



**Department of Public Health Sciences  
Program Syllabus**

|                                  |   |
|----------------------------------|---|
| <b>Course name:</b>              | Health Concerns of Pre-Adolescents and Adolescents  |
| <b>Course no.:</b>               | HSCI 4306   |
| <b>Course CRN:</b>               | CRN 14056   |
| <b>Semester/year</b>             | <b>Fall 2016</b>  |
| <b>Graduate credit hours:</b>    | 3   |
| <b>Class location:</b>           | <b>College of Business Administration room 302</b>  |
| <b>Class meeting time:</b>       | <b>1:30-2:50 pm</b>   |
| <b>Class instructor:</b>         | <b>Cynthia Wittenburg, MS, DrPh (in progress)</b>   |
| <b>Office location:</b>          | Health Science and Nursing Building   |
| <b>Phone:</b>                    | <b>747-7372</b>   |
| <b>Email:</b>                    | <a href="mailto:cwittenburg@utep.edu">cwittenburg@utep.edu</a>  |
| <b>Office hours:</b>             | <b>Mondays, Tuesdays, Fridays 9:20-11:20 am or by appointment</b>   |
| <b>Preferred contact method:</b> | <b>Email <a href="mailto:cwittenburg@utep.edu">cwittenburg@utep.edu</a></b>   |
| <b>Course description:</b>       | Addresses major health problems, health risks, transitions and lifestyle choices of pre-adolescents and adolescents.  |
| <b>Course pre-requisites:</b>    | Undergraduate upper division  |
| <b>Required textbooks:</b>       | Adolescent Health: Understanding and Preventing Risk Behaviors By: DiClemente Wiley; Latest edition ISBN: 9780470176764<br><br>Most chapters will be covered, and students will be required to complete read all of them; additionally, students will be required to go over all posted materials.  |
| <b>Supplemental reading:</b>     | Assigned readings provided on blackboard or in class  |
| <b>Course format:</b>            | In person<br>During classroom sessions the teaching method is based on Problem based learning (PBL), which can include, but not be limited to: 1. Introductory lectures 2. Problem solving group work 3. Student discussions, presentations and exercises 4. Movies and other visual media materials 5. Possible guest lecturers (to be announced)  |
| <b>Major learning objectives</b> | After completing the course, the student will be able to:<br>1. The student will learn the physical, psychological, and behavioral changes that occur during the transition from adolescent to adulthood.<br>2. The student will be informed about adolescent risk-taking behaviors and its impact on health; understand them and learn on preventative interventions.<br>3. The student will be able to explain and orientate adolescents regarding health concerns, aiding in overcoming developmental barriers and achieve healthy lifestyles.<br>4. The student will practice his/her ability to critically review research-based materials related to adolescent health and risk taking.<br>5. The student will practice and increase his/hers oral and public presentation abilities necessary in future health care professionals. |
| <b>Assessment strategies:</b>    | Evaluation of Student Learning assessments will be based on the following:<br>Quizzes (10) 100 points<br>Exam 1 100 points  |

|  |                                  |                |
|--|----------------------------------|----------------|
|  | Midterm exam (Not comprehensive) | 100 points     |
|  | Final exam (not comprehensive)   | 100 points     |
|  | Group Project                    |                |
|  | Report                           | (100 per team) |
|  | Powerpoint class presentation    | (100 per team) |
|  |                                  |                |

