



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

Course name:	Community Health Education
Course no.:	HSCI 4311
Course CRN:	22611
Semester/year	Spring 2019
Undergraduate credit hours:	3
Class location:	Quinn Hall 202
Class meeting time:	Fridays 9-11:50 am
Class instructor:	Cynthia Wittenburg, M.S, DrpH in progress
Office location:	Health Science Building Room 411
Phone:	915-747-7237
Email:	cwittenburg@utep.edu
Office hours:	Monday and Wed. from noon-1:30 pm And By Appointment
Course description:	Emphasizes contemporary theories, methods, materials used in wellness intervention, health promotion, and health education programs in the community.
Course pre-requisites:	Field experience required.
Required textbooks:	Bensley, R.1. & Brookins-Fisher, J. (2009). <i>Community Health Education Methods: A Practical Guide, Third Edition</i> . Jones and Bartlett Publishers: Boston, MA. In addition, supplemental readings may be distributed as hard copies or delivered by e-mail prior to the specified class. It is the student's responsibility to keep up with supplemental readings by attending class and Blackboard
Course format:	Lecture-discussion <ul style="list-style-type: none"> • Assigned readings in text or handouts. • Educational Videos • Group Assignments/Activities • Individual Assignments/Activities • Guest lectures • Field Experience
Major learning objectives Note: Individual learning objectives will vary by the site location of the community health sites	Upon completion of the course HSCI 4311: Community Health Education Methods; students will: <ol style="list-style-type: none"> 1. Define public health, community health, health education, and health promotion. 2. Describe a certified health education specialist, health education credentialing, and the competency-based framework. 3. List and describe the ethical tenets of health education and health promotion. 4. Describe theories that explain human behavior and discuss their relevance and implications in health education and health promotion. 5. Describe the components of andragogy and multiple intelligences in relation to health education and health promotion. 6. Apply the components of social marketing in a health promotion context. 7. Identify the steps for facilitating support groups.

	<p>8. Select and develop appropriate presentation methods and print materials.</p> <p>9. Discuss media advocacy.</p>
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<p>Assessment strategies:</p>	<p>Discussion. Students will participate in class discussions and contribute to the overall productivity of the class. It is essential that students complete and understand the readings prior to class. In order to earn these points, the student must be in attendance and participate in class discussion. (1 point per class session, up to 15 points).</p> <p>Talking Points Assignment. Students will prepare two talking points based on weekly readings, due at the beginning of class as outlined in the Course Calendar. Talking points should include reactions to readings and/or questions to engage the class in discussion. Talking Points Assignments must be typed and include name and date. (One Talking Points Assignments, each worth 10 points).</p> <p>Quizzes. Quizzes will be administered at the beginning of class as outlined in the Course Calendar, covering the syllabus. It will contain a class learning contract making students accountable to their work throughout the semester to themselves and group peers. (1 at 10 points)</p> <p>Exams. 3 non-comprehensive exams will be given throughout the semester. Each exam will cover pertinent topic/chapter material as described in the Tentative syllabus. Each exam will be worth 100 points for a total of 300 points.</p> <p>Major Project. Students will work in groups of 3 or 4 to develop and administer an educational intervention for a local community organization. Students will meet with program director/staff to learn about the organization and the needs of the population it serves in order to review the organization’s community health and educational intervention it provides to the community. Major Project components will be due throughout the semester as specified in the Course Calendar. Teammate evaluation forms will count towards student grade. A grading rubric will be provided. (30 points). All elements will follow the text.</p> <p>Point Breakdown and Grading Scale</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assignment</th> <th style="text-align: right;">Points</th> </tr> </thead> <tbody> <tr> <td>Syllabus Quiz</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Discussion</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Talking Points Assignments</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Exam 1</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Exam 2</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Major Project</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Total Possible Points</td> <td style="text-align: right;">450</td> </tr> </tbody> </table>	Assignment	Points	Syllabus Quiz	10	Discussion	15	Talking Points Assignments	25	Exam 1	100	Exam 2	100	Major Project	100	Final Exam	100	Total Possible Points	450
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Program Competencies	Learning objectives	Assessment strategies
This course meets the following Health Promotion degree competencies		
MATRIX 1: ASSESS INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION		
Competency A: Access existing health-related data.		
1. Utilize computerized sources of health-related information.	2	1, 2
2. Select valid sources of information about health needs and interests.	2	1, 2
Competency B: Collect health-related data.		
1. Use appropriate data gathering instruments.	2	1, 2
2. Apply survey techniques to acquire health data.	2	1, 2
3. Conduct health-related needs assessments.	2	1, 2
Competency E: Identify factors that foster or hinder the process of health education.		
1. Determine the extent of available health education services	2	1, 2
2. Identify gaps and overlaps in the provision of collaborative health services.	2	1, 2
Competency F: Infer needs for health education from obtained data.		
1. Analyze needs assessment data.	1	1, 2
MATRIX 2: PLAN HEALTH EDUCATION STRATEGIES, INTERVENTIONS AND PROGRAMS		
Competency A: Involve people and organizations in program planning.		
1. Identify populations for health education programs.	2	1, 2
3. Obtain commitments from individuals who will be involved in the program.	2	1, 2
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.	2	1, 2
Competency B: Incorporate data analysis and principles of community organization.		
1. Apply principles of community organization when planning programs.	2	1, 2
4. Communicate need for the program to those who will be involved.	2	1, 2
Competency C: Formulate appropriate and measurable program objectives.		
1. Design developmentally appropriate interventions.	2	1, 2
Competency F: Select appropriate strategies to meet objectives.		
1. Analyze technologies, methods, and media for their acceptability to diverse groups.	2	1, 2
Competency G: Assess factors that affect implementation.		
1. Determine the availability of information and resources needed to implement health education programs for a given audience.	2	1, 2
2. Identify barriers to the implementation of health education programs.	2	1, 2
MATRIX 3: IMPLEMENT HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS		
Competency A: Initiate a plan of action.		
2. Pretest learners to determine baseline data relative to proposed program objectives.	2	1, 2
3. Deliver educational programs to diverse populations.	2	1, 2
4. Facilitate groups.	2	1, 2
Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs.		
1. Use instructional technology effectively.	2	1, 2
2. Apply implementation strategies.	2	1, 2
Competency C: Use a variety of methods to implement strategies, interventions, and programs.		
1. Use the Code of Ethics in professional practice.	2	1, 2, 6
2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery.	2	2
3. Demonstrate skills needed to develop capacity for improving health status.	2	1, 2
4. Incorporate demographically and culturally sensitive techniques when promoting programs.	2	1, 2
5. Implement intervention strategies to facilitate health-related change.	2	1, 2
MATRIX 4: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION		
Competency C: Design data collection instruments.		

2. Develop appropriate data-gathering instruments.	2	2
Competency D: Carry out evaluation and research plans.		
2. Use data collection methods appropriate for measuring stated objectives.	2	2
3. Implement appropriate qualitative and quantitative evaluation techniques.	2	2
Competency E: Interpret results from evaluation and research.		
1. Analyze evaluation data.	2	2
MATRIX 5: ADMINISTER HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS		
Competency A: Exercise organizational leadership.		
1. Conduct strategic planning.	2	2
Competency C: Manage human resources.		
1. Develop volunteer opportunities.	2	2
MATRIX 6: SERVE AS A HEALTH EDUCATION RESOURCE PERSON		
Competency A: Use health-related information resources.		
5. Employ electronic technology for retrieving references.	2	1, 2
Competency B: Respond to requests for health information.		
2. Refer requesters to valid sources of health information.	2	2
Competency C: Select resource materials for dissemination.		
2. Apply various processes to acquire resource materials.	2	1, 2
3. Assemble educational material of value to the health of individuals and community groups.	2	2
Competency D: Establish consultative relationships.		
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations.	2	1, 2, 5
4. Apply networking skills to develop and maintain consultative relationships.	2	2, 5
5. Facilitate collaborative training efforts among health agencies and organizations.	2	2
MATRIX 7: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION		
Competency B: Apply a variety of communication methods and techniques.		
1. Assess the appropriateness of language in health education messages.	2	2
2. Compare different methods of distributing educational materials.	2	1, 2
4. Use culturally sensitive communication methods and techniques.	2	1, 2, 4
5. Use appropriate techniques when communicating health and health education information.	2	1, 2
6. Use oral, electronic, and written techniques for communicating health education information.	2	1, 2, 4, 6
7. Demonstrate proficiency in communicating health information and health education needs.	1	1, 2, 4
Competency D: Influence health policy to promote health.		
1. Identify the significance and implications of health care providers' messages to consumers.	2	2

Grading scale & criteria	Grading Scale 90-100 % = A 80-89 % = B 70-79 % = C 60-69 % = D 0-59 % = F
Incomplete policy:	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.
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 (3 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 9:00 am.
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. Our undergraduate Public Health program recognizes and expects good writing to be the norm for course work. It is recommended to UTEP students to request 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. All assignments are due as indicated on Blackboard by Tuesday at 2:00pm. No late assignments will be accepted. Nor will they be accepted if not found on BB appropriate folders. Assignments will NOT be accepted if sent to instructors’ or TA’s email. Please refer to “X file on BB” if complications arise. Only 24 hours for emergency purpose only!
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.” <u>Regent’s</u>

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, 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 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.

TENTATIVE COURSE SCHEDULE*

* 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.

***All homework assignments are due on the date and uploaded to Blackboard ONLY. Assignments submitted to Instructor's or TA's emails WILL NOT BE ACCEPTED. NO Exceptions will be made.**

Week	Dates	Topics	Assignments
1	1/28	Course Orientation Syllabus Review	Student introductions Review of course syllabus Sign up for Talking Points Tools for Health Education Syllabus Quiz Class learning Contract Reading Material_ Week #2: blackboard Prepare for Field Experience: Meet with community organization
2	2/4	Building the foundation for selecting & applying Community and Public Health Education Methods and Strategies <i>External Reading Material</i>	Talking Points (2 students signed up) Chapter overview / PP presentation Discussion: based from readings: What makes a good health educator? How does a culturally competent health educator assess community needs? How do the concepts of andragogy and multiple intelligences apply to health education? Reading Material_ Week #3: blackboard
3	4/11	<ul style="list-style-type: none"> Promoting Health Education in a Multicultural Society Developing Professionalism as Health Educator <i>Health Education Credentialing and the Competency-based Framework</i> <i>Chapter 2 & 3</i>	Talking Points (2 students sign up) Chapter overview / PP presentation Discussion: based from readings: How do positive changes in health status take place? Reading Material_ Week #4: blackboard
4	4/18	EXAM #1 <i>External material, Chapter 2 & 3</i>	In class during normal class hours Exam #1: 50 Questions : 100 points For next week read assigned readings for week # 5
5	4/25	<ul style="list-style-type: none"> Building a Health Communication Framework Social Marketing Concepts <i>External Material and Chapter 5</i>	Talking Points (2 students sign up) Chapter overview / PP presentation Discussion: based from readings: Building strong infrastructures based on the best social marketing concepts. Reading Material_ Week #6: blackboard
6	3/4	Implementing Methods and Strategies <ul style="list-style-type: none"> Facilitating Support Groups 	Talking Points (2 students sign up) Chapter overview / PP presentation

		<ul style="list-style-type: none"> Facilitating Groups <p>Chapter 6 & 11</p>	<p>Discussion: Based from readings: how does an agency set up facilitating group? What is the difference between facilitating Support groups from facilitating groups?</p> <p>Reading Material_ Week #7: blackboard</p>
7	3/11	<ul style="list-style-type: none"> Selecting Presentation Methods Developing Effective Presentations & Selecting print materials <p>Chapters 7, 8 & 9</p>	<p>Talking Points (2 students sign up) Chapter overview / PP presentation Discussion: Based from readings: What are the key components of effective written and oral communication in community and public health settings?</p> <p>Reading Material_ Week #8: blackboard</p>
8	3/18	<ul style="list-style-type: none"> Spring Break 	
9	3/25	<p>EXAM #2</p> <p>External material, Chapter External Material, 5, 6, 11, 7, 8 & 9</p>	<p>In class during normal class hours</p> <p>Exam #2: 50 Questions : 100 points</p> <p>Next week: Spring Break: Make sure to read the for the following week: Week #10</p>
10	4/1	<p>Working with the Media for Health Promotion and Policy Change</p> <p>External readings and Chapter 14</p>	<p>Talking Points (2 students sign up) Chapter overview / PP presentation Discussion: Based from readings: What are the key components of effectively working with the media. What are some cautions to take with technology in the present times?</p> <p>Reading Material_ Week #12: blackboard</p>
11	4/8	<p>Building and sustaining Coalitions</p> <p>Chapter 12</p>	<p>Talking Points (2 students sign up) Chapter overview / PP presentation Discussion: Based from readings: What are the key components of effectively working with the media. What are some cautions to take with technology in the present times?</p> <p>Reading Material_ Week #12: blackboard</p>
13	4/15	<p>Using Advocacy to Affect Policy</p> <p>Chapters 13</p>	<p>Talking Points (2 students sign up) Chapter overview / PP presentation Discussion: Based from readings: How can the media affect policy?</p> <p>Presentations next 2 weeks</p>
14	4/22	Presentations	Groups present their final community organization product
15	4/29	Presentations	Groups present their final community organization product
16	5/10	Dead Day : No class on Friday	
17	5/13	Final Exam,	Date and time to be provided