HHPH 410: Planning and Organization of Health Promotion
COURSE SYLLABUS: SPRING 2018

Instructor: Dr. Elizabeth Wachira, Assistant Professor
Office Location: Field House 100J
Office Hours: MW 9-10am; 11a-2pm (Appointment by email)
Office Phone: (903) 886-5349
Office Fax: 903-886-5365
University Email Address: Elizabeth.Wachira@tamuc.edu

Course Information:
Course Value: Three (3) Credit Hours
Course Location: Field House 102
Course Time M/W/F 10:00am-10:50am
Required Text: Assessment And Planning In Health Programs 2nd Edition

Course Description:
This course will involve program planning in the health promotion field, including needs assessment, missions, goals and field objectives of health promotion programs.

Course Objectives:
At the end of this course the students will be able to:

1. Reveal knowledge of research and related literature in the theory and practice of health promotion.
2. Show the ability to plan, organize, and implement health promotion plans.
3. Demonstrate the aptitude to utilize various health promotion programming strategies, methods, and materials in health promotion settings.

Course Requirements:
The student will be responsible for obtaining all (any) materials presented online and assigned readings from the textbook. Use the appropriate online link to submit assignments. Unless otherwise noted, all assignments are due ONLINE by noon on Friday (12pm CST).

NO LATE WORK ACCEPTED

A. Health Organization with Website Presentation (10%)
Students will develop a 4-6 minute presentation on their health organization with website (choose from pre-selected list) to share with the class. Turn in a 2 page (500 words min) report with references to the instructor.

B. Current Issue Report with Power Point Presentation (10%)
Teams will develop an 8-12 minute power point presentation on a current health promotion program issue to share with the class. Students will then submit the ppt with references regarding the topic. Topic must be approved two weeks prior to presentation.

C. Health Professional Interview and Presentation (10%)
You are to set up and conduct an interview with a health promotion professional (not professor) and determine what processes they go through when planning, implementing and evaluating the
programs they administer. Begin by explaining that your assignment is intended to identify how professionals in the real world go about these processes. Try to set up a face to face interview. As a last resort, schedule a telephone interview. Example questions to address will be handed out. Try to find out as much as you can about how they go about their job and what they think it takes to be successful at what they do. Turn in a 2 page (500 word min) report to the instructor.

*If you can bring this person in to guest speak, that will be 50 points bonus.

D. Exams (20%):
Two exams will be administered throughout the semester, covering all information included in class work, home assignments, and the book. *No make-up exams will be given, unless arrangements are made prior to the exam or a verifiable medical excuse is provided.

E. Health Promotion Project (30%)
As a class, students will be responsible for planning, implementing, and evaluating a community service health promotion project. The class will be broken up into major groups with each one responsible for one aspect of the project inclusive of writing a cumulative class paper outlining the plan, implementing and design process. This course covers a great deal of the theory of health promotion and this project will provide an opportunity for students to test those theories in real life a real life application while providing a health benefit to the community. This year, students will organize a health fair for the city of Emory designed to significantly impact the health/lives of residents living in rural areas (Prospective dates: April 23-29).

In evaluation of this assignment, each student will be responsible for grading their own effort and accomplishments in this project and the effort and accomplishments of their peers. A form to assist in this element of the evaluation will be made available. The final grade for this assignment will be a combination of the self-evaluation, peer evaluations and the instructor evaluation of effort and accomplishments.

F. Class Attendance and Homework (20%)
The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and outside assignments given by the instructor. You are responsible for making sure your assignments are in on time. Homework details will be given in class; if you do not attend class on Monday, you are not allowed to submit the homework. All assignments are due on Friday by noon.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Organization Website Report and Presentation</td>
<td>100 pts</td>
<td>(10%)</td>
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<tr>
<td>Current Issues Report and Power Point Presentation</td>
<td>100 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>Health Professional Interview and Presentation</td>
<td>100 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>Two (2) exams @ 100pts each</td>
<td>200 pts</td>
<td>(20%)</td>
</tr>
<tr>
<td>Health Promotion Project</td>
<td>300 pts</td>
<td>(30%)</td>
</tr>
<tr>
<td>PSA &amp; Homework(5@40pts each)</td>
<td>200 pts</td>
<td>(20%)</td>
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<tr>
<td>TOTAL</td>
<td>1000 pts</td>
<td>(100%)</td>
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Grade Scale:

