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The University of Texas at El Paso
Department of Public Health Sciences
Syllabus

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COURSE INFORMATION

HSCI 4307: Health Promotion Planning and Implementation
CRN: 11538
Term: Fall 2023
Delivery Method: In-person
Meeting Day and Time: Mondays, 3:00 pm – 4:20 pm (8/28/2023 to 10/20/2023)
Location: Undergraduate Learning Center UGLC room 336

INSTRUCTOR INFORMATION

Jeannie B. Concha PhD MPH, Associate Professor
Written Communication: You can email me at jeannie@utep.edu
Phone Number: (915)747-8308
Office Location: HSSN CHS, Room 414
Office Hours:
- Face-to-Face: Mondays after class 4:20-5:00pm or by Appointment
- Virtual: Fridays 1:00pm via Zoom on Blackboard

*COURSE DESCRIPTION

Multiple contexts related to health promotion planning, implementation, evaluation will be examined. The current theories and models related to health intervention planning and, the application of the same to health disparities in the U.S.- Mexico border region will be discussed. Steps involved in program design including needs assessment, logic model design, community mobilization, and measurement will be discussed. Students will apply program planning contexts discussed to the Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov). Students will also be encouraged to apply concepts learned to prepare for the Certified Health Education Specialist (CHES) exam.

This class will include active learning tasks that will aid students to become independent learners. Students will be required to actively engage in interactive group work and discussions. Critical thinking will be a key element of all class activities. The coursework will help students to gain an understanding of multiple contexts related to health intervention planning and implementation with specific emphasis on the same in the U.S.-Mexico border region. Students will engage in team-based learning and problem based learning skills in relation to program design and implementation through class assignments.

Students enrolled in HSCI 4307 should have successfully completed HSCI 2302 Fundamentals of Nutrition with a "C" or better.

*COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

By the end of the course, students will be able to:

Student Learning Objective	Outcome
Gain an understanding of the models of program planning in health promotion.	Critical Thinking Skills
Be able to design a basic program logic model as a guide for program planning and implementation.	Problem Solving
Be able to discuss contexts including intervention needs, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation.	Communication Skills
Be able to examine public health intervention planning and implementation to specific to current health disparities in the El Paso- Juarez and U.S.-Mexico border regions.	Social Responsibility / Problem Solving
Gain critical thinking, teambuilding and problem-solving skills related to program management.	Teamwork
Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov) to program design.	Global Awareness

*REQUIRED MATERIALS

McKenzie, J.F., Neiger, B.L., & Thackeray, R. *Planning, Implementing, and Evaluating Health Promotion Programs.* Eighth Edition.

- Publisher ：Jones & Bartlett Learning; 8th edition (August 1, 2022)
- Language ：English
- Paperback ：480 pages
- ISBN-10 ：1284228649
- ISBN-13 ：978-1284228649
- Reading age ：1 year and up
- Item Weight ：1.31 pounds
- Dimensions ：7 x 0.7 x 8.9 inches
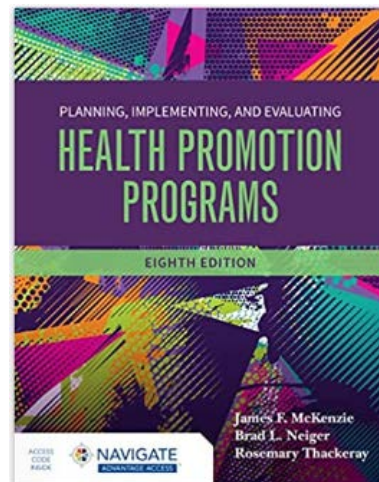
Course Resources: Grammarly.com

*ASSIGNMENTS AND GRADING

Assessments

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 "View Rubric" from the button beneath the Points Possible for the assignment.

