

**The University of Texas at El Paso  
Department of Public Health Sciences  
Syllabus Spring 2025**

**COURSE INFORMATION**

**HSCI 4307:** Health Promotion Planning and Implementation

CRN: 23784

Term: Spring 2025

Delivery Method: In-person

Meeting Day and Time: Mondays and Wednesdays, 3:00 pm – 4:20 pm  
(1/22/2025 to 5/07/2025)

Location: College of Business Bldg. Room 304

**INSTRUCTOR INFORMATION**

Jeannie B. Concha, PhD MPH, Associate Professor

Teaching Assistant: Andrea Baca [abaca23@miners.utep.edu](mailto:abaca23@miners.utep.edu)

Written Communication: You can email me at [jeannie@utep.edu](mailto:jeannie@utep.edu)

Phone Number: (915)747-8308

Office Location: HSSN CHS, Room 414

Office Hours:

- Face-to-Face: Mondays after class, 4:30-5:00 pm or by Appointment

**\*COURSE DESCRIPTION**








Multiple contexts related to health promotion planning, implementation, and evaluation will be examined. The current theories and models related to health intervention planning and their application to health disparities in the U.S.-Mexico border region will be discussed. Steps involved in program design will be discussed, including needs assessment, logic model design, community mobilization, and measurement. 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](http://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 in becoming 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 understand 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 about program design and implementation through class assignments.

Students enrolled in HSCI 4307 should have 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:

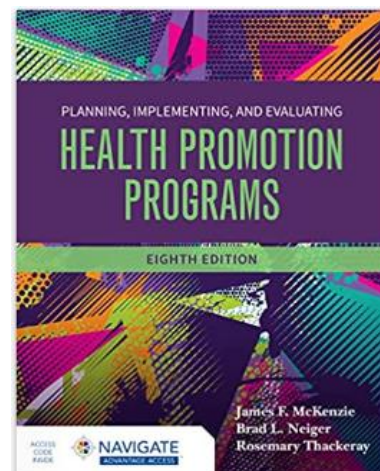
Student Learning Objective	Outcome
Gain an understanding of the models of program planning in health promotion.	 Critical Thinking Skills
Be able to design a basic program logic model as a guide for program planning and implementation.	 Problem-Solving
Be able to discuss contexts including intervention 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 specific to current health disparities in the El Paso- Juarez and U.S.-Mexico border regions.	 Social Responsibility
	 Problem-Solving
Gain critical thinking, team building, 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 ( <a href="http://www.healthypeople.gov">www.healthypeople.gov</a> ) 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:

**720+ = A 719-640 = B 639-560 = C 559 - 480 = D 479 and Below = F**

- **26 Points:** Attendance (1 point per class during weeks 2-15, except for midterm and final exam days)
  - **50 Points:** Weekly Quizzes (5 points each)  
(13 quizzes and the 3 lowest grades will be dropped)
  - **300 Points:** 12 Group activities to be turned in by each student. 25 points for each activity.
  - **24 Points:** 6 Journaling Activities (4 points each)
  - **25 Points:** CitiTraining Certificate
  - **100 Points:** Midterm Exam
  - **100 Points:** Final Exam
  - **100 Points:** Final Program Implementation Report
  - **50 Points:** Group Presentation
  - **25 Points:** Peer Evaluations
- Total Points 800**

**Attendance:** All HSCI 4307 Health Promotion Planning and Implementation students are expected 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 least, a weekly mechanism for student participation, which can be documented by any or all of the following methods:

1. Student participation in the overall course
2. Student participation in discussion break-out groups.
3. Submission/completion of assignments 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 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 13 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 be worth 5 points. The 3 lowest quiz grades will be dropped. Five quizzes will count toward the total points.

**Group Activities & Discussion/Participation:** During the second week of class, students will be assigned to a team. Each team will work on activities together to discuss planning and implementing a program/intervention using program planning concepts learned during the semester and evidence-based social marketing strategies. The instructor will provide a project topic. The second class will provide detailed instructions for the group project.