900 – 1000 points = A
800 - 899 = B
700 - 799 = C
600 - 699 = D
0 - 599 = F

A grade of C or above must be maintained in all courses of your major field and for teacher certification.
Communication & Support:
Interaction with Instructor Statement:
E-mail strategy: You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:
1. Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours.
2. Questions emailed on weekends may not receive a response until the work week begins.
3. As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
4. Please be courteous and professional in all of your interactions with me and fellow students.
eCollege Student Technical Support
- Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to Discussions etc…)
The following information has been provided to assist you in preparing to use technology in your online courses. The following technology is recommended to be successful in this course.
- Internet connection – high speed recommended (not dial-up)
- Speaker or headset – for audio lectures
- Word Processor
Additionally, the following hardware and software are necessary to use eCollege.
- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Course & University Procedures/Policies
Course Specific Procedures:
1. Students are expected to be in class, ready to participate, on time.
2. While you are in class, I expect you to participate. That means you should a) actively prepare by reading the assigned materials, b) TALK (ask and answer questions), c) bring your notes and textbook, d) bring your ideas, and e) refrain from anything that is not class-related during class (newspaper, reading for another class, text messages, etc). Students who choose to disrupt class by not participating will be asked to leave. CELL PHONES AND ALL OTHER ELECTRONIC DEVICES MUST BE TURNED OFF AND OUT OF SIGHT. This is a zero-tolerance policy. If you use a cell phone, iPod, etc in class (or if your phone rings), you will lose 5 points per
incident (off your final grade).

3. An “excused absence” is defined as a documented university approved activity. The instructor reserves the right to change the content or format of all make-up work. The student is responsible for making up missed work. If the absence is one of the reasons listed below, you will be able to make up the work. To reserve this right, you MUST provide written documentation on the day of your return to class (a copy that I can keep). Please notify me ahead of time if you know you will be absent.
   i. Participation in an activity appearing on the University’s authorized activity list.
   ii. Death or major illness in a student’s immediate family.
   iii. Illness of a dependent family member
   iv. Participation in legal proceedings or administrative procedures that require a student’s presence.
   v. Religious Holy Day
   vi. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician).
   vii. Required participation in military duty

4. Any student missing an exam or assignment without prior arrangement will receive a score of zero.

5. You MUST be familiar with e-college; familiarize yourself with the online portion of the class.

6. You MUST check your e-mail regularly in case I need to communicate with you. I will not e-mail you junk, and I request that you do the same for me.

7. NO PROFANITY. No inappropriate or offensive language or gestures. No inappropriate or offensive clothing. This will not be tolerated and you will be asked to leave and it will be considered an unexcused absence for the day.

**Syllabus Deviation Policy:**
The course syllabus provides a general plan for the course; deviations may be necessary. The class schedule provided is tentative and is subject to change. Also, this is NOT all-inclusive (i.e., Homework/Participation). Other assignments will be given throughout the semester.

**Academic Honesty Policy:**
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. For more information, please go to http://www.plagiarism.org/. If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.

**University Specific Procedures**

**ADA Statement for Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Nondiscrimination notice:
A&M–Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

Campus Concealed Carry
Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in TAMUC buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and TAMUC 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all TAMUC campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.
<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTERS to review</th>
<th>Topics to Cover</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1/16</td>
<td></td>
<td>Course Introduction</td>
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<tr>
<td>1/22</td>
<td>1</td>
<td>Needs Assessment: The Big Picture</td>
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<td>1/29</td>
<td>2</td>
<td>Paint a Picture of Your Target Population: Assessing Assets and Problems</td>
<td>Homework #1</td>
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<td>2/5</td>
<td>3</td>
<td>Data Collection Strategies for Assessment and Evaluation [Organization &amp; Community Assessment]</td>
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<td>2/12</td>
<td>4</td>
<td>Program Planning: The Big Picture</td>
<td>Homework #2</td>
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<td>2/19</td>
<td>5</td>
<td>Social Marketing</td>
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<td>2/26</td>
<td>6</td>
<td>The Importance and Use of Theories in Health Education and Health Promotion</td>
<td>Website Report</td>
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<td>3/5</td>
<td>7</td>
<td>Identifying and Writing Mission Statements, Goals, and Objectives Website Presentations</td>
<td>Test #1 (Websites &amp; Ch. 1-6)</td>
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<td>3/12-</td>
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<td>Enjoy Spring Break!</td>
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<tr>
<td>3/19</td>
<td>Interview Presentations</td>
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<td>Health Professional Interview</td>
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<td>3/26</td>
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<td>Identifying Strategies and Activities Priorities</td>
<td>Homework #3</td>
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Unless otherwise stated, due Friday by noon.
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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4/2</td>
<td>9</td>
<td>Program Implementation</td>
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<td>4/9</td>
<td>10-11</td>
<td>Program Evaluation: The Basics</td>
<td>Homework #4</td>
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<td>4/11</td>
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<td>Evaluation Structure and Design</td>
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<td>4/16</td>
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<td><strong>Current Issue Presentations</strong></td>
<td>Current Issue Report</td>
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<td>4/20</td>
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<td><strong>Current Issue Presentations</strong></td>
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<td>4/23</td>
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<td>Putting Plan into Action</td>
<td>Final Paper Due</td>
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<td>4/25</td>
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<td>4/30</td>
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<td>Project Evaluation</td>
<td>Test #2 (Interviews, Current Issues, Ch. 7-11)</td>
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<td>5/2</td>
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