



**Department of Public Health Sciences
Health Promotion Program Syllabus**

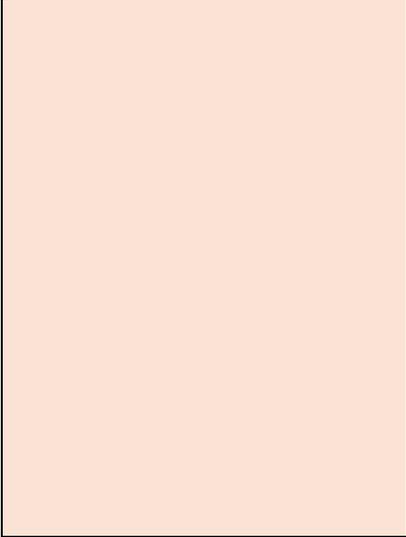
Course Name:	Foundations of Health Science & Health Promotion
Course No:	HSCI 1301
Course CRN:	13602.202010 & 16318.202010
Semester/Year	Fall 2019
Undergraduate credit hrs:	3
Class location:	Online
Class meeting time:	Variable
Class instructor:	Amy C. Collins, MS, MA, CHES
Office Location:	
Phone:	
Email:	acbuchanan@utep.edu
Office hours:	by appointment
Preferred contact method:	Email through Blackboard – or acbuchanan@utep.edu
Course description:	Provides information essential to understanding factors that affect human health: health determinants, health indices, ethical issues, and societal trends. Investigates professional practice settings, health professions, roles and functions of health professionals and professional health organizations. Visits to community health worksites may be required.
Course pre-requisites:	N/A
Required textbooks	<u>Principles and Foundations of Health Promotion and Education</u> 7th edition ISBN:0134517652 ISBN-13:9780134517650 Authors: Peter N Stearns Randall R Cottrell James T Girvan James F McKenzie Denise Seabert
Supplemental reading & material:	You will need to watch the following movie for one of your assignments. You may purchase a copy online at Amazon.com or rent it from Blockbuster, Netflix, etc. I will also place a copy in Campbell Hall, ILC-1101 N. Campbell St. for you to screen. And the Band Played On - Matthew Modine, Alan Alda, Patrick Bauchau, and Nathalie Baye (DVD - June 5, 2001)
Course format:	Online
Major learning objectives (must be numbered):	Upon completion of the course the student will be able to: 1. Develop a personal philosophy of health education. 2. Understand the history of health education and public health. 3. Explain how health education occurs within society. 4. Identify and provide examples of major roles and work settings of health educators. 5. Describe ethical issues relating to health education. 6. Identify the roles, responsibilities, certifications, and advanced study of health education.



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| | <p>7. Discuss the function, literature, focus, and programming of several professional health education organizations.</p> <p>8. Identify the skills necessary to be a health educator.</p> <p>9. Describe future trends in health education.</p> <p>10. Discuss the role of a practicing health educator.</p> |
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Assessment strategies:	<p>The following methods will be used to examine the foundations of health science and health promotion:</p> <p>Lecture-discussion</p> <p>Assigned readings in text or handouts</p> <p>Educational videos</p> <p>Individual assignments/activities</p> <p>Activities and Grading Plan</p> <p>Assignments - Individual exercises will be assigned throughout the semester. No late assignments will be accepted. (Total = 120 points).</p> <p>Quizzes - Quizzes will be administered at the end of each module. Quizzes will cover content to be addressed that class session (250 points).</p> <p>Discussion Questions - Discussion questions will be posted (see schedule) There is not required length of the post, but it should be long enough to answer the questions in a clear, organized, and thoughtful manner (33 points)</p>																				
Grading scale & criteria	<table border="1" data-bbox="906 1293 1580 2001"> <tr> <td>Assignments</td> <td>120</td> <td>403 - 361 pts</td> <td>A</td> </tr> <tr> <td>Quizzes</td> <td>250</td> <td>361 - 321 pts</td> <td>B</td> </tr> <tr> <td>Discussion Questions</td> <td>33</td> <td>321 - 281 pts</td> <td>C</td> </tr> <tr> <td>Total</td> <td>403</td> <td>281 - 241 pts</td> <td>D</td> </tr> <tr> <td></td> <td></td> <td>241 or below</td> <td>F</td> </tr> </table>	Assignments	120	403 - 361 pts	A	Quizzes	250	361 - 321 pts	B	Discussion Questions	33	321 - 281 pts	C	Total	403	281 - 241 pts	D			241 or below	F
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Incomplete policy:	An "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.
Attendance/Class Participation:	<p>I strongly recommend that you check the course at least three times a week at minimum to keep up. Email messages are sent to your UTEP email address, so you will want to check your UTEP email several times a week.</p> <p>Being Successful in an Online Class</p> <p>Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:</p> <p>Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.</p> <p>Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.</p> <p>Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.</p> <p>Be diplomatic: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.</p> <p>Stay focused: Stay on topic to increase the efficiency of your learning.</p>
Effective Electronic Communication:	<p>It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.</p> <p>For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.</p> <p>The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)</p>



	More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette .
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures.
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Time Management	The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, course you should expect to spend: 3 hours of class time + 9 hours of study and prep time = 12 hours per week.



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Field trip policies:	The instructor will inform students of the details of any field trips in advance
Class participation:	Active student participation in this course is very important. Students must be prepared to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass
Student conduct:	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none">Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;Collaborating with or seeking aid from another student for an assignment without authority;Substituting for another person, or permitting another person to substitute for one's self, to take a test;Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.



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	<p>“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.</p> <p>“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.</p>