- 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 add to via your group activities.

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

**Journaling Activities:** Students will have 6 journaling activities, in which they answer a question by journaling their opinions 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 is worth 4 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 activity to understand the use of Institutional Review Boards (IRBs) as an evaluation process. This hands-on activity complements the ethical considerations of evaluation or research.

**Midterm:** The midterm will be an in-class multiple-choice and essay exam assessing the first seven chapters of the book. There will be 50 questions, 2 points each, for a total of 100 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 member's contributions 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, True/False, and short essay answer questions. Information on topics covered will be provided in class. The final exam is worth 100 points.

**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 in the next class session. The outlines must be complete and cover all the information in the chapter. **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 outline due beginning of class February 3

- b) Chapter 3 outline due beginning of class February 3
- c) Chapter 4 outline due beginning of class February 10
- d) Chapter 5 outline due beginning of class February 17
- e) Chapter 6 outline due beginning of class February 24
- f) Chapter 7 outline due beginning of class March 3
- g) Chapter 8 outline due beginning of class March 17
- h) Chapter 9 outline due beginning of class March 31
- i) Chapter 10 outline due beginning of class April 7
- j) Chapter 11 outline due beginning of class April 14
- k) Chapter 12 outline due beginning of class April 21
- l) Chapter 13 & 14 outline due beginning of class April 28

A student can receive 2 points extra credit by completing the course evaluation near the end of the semester. You will also receive 3 extra credit points for reading the syllabus and emailing me with 'Syllabus Extra Credit Points' in the subject line no later than January 29th, 2025.

## TECHNOLOGY REQUIREMENTS

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account works, and you can access 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 must download or update the 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. You will also use UTEP's QuestionPro application.

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 the 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 emailing 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, put your first and last name and 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 College of Business Building, Room 304, every Monday and Wednesday from 3:00 pm to 4:20 pm, beginning January 22 to May 7th.

Attendance in the course is determined by participation in the course. Your participation in the course is important for your learning and success and for creating a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers
- Other activities are 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 feel unwell, please let me know as soon as possible so we can work on appropriate accommodation.

## **\*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 excused 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 to be fair to all students. No exceptions will be made to those dates 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 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, require more intensive preparation, and may be graded with penalty points. You will receive a zero if you miss an assignment and the reason



is not considered excusable. 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.

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

I strongly suggest you submit your work with plenty of time to spare if 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 for the 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](mailto: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**

This course does not permit using generative AI tools such as Chat GPT.

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 and 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 coursework 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 attribute sources rather than paraphrase correctly.

**\*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, 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, may submit ticket request assistance to [studentsuccess@utep.edu](mailto: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 various 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 enrolled students. 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
<p>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</p>	<p>1. Gain an understanding of the models of program planning in health promotion</p> <p>3. Be able to discuss contexts including intervention needs, resources, cultural sensitivity, marketing, policy, and ethics in relation to program planning and implementation.</p> <p>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.</p> <p>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 (<a href="http://www.healthypeople.gov">www.healthypeople.gov</a>) to program design.</p>	<p>Problem-Based Activities 1-2</p> <ul style="list-style-type: none"> <li>• Review Healthy People 2030 data.</li> <li>• Review HealthyPeople 2030 evidence-based interventions.</li> <li>• Complete CitiTraining Certificate</li> <li>• Quizzes</li> </ul>
<p>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.</p>	<p>1. Gain an understanding of the models of program planning in health promotion</p> <p>3. Be able to design a basic program logic model as a guide for program planning and implementation.</p> <p>5. Be able to discuss contexts including intervention needs, resources, cultural sensitivity, marketing, policy, and ethics in</p>	<p>Problem-Based Activities 5 -8</p> <ul style="list-style-type: none"> <li>• Identifying a theory for the intervention</li> <li>• Goals and Objectives assignment</li> <li>• Logic Model assignment</li> <li>• Quizzes</li> </ul>

