HPS 350: Principles of Health Education and Health Promotion, Section 1

Course Syllabus

Fall 2017

Class Time: Tuesday and Thursday 12:30 pm – 1:45 pm

Class Location: Drachman Hall A-114

Instructor: Dr. Sheila H. Parker
Health Promotion Sciences Division
P.O.B. 245158
Tucson, AZ 85724
Telephone: 626-3667
Email: parkers@email.arizona.edu

Office Hours: Tuesday 2:00 p.m. - 4:00pm; Wednesday, 11:30- 1:30 p.m. or by appointment.
Location: Office A-262 on 2nd floor of Drachman Hall

Teaching Assistants:

<table>
<thead>
<tr>
<th>Teaching Assistants</th>
<th>Email Addresses</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alina Mouritsen</td>
<td><a href="mailto:alm1@email.arizona.edu">alm1@email.arizona.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Lidielisa Esquivel</td>
<td><a href="mailto:lidiel9esquivel@email.arizona.edu">lidiel9esquivel@email.arizona.edu</a></td>
<td>By appointment</td>
</tr>
<tr>
<td>Layla Gabir</td>
<td><a href="mailto:lgabir@email.arizona.edu">lgabir@email.arizona.edu</a></td>
<td>By appointment</td>
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</tbody>
</table>

Course Preceptors: TBA

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<thead>
<tr>
<th>Course Preceptors</th>
<th>Email Addresses</th>
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<tbody>
<tr>
<td>Rachel Radeka</td>
<td><a href="mailto:rradeka@email.arizona.edu">rradeka@email.arizona.edu</a></td>
<td>By appointment</td>
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</tbody>
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Catalog Description: This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based health care.

Course Prerequisites: HPS(CPH) 178 and HPS(CPH) 200 If you have not completed the prerequisites, you will not remain enrolled in HPS 350.

*Recommended Courses: HPS 309, HPS 376 ENGL 307 or ENGL 308

Course Learning Objectives:
Upon completion of this course, students will be able to:
1. Identify the definitions, concepts, dimensions, determinants and dynamics of health and wellness that influence personal health, community health and the quality of life.
2. Recognize the historic context for the developments in health education, health promotion and disease prevention.
3. Examine health issues addressed through health education and health promotion.
4. Identify and utilize resources for reliable health data.
5. Describe physical, spiritual, cultural, social, economic, and political influences on health decision-making.
6. Identify principles of learning, theories, and models as they apply to health education and health promotion in health behavior change.
7. Develop the skills necessary for community assessment, planning, implementing, and evaluating health education and health promotion programs for diverse populations as entry level public health professionals.
8. Participate in learning experiences that reflect the responsibilities and competencies of the entry-level health educators.

MEZCOPH Undergraduate Public Health Program Level Competencies Addressed by HPS 350:
- Appropriately incorporate determinants of health (environmental, social, cultural, behavioral and biological) when studying the causation of disease and access to health services.
- Write appropriately for an entry level position in the field of public health.
- Construct and evaluate a community level intervention that addresses a current public health issue.
- Identify individual and community behavioral health theories and their use in public health practice.

Course Notes:
Websites for D2L and Top Hat can be accessed for course notes/slides from class presentations by the end of each week following the presentations. The D2L Website will provide the course syllabus, required readings other than the textbook, assignments, guidance for assignments, grading rubrics, and significant course changes and updates. You must have a valid UA NetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the class have automatically been added to the mailing list for this class.

Required Textbook and Workbook:

Be sure to purchase the most recent 2016 revised printing of the textbook, because it will have the most recently revised “Application Opportunities” that students are required to complete and submit. These assignments are not available in the earliest editions.

Do not buy used versions of the book, because the Application Opportunities will most likely be removed. Do not rent this book nor purchase the e-book, because you are expected to remove the completed Application Opportunities for submission. The textbook/workbook is available in the Arizona Health Sciences Center (AHSC) Bookstore and not in the Main Campus Bookstore. If you can find the textbook at a lower price than the AHSC Bookstore, make a copy of the offer and take it to the Bookstore. The bookstore will allow you to purchase the book at the documented lower price. You may also purchase the textbook/workbook from the publisher, Kendall Hunt Publishing Company.

