The University of Texas at El Paso
Department of Public Health
Health Promotion Program
Syllabus

Course Name:	**Health Promotion Planning & Implementation**
Course No:	HSCI 4307
Course CRN:	12950
Semester/Year	Fall 2020
Undergraduate credit hrs:	3
Class location:	On-line (asynchronous)
Class meeting time:	Online (with group meetings to discuss projects TBD)
Class instructor:	Jeannie B. Concha, Ph.D. MPH , Teaching Assistant (Adren D. Warling adwarling@miners.utep.edu)
Office Location:	CHS 414
Phone:	915-747-8308
Email:	jeannie@utep.edu
Office hours:	By appointment using Web Conferencing and Office Hours (Blackboard Collaborative Ultra) on Blackboard. You can locate it on the left hand menu of your course. 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: • **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. 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. • **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. • **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response. • **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
Preferred contact method:	Blackboard Email jeannie@utep.edu

COVID-19 Accommodations:	Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.
	(*classes with on-campus meetings*) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.
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 preparing for the Certified Health Education Specialist (CHES) exam.
Course pre-requisites:	HSCI 2302 Fundamentals of Nutrition with "C" or better.
Required textbooks	McKenzie, J.F., Neiger, B.L., & Thackeray, R. *Planning, Implementing, and Evaluating Health Promotion Programs. A Primer*. Seventh Edition. San Francisco: CA: Pearson Benjamin Cummings. ISBN-13: 978-0-321-54216-8.
Supplemental reading & material:	Community Tool Box: tools to change our world https://ctb.ku.edu/en Provided before class.
Course format:	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.

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

	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 5. Gain critical thinking, teambuilding and problem solving skills related to program management 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.
Test proctoring software	Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test. Please review the following guidelines: • The assessments will only be available at the times identified on the course calendar. • You may take the test at any time during the 24-hour window. • A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements. • You have 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. • Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test. • Respondus Monitor requires a webcam and microphone. • You will be required to show the webcam your student ID prior to the start of the test. • Your face should be completely visible during the test. Blocking the camera will disable the test. • No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.) • You should not have conversations with other people and/or leave and return to the area during the test.

Course Name:	Health Promotion Planning & Implementation
Assessment strategies:	**Assessments** 1. Weekly Blackboard Quizzes will consist of three questions about each of the chapters readings assigned weekly. 2. **Exams:** Two open book exams 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. 3. **Group Project:** Students will be assigned to team during the second week of class. Each team will work on developing 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. 4. **Problem Based Project Activities will include case studies that your team will work on.** You will all have to participate in the team discussions. This includes working on your team projects. Once groups have been established I will meet with group every other week to facilitate group projects. 5. **Peer evaluations will be completed by your team members. they will evaluate each member based on their contribution to the group project.**
Grading scale & criteria	**Student Performance**
	Quizzes 13 (3 points each) 3 lowest grades dropped = up to 30 points Problem Based Group Activities (12 PBL Activity sessions @ 25 point = up to 300 points Exam 1: 1 * 50 points = up to 50 points Exam 2: 1 * 50 points = up to 50 points Group Project = up to 300 points Peer Evaluation of Team Members = up to 20 points **Total Points** **= up to 750 points** **<u>Grading Scale</u>** A = 675 and over B = 600 - 674 C = 525 - 599 D = 450 - 524 F = 375 – 449

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Incomplete policy:	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.
Attendance:	It is expected that all students enrolled in *HSCI 4309 Health Planning, Implementation and Evaluation* 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: 1. Student participation in overall course 2. Student participation in discussion boards 3. Submission/completion of assignment and evaluations 4. Communication with the instructor 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.
Reading assignments:	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.
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our 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. https://www.utep.edu/uwc/ UTEP FALL 2020 availability for students The below options will be available to students beginning on August 24th. 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.

	Option 2 is for students to email their papers to the UWC using an online form. THERE IS A 72 HOUR TURNAROUND (not including weekends) for the email service.
Policy for late assignments	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.
Alternative means of submitting work in case of technical issues:	I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.
Permission to record lectures & discussions	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
Netiquette	As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action. o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas. o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated. o 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. o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Name:	Health Promotion Planning & Implementation
Field trip policies:	N/A
Class participation:	Active student participation in this online course is very important. Students must be prepared logon and complete quizzes, viewing of recordings, group discussions.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass
Student conduct:	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." 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 (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts". Examples of "cheating" include: Copying from the homework or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; Using, obtaining, or attempting to obtain by any means the whole or any part of non- administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; Collaborating with or seeking aid from another student for an assignment without authority; Substituting for another person, or permitting another person to substitute for one's self, to take a test; Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

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	"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material. "Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
Plagiarism software:	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.
Copyright Statement for course material	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.
Important Dates	**August 24- 28 th Late Registration** **September 2nd Labor Day Holiday-University Closed** **September 9th Fall Census Day** **October 2nd Graduation Application Deadline** **October 31st Fall Drop/Withdrawal Deadline** **November 26-27th Thanksgiving – University Closed** **December 3th Last Day of classes** **December 4th Dead Day** **December 7th-11th Final Exams**
COVID-19 Precautions	You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to

	minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(***classes with on-campus meetings***) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery. |

HSCI 4307 – CRN 12950 Fall 2020 Course Calendar			
(Subject to Change)			
08/24/2020 - 12/3/2020			
Date	**Topics covered**	**Readings due today**	**Assignment due**
Week 1			
08/24/20 – 08/28/20	Introduction to course; Syllabus review; Overview- Program Planning & Implementation **Quiz 1**		
Week 2			
08/31 – 09/04	**Review Assignment** **Chapter 1**: Health Education, Health Promotion, Health Education Specialist, and Program Planning **Quiz 2** Project Activity 1	McKenzie et al(2017) Chapter 1	
Week 3			
09/08- 09/11	**Chapter 2**: Starting the Planning Process **Chapter 3:** Program Planning Models in Health Promotion **Quiz 3** Project Activity 2 Online group meetings to review assignment	McKenzie et al(2017) Chapter 2 & 3	**Group Project Selection DUE Sept 10th**
Week 4			
09/14 – 09/18	**Chapter 4:** Assessing Needs **Chapter 5:** Measurement,	McKenzie et al(2017) Chapter 4 & 5	

	Measures, Measurement Instruments, and Sampling **Quiz 4** Project Activities 3		
Week 5			
09/21- 09/25	**Chapter 6:** Mission Statement, Goals, and Objectives **Quiz 5** Project Activities 4 Online Group meeting on project activities	McKenzie et al(2017) Chapters 6	
Week 6			
09/28– 10/02	Midterm Review and Exam 10/2 Chapter 1 to 6		**Sept 28th Community Needs Assessment Section Due**
Week 7			
10/5 – 10/9	**Chapter 7:** Theories and Models Commonly used for Health Promotion Interventions **Quiz 6** Project Activities 5	McKenzie et al(2017) Chapter 7	
Week 8			
10/12 – 10/16	**Chapter 8:** Interventions **Chapter 9**: Community Organizing & Community Building	McKenzie et al(2017) Chapter 8 &9	**Program Plan and Rationale for each group Due October 17th**

	Quiz 7 Project Activities 6 Online group meeting for project		
Week 9			
10/19 – 10/23/	**Chapter 10:** Identification and Allocation of Resources **Chapter 11:** Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population **Quiz 8** Project Activities 7	McKenzie et al(2017) Chapter 10 & 11	
Week 10			
10/26 – 10/30	**Chapter 12:** Implementation: Strategies and Associate Concerns **Quiz 9** Project Activities 8 Online group meetings on project	McKenzie et al(2017) Chapters 12	
Week 11			
11/02 to 11/06	**Chapter 13:** Evaluation: An Overview Quiz 10 Project Activity 9	Chapter 13 McKenzie et al (2017)	**Implementation Plan Section Due Nov 7th**
Week 12			
11/09 to 11/13	**Chapter 14:** Evaluation	McKenzie et al(2017) Chapter 14	

	Approaches and Designs **Quiz 11** Project Activities 10 Online Group meeting for project		
Week 13			
11/16 – 11/20	**Chapter 15**: Data Analysis and Reporting **Quiz 12** Project Activities 11	McKenzie et al(2017) Chapter 15	
Week 14			
11/23 – 11/27	Examining U.S.-MX border health interventions **Quiz 13** Project Activities 12 Online group meeting for project		**Evaluation Plan Section Due Nov 28th**
Week 15			
11/30 – 12/3	Summary of Course		**Final Group Project Manual due via email** On December 4th
Week 16			
FINALS Week			
12/7/19 – 12/11	**Exam 2 Chapters 7-15**		