<p>2.g. Assess factors that affect implementation</p>	<p>relation to program planning and implementation.</p> <p>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 (<a href="http://www.healthypeople.gov">www.healthypeople.gov</a> ) to program design.</p>	
<p>3. Implement Health Education Strategies</p> <p>3.a. Initiate a plan of action</p> <p>3.b. Demonstrate a variety of skills in delivering strategies, interventions, and programs</p> <p>3.c. Use a variety of methods to implement strategies, interventions, and programs</p>	<p>2. Be able to design a basic program logic model as a guide for program planning and implementation.</p> <p>3. Be able to discuss contexts including intervention needs, resources, cultural sensitivity, marketing, policy, and ethics in relation to program planning and implementation.</p> <p>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</p>	<p>Problem-Based Activities 6-12</p> <ul style="list-style-type: none"> <li>• Plan for adaption and implementation activity</li> <li>• Social Marketing activity</li> <li>• Quizzes</li> </ul>
<p>4. Conduct Evaluation and Research Related to health education</p> <p>4.a. Develop plans for evaluation and research</p> <p>4.b. Review research and evaluation procedures</p>	<p>5. Be able to design a basic program logic model as a guide for program planning and implementation.</p>	<p>Problem-Based Activities 6, 13, 14</p> <ul style="list-style-type: none"> <li>• Objectives activity</li> <li>• Evaluation design activity</li> <li>• Quizzes</li> </ul>

<p style="text-align: center;"><b>HSCI 4307 – CRN 23784 SPRING 2025 Course Calendar</b>  <b>(Subject to Change)</b>  01/22/25 – 05/07/25  <b>Mondays: Instruction Day</b>  <b>Wednesdays: Group Activity Days</b></p>		
Date	Topics/Activities Covered	Assignments and Due Date
<b>Week 1 January 22<sup>nd</sup></b>		
01/22/25 (Wednesday)	<p>Introduction to the course; Syllabus review.</p> <p><b>Quiz 1: First Day Quiz</b></p> <p><b>Chapter 1:</b> Introduction to Health Education, Health Promotion, and Program Planning</p> <p>Group Activity 1 – meeting your peers</p>	<ul style="list-style-type: none"> <li>• Read Chapters 1 &amp; 2</li> <li>• Journal Activity 1 <b>DUE</b> 1/27/25</li> <li>• Extra Credit Chapters 1 &amp; 2 outline <b>DUE</b> at the beginning of class on <b>Monday, 2/3/25</b></li> </ul>
<b>Week 2 Jan 27 - 29</b>		
01/27/25 (Monday)	<p><b>Online Quiz 2:</b></p> <p><b>Chapter 2:</b> Starting the Planning Process</p>	<ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• <b>CitiTraining online Certificate DUE March 7<sup>th</sup></b></li> <li>• Extra Credit Chapter 3 outline <b>DUE</b> at the beginning of class on <b>Monday, 2/3/25</b></li> </ul>
01/30/25 (Wed)	<p><b>Chapter 2</b> Problem-Based Learning Group Activity 2</p>	<ul style="list-style-type: none"> <li>• Group work on Activity 2 <b>PBL Activity 2 DUE</b> on 2/3/25</li> <li>• <b>EACH PERSON SUBMITS THEIR OWN ACTIVITY FOR GRADE</b></li> </ul>
<b>Week 3 February 3 - 5</b>		
02/03/25 (Monday)	<p><b>Quiz 3: Chapter 3</b></p> <p><b>Chapter 3:</b> Program Planning Models in Health Promotion</p>	<ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• Extra Credit Chapter 4 outline <b>DUE</b> at the beginning of class on Monday, 2/10/25</li> </ul>

