

**The University of Texas at El Paso**  
**Department of Public Health**  
**Health Promotion/Public Health**

**Syllabus**

<b>Course Name:</b>	<b>Health Promotion Planning &amp; Implementation</b>
<b>Course No:</b>	HSCI 4307
<b>Course CRN:</b>	27404
<b>Semester/Year</b>	Spring 2022 January 20 <sup>th</sup> – March 12 <sup>th</sup>
<b>Undergraduate credit hrs.:</b>	3
<b>Class location:</b>	On-line ZOOM (synchronous)
<b>Class meeting time:</b>	Thursdays Online 6 pm – 8:50pm via ZOOM
<b>Class instructor:</b>	Jeannie B. Concha, Ph.D. MPH , Teaching Assistant: Me(TBD)
<b>Teaching Assistant</b>	Mehajabin Hridi mhridi@miners.utep.edu
<b>Office Location:</b>	CHS 414
<b>Phone:</b>	915-747-8308
<b>Email:</b>	<a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a>
<b>Office hours:</b>	<p>By appointment using Web Conferencing and Office Hours (ZOOM) on Blackboard. You can locate it on the left hand menu of your course.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• <b>Office Hours:</b> I can meet you on campus in my office. My office hours are by appointment. You can email me if you need to set an appointment. I encourage you to feel comfortable with emailing me and in the Subject Line you can write APPOINTMENT NEEDED.</li> <li>• <b>Email:</b> 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.</li> <li>• <b>Announcements:</b> Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.</li> </ul>
<b>Preferred contact method:</b>	Blackboard Email <a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a>
<b>COVID-19 Accommodations:</b>	Although we are not meeting in person, students are highly encouraged to stay home and not come to campus when they have a positive COVID-19 test, exposure or symptoms. If you are ill, you should still contact me as soon as possible so we can arrange necessary and appropriate accommodations as you recover.

	<p>(<b>classes with on-campus meetings</b>) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact <a href="#">Center for Accommodations and Support Services</a> (CASS) to discuss temporary accommodations for on-campus courses and activities.</p>
<p><b>Course description:</b></p>	<p>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 (<a href="http://www.healthypeople.gov">www.healthypeople.gov</a>). Students will also be encouraged to apply concepts learned to preparing for the Certified Health Education Specialist (CHES) exam.</p>
<p><b>Course pre-requisites:</b></p>	<p>HSCI 2302 Fundamentals of Nutrition with “C” or better.</p>
<p><b>Required textbooks</b></p>	<p>McKenzie, J.F., Neiger, B.L., &amp; Thackeray, R. <i>Planning, Implementing, and Evaluating Health Promotion Programs. A Primer. Seventh Edition.</i> San Francisco: CA: Pearson Benjamin Cummings. ISBN-13: 978-0-321-54216-8.</p> <div data-bbox="1328 1041 1520 1310" style="text-align: right;">  <p>ISBN: 0134219929 ISBN-13: 9780134219929</p> </div>
<p><b>Supplemental reading &amp; material:</b></p>	<p>Community Tool Box: tools to change our world <a href="https://ctb.ku.edu/en">https://ctb.ku.edu/en</a></p> <p>Provided before class.</p>
<p><b>Course format:</b></p>	<p>Online Course 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.</p>

**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!

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.

**Major learning objectives (must be numbered):**

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.