| <b>Grading scale &amp; criteria</b> | <p><b>GRADING CRITERIA:</b><br/> Completion of course will require that the student fulfills the following:</p> <ul style="list-style-type: none"> <li>a) 2 partial examinations, and 1 final (comprehensive, online).</li> <li>b) Quizzes (10) related to book chapter readings</li> <li>c) Final group project report and presentation (1 group project report and presentation)</li> <li>d) Participation in discussions and activities</li> <li>e) Attendance</li> </ul> <p><b>Three</b> (3) examinations. Examinations will consist of combination of multiple-choice, true/false and matching columns. The exams are conceptual in nature; they are designed to test your ability to think about the material, not your memory. Each examination is worth <b>100 points</b> (3X 100 = 300). <b>No</b> re-scheduling or re-taking of examinations will be allowed without a University approved excuse.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="3">Examination Schedule</th> </tr> <tr> <th>Examination type</th> <th>Point value</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td>First partial examination</td> <td>100</td> <td>Beginning of semester</td> </tr> <tr> <td>Second partial examination</td> <td>100</td> <td>Middle of semester</td> </tr> <tr> <td>Final partial examination</td> <td>100</td> <td>End of the semester</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Total</b></td> <td><b>300</b></td> </tr> </tbody> </table> <p><b>Assignments / Discussions / Activities</b><br/> Weekly, we will explore course material and practice our skills applying the information. This may range from detailed discussion forums, to activities and assignments. Throughout the semester, we will conduct 10 various assignments/discussions/activities. Each will be worth 100 points.</p> <p><b>Group project:</b><br/> An additional <b>200</b> points can be granted by delivering a group research report and presentation, according to the following:</p> <p><u>Research report</u></p> <ol style="list-style-type: none"> <li>1. Students will work in teams. Once groups are assigned, the method of communicating should be decided among them. Each group will be given a chat room and whiteboard in Blackboard to enhance communication.</li> <li>2. The team must prepare a report and presentation about a topic exemplifying adolescent health or risk behaviors and its prevention, applicable as much as possible to local – El Paso - region.</li> <li>3. The project must be based on a literature review about the selected or assigned topic from peer reviewed professional journals. No Wikipedia please. Based on the research, each team must prepare an electronic report to be delivered at the time of</li> </ol> | Examination Schedule  |  |  | Examination type | Point value | Date | First partial examination | 100 | Beginning of semester | Second partial examination | 100 | Middle of semester | Final partial examination | 100 | End of the semester | <b>Total</b> |  | <b>300</b> |
|-------------------------------------|--|-----------------------|--|--|------------------|-------------|------|---------------------------|-----|-----------------------|----------------------------|-----|--------------------|---------------------------|-----|---------------------|--------------|--|------------|
| Examination Schedule                |  |                       |  |  |                  |             |      |                           |     |                       |                            |     |                    |                           |     |                     |              |  |            |
| Examination type                    | Point value  | Date                  |  |  |                  |             |      |                           |     |                       |                            |     |                    |                           |     |                     |              |  |            |
| First partial examination           | 100  | Beginning of semester |  |  |                  |             |      |                           |     |                       |                            |     |                    |                           |     |                     |              |  |            |
| Second partial examination          | 100  | Middle of semester    |  |  |                  |             |      |                           |     |                       |                            |     |                    |                           |     |                     |              |  |            |
| Final partial examination           | 100  | End of the semester   |  |  |                  |             |      |                           |     |                       |                            |     |                    |                           |     |                     |              |  |            |
| <b>Total</b>                        |  | <b>300</b>            |  |  |                  |             |      |                           |     |                       |                            |     |                    |                           |     |                     |              |  |            |

presentation. Refer to the “*Research Report Paper Scoring Guide*” section on the last pages of the syllabus.

4. By the end of the **fourth** (4th) week of class, each team must have a team name, and send by email a project proposal that includes the following (see details in “*Research Report Paper Scoring Guide*” section):

- a. The selected topic.
  - b. Team name.
  - c. Team members.
  - d. Outline of your topic.
  - e. How is it going to address Healthy People 2020’s Adolescent Health objectives? (<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=2>)
  - f. How does it pertain to the US-Mexico border region population?
5. Turn in a full draft of your report by dates indicated on schedule, attaching a document in appropriate “Assignment Blackboard file”.
6. Turn in a hard copy of your final written report at the time of presentation.

**Report presentation**

1. Each team will provide a visual presentation of the report. Suggestions include using Slide Share, YouTube, Powerpoint (with a voice over).
2. The presentation will include at a minimum: an introduction, an ice breaker, activities, and a conclusion. The students may use power point, videos, handouts, games, poster boards, etc.
3. Students will assume **they are presenting to an audience of adolescents**. The age group to be targeted will be **18 years old, females and males; this is the age at which some adolescent transition from high school into college**
4. See “*Group-project Presentation Scoring Guide*” for scoring criteria

**Active participation**

Students are encouraged to actively participate in the learning process. A component of active participation is asking questions for clarification of confusing information and expressing opinions. Participation in online discussions, chats, and forums will be scored according to set criteria.

**Final grading**

The total that can be earned is **1000 points**:

| Type  | Point value   |
|---|---------------|
| Exam #1.                                    | 100           |
| Midterm examination                         | 100           |
| Final examination                           | 100           |
| Quizzes / Activities / Assignments (10 X10) | 100           |
| Group research report                       | 200           |
| Extra credit                                | Not available |
|   |               |

**Total 600**

The translation of points earned to a letter grade is defined as follows:

- 541 points and above ..... A**  
**481-540 ..... B**  
**421-480 ..... C**  
**361-420 ..... D**  
**360 or less ..... F**

|  |  |
|--|--|
|  | <p><b>Student progress</b></p> <p>Student progress Grades and feedback from the instructor will be posted on the “Grades” section of Blackboard Learn platform; individual progress, and all other inquiries will be managed through regular UTEP email.</p> <p>Group work Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, he/she will be assigned to a group only if the rest of the members are in agreement, otherwise the student will have to work alone or look for other to create a new group. The maximum number of members allowed in each group is six (6). Blackboard’s group sign-in section is set to not allow going over this number; groups can be of less than six members. Although group work should be equally distributed, each will appoint a “Group Leader” who will be the liaison between the group and other groups and the instructor; another student (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members which names appear on the report; however, a member may not receive a score at the request of the majority of the group members if he/she did not collaborate in a substantial way; furthermore, group membership can be revoked if majority of members agree that member(s) are not collaborating to the group’s success.</p> |
| <b>Incomplete policy:</b>                                    | <p>An “I” (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> 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.</p>   |
| <p><b>Course/Instructor &amp; Institutional Policies</b></p> |  |
| <b>Attendance:</b>   | <p>It is UTEP policy that all students attend/participate in all classes and activities. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts that may interfere with the course. Students are responsible for any information or activities for class discussions, lectures, assignments, and/or readings. If you are unable to participate in class, it is your responsibility to inform the instructor before the respective class session, week or module. Students may be administratively withdrawn for excessive unexcused absences and/or lack of participation (2 or more classes). Compliance to due dates, class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>Chronic tardiness – lack of participation - not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor.</p>   |
| <b>Reading assignments:</b>                                  | <p>All assigned readings need to be completed prior to the next scheduled class session. Example: the reading assignments for week 2 need to be completed to the week 2 class session.</p>   |
| <b>Writing standards</b>                                     | <p>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. Our program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.</p>  |
| <b>Policy for late assignments</b>                           | <p>Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. <b>No exceptions to those dates will be made excepting in cases of</b></p>  |

|  |  |
|--|--|
|  | <b>university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).</b> |
| <b>Permission to record lectures &amp; discussions</b> | Not permitted without express permission of the instructor   |

|  |  |
|--|--|
| <b>Cellphone/electronic tablet/ use policies: (Pertaining to Face to Face – Traditional Classes)</b> | Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.  |
| <b>Field trip policies:</b>  | N/A  |
| <b>Class participation:</b>  | Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.   |
| <b>Special accommodations:</b>   | 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 <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> .  |
|  |  |
| <b>Student conduct:</b>  | <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.” <u>Regent’s Rules and Regulations</u>, 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 (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) “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><b>Examples of “cheating” include:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> </ul> |

- 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.

“**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.

“**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.

#### Tentative Course Schedule

| <u>Week number/start date</u> | <u>Topics</u>  | <u>Readings</u>            | <u>Activities</u>          | <u>Due dates</u> |
|-------------------------------|--|----------------------------|----------------------------|------------------|
| Aug. 23                       | Syllabus review; Course introduction – Overview, Building of teams.                                | <u>Syllabus</u>            | <u>Syllabus quiz</u>       | <u>8/23</u>      |
| Aug 25<br>Sec. I part 1 & 2   | A generation at Risk:<br>The Big Picture<br>Adolescents at risk; trends in morbidity and mortality | Ted Talk Video<br>Ch 1 & 2 | <u>Practice Discussion</u> | <u>Quiz</u>      |
| Aug 30<br>Sec. I part 3       | Theories of - Risk taking, resilience, and decision making   | <u>Ch. 3</u>               | <u>Discussion</u>          |                  |
| Sept 1<br>Sec I part 4        | resilience, and decision making  | Chapter 4                  | Discussion                 | Quiz             |
| Sep. 6<br>Sec I part 5        | Theories -decision making  | Chapters- 5                | Discussion / Activity 3    | <u>9/21</u>      |

|                          |  |   |  |                  |
|--------------------------|--|---|--|------------------|
| Sep. 8<br>Sec I part 6   | Adolescent development                                 | Chapter 6   | <i>Turn in Group Topic<br/>for Group Project<br/>Discussion /<br/>Activity 4</i> | Quiz             |
| Sept. 13<br>Sec I part 7 | Positive youth development                             | Chapter 7   | <i>Discussion/ Review</i>  |                  |
| Sept 15                  | Exam #1  | Sec I<br>Part 1-7   | <i>In class exam</i>   | 9/15             |
| Sept 20                  | Tobacco use in youth                                   | Chapter8  | Discussion / speaker   |                  |
| Sept 22                  | Alcohol / Substance Abuse                              | Chapters 8, 10 -11  | <i>Discussion/</i>   | <i>Quiz</i>      |
| Sept 27                  | Adolescent obesity                                     | Chapter 9   | Discussion / Activity  | In class         |
| Sept 29                  | Adolescent violence, risk,<br>resilience, & prevention | Chapter 12  | Speaker  | Quiz             |
| Oct 4                    | Adolescent violence, risk,<br>resilience, & prevention | Adolescent violence,<br>risk, resilience, &<br>prevention | Discussion   | 10/6             |
| <u>Oct. 6</u>            | Day off to work on draft                               |   | Discussion   | Due on<br>Oct 13 |
| <u>Oct 11</u>            | STIs and   | Chapter 15  | Discussion   | QUIZ             |
| <u>Oct 13</u>            | teen pregnancy   | Chapter 16  | <i>Discussion /Group<br/>Project Outline Due</i>                                 | Quiz             |
| <u>Oct 18</u>            | Exam #2  | Sec II<br>Chapters 8-12, 15 & 16                          | In class exam  |                  |
| <u>Oct 20</u>            | Youth Incarceration                                    | Chapters 17   | Discussion /   |                  |
| <u>Oct 25</u>            | Connectedness in youth                                 | Chapters 19   | Discussion   | QUIZ             |
| <u>Oct 27</u>            | family influence                                       | Chapters 20   | Discussion   |                  |
| <u>Nov 1</u>             | Media  | Chapter 21  | Discussion   | Quiz             |
| <u>Nov 3</u>             | Technological advances                                 | Chapter 22  | Turn in Project Draft  |                  |

|                       |                                       |                            |  |                    |
|-----------------------|---------------------------------------|----------------------------|--|--------------------|
| <b><u>Nov 8</u></b>   | <b>Measuring adolescent behaviors</b> | <b>Chapter 23</b>          | <b>Discussion</b>                                  |                    |
| <b><u>Nov 10</u></b>  | <b>Youth Health Policy / Ethics</b>   | <b>Chapter 25 &amp; 26</b> | <b>Discussion</b>                                  | <b><i>QUIZ</i></b> |
| <b><u>Nov 15</u></b>  | <b>Youth Health Policy / Ethics</b>   | <b>Chapter 25 &amp; 26</b> | <b>Guest speaker</b>                               |                    |
| <b><u>Nov 17</u></b>  | <b>Final Exam</b>                     | <b>Chapters 17-25</b>      | <b><i>In class</i></b>                             |                    |
| <b><u>Nov 22</u></b>  | <b>Group Project Drafts Due</b>       |                            | <b>NO CLASS please submit your project by 5 pm</b> | <b>Nov 22</b>      |
| <b><u>Nov 24</u></b>  | <b>Thanksgiving Break</b>             |                            |  |                    |
| <b><u>Nov 29</u></b>  | <b>Group Project presentations</b>    |                            |  |                    |
| <b><u>Dec 1-5</u></b> | <b>Group Project presentation</b>     |                            |  |                    |

\* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.