



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

Course name:	Community Health Education
Course no.:	HSCI 4311
Course CRN:	23796
Semester/year	Spring 2017
Undergraduate credit hours:	3
Class location:	Old Main 214
Class meeting time:	Fridays from 9:00 am-11:50 a.m.
Class instructor:	Cynthia Wittenburg, M.S.
Office location:	Health Science Building Room 411
Phone:	915-747-5238
Email:	cwittenburg@utep.edu
Office hours:	Wed and Fridays from 1- 2:50 p.m. 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:	<p>Bensley, R.1. & Brookins-Fisher, J. (2009). <i>Community Health Education Methods: A Practical Guide, Third Edition</i>. Jones and Bartlett Publishers: Boston, MA.</p> <p>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 providing the instructor with an email address that is regularly checked.</p>
Course format:	<p>Lecture-discussion</p> <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	<p>At the successful conclusion of the practicum in Community Health (HSCI 4600), students will be able to:</p> <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.
Note: Individual learning objectives will vary by the site location of the community health sites	

	<p>6. Apply the components of social marketing in a health promotion context.</p> <p>7. Identify the steps for facilitating support groups.</p> <p>8. Select and develop appropriate presentation methods and print materials.</p> <p>9. Discuss media advocacy.</p>
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Assessment strategies:	<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 and activities (10 point per class session, up to 90 points).</p> <p>Quizzes. Quizzes will be made available Friday after class until the following Monday at midnight via Blackboard. Students will have 3.5 days to take the quizzes. Provided this length of time, no make-up will be allowed. Students should make plans on when they will take the quizzes. The test items will be multiple choice, true/false, matching, and/or short answer. (Nine quizzes, each worth 20 points, up to 180 points).</p> <p>Major Project. Students will work in group of 4 to evaluate and deconstruct the community health education tools used by a successful community organization to deliver the organization’s mission, vision, and aim. Students will meet with program administrator to learn about the organization and the needs of the population it serves in order to evaluate the educational intervention. Further instructions including point breakdown will be provided. (130 points).</p> <p>Exams: 3 at 100 points each. Each exam will be computer based. The first two exams will be at the students’ discretion location. The final exam will be at a reserved computer room in the library.</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>Weekly Quizzes 9@20 points each</td> <td style="text-align: right;">180 points</td> </tr> <tr> <td>Weekly class group assignments 9 @ 10 points each</td> <td style="text-align: right;">90 points</td> </tr> <tr> <td>Exams 1, 2, & Final @ 100 points each</td> <td style="text-align: right;">300 points</td> </tr> <tr> <td>Group Documentary Project on Community Health Organization</td> <td style="text-align: right;">130 points</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total points 700</td> </tr> </tbody> </table>	Assignment	Points	Weekly Quizzes 9@20 points each	180 points	Weekly class group assignments 9 @ 10 points each	90 points	Exams 1, 2, & Final @ 100 points each	300 points	Group Documentary Project on Community Health Organization	130 points	Total points 700	
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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 and only for legitimate, documented emergencies</u> . 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

	<p>administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>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.</p>
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. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. 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).
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 .
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
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 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 (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*

Dates	Topics	Homework Assignments
January 20	Course orientation and Syllabus Review Student introductions and views on health education; The role and scope of work of health educators; Tools of health education; Review of course syllabus;	Read and take notes for Chapter 1 & 2 Homework Assignment: Gather information on a local community agency of the group's choice. The main project for this course will be to develop a documentary on the tools, resources, and health education methods this organization has implemented to become a successful community health organization. Logistics for the project will be provided during class #2.

	Form Groups for Major Group Assignment	
January 27	Review content in Chapter 1 & 2 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 1 & 2 on Blackboard: deadline Monday at midnight Read and take notes for Chapter 3 & 4
February 3	Review content in Chapter 3 & 4 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 3 & 4 on Blackboard: deadline Monday at midnight Read and take notes for Chapter 5 Sec I of project due
February 10	Review content in Chapter 5 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 5 on Blackboard: deadline Monday at midnight
February 17	Exam #1 covering chapters 1-5	Online exam duration: class time Throughout the week: Read and take notes for Chapter 6 & 11
February 24	Meet at the Library Tool Box for Health Educators Review content in Chapter 6 & 11 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 6 & 11 on Blackboard: deadline Monday at midnight Read and take notes for Chapter 7 & 8 Sec II. Of project due
March 3	Review content in Chapter 7 & 8 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 7 & 8 on Blackboard: deadline Monday at midnight Read and take notes for Chapter 9
March 10	Review content in Chapter 9 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 9 on Blackboard: deadline Monday at midnight
March 17	Spring Break week	
March 24	Exam #2 covering chapters 6,11,7-9	Online exam duration: class time Throughout the week: Read and take notes for Chapter 10
March 31	Review content in Chapter 10 via Powerpoint lecture highlighting main points.	Quiz over chapter 10 on Blackboard: deadline Monday at midnight

	Group assignments and class discussion	Read and take notes for Chapter 12
April 7	Review content in Chapter 12 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 12 on Blackboard: deadline Monday at midnight Read and take notes for Chapter 13 & 14 Section III of project due.
April 14	Review content in Chapter 13 & 14 via Powerpoint lecture highlighting main points. Group assignments and class discussion	Quiz over chapter 13 & 14 on Blackboard: deadline Monday at midnight
April 21	Student documentary presentations	Group 1-3 present
April 28	Student documentary presentations	Group 4-6 present
May 5	Student documentary presentations	Group 7-9 present
May 12	Final Exam Chapters 10-12, 13, & 14	Online exam scheduled to be taken in the library

* 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 indicated and will be collected during class time.