

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**COURSE OUTLINE**

**HEFI 201 – Health & Wellness Promotion**

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**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE  
HEALTH & FITNESS PROMOTION  
FEBRUARY 2014  
Revised May 2015**

- A. **TITLE:** Health & Wellness Promotion
- B. **COURSE NUMBER:** HEFI 201
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 hours lecture

**H. CATALOG DESCRIPTION:**

This introductory course in Health and Wellness promotion introduces students to concepts required for development of successful Health/Wellness promotion programs for a variety of patient/client populations. Concepts such as the impact of socioeconomic status on health/wellness, cultural diversity as related to health/wellness, methods of creating change, and teaching strategies and theory, including teaching the adult learner, are covered. Students discuss current literature related to these topics and develop a promotion/wellness intervention project based on an area of their choice.

- I. **PRE-REQUISITES/CO-COURSES:** Sophomore level status or permission of instructor.

**J. GOALS (STUDENT LEARNING OUTCOMES):**

By the end of this course, the student will be able to:

<b><i>Course Objective</i></b>	<b><i>Institutional SLO</i></b>
a. Discuss the role of the healthcare practitioner in health/wellness promotion.	3. Prof. Competence
b. Interpret various health behavior theories.	2. Crit. Thinking
c. Discuss the impact of poverty and illiteracy on health and wellness.	2. Crit. Thinking
d. Predict and infer the impact of culture to attitudes toward health and wellness promotion.	2. Crit. Thinking
e. Relate the stages of change model to develop a new health behavior for a selected case.	2. Crit. Thinking 3. Prof. Competence
f. Identify potential obstacles to learning health & wellness behaviors.	3. Prof. Competence
g. Summarize the various teaching tools and methodologies and their efficacy for varying populations/goals.	2. Crit. Thinking

**K. TEXTS:**

Teaching Strategies for Health Education & Health Promotion, Lowenstein A.J., Foord-May L., Romano J.C., Jones & Bartlett, Sudbury, MA, 2009. ISBN 13: 978-0-7637-5227-9

**L. REFERENCES:**

Health Professional as Educator, Bastable S.B., Gramet P., Jacobs K. Sopczyk D., Jones & Bartlett, Sudbury, MA, 2011. ISBN 13: 978-0-7637-9278-7

**M. EQUIPMENT:** Technology enhanced classroom.

**N. GRADING METHOD:** A-F

**O. MEASUREMENT CRITERIA/METHODS:**

Written exams

Quizzes

Homework

Intervention project

Online discussion board

**P. DETAILED COURSE OUTLINE:**

- I. Health Promotion
  - a. Health indicators – Healthy people 2020
  - b. Dimensions of wellness
  
- II. Introduction to learning theory
  - a. Education as a component of health care
  - b. Taxonomies, domains of learning
  
- III. Teaching the adult learner
  - a. Mezirow's Charter for Andragogy
  - b. Exercises in application of adult learning theory to case scenarios
  
- IV. Impact of socioeconomic status & culture on health promotion/education
  - a. Awareness of cultural differences and their relation to health education
  - b. Cultural competence in healthcare education
  
- V. Improving health/wellness promotion via use of technology
  - a. Patient literacy
  - b. Use of adaptive technology for special populations
  - c. Evaluation of web based health information
  
- VI. Theories of behavioral change & their application to health promotion
  - a. Models of behavioral change
    - i. Stages of change model
    - ii. Health belief model
    - iii. Transtheoretical model
  - b. Processes of change
  - c. Dimensions of illness
  - d. Nonadherence
  
- VII. Introduction to teaching methods
  - a. Individual vs. group instruction
  - b. Adapting teaching to the learner
  - c. Methods for enhancing retention of material
  - d. Teaching tools
    - i. Development of educational materials

ii. Use of the SAM scale

VIII. Utilization of current research in health promotion

a. Evidence based practice

b. Research methodology

**Q. LABORATORY OUTLINE: N/A**