

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

**HSCI 4311: Community Health Education Methods (ONLINE)**

Course CRN: 22152

Spring 2021

**Professor:** Cynthia Wittenburg, M.S, DrPH (ABD)

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Office hours: Virtually via ZOOM or by email upon appointment.

<https://utep-edu.zoom.us/my/cwittenburgzoommeetings>

**Course Description**

HSCI 4311 is a required 3-credit core course for all majors. Community Health Education Methods emphasizes contemporary theories, methods, and materials used in wellness intervention, health promotion, and health education programs in the community. Aside from learning and studying these educational components, students will also explore how a selected local agency that provides community health services implements most of these tactics and techniques.

The class presents an approach to communication, implementation, and evaluation that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical community health situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication. In addition, because communication is central to being an active and engaged member of the community in terms of public health, the course also provides a space for informed advocacy.

**Group work via ZOOM meetings will be a requirement for all enrolled Students in HSCI 4311.**

**COURSE OBJECTIVES**

Upon completion of the course HSCI 4311: Community Health Education Methods students will:

- Define public health, community health, health education, and health promotion.
- Describe a certified health education specialist, health education credentialing, and the competency-based framework.
- List and describe the ethical tenets of health education and health promotion.
- Describe theories that explain human behavior and discuss their relevance and implications in health education and health promotion.
- Describe the components of andragogy and multiple intelligences in relation to health education and health promotion.
- Apply the components of social marketing in a health promotion context.
- Identify the steps for facilitating support groups.
- Select and develop appropriate presentation methods and print materials.
- Discuss media advocacy.

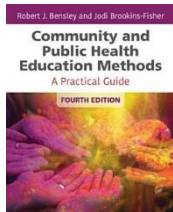
## BSPH Competencies

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education

## LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

### Required textbooks:



Bensley, R.1. & Brookins-Fisher, J. (2009). Community Health Education Methods: A Practical Guide, 4th Edition. Jones and Bartlett Publishers: Boston, MA.

ISBN-13: 978-1284142174

ISBN-10: 1284142175

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
- Assigned readings in text or handouts.
- Educational Videos
- Group Assignments/Activities
- Individual Assignments/Activities

## COURE ASSIGNMENTS and GRADING

Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment.

### Grade Distribution: Total possible points: 1000 Points

**1000-900 = A**  
(100%-90%)

**899-800 = B**  
(89%-80%)

**799-700 = C**  
(79%-70%)

**699-600 = D**  
(69%-60%)

**599 and Below = F**  
(59%- lower%)

- 110 Points: Weekly Discussions (11 at 10 points)
- 110 Points: 11 Quizzes (10 points each)

- 220 Points: Sectional Assignments (11 at 20 points each)
- 100 Points: Participation (5 Zoom meetings each at 20 points)
- 300 Points: Exams (Each at 100 points: #1, #2, #3)
- 100 Points: Final Project (100 Points)
- 60 Points: Peer critique of Final Projects (60 Points)

**Weekly Discussions:** To review and discuss weekly material, this course will have weekly discussion where students will be asked to provide feedback on important presented text material and current events related to the text material. In addition, students will be asked to reply to peer posted discussion with efforts to develop a dialogue and expand the material that is being presented to expand other viewpoints.

**Quizzes (14 of them)** will be given throughout the semester in class. Students who miss a quiz without a medical or university approved excuse will not be allowed to make up quizzes.

**Community Health Education (CHE) Methods Sectionals.** Sections of CHE methods will be completed throughout the semester with varying due dates (see course schedule for more info). The sectionals will assist to gather pertinent information for the final Major group project that will be completed in groups assigned the first week of classes. Each draft component will be graded separately and returned to the group for revisions. Upon return of the item, each group is asked to make all corrections, and place the corrected information into a prezzi/powerpoint presentation leading up to the final project.

**Exams.** 3 comprehensive exams will be given throughout the semester. Each exam will have questions will be based on ALL material covered in lectures, handouts, videos, assignments, and assigned readings. It is important that you know the course content very well. Each exam will be worth 100 points. **Exams will be made available starting at 6 am Monday of that week until Wednesday of that same week until midnight.** This will allow me to be available if a student is locked out or has a system failure.

**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 organizations' community health and educational intervention it provides to the community.

**Group meeting participations** will count towards student's grade. Each student will be responsible for their own attendance for the scheduled 5 zooms meetings. A grading rubric will be provided for group members to submit. Points will be obtained during each ZOOM meeting presence and participation (each worth 5 points).

**PEER Critiquing of final projects:** Each student will select a final project to critique and provide positive feedback as to the presentation. (20 points)

*Participation:* For this online course, students will be required to participate in weekly discussion boards – both an initial post and responses to your peers. Students will also have a collection of smaller assignments throughout the week that will work to build toward the larger projects. Each of these

activities will be given point values that add up to the participation grade. These points cannot be made up, so students are expected to stay active in the course by logging in at least three times a week.