On successful completion of this course students will:

1. Gain an understanding of the models of program planning in health promotion
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

	<p>ethics in relation to program planning and implementation.</p> <ol style="list-style-type: none"> <li>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</li> <li>5. Gain critical thinking, teambuilding and problem solving skills related to program management</li> <li>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.</li> </ol>
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**Program Competencies**  
**This course meets the following Bachelors of Science in Public Health degree competencies**

Program Competencies for 4307 HPPI	Learning Objectives	Assessment Strategies
<ol style="list-style-type: none"> <li>1. Assess needs, assets and capacity for health education               <ol style="list-style-type: none"> <li>1.a. Access existing health-related data</li> <li>1.c. Distinguish between behaviors that foster or hinder well-being</li> <li>1.e. Identify factors that foster or hinder the process of health education</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Gain an understanding of the models of program planning in health promotion</li> <li>3. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation.</li> <li>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</li> <li>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.</li> </ol>	<p>Problem Based Activities 1-8</p> <ul style="list-style-type: none"> <li>• Review Healthy People 2030 data</li> <li>• Review HealthyPeople 2030 evidence based interventions</li> <li>• Complete CLAS certificate</li> <li>• Quizzes</li> </ul>

<p>2. Plan Health Education</p> <p>2.a. Involve people and organizations in program planning</p> <p>2.b. Incorporate data analysis and principles of community organizations</p> <p>2.c. Formulate appropriate and measurable program objectives</p> <p>2.d. Develop logic scope and sequence plan for health education practice</p> <p>2.f. Select appropriate strategies to meet objectives.</p> <p>2.g. Assess factors that affect implementation</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 need, resources, cultural sensitivity, marketing, policy and ethics in 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>Problem Based Activities 9 -12</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>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 need, 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 12-13</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</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 14-16</p> <ul style="list-style-type: none"> <li>• Objectives activity</li> </ul>

<p>evaluation and research 4.b. Review research and evaluation procedures</p>		<ul style="list-style-type: none"> <li>• Evaluation designs activity</li> <li>• Quizzes</li> </ul>
<p><b>Test proctoring software</b></p>	<p>The course assessments (the final exam) 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.</p> <p>Please review the following guidelines:</p> <ul style="list-style-type: none"> <li>• The assessments will only be available at the times identified on the course calendar.</li> <li>• You may take the test at any time during the 24-hour window.</li> <li>• 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.</li> <li>• You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.</li> <li>• Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.</li> <li>• Respondus Monitor requires a webcam and microphone.</li> <li>• You will be required to show the webcam your student ID prior to the start of the test.</li> <li>• Your face should be completely visible during the test. Blocking the camera will disable the test.</li> <li>• 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.)</li> <li>• You should not have conversations with other people and/or leave and return to the area during the test.</li> </ul>	

<b>Course Name:</b>	<b>Health Promotion Planning &amp; Implementation</b>	
<b>Assessment strategies:</b>	<p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Weekly Blackboard Quizzes will consist of 10 questions about each of the chapters readings assigned weekly. You will need to complete the quizzes prior to our ZOOM class meetings.</li> <li>2. <b>One Final Exam:</b> The exam will be administered via Blackboard. The exam format will include multiple choice questions, True/False and short essay answer type questions. Information on topics covered will be provided in class. Please see course calendar for exam dates.</li> <li>3. <b>Group Activities &amp; Discussion/Participation:</b> Students will be assigned to team during the second week of class. Each team will work on activities together mainly for discussion on the planning and implementation of a program/intervention using program planning concepts learned during the semester and evidence based social marketing strategies. The instructor will provide project topic. Detailed instructions for the group project will be provided by Second Class. <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>During ZOOM your Group will participate in breakout sessions to discuss the activities. You are expected to participate. Your participation is 10 points per Break Out session.</b></li> <li>• <b>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.</b></li> </ul> </li> </ol>	
<b>Grading scale &amp; criteria</b>	<b>Student Performance</b>	
	<p>CLAS Certificate (25 points per Module) = up to 100 points  Quizzes 14 (10 points each)  3 lowest grades dropped = up to 110 points  Problem Based Group Activities  (14 PBL Activity sessions @ 25 points) = up to 350 points  Group Break out Discussion Participation  14 (2 per session) @10 points ea. = up to 140 points  Course Evaluation = required for final exam  Final Exam: 100 points = up to 100 points  <b>Total Points = up to 800 points</b></p> <p><b><u>Grading Scale</u></b>  A = 720 and over  B = 640 - 719  C = 560 - 659  D = 480 - 559  F = 400 - 479</p>	