Other Required Readings:
All required readings other than the required text will be listed in the course schedule and are posted on D2L. The content of these readings will be included in course assignments and examinations.
Top Hat:
The Top Hat (www.tophat.com) classroom response system will be used in class. You will be able to record your attendance and submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. Go to tophat.com for the Student Start Guide which leads you through how you will register for a Top Hat account using Join Code 210434, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your school email account (if you don’t receive this email, you can register by visiting our course website tophat.com/e/210434). **Top Hat will require a paid subscription, and the standard pricing for the cheapest option is $26 for 4-months of unlimited access.** For a full breakdown of all subscription options available please visit www.tophat.com/pricing. If you plan to enroll in HPS 481 in the Spring 2018 semester, you may find it more economical to subscribe for one year in Top Hat.

Note: Register one device and use only one device in class to avoid transmitting problems.

***There is no make up for missed Top Hat questions.***

Course Requirements:
All students are expected to complete all assigned readings, attend and participate in every class, complete in-class quizzes, successfully complete individual and team projects, and take the final examination. All required readings must be completed before and in preparation for the topic that is presented in class.

A. Learning Team Projects: Each member of the class is assigned to a 4-5 member learning team randomly. You will find your team and its members posted on D2L.arizona.edu by the end of the second week of the course. Students are randomly assigned into learning teams to fulfill requirements for the Learning Team’s Reading/ Writing/Presentation Assignments: in class activities, completion of a community health needs assessment, and the development of a program plan. The team projects are designed to enhance your understanding of health education and to help you develop the skills required in the process and practice of health education in health promotion. Your earned score on these projects will be influenced by the individual and the team efforts. For team projects, each member of each team will have opportunities to evaluate all team members’ contributions.

The following are overviews of these assignments. Please review the full requirements and guidelines on D2L.

1. The Community Health Needs Assessment for Pima County
The community health assessment covers the general Pima County population at large and by its specific age, sex, and racial/ethnic groups. The community health needs assessment will provide baseline data for the later development of a health education program plan for an assigned specific target population, addressing a specific health problem discovered during the assessment. See detailed instruction on the D2L site.

   **200 points**

2. The Program Plan
Each team will work together to develop a plan that addresses one of the identified health needs of an assigned target population through health education that is based on the findings from the community health needs assessment, other professional literature, and community resources. The team focuses on helping a population address only one health issue that can lead to improved quality of life for the population. See detailed instruction on the D2L site. Each Learning Team will present the team’s program plan to the class.

   **200 points**

B. Application Opportunities
There are application opportunities at the end of each textbook chapter. These opportunities will reinforce readings and learning activities throughout the
semester. You will complete the work in the book by neatly writing the responses, removing the completed pages and submitting them in class according to the course schedule.

**152 points**

**C. Final Examination**  The final examination is cumulative and will be offered at the end of the semester according to the UA schedule. Please do not ask for special arrangements for the examination.

**100 points**

**D. In-Class Quizzes**

Using Top Hat, students will be given the opportunity to earn points as they respond to questions regarding topics that are presented in the readings and/or lecture. These questions can be offered at any time during the course. Students are cautioned to pay attention during class to have the maximum time to answer the questions. Part of the score will be for actually attempting to answer the questions in the quiz and part of the score will be for answering the question correctly. ***There is no make up for missed Top Hat questions***

**50 points**

All written assignments must be completed using the following specifications: typed, double--spaced, Times New Roman or Arial 12 point font, margins no larger than 1” left and right and “1 top and bottom. References, citations and proper documentation should use directions of the American Psychological Association (APA). Further instruction on APA is found at: [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01). You will use the APA guidelines for the composition of your written assignments. The use of appropriate grammar and spelling is required.

**Student Evaluations**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Assessment</td>
<td>200</td>
<td>(28.5%)</td>
</tr>
<tr>
<td>Program Plan</td>
<td>200</td>
<td>(28.5%)</td>
</tr>
<tr>
<td>Application Opportunities (Prologue – Chapter 10)</td>
<td>152</td>
<td>(21.7%)</td>
</tr>
<tr>
<td>In Class Quizzes</td>
<td>50</td>
<td>(7.1%)</td>
</tr>
<tr>
<td><strong>Final Examination</strong></td>
<td><strong>100</strong></td>
<td><strong>(14.2%)</strong></td>
</tr>
</tbody>
</table>

**Total Points** = **702 points**

**Grading Rubrics**

All grading rubrics can be found on the course D2L site. Please consult the grading rubric before submitting assignments to be sure that you will earn the best score for your work.