Grade Distribution:

500-450 = A   449-400 = B   399-350 = C   349-300 = D   299 and Below = F

- o **15 Points**: Attendance (1 point per class during weeks 1-8)
- o **50 Points**: Weekly Quizzes
          (7 quizzes and the 2 lowest grades will be dropped)
- o **175 Points**: 7 Group activities to be turned in by each student.
- o **10 Points**: 5 Journaling Activities (2 points each)
- o **25 Points:** CitiTraining Certificate
- o **50 Points:** Midterm Exam
   50 Points: Final Exam
   100 Points: Final Program Implementation Report
- o **25 Points:** Peer Evaluations

Attendance: It is expected that all students enrolled in *HSCI 4307 Health Promotion Planning and Implementation* to participate in all instructional activities. Participation must be defined accordingly. Students must be present in class and sign a sign in sheet for each class. Courses will have, at minimum, weekly mechanism for student participation, which can be documented by any or all of the following methods:

1. Student participation in overall course
2. Student participation in discussion break out groups.
3. Submission/completion of assignment and evaluations
4. Communication with the instructor

Students who do not attend the course within the drop/add period for the course will be dropped from the course. Students who fail to maintain an active participation in an online course as defined in the course syllabus will be processed in accordance with the university's current attendance policy.

Weekly Quizzes: Weekly in class quizzes will consist of 7 quizzes about each of the chapter's readings assigned weekly. Quizzes will be taken at the start of Monday's class. Each quiz will have 5 questions and the quiz will be worth 10 points. The 2 lowest quiz grades will be dropped. Five quizzes will count toward the total points.

Group Activities & Discussion/Participation: Students will be assigned to a team during the first week of class. Each team will work on activities together mainly for discussion on the planning, implementation of a program/intervention using program planning concepts learned during the semester, and evidence based social marketing strategies. The instructor will provide a project topic. Detailed instructions for the group project will be provided by Second Class.

- Each one of you will submit individual activities, but as a group, you will have to work on these activities together and discuss the activities together.
- You will be given time in class to discuss and complete activities. Your peers will evaluate you on your contribution to the discussion and completion of activities.
- You will complete a full group portfolio which you will be adding to via your group activities.

For each week, one of your team members will be asked to report out the entire class. You will have to participate as a team Reporter twice during the term**.**

Journaling Activities: Students will have 5 journaling activities where they answer a question via journaling their opinion and thoughts on topics specific to the information presented in the chapters or class. Each journal is required to have a minimum of 200 words and worth 2 points each. The entry will be graded based on whether the question was answered and the word count.

CitiTraining Certificate: Students will be required to complete the CitiTraining for Human Subjects as an activity to understand the use of Institutional Review Boards (IRBs) as an evaluation process. This is a hands-on activity to complement the ethical considerations of evaluation or research.

Midterm: The midterm will be an in class multiple choice exam to assess the first 7 chapters of the book. There will be 25 questions 2 points each for up to a total of 50 points.

Final Program Implementation Report: Students will work as a team to prepare a Health Program Planning and Implementation Report at the end of the course. This will be based on a public health case scenario. The information provided in class will facilitate the preparation of this report via the weekly activities.

Peer Evaluation: Students will evaluate their team members' contribution to the weekly activities and the preparation of the final report**.**

Final Exam: The final exam will be administered in class. Each exam format will include multiple choice questions, True/False and short essay answer questions. Information on topics covered will be provided in class.

Extra Credit: Students can receive extra credit points by turning in handwritten outlines for each weekly chapter. These are due at the start of Monday's class and will be returned to them the next class session. The outlines must cover all the information in the chapter and must be complete. **One point will be given per chapter.** Only 10 outlined chapters will be accepted as extra credit. **Only 10 outlined chapters will be accepted as extra credit**.

  a) Chapter 1 & 2 & 3 outline due beginning of class Sept 6th (Monday Sept 4th is a Holiday)
  b) Chapter 4 & 5 outline due beginning of class September 11th
  c) Chapter 6 & 7 outline due beginning of class September 18th
  d) Chapter 8 & 9 outline due beginning of class September 25th
  e) Chapter 10, 11 & 12 outline due beginning of class October 2nd
  f) Chapter 13, 14 & 15 outline due beginning of class October 9th

A student can receive 2 points extra credit by completing the course evaluation near the end of the semester. You will also receive 3 additional extra credit points for reading the syllabus and by emailing me with 'Syllabus Extra Credit Points' in the subject line no later than Sept 1st, 2023.