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<b>Incomplete policy:</b>	An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.
<b>Attendance:</b>	<p>It is expected that all students enrolled in <b><i>HSCI 4309 Health Planning, Implementation and Evaluation</i></b> to participate in all instructional activities. Online courses are no different from classroom courses in regards to attendance. Participation must be defined accordingly. Students “attendance” on online courses will be defined as active participation on the course as described in the course syllabus. Online courses will have, at minimum, weekly mechanism for student participation, which can be documented by any or all of the following methods:</p> <ol style="list-style-type: none"> <li>1. Student participation in overall course</li> <li>2. Student participation in discussion break out groups</li> <li>3. Submission/completion of assignment and evaluations</li> <li>4. Communication with the instructor</li> </ol> <p>Students who do not log on to 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.</p>
<b>Reading assignments:</b>	<p>All assigned readings need to be completed prior to viewing the next class module session. Example: the reading assignments for week 2 need to be completed prior to logging in to view week 2 module session.</p> <p><b>Syllabus:</b> In addition to reading the text assignments, reading the syllabus will assist in understanding the course objectives. If you are reading this Syllabus, you are an engaged student and doing so provides you the opportunity for 10 extra credit points. If you are reading this, email me with the subject line to read –Syllabus Points - to receive your 10 extra credit points. The Deadline for this is January 23<sup>rd</sup> 2022 end of Day. If you do not have this in your subject line in the email or miss the deadline you will not receive the points.</p>
<b>Writing standards</b>	<p>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 MPH graduate program both 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. They will be available to assist online.</p> <p><a href="https://www.utep.edu/uwc/">https://www.utep.edu/uwc/</a></p> <p>UTEP Spring availability for students</p>

	<p>The below options will be available to students beginning on January 18<sup>th</sup></p> <p>Option 1 is a Synchronous system through Blackboard Collaborate. Students will connect with the UWC, chat with a consultant, and use screen sharing to review their papers. Students must be present with their computer and a reliable internet connection to use this service.</p> <p>Option 2 is for students to email their papers to the UWC using an online form.</p> <p>THERE IS A 72 HOUR TURNAROUND (not including weekends) for the email service.</p>
<p><b>Policy for late assignments</b></p>	<p>Due dates for homework, exams, 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.</p>
<p><b>Alternative means of submitting work in case of technical issues:</b></p>	<p>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.</p>
<p><b>Permission to record lectures &amp; discussions</b></p>	<p>This is an online course, where the instructor will record chapter summaries. Copying of these recordings is not permitted without express permission of the instructor</p>
<p><b>Netiquette</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>○ Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.</li> <li>○ Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.</li> <li>○ 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.</li> <li>○ 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</li> </ul>

	and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.
<b>Course Name:</b>	<b>Health Promotion Planning &amp; Implementation</b>
<b>Field trip policies:</b>	N/A
<b>Class participation:</b>	Active student participation in this online course is very important. Students must be prepared logon and complete quizzes, viewing of recordings, group discussions.
<b>Special accommodations:</b>	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 <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a>
<b>Student conduct:</b>	<p>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." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) "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, 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".</p> <p>Examples of "cheating" include:  Copying from the homework 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;</p>