**Grading System:**

- **A** = 702 – 631  (100%- 90%)
- **B** = 630 – 561  (89% - 80%)
- **C** = 560 – 491  (79% - 70%)
- **D** = 490 – 421  (69% - 60%)
- **E** ≤ 420  (<60%)

**Class Attendance/Participation:**

You will learn more (and more easily) when you attend and actively participate in lecture and discussions. Attendance will be taken twice on each class day. The attendance will be facilitated through Top Hat technology.

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)
The following rules are implemented to help the student achieve as much success as possible from this course.

1. It is your responsibility to record your attendance in each class at both the beginning and at the end of each class. If you are absent, it is your responsibility to obtain class information from your Learning Team members or the teaching assistants.

2. Do NOT sign in for others; those involved will be penalized.

3. There will be no make-up assignments or examinations without valid excuses (documented hospitalization and documented schedule conflicts). If you have schedule conflicts, please provide appropriate documentation to me prior to the assignment or examination date. If there is hospitalization, all documentation must be submitted by the student to the instructor before or upon the student’s return to class and not at end of the semester.

   ***There is no make up for missed Top Hat questions***

4. All students are required to attend all scheduled classes. Students with more than 3 days of unexcused absences will be penalized with a reduction of five (5) points from the final score/grade for each absence in excess of 3 days of unexcused absences.

5. Students with six or more days of unexcused absences will be dropped from the course and/or receive an “E” grade.

6. All assignments will be submitted on the scheduled due dates. Any assignment submitted late will receive a reduction in the grade of 10 points for each day that it is late up to four days. After the assignment is late for four days, the assignment will not be accepted and will be given a score of zero.

7. Teamwork is a central component in public health and health promotion. Team participation is especially critical for success in this course. Students not participating in team activities and/or evaluated poorly by peers can expect their course grades to be affected.

8. Teams are encouraged to use the D2L discussion capabilities to communicate, to meet, and to discuss class projects, in order to avoid conflicting schedules and conflicts in availability. Students may also use GoogleDoc and UA Box.com for the completion of the community assessment and program plan documents, if group meeting times are difficult. (For more information, go to: uits.arizona.edu/services/box)

9. All holidays or special events observed by organized religions and recognized by the University of Arizona will be honored for those students who show affiliation with that particular faith or religion. http://policy.arizona.edu/human-resources/religious-accommodation-policy.

10. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Communications:
You are responsible for reading emails sent to your UA account from your professor and the teaching assistants and the announcements that are placed on the course D2L site. Information about readings, news events, assignments and other course related topics will be communicated to you using these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation:
Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit http://drc.arizona.edu.

Classroom Behavior:
The student's behavior and conduct is expected to be cordial and respectful. The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior.

Students are expected to be familiar with the UA Policy on Threatening Behavior by Students that prohibits threats of physical harm to any member of the university community, including oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Instructional Rules and Decorum:
- To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).
- Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.
- Students who are disrespectful to the instructor, to each other, or to visiting lecturers will be asked to leave the classroom.
- All cell phones and communication devices must be muted or set to vibrate during class. Only emergency phone calls should be answered during class and will be answered in the hallway.
- The use of laptops and other electronic devices in class is restricted to responding to questions and attendance on Top Hat, unless special permission is given by the instructor for a specific class project. Smart Pens are allowed. Students found checking email, working on non-class related material, and/or searching the web, or texting may be asked to leave the class.
- All attendance and responses to Top Hat must be recorded electronically by the student and not by the instructor or teaching assistants.
- Additionally, behavior such as refusing to be seated, talking during lectures, working on assignments from other courses, sleeping, eating, newspaper reading, and entering the classroom late or leaving early without authorization may be deemed disruptive by the instructor and/or teaching assistants and the student will be asked to leave the class.
- If you are asked to leave the class, you will be recorded as absent from the class that day.
- If you leave class early without the instructor’s permission and do not record attendance at the end of class, you will be recorded as absent for the day.
- During examinations, students will remain in their seats until they have completed their exams. If the student leaves the room during an exam he/she must turn in the exam as finished before leaving the room. The student will not be permitted to complete the exam upon returning to the classroom. Cheating is not permitted.

Grade Appeal Policy:
If the student disputes a grade received on an assignment, the student must make an appointment with the instructor or teaching assistant to discuss the concern within 4 days of receiving the graded assignment. The student will submit all supporting written documentation for the complaint. Grade concerns or disputes presented beyond 4 days will not be addressed nor reviewed. Upon receiving a response from the professor regarding a dispute about an assignment grade or final course grade, the student may decide to accept the professor’s decision or may move forward with the grade appeal process. http://catalog.arizona.edu/policy/grade-appeal

Academic Integrity:
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

Plagiarