

**THE UNIVERSITY OF TEXAS AT EL PASO**  
**College of Health Sciences**  
**CRN 14057- HSCI 4307 – Health Promotion Planning & Implementation**  
**Fall 2016 Mondays & Wednesdays 3.00 PM – 4.20 PM**

**Room Number: College of Business Administration 321**

**Instructor:** Dr. Thenral Mangadu

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**Telephone:** 915-747-8516

**Office Hours:** Thursdays 11 AM- 1.30 PM and by appointment

**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 2020 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 engage in preparing for the Certified Health Education Specialist (CHES) exam.

**TEACHING PHILOSOPHY**

This class will include active learning tasks that will aid students to become independent learners. Although lectures will be used as one of the modes to deliver course content, students will be required to actively engage in interactive group work and discussions in every class. Critical thinking will be a key element of all class activities. The in and out of class 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 team based learning and problem based learning skills in relation to program design and implementation.

**LEARNING OBJECTIVES**

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 2020 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)) to program design.

### **TEXTBOOK**

McKenzie, J.F., Neiger, B.L., & Thackeray, R. *Planning, Implementing, and Evaluating Health Promotion Programs. A Primer*. Sixth Edition. San Francisco: CA: Pearson Benjamin Cummings. ISBN-13: 978-0-321-54216-8.

### **COURSE POLICIES**

**Attendance and Participation:** To be successful in **HSCI 4307**, students must attend class. Students who are absent from class miss important information; therefore, satisfactory attendance is a course requirement. Students must come to class on time and prepared.

**Assigned readings should be brought to class and out-of-class assignments should be completed by the due dates listed on the course calendar.** In class, students are expected to be attentive and actively participate in all discussions/activities.

Unsatisfactory attendance consists of absences, tardiness, leaving the classroom early, or coming to class unprepared to participate (without readings and/or assignments). When a student has unsatisfactory attendance, he/she will be dropped from the course or fail the course. Exceptions may be made to the above policy if the instructor deems that circumstances warrant them.

**Deadlines:** All specified assignments should be submitted to the instructor according to the deadlines specified in the course calendar included in this syllabus. Late assignments will be accepted with 5 points deducted from the total points earned for each day delayed for up to 1 week. Late assignments will not be accepted after 1 week. **If you must be absent, you may email assignments (Microsoft Word) to Dr. Mangadu prior to the start of class.**

Students who must be absent are responsible for finding out what was addressed and assigned in class in order to be prepared when they return to class. In case of absences, students should contact the instructor or class member for that information. There are **no make-ups** for missed exams, assignments, and presentations.

**NO EXTRA CREDIT WORK WILL BE GIVEN FOR THIS CLASS.**

**Student Conduct:** Students are expected to behave as courteous and responsible adults, which means, in part, that students will be tolerant and will listen to and respect the opinions of others.

[From the Handbook of Operating Procedures: Student Affairs]

Each student is responsible for notice of and compliance with the provisions of the Regents [Rules and Regulations](http://www.utsystem.edu/bor/rules/homepage.htm), which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>.

### **Copyright Statement**

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages for each work copied. Copying of textbooks is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

**Academic Integrity:** UTEP expects all students to maintain a high standard of academic integrity. Academic dishonesty (e.g., plagiarism, cheating on assignments, papers, or exams) will not be tolerated. Disciplinary action will be taken. The following information about scholastic dishonesty is from the UTEP Handbook of Operating Procedures.

### **Scholastic Dishonesty**

It is the official policy of the University that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an “F” or zero to an assignment, test, examination, or other coursework as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students.

Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. 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.

Disciplinary proceedings may be initiated against any student for any of the following acts or omissions:

### **"Cheating" includes**

- a. copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
- b. possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- c. 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, or 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;
- d. substituting for another person, or permitting another person to substitute for one's self, to take a test; and
- e. falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

**"Plagiarism" means** the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

**"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.

**The Center for Accommodations and Support Services (CASS):** If you have or suspect a disability and need accommodation you should contact The Center for Accommodations and Support Services (CASS) at 747-5148 or at <http://sa.utep.edu/cass/> or go to Room 106 Union East Building. Come talk with me if you need additional support because of a disability. I am happy to work with you CASS.