TECHNOLOGY REQUIREMENTS

Some 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. 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 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

Here are the ways we can keep the communication channels open:
- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person; however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail 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.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

ATTENDANCE AND PARTICIPATION

Our class meetings are in-person at the Undergraduate Learning Center, Room 336, every Monday, and Wednesday from 3:00 pm to 4:20 pm, beginning August 28 through October 18th.

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

- o   Reading/Viewing all course materials to ensure understanding of assignment requirements.
- o   Participating in engaging discussions with your peers
- o   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.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

*EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and 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-hour advance notice via email.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments
Due dates for homework, exams, 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. Five (5) points will be deducted for each day an assignment is late.

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 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 backup. 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 Blackboard, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete "I" grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. 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 accommodation will be made unless it is determined that doing so would cause undue hardship for the University. Students requesting 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, email them at cass@utep.edu, or apply for accommodation online via the CASS portal.

*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 one's 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.

*GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is NOT permitted in this course.

You may not use AI tools to complete the following activities:

Group activities and the Final Report

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

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.

*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.
- The Miner Learning Center: Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- UTEP Edge: UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources
- Student Success Help Desk (SSHD): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transposition resources my submit a ticket request assistance to studentsuccess@utep.edu
- 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.
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Program Competencies		
This course meets the following Bachelor of Science in Public Health degree competencies		
Program Competencies for 4307 HPPI	Learning Objectives	**Assessment Strategies**
1. Assess needs, assets and capacity for health education. 1.a. Access existing health-related data 1.c. Distinguish between behaviors that foster or hinder well-being 1.e. Identify factors that foster or hinder the process of health education	1. Gain an understanding of the models of program planning in health promotion 3. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation. 4. Be able to examine public health intervention planning and implementation to specific to current health disparities in the El Paso- Juarez and U.S.-Mexico border regions. 6. Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov) to program design.	Problem Based Activities 1-2 • Review Healthy People 2030 data. • Review HealthyPeople 2030 evidence-based interventions. • Complete CitiTraining Certificate • Quizzes
2. Plan Health Education 2.a. Involve people and organizations in program planning 2.b. Incorporate data analysis and principles of community organizations 2.c. Formulate appropriate and measurable program objectives 2.d. Develop logic scope and sequence plan for health education practice 2.f. Select appropriate strategies to meet objectives.	1. Gain an understanding of the models of program planning in health promotion 3. Be able to design a basic program logic model as a guide for program planning and implementation. 5. Be able to discuss contexts including intervention needs, resources, cultural sensitivity, marketing, policy, and ethics in	Problem Based Activities 5 • Identifying a theory for the intervention • Goals and Objectives assignment • Logic Model assignment • Quizzes

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2.g. Assess factors that affect implementation	relation to program planning and implementation. 6. Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov) to program design.	
3. Implement Health Education Strategies 3.a. Initiate a plan of action 3.b. Demonstrate a variety of skills in delivering strategies, interventions, and programs 3.c. Use a variety of methods to implement strategies, interventions, and programs	2. Be able to design a basic program logic model as a guide for program planning and implementation. 3. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation. 4. Be able to examine public health intervention planning and implementation to specific to current health disparities in the El Paso- Juarez and U.S.-Mexico border regions	Problem Based Activities 6 • Plan for adaption and implementation activity • Social Marketing activity • Quizzes
4. Conduct Evaluation and Research Related to Heath Education 4.a. Develop plans for evaluation and research 4.b. Review research and evaluation procedures	5. Be able to design a basic program logic model as a guide for program planning and implementation.	Problem Based Activities 7 • Objectives activity • Evaluation designs activity • Quizzes