**One-Week Rule: Grades are always the ultimate responsibility of the student. After any grade has been posted to the Folio grade book, there is a one-week time limit to make any grade appeals in person and via Folio to the professor. After the one-week period, the grade becomes permanent and indisputable.**

## **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### **Course Communication: How we will stay in contact with each other**

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- My office hours will be held on Zoom using this link: <https://utep-edu.zoom.us/my/cwittenburgzoommetings> Please email first to set up a virtual meeting.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP **student account and please put the course number in the subject line.** In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.

- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## **NETIQUETTE**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Course Policies:** What do you need to do to be successful in the course

## **ATTENDANCE AND PARTICIPATION**

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the "grading information" area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

## **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

**OR**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

### **ZOOM SESSIONS**

This class requires that you participate in scheduled ZOOM sessions. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held at the following dates from 10:30-11:50.

Group A: August 27, September 24, October 15, November 12

Group B: September 3, October 1, October 22, November 19

Students are expected to participate in 5 of these sessions with a webcam and microphone..

### **DEADLINES, LATE WORK, AND ABSENCE POLICY**

- All quiz, blog, and discussion board assignments will be due on Fridays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

### **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

### **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

### **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least  $\frac{3}{4}$  of the course requirements and are passing with a C or better. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## **COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms.

## **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

## **CLASS RECORDINGS**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

## **TEST PROCTORING SOFTWARE**

Three course assessments (the 2 exams and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 72-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 1 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

#### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

#### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

#### **COVID-19 PRECAUTIONS**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](https://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

#### **Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support:

Technology Resources



- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Syllabus version for Spring 2021

TENTATIVE COURSE SCHEDULE\*

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	Topic	Assignments
1	Jan 19	Course Orientation Syllabus	Review of course syllabus. Syllabus Quiz (#1) Discussion Meet with group members. <b>(Zoom #1 Thursday or Friday)</b>
2	Jan 25	Chapter 1: Foundations for selecting Community & Public Hlth Education Strategies	Discussion Material Ch.1 Mini Quiz (#2) Chapter 1. Sectional
3	Feb. 1	Chapter 2: Becoming a Health Education Professional	Discussion Material Ch.2 Mini Quiz (#3) Chapter 2. Sectional
4	Feb. 8	Chapter 3: Promoting Hlth Edu in a multicultural Society	Discussion Material Ch.3 Mini Quiz (#4) Chapter 3. Sectional
5	Feb. 15	Chapter 4 & 5 Exploring Social Marketing Concepts & Building a Hlth Comm Framework	Discussion Material Ch.4 & 5 Mini Quiz (#5) Chapter 4 & 5. Sectional
6	Feb. 22- 24	Exam #1: Exam will review material from Ch 1 to Chapter 5	Exam results will be provided by Friday evening. <b>Zoom meeting #2 (Thursday or Friday)</b>
7	March 1	Chapter 6: Developing effective presentation & training skills	Discussion Material Ch.6 Mini Quiz (#6) Chapter 6. Sectional
8	March 8	Chapter 7: Developing & Selecting resources Materials	Discussion Material Ch.7 Mini Quiz (#7) Chapter 7. Sectional
9	March 15	SPRING BREAK	
10	March 22	Chapter 8 & 9: Using Social Media & Working with Media Outlets	Discussion Material Ch.8 &9 Mini Quiz (#8) Chapter 8 & 9. Sectional
11	March 29-31	Exam #2: Material will cover Chapters 6-9	Exam results will be provided by Friday evening. <b>ZOOM Meeting #3 (Thursday or Friday)</b>
12	April 5	Chapter 10: Facilitating Groups	Discussion Material Ch.10 Mini Quiz (#9) Chapter 10. Sectional
13	April 12	Chapter 11: Building & Sustaining Coalitions	Discussion Material Ch.11 Mini Quiz (#10) Chapter 11. Sectional
14	April 19	Chapter 12 & 13: Advocating for Health Policy & Using Media Advocacy to Influence Policy	Discussion Material Ch.12 & 13 Mini Quiz (#11) Chapter 12 & 13. Sectional
15	April 26-28	Exam #3: Material will cover Ch. 10-13	Exam results will be provided by Friday evening. <b>ZOOM meeting #4(Thursday or Friday)</b>

16	May 3	Group preparation time for final project	<i>No class this week, however this should be the group's 5 ZOOM and Final meeting to finalize the presentation.</i> Final Presentations uploaded to Blackboard for Peer review by Sunday at 5 p.m. <b>ZOOM meeting #5</b>
17	May 10	<i>Finals WEEK: No final. Only presentations.</i>	Students must elect 1 presentation to critique.