**Syllabus Change Policy: Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.**

### **Grading**

The student's final grade will be determined by his/her performance in the following assignments:

Point Value (No Extra Credit work will be given for making up grade points)

Exams 1: 1 * 100 points	= 100
Exam 2: 1 * 50 points	= 50
Needs Assessment assignment	= 50
Group Project	= 250
In-class activities & participation	= 50
<b>Total Points =</b>	<b>500</b>

Grading Scale

A = 500-450

B = 449-400

C = 399-350

D = 349-300

F = 299-0

Course Assignments

- **Exams:** Two in-class closed book exams will be administered. The exam format will include multiple choice questions, True/False and short answer type questions. Information on topics covered will be provided in class. Please see course calendar for exam dates.
- **Needs Assessment assignment:** A needs assessment related to a current local public health issue will be conducted by each student. Detailed instructions will be provided in class. Please refer to course calendar for assignment submission date. The completed assignment must be turned in **via e-mail** to the instructor by **10 PM Mountain Time** on the date specified on the course calendar.
- **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 guide the finalization of project topic. Service learning may be involved. The program designs will be presented in class. If service learning is involved, students will design program/intervention with relevance to the participating local non-profit organization. Detailed instructions for the group project will be provided in class.

**HSCI 4307 – CRN 14057 Fall 2016 Course Calendar**

<b>Date</b>	<b>Topics covered</b>	<b>Readings due today</b>	<b>Assignment due today</b>
<b>Week 1</b>			
Aug 22 & 24, 2016	Introduction to course; Syllabus review; Overview- Program Planning & Implementation	McKenzie et al(2009) Chapter 1	
<b>Week 2</b>			
Aug 29 & Aug 31, 2016	Health Education, Health Promotion, Health Educators, and Program Planning Group Assignment;  In-class group project work	McKenzie et al(2009) Chapter 1 &2	
<b>Week 3</b>			
Sep 7, 2016 (No class Sep 5, Monday- Labor Day)	Continuing Program Planning Models; Initiating the Program Planning Process In class group project work	McKenzie et al(2009) Chapter 2 & 3	
<b>Week 4</b>			
Sep 12 & 14, 2016	Needs Assessment Measurement and Sampling In-class group project work	McKenzie et al(2009) Chapter 4 & 5	
<b>Week 5</b>			
Sep 19 & 21, 2016	Mission Statement, Goals, and Objectives	McKenzie et al(2009) Chapter 6	<b>Group project plan due on Sep 21</b>
<b>Week 6</b>			
Sep 26 & Sep 28, 2016	Theoretical Foundations	McKenzie et al(2009) Chapter 7	<b>October 3rd individual needs assessment activity report due</b>
<b>Week 7</b>			
Oct 3 & 5, 2016	<b>Exam 1 on Oct 5</b>  In-class group project work		<b>Program Rationale due on Oct 5th</b>
<b>Week 8</b>			
Oct 10 & 12, 2016	Interventions	McKenzie et al(2009)	

	In-class group project work	Chapter 8	
<b>Week 9</b>			
Oct 17 & 19, 2016	Community Organizing & Community Building	McKenzie et al(2009) Chapter 9	Group project draft 1 due for review in class (Oct 19)
<b>Week 10</b>			
Oct 24 & 26, 2016	Resources and Marketing	McKenzie et al(2009) Chapters 10 & 11	Group project draft 2 due for review on Oct 26th
<b>Week 11</b>			
Oct 31 & Nov 2, 2016	Implementation Strategies & Concerns  In-class group project work	McKenzie et al(2009) Chapter 12	
<b>Week 12</b>			
Nov 7 & 9, 2016	Program Evaluation	McKenzie et al(2009) Chapter 13	
<b>Week 13</b>			
Nov 14 & 16, 2016	Program Evaluation Data analysis and reporting <b>Exam 2 on Nov 16</b>	McKenzie et al(2009) Chapter 14 & 15	
<b>Week 14</b>			
Nov 21 & 23, 2016	Examining U.S.-MX border health interventions  In-class group project work		
<b>Week 15</b>			
Nov 28 & Nov 30, 2016	Group work		In-class Group Project presentations- Dec 7
<b>Week 16</b>	FINALS		
Dec 5&7, 2016			Final Group Project Manual due via email on Dec 9 <sup>th</sup>