



HHPH 585.01W PROGRAM DESIGN IN HEALTH PROMOTION COURSE SYLLABUS: FALL 2019

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***Office Hours:** TBD **Appointments to be scheduled via email*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2016). *Planning, implementing, and evaluating health promotion programs : a primer*. 7th ed. Boston: Pearson. ISBN: ISBN-13: 978-0134219929

Optional Texts and/or Materials: All course written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions. All students are encouraged to have a current copy of the APA Publication Manual: *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing).

Course Description

This course is designed to provide health educators with the necessary skills for the development, delivery, and evaluation of health programs to targeted populations. Courses of study, workshop planning, and special programs will be developed for appropriate target groups.

Student Learning Outcomes:

By the end of the course, the successful student should:

1. Be knowledgeable about various health promotion programs while learning how to plan, implement, and evaluate them.
2. Develop, implement, and evaluate several programs during the semester.
3. Be familiar with various methods of teaching and implementing different health promotion programs.
4. Identify premiere health promotion programs in the students' communities and nationwide.
5. Identify specific sources of information specifically related to developing health promotion programs.
6. Identify resources available related to health promotion.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some highlights:

1. Knowledge of terminology, such as browser, application, URL, etc.
2. Understanding of basic computer hardware and software; ability to perform computer operations, such as: managing files and folders: save, name, copy, move, backup, rename, delete, check properties
3. Ability to use the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, accessing and navigating sites like YouTube
4. Knowledge of copying and pasting, spell-checking, saving files in different formats and sending and downloading attachments
5. Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases.
6. Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, etc.

<h3>Instructional Methods</h3>

We will study the creation, implementation, and evaluation of health promotion programs. The activities in the course support each student in developing skills in these endeavors as well as fostering analytical skills in determining reliable sources of information and support for health promotion. The final project will be a health promotion project of the student's design, using information learned throughout the course. All assignments (discussion boards and written assignments) will prepare the student for this final project.

Student Responsibilities or Tips for Success in the Course

Strong reading and writing skills:

- Most of the material in the online environment will come from your textbooks, discussions, lectures, and videos; therefore, strong reading, writing and critical thinking skills are very important for success in an online course.
- Success in this class will come from independent reading of textbook chapters as well as other assigned material.

Self-motivated and independent learner:

- While online courses can offer more flexibility in scheduling, they require more self-discipline and independence than on-campus courses.
- In the online environment, you have to be able to start and to work on tasks on your own, without someone keeping you focused, and you have to be self-disciplined in order to follow the class schedule and meet deadlines.

Time commitment:

- Online classes take as much time as regular on-campus classes. You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course. You should plan to spend approximately 10 hours study time per week to accomplish your readings and assignments inclusive of discussion board, written assignments, final project and exam. **As the semester progresses, more time may be required to complete the components of the Final Report Assignment.** I encourage you to be proactive and budget your time wisely. Spend the first few days of each module reviewing what the workload entails and budget your time wisely. Some students may require more time. You know your study habits and abilities, so encourage you to be wise so all work is completed by the due date as **NO LATE WORK WILL BE ACCEPTED**
- Even though you may not have to "be" in class on some specific day and time, you still have to follow the **course schedule** provided. Remember that online classes are not independent study courses; you are still required to "show up" and participate actively (e.g. regularly logging into the course website, actively participating and turning in assignments on time.

Active Learner:

- Online students must be active learners, self-starters who are not shy or afraid to ask questions when they do not understand. Remember that you are in control of your learning process.
- Since I cannot see you, you need to "speak up" right away if you have problems and be as explicit as possible; otherwise there is no way I will know that something is wrong.

Assessments

ALL coursework/ assignments (unless otherwise stated) need to be written and formatted per APA Publication Manual (6th Ed)

Assignment 1: Module Assignments (4 x 70 pts/each =280 points)

Each module will have a written assignment related to the material presented in the assigned readings (i.e. book, websites, articles). These assignments relate strongly to the final project as they include key components required for the final project. DETAILED INSTRUCTIONS WILL BE PROVIDED WITH EACH ASSIGNMENT IN THE COURSE MODULES. Assignments are to be turned in a Word document and uploaded to the Dropbox. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via

www.turnitin.com in this course. This tool will pick up any passages in students' work that comes from another source. Be sure to adequately cite your sources/references in APA format for these assignments to avoid plagiarism. All submissions of assignments are due by 11:59 pm on the last day (Sunday) of the course module.

Assignment 2: Module Discussions (4x45 pts/each + Module 5 DB @ 70 = 230 points)

Each module will have a discussion board assignment. You are required to participate in EACH discussion. For each DB assignment, one initial post answering the question (due on Friday by 11:59pm) and one peer response posts (due Sunday by 11:59pm) to your fellow classmates that further the discussion. Be sure to cite your references in APA format. Unless otherwise instructed in the DB instructions, your initial post should be a minimum of 300 words, with peer responses at least 150 words minimum. Module 5 DB will entail sharing your Final Project Business Plan & Presentation with the class (see guidelines for additional information)

Check- In Reports (3x20pts/each = 60 points)

As the semester proceeds, you will submit a one-page check-in report to help you and the instructor stay up to task on designing your program. This report will include short answer questions and should not require more than 20 minutes to complete.

