking God in all things; liberal education; service of faith and the promotion of justice; and contemplation in action. Searches for and finds God in every circumstance of life, not just in explicitly religious situations or activities. Believes God is present everywhere and can be "found" in any and all of the creatures and objects which God has made.</p>						



<p><b>Professional Development (PRO)</b> 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.</p>						
<p><b>Social Responsibility (SOC)</b> Advocates for others in pursuit of social justice. Sees self as a resource to serve others, personally and professionally.</p>						
<p><b>Team Development (TEM)</b> Creates an atmosphere by encouraging co-operation, teamwork, interdependence and by building trust among <i>team</i> members.</p>						
<p>Reviewers Comments:</p>						
<p>Reviewers Name:</p>						
<p>Date Reviewed:</p>						