02/5/25 (Wednesday)	<b>Chapter 3</b> Problem-Based Learning Group Activity 3	<ul style="list-style-type: none"> <li>Group work on Activity 3</li> <li><b>PBL Activity 3 DUE</b> on Monday, 2/10/25</li> </ul>
<b>Week 4 February 10 - 12</b>		
02/10/25 (Monday)	<b>QUIZ 4: Chapter 4</b>  <b>Chapter 4: Assessing Needs</b>	<ul style="list-style-type: none"> <li>Read Chapter 5</li> <li>Journal Activity 2 2/17</li> <li>Extra Credit Chapter 5 outline <b>DUE</b> at the beginning of class on Monday, 2/17/25</li> </ul>
02/12/25 (Wednesday)	<b>Chapter 4</b> Problem-Based Learning Group Activity 4	<ul style="list-style-type: none"> <li>Group work on Activity 4</li> <li><b>PBL Activity DUE</b> on Monday 2/17/25</li> </ul>
<b>Week 5 February 17 - 19</b>		
02/17/25 (Monday)	<b>QUIZ 5: Chapter 5</b>  <b>Chapter 5: Measurement and Sampling</b>	<ul style="list-style-type: none"> <li>Read Chapter 6</li> <li>Extra Credit Chapter 6 outline <b>DUE</b> at the beginning of class on Monday 2/24/25</li> </ul>
02/19/25 (Wednesday)	<b>Chapter 5: Measurement and Sampling</b>  Problem-Based Learning Group Activity 5	<ul style="list-style-type: none"> <li>Group work on Activity 5</li> <li><b>PBL Activity 5 DUE</b> on Monday, 2/24/25</li> </ul>
<b>Week 6 February 24 – 26</b>		
02/24/25 (Monday)	<b>QUIZ 6: Chapter 6</b>  <b>Chapter 6: Mission Statement, Goals, and Objectives</b>	<ul style="list-style-type: none"> <li>Read Chapter 7</li> <li>Journal Activity <b>3 DUE March 3</b></li> <li>Extra Credit Chapter 7 outline <b>DUE</b> at the beginning of class on Monday 3/3/25</li> </ul>
02/26/25 (Wednesday)	<b>Chapter 6: Mission Statement, Goals, and Objectives</b>  Problem-Based Learning Group Activity 6	<ul style="list-style-type: none"> <li>Group work on Activity 6</li> <li><b>PBL Activity 6 DUE</b> on Monday, 3/3/25</li> </ul>

<b>Week 7 March 3 - 5</b>		
03/03/25 (Monday)	<b>QUIZ 7: Chapter 7</b>  <b>Chapter 7:</b> Theories and Models Commonly Used for Health Promotion Interventions	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Journal Activity 4 <b>DUE March 17<sup>th</sup></b></li> <li>• Extra Credit Chapter 8 outline <b>DUE</b> at the beginning of class on Monday 3/17/25</li> </ul>
03/05/25 (Wednesday)	<b>Chapter 7:</b> Theories and Models Commonly Used for Health Promotion Interventions  <b>Problem-Based Learning Group Activity 7</b>	<ul style="list-style-type: none"> <li>• Group work on Activity 7</li> <li>• <b>PBL Activity 7 DUE</b> on Monday 3/17/25</li> <li>• <b>CitiTraining Certificate DUE March 7<sup>th</sup> (25 points)</b></li> </ul>
<b>Week 8 March 10 - 14                      SPRING BREAK</b>		
<b>Week 9 March 17 – 19 MIDTERM WEEK</b>		
03/17/2025 (Monday)	<b>Midterm Review</b>	<ul style="list-style-type: none"> <li>• <b>Study for Midterm</b></li> </ul>
03/19/24 (Wednesday)	<b>In Class Midterm Chapters 1 - 7</b>	
<b>Week 10 March 24 – 26 *Instructor Evaluation week</b>		
03/24/2025 (Monday)	<b>QUIZ 8: Chapter 8</b>  <b>Chapter 8:</b> Interventions	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Extra Credit Chapter 9 outline <b>DUE</b> at the beginning of class on Monday 3/31/25</li> </ul>
03/26/2025 (Wed)	<b>Chapter 8:</b> Interventions  <b>Problem-Based Learning Group Activity 8</b>	<ul style="list-style-type: none"> <li>• Group work on Activity 8</li> <li>• <b>PBL Activity 8 DUE</b> on Monday, 3/31/25</li> </ul>
<b>Week 11 March 31 – April 2</b>		
03/31/2025 (Monday)	<b>QUIZ 9: Chapter 9</b>  <b>Chapter 9:</b> Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population.	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Journal Activity 5 <b>DUE April 7</b></li> <li>• Extra Credit Chapter 10 outline <b>DUE</b> at the beginning of class on Monday 4/7/25</li> </ul>