Assignment 3: Program Design Final Report (240 points) – Due 11/18/2018

This course focuses on the design of effective health promotion programs in community settings or worksite settings. Therefore, your project will be to plan/design a health promotion program to address a health issue (s). You will select a planning setting from among various community agencies, for-profit organizations, or non-profit organizations or worksites.

Students will be required to develop, implement, and evaluate an original health promotion program.

Some ideas for the health promotion event include the following:

- fitness testing day at your local fitness center.
- mini health fair at your local mall.
- skin cancer screen day at your local pool.
- spring break fair at your local university (could be TAMU-C) or high school.
- Health education/awareness session at your local community
- (Insert your idea here.)

Use your imagination. What does your community, school, etc. need in terms of health promotion program? Make sure it is something you have the time and resources to design, implement and evaluate a component of the intervention at a local/community setting you have access to. This is a MAJOR portion of your grade! Be sure to put in the time and attention it deserves! Your discussion board and written assignments will help you compose a portion of the entire program design report.

**See Final Program Design Report Guidelines & Report sections for detailed information regarding Assignment 3*

Assignment 4: Program Strategy Implementation & Evaluation (150 points)- Due 12/3/18

A key component of the Health Promotion Project is to design a multi-strategy intervention for your program (Ch. 8). You will have finalized and submitted your Health Promotion Paper, which will guide

you in completing this assignment. **You will need to implement your THREE strategies BY Week 14.**

The instructor must approve implementation site & 3 strategies by Oct. 27th

Part 1: Implementation

This Assignment entails selecting **TWO** of your program’s strategies to implement AND evaluate in your community at a location/facility of your choice. **(One of the strategies MUST be a health education strategy)**

Part 2: Writing Component

Once interventions have been selected, implemented and evaluated, the second portion of this assignment is to write an overview of the implementation and evaluation findings. See Program Strategy Implementation and Evaluation report guidelines for details of what to include. Maximum length of report is 8 pages.

Some ideas for the health intervention strategies include the following:

1. Health communication strategy (using social media to raise awareness of breast cancer)
2. Health education strategy (teaching a class about smoking etc)
3. Health policy strategy (writing a policy statement for your local organization)
4. Environmental change strategy (posting physical activity cues at the local park)
5. Insert your idea here

Make sure your selected two intervention strategies are something you have the time and resources to implement AND evaluate.

**See Program Strategy Implementation & Evaluation Guidelines for detailed information regarding Assignment 4.*

Grading:

Final grades in this course will be based on the following scale:

Class Course Introductions	20 points (2.0%)
Assignment 1: Module Assignments (4 x 70 pts/each)	280 points (28%)
Assignment 2: Module Discussions (4 x 45 pts/each)	180 points (18%)
Final Project Components:	
Module 5 Business Plan: Report & Presentation DB	70 points (7%)
Check-In Reports (3 x20pts/each)	60 points (6%)
Assignment 3: Program Design Report	240 points (24%)
Assignment 4: Program Implementation & Eval Report	150 points (15%)

TOTAL

1000 POINTS (1000%)

Grade Scale:

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

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection.
The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - o [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - o [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - o [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/> o [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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:

- Do not expect an immediate response to your questions. A reasonable response time to emailed questions is 24 - 48 hours. **
- Questions emailed on weekends may not receive a response until the work week begins.
- 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.
- Please be courteous and professional in all of your interactions with me and fellow students.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

The course is organized by modules. There are five total modules, each formatted very similarly with a 2 to 3 week duration (except for Module 5). Each module will include module learning objectives, printable power point slides, additional reading materials and module assignments (discussion board and written assignments). A tentative course schedule with due dates is listed at the bottom of the syllabus. You will be responsible for managing your time to complete readings, post your discussion boards, and written assignments. Discussion Board posting should be submitted in the respective discussion board link, and written assignments in the corresponding assignment link.

Attendance:

Time spent on coursework is at your leisure (except for due dates). You can work at your own pace (except that due dates are absolute). Due dates are when coursework **MUST** be completed. You can work ahead, but you cannot get behind.

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

What Should Students Do First?

Students should begin by:

- Thoroughly reviewing the syllabus
- Obtain materials (textbooks)
- Familiarizing oneself with the course layout
- Take the syllabus quiz
- Introduce yourself in the Module 1 introduction discussion

How Should Students Proceed Each Week for Class Activities?

- The student will access and follow all course instructions found in the module content areas.
- The student will read associated module readings and listen to all online lectures provided in the Power Point section.
- The student will then complete all module assignments inclusive of discussion boards, written assignments and major project content.

Attendance, Late or Missing Course and Extra Credit

1. Attendance in class is **required**. If you are unable to attend a class (actively logged in and participating in the online class), please notify me through email.
2. It will be very difficult for you to do well in this class if you miss submitting coursework. Please be aware that class participation goes beyond simply logging into this class. Just because you are logged in to the class, does not mean you are participating. It means active involvement in class discussions, assignments, quizzes and active participation in group activities.
3. Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** email me **prior to the module end date**.
4. Make-ups will only be given if I have been notified prior to the end of the course module in order to verify your reason for missing coursework. All missed coursework not meeting the criteria for a make-up will be given a grade of 0.
5. Extra credit is **NOT** available.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#) <http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.