	<p>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.</p>
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<b>Course Name:</b>	<b>Health Promotion Planning &amp; Implementation</b>												
	<p>“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.</p> <p>“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.</p>												
<b>Plagiarism software:</b>	Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.												
<b>Copyright Statement for course material</b>	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.												
<b>Important Dates</b>	<table border="0"> <tr> <td><b>January 18<sup>th</sup></b></td> <td><b>Spring cases begin</b></td> </tr> <tr> <td><b>January 25<sup>th</sup></b></td> <td><b>Census Day</b></td> </tr> <tr> <td><b>January 25<sup>th</sup></b></td> <td><b>Pass Fail Option</b></td> </tr> <tr> <td><b>February 25<sup>th</sup></b></td> <td><b>Automatic Withdrawal</b></td> </tr> <tr> <td><b>February 25<sup>th</sup></b></td> <td><b>Drop Deadline</b></td> </tr> <tr> <td><b>March 12<sup>th</sup></b></td> <td><b>Final Exam</b></td> </tr> </table>	<b>January 18<sup>th</sup></b>	<b>Spring cases begin</b>	<b>January 25<sup>th</sup></b>	<b>Census Day</b>	<b>January 25<sup>th</sup></b>	<b>Pass Fail Option</b>	<b>February 25<sup>th</sup></b>	<b>Automatic Withdrawal</b>	<b>February 25<sup>th</sup></b>	<b>Drop Deadline</b>	<b>March 12<sup>th</sup></b>	<b>Final Exam</b>
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<b>COVID-19 Precautions</b>	<p><u><b>COVID-19 PRECAUTION STATEMENT</b></u> Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to <a href="mailto:covidaction@utep.edu">covidaction@utep.edu</a>, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.</p> <p>The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit <a href="http://epstrong.org">epstrong.org</a>.</p>												

**HSCI 4307 – CRN 27404 Spring 2022 Course Calendar****(Subject to Change)**

01/20/22 – 03/10/22

**ZOOM online class schedule and Format**

6:00 pm Chapter review

6:45 Break (15 minutes)

7:00 pm Activity 1 Break Out session

7:30 Break (15 minutes)

7:45 Activity 2 Break Out session

Date	Topics covered	Assignments and Due Date
<b>Week 1 January 18 – 22</b>		
Module 1 01/20/20	Introduction to course; Syllabus review.  <b>Chapter 1:</b> Health Education, Health Promotion, Health Education Specialist, and Program Planning  <b>Chapter 2:</b> Starting the Planning Process	<b>Thurs Jan 20th Zoom online class 6-8:50 pm</b>  <ul style="list-style-type: none"> <li>• <b>Break out Group Discussion Participation during ZOOM class.</b></li> <li>• Activity 1 <b>DUE Jan 23<sup>rd</sup> End of Day</b></li> <li>• <b>Quiz 1 DUE Jan 23<sup>rd</sup> End of Day</b></li> <li>• Activity 2 <b>DUE Jan 23<sup>rd</sup> End of Day</b></li> <li>• <b>Quiz 2 DUE Jan 23<sup>rd</sup> End of Day</b></li> </ul>
<b>Week 2 January 24- 29</b>		
Module 2 01/27	<b>Chapter 3:</b> Program Planning Models in Health Promotion  <b>Chapter 4:</b> Assessing Needs	<b>Thurs Jan 27<sup>th</sup> Zoom online class 6-8:50pm</b>  <ul style="list-style-type: none"> <li>• <b>Break out Group Discussion Participation during ZOOM class.</b></li> <li>• Activity 3 <b>DUE Jan 30<sup>th</sup> End of Day</b></li> <li>• <b>Quiz 3 DUE Jan 26<sup>th</sup> End of Day</b></li> <li>• Activity 4 <b>DUE Jan 30<sup>th</sup> End of Day</b></li> <li>• <b>Quiz 4 DUE Jan 26<sup>th</sup> End of Day</b></li> </ul>
<b>Week 3 January 31 – February 5<sup>th</sup></b>		
Module 3 02/03	<b>Chapter 5:</b> Measurement, Measures, Measurement Instruments, and Sampling  <b>Chapter 6:</b> Mission Statement, Goals, and Objectives	<b>Thurs Feb 3rd Zoom online class 6-8:50pm</b>  <ul style="list-style-type: none"> <li>• <b>Break out Group Discussion Participation during ZOOM class.</b></li> <li>• Activity 5 <b>DUE Feb 6<sup>th</sup> End of Day</b></li> <li>• <b>Quiz 5 DUE Feb 2<sup>nd</sup> End of Day</b></li> <li>• Activity 6 <b>DUE Feb 6<sup>th</sup> End of Day</b></li> <li>• <b>Quiz 6 DUE Feb 2<sup>nd</sup> End of Day</b></li> </ul>
<b>Week 4 February 7 - 12</b>		

Module 4 02/10	<p><b>Chapter 7:</b> Theories and Models Commonly Used for Health Promotion Interventions</p> <p><b>Chapter 8:</b> Interventions</p>	<p><b>Thurs Feb 10th Zoom online class 6-8:50pm</b></p> <ul style="list-style-type: none"> <li>• <b>Break out Group Discussion</b> Participation during ZOOM class.</li> <li>• Activity 7     DUE Feb 13<sup>th</sup> End of Day</li> <li>• <b>Quiz 7</b>        DUE Feb 9<sup>th</sup> End of Day</li> <li>• Activity 8     DUE Feb 13<sup>th</sup> End of Day</li> <li>• <b>Quiz 8</b>        DUE Feb 9<sup>th</sup> End of Day</li> </ul>
<b>Week 5 February 14 - 19</b>		
Module 5 02/17	<p><b>Chapter 9:</b> Community Organizing and Community Building</p> <p><b>Chapter 10:</b> Identification and Allocation of Resources</p>	<p><b>Thurs Feb 17th Zoom online class 6-8:50pm</b></p> <p><b>CLAS CERTIFICATION DUE FEBRUARY 16<sup>th</sup> for DISCUSSION on Feb 17<sup>th</sup>. (100 points)</b></p> <ul style="list-style-type: none"> <li>• <b>Break out Group Discussion</b> Participation during ZOOM class.</li> <li>• Activity 9     DUE Feb 20<sup>th</sup> End of Day</li> <li>• <b>Quiz 9</b>        DUE Feb 16<sup>th</sup> End of Day</li> <li>• Activity 10    Due Feb 20<sup>th</sup> End of Day</li> <li>• <b>Quiz 10</b>      Due Feb 16<sup>th</sup> End of Day</li> </ul>
<b>Week 6 February 21 - 26</b>		
Module 6 02/24	<p><b>Chapter 11:</b> Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population.</p> <p><b>Chapter 12:</b> Implementation-Strategies and Associated Concerns</p>	<p><b>Thurs Feb 24<sup>th</sup> Zoom online class 6-8:50pm</b></p> <p><b>Break out Group Discussion Participation during ZOOM class</b></p> <ul style="list-style-type: none"> <li>• Activity 11    DUE Feb 27<sup>th</sup> End of Day</li> <li>• <b>Quiz 11</b>        DUE Feb 23<sup>rd</sup> End of Day</li> <li>• Activity 12    DUE Feb 27<sup>th</sup> End of Day</li> <li>• <b>Quiz 12</b>        DUE Feb 23<sup>rd</sup> End of Day</li> </ul>
<b>Week 7 Feb 29 – March 5<sup>th</sup></b>		
Module 7 03/03	<p><b>Chapter 13:</b> <b>Evaluation An Overview</b></p> <p><b>Chapter 14:</b> <b>Evaluation Designs</b></p>	<p><b>Thurs March 3rd Zoom online class 6-8:50pm</b></p> <ul style="list-style-type: none"> <li>• <b>Activity 13</b>    DUE March 6<sup>th</sup> End of DAY</li> <li>• <b>Quiz 13</b>        DUE March 2<sup>nd</sup> End of Day</li> <li>• <b>Activity 14</b>    DUE March 6<sup>th</sup> End of Day</li> <li>• <b>Quiz 14</b>        DUE March 2<sup>nd</sup> End of Day</li> </ul>
<b>Week 8 March 7-12 Last week of class</b>		
3/10	<b>EXAM</b>	
<b>FINAL EXAM</b>		