04/02/25 (Wednesday)	<p><b>Chapter 9:</b> Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population.</p> <p><b>Problem-Based Learning Group Activity 9</b></p>	<ul style="list-style-type: none"> <li>• Group work on Activity 9</li> <li>• <b>PBL Activity 9 DUE</b> on Monday 4/7/25</li> </ul>
<b>Week 12 April 7 – 9</b>		
04/07/25 (Monday)	<p><b>QUIZ 10: Chapter 10</b></p> <p><b>Chapter 10:</b> Community Organizing and Community Building</p>	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Extra Credit Chapter 11 outline <b>DUE</b> at the beginning of class on Monday, 4/14/25</li> </ul>
04/09/25 (Wednesday)	<p><b>Chapter 10:</b> Community Organizing and Community Building</p> <p><b>Problem-Based Learning Group Activity 10</b></p>	<ul style="list-style-type: none"> <li>• Group work on Activity 10</li> <li>• <b>PBL Activity 10 DUE</b> on Monday 4/14/25</li> </ul>
<b>Week 13 April 14 – 16</b>		
04/14/25 (Monday)	<p><b>QUIZ 11: Chapter 11</b></p> <p><b>Chapter 11:</b> Preparing for Implementation</p>	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Extra Credit Chapter 12 outline <b>DUE</b> at the beginning of class on Monday 4/21/25</li> </ul>
04/16/25 (Wednesday)	<p><b>Chapters 11:</b> Preparing for Implementation</p> <p><b>Problem-Based Learning Group Activity 11</b></p>	<ul style="list-style-type: none"> <li>• Group work on Activity 11</li> <li>• <b>PBL Activity 11 DUE</b> on Monday 4/21/25</li> </ul>
<b>Week 14 April 21 - 23</b>		
04/21/25 (Monday)	<p><b>Quiz 12: Chapter 12</b></p> <p><b>Chapter 12:</b></p>	<ul style="list-style-type: none"> <li>• Read Chapters 13 and 14</li> <li>• Extra Credit</li> </ul>

	Carrying out Implementation and Management	Chapters 13 and 14 outline <b>DUE</b> at the beginning of class on Monday 4/28/25.
04/23/25 (Wednesday)	<b>Chapter 12</b> <b>Problem-Based Learning Group Activity 12</b>	<ul style="list-style-type: none"> <li>• Group work on Activity 12</li> <li>• <b>PBL Activity 12 DUE</b> on Monday 4/28/25</li> </ul>
<b>Week 15 April 28 - 30</b>		
04/28/25 (Monday)	<b>QUIZ 13: Chapters 13&amp;14</b> <b>Chapter 13:</b> Evaluation An Overview  <b>Chapter 14:</b> Evaluation Approaches and Designs  <b>Chapter 15:</b> <b>Data Analysis and Reporting</b>	<ul style="list-style-type: none"> <li>• Prepare for Presentation</li> <li>• Journal Activity 6 Due May 5</li> </ul>
04/30/25 (Wednesday)	<b>Chapters 13&amp;14&amp;15</b>  <b>Finalize Projects</b>	<ul style="list-style-type: none"> <li>• <b>Finalize Projects Due 05/12/25</b></li> </ul>
<b>Week 16 May 5 - 7</b>		
05/05/25 (Monday)	<b>Group Presentations</b>	<b>Study for Final Exam</b>
05/07/25 (Wednesday)	<b>Final Exam Review</b>	
<b>Week 17 May 12 FINALS WEEK</b>		
05/12/25 (Monday)	<b>Final Exam</b>	