



Department of Public Health Sciences
HSCI 1301 Syllabus

Course name:	Foundations of Health Science and Health Promotion
Course no.:	HSCI 1301
Course CRN:	13885
Semester/year	Fall 2017
credit hours:	3
Class location:	HSN Bldg. Classroom room 206
Class meeting time:	Mondays from 9 am- 11:50 am
Class instructor:	Ms. Cynthia Wittenburg, MS. , DrPh in progress
Office location:	Health Science and Nursing Building Room 411
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	Tuesday & Thursdays from 9:30 AM – 11:00 AM & By Appointment
Course Description:	Course is designed to provide 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:	
Required textbooks:	Cottrell, R. R., Girvan, J. T. & McKenzie, J. F. (2012). Principles and Foundations of Health Promotion and Education. San Francisco, California: Benjamin Cummings. Sixth Edition. ISBN-13: 978-0-321-92714-1.
Course format:	The following methods will be used to examine the foundations of health science and health promotion: Lecture-discussion, Assigned readings in text or handouts, Educational videos, Individual assignments/activities.
Major learning objectives	At the successful conclusion of the course, students will be able to: <ol style="list-style-type: none">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.7. Discuss the function, literature, focus, and programming of several professional health education organizations.8. Identify the skills necessary to be a health educator.9. Describe future trends in health education.10. Discuss the role of a practicing health educator.
Assessment strategies:	Assignments - Individual exercises will be assigned throughout the semester. No late assignments will be accepted. (Total = 8 Assignments @ 15 points =120 points). To be submitted via Blackboard by deadline Sunday Nights 11:30 pm. Student must be ready to review in class on Monday.

	<p>Quizzes - Quizzes will be administered at the end of each module. Quizzes will cover content to be addressed that class session (10 quizzes @20 each=200 points). Quizzes will only be given at the end of class only. If excused absence, the quizzes must be made up with in 24 hour period and scheduled with the professor and TA.</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. MUST BE TYPED and handed in at the end of class on Mondays. (11 discussion @10 pts each =110 points)</p>
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Course Competencies *	Learning objectives	Assessment strategies
1. Assess needs, assets and capacity for health education	1,2,3,4,5	1,2,3,4
1.A. Access existing health-related data	4,5,6	1a, 1b
1.C. Distinguish between behaviors that foster or hinder well-being	4,5,6	1a,b,c,2a,b
1.E. Identify factors that foster or hinder the process of health education	2,4,5,6	1a,b,c
1.F. Infer needs for health from obtained data	1,2,4,5,6	1c,2b,3,4
2. Plan health education	1,2,3	1a,b,c
2.A. Involve people and organizations in program planning	1,2,3,4	2b,3
2.C. Formulate appropriate and measurable program objectives	1,2,3,4,5	1c,2b,3
2.D. Develop logic scope and sequence plan for health education practice	2,3	1c,2b,3
2.F. Select appropriate strategies to meet objectives	1,2,3,4	1c,2b,3,4
2. G. Assess factors that affect implementation	2,3,4	1c,2b,3
3. Implement health education strategies, interventions and programs	2,3,4,6	1c,2b,3
3.A. Initiate a plan of action		
3.B. Demonstrate a variety of skills in delivering strategies, interventions and programs	3,4	1c,2b,3
3.C. Use a variety of methods to implement strategies, interventions, and programs	3,4,5,6	1a,b,2b,3
4. Conduct evaluation and research related to health education	4,5,6	1a,b,2b,3
4.A. Review research and evaluation procedures	5,6	1c,2b,3
6. Serve as health education resource person	4,5,6	1c,2b,3
6.A. Use health-related information resources	4,5	1b,2b,3
6.C. Select resource materials for dissemination	3,4,5	1c,2b,3
7. Communicate and advocate for health and health education	4,5,6	1c,2b,3
7.B. Apply a variety of communication methods and technique		

Course/ Instructor Institutional Policies	
Grading scale & criteria	430-387: A 386-344: B 343-301: C 300-258: D 257 or Below: F

Incomplete policy:	An “T” (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.
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Course/Instructor & Institutional Policies

Attendance:	It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (4 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified. Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by the beginning of class time.
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.
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. UTEP’s Public Health program 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.
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 except in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. No Exceptions for late submissions!
Permission to record lectures & discussions	Not permitted without express permission of the instructor

Cellphone/electronic tablet/ use policies:	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.
Class participation:	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.
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:

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".

Examples of "cheating" include:

- 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.

"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.

Effective Electronic Communications

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.

For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

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.)

More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

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.

Tentative Course Schedule for HSCI 1301: Foundations of Health Science and Health Promotion | Fall 2017

Dates	Topic	Activities	Assignment Value (Points)
Week 1 8.28-9.4	Introduction	Course Orientation/Review of Syllabus and Schedule/FAQs	Syllabus Quiz (20 pts)
Week 2 9.4-9.11	Labor Day: Monday, September 4		Assignment: VAIL Certificate (15 pts) Due Friday, September 8, 2017
Week 3 9.11-9.18	The Literature of Health Education	Readings: Cottrell Text - Chapter 9	Discussion Question: Video: Unnatural Causes - In Sickness and in Wealth (10 points)
Week 4 9.18-9.25	The Literature of Health Education	Readings: Cottrell Text - Chapter 9	Quiz: Chapter 9 (20 pts) Discussion Question: Video Weight of the Nation - (Pts. 10)
Week 5 9.25-10.2	History of Health and Health Education	Readings: Cottrell Text - Chapter 2	Quiz: Chapter 2 (20 pts) Discussion Question: Video: Weight of the Nation - Pt. 2 (10 pts) Assignment: Timeline Assignment (15 pts)
Week 6 10.2-10.9	Background of the Profession	Readings: Cottrell Text - Chapter 1	Quiz: Chapter 1 (20 pts)
Week 7 10.9-10.16	Background of the Profession	Readings: Cottrell Text - Chapter 1	Discussion Question: Video Weight of the Nation -(Pt. 10)
Week 8 10.16-10.23	Agencies/Associations/Organization associated with Health Education	Readings: Cottrell Text - Chapter 8	Quiz: Chapter 8 (20 pts) Discussion Question: Video Weight of the Nation - Pt. 4 (10 pts) Assignment: And the Band Played On(15 pts)
Week 9 10.23-10.30	Agencies/Associations/Organization associated with Health Education	Readings: Cottrell Text - Chapter 8	Discussion Question: Video Interview 1 (10 pts) Assignment: Poster (15 pts)
Week 10 10.30-11.6	Philosophical Foundations	Readings: Cottrell Text - Chapters 3	Quiz: Chapter 3 (20 pts) Discussion Question: Video Interview 2 (10 pts)
Week 11 11.6-11.13	Ethical Foundations	Readings: Cottrell Text - Chapter 5	Quiz: Chapter 5 (20 points) Discussion Question: Video Interview 3 (10 points) Assignment: Ethical Dilemmas (15 pts)
Week 12 11.13-11.20	The Health Educator: Roles, Responsibilities, Certifications, Advanced Study	Readings: Cottrell Text - Chapter 6	Discussion Question: Video Interview 5 (10 pts) Assignment: Mnemonic Devise (15 pts)

Week 13 11.20- 11.27	The Health Educator: Roles, Responsibilities, Certifications, Advanced Study	Readings: Cottrell Text - Chapter 6	Discussion Question: Video Interview 5 (10 pts) Quiz: Chapter 6
Week 13	Thanksgiving break November 23-24		
Week 14 11.27-12.4	The Settings for Health Education	Readings: Cottrell Text - Chapter 7	Quiz: Chapter 7 (20 points) Discussion Question: Video Interview 8 & 9 (10 pts) Assignment: Settings and Employment (15 points)
Week 15 12.4-12.11	Future Trends in Health Education	Readings: Cottrell Text - Chapter 10	Quiz: Chapter 10 (20 points) Assignment: Future Trends (15 points)
Week 16	Tentative: Reserved for Final Evaluation and student feedback		
Week 15 : Last day of classes : December 7 Dead Day : December 8 Finals Week : December 11-15			

This is a tentative course outline and is subject to change pending notification by the instructor.

Be ready to be amazed by the world of Public Health that surrounds you!

I am here to help you and guide you.

My aim is to help mold individuals in Public Health that wish to make a positive impact in the overall scope of Global Health!

Ms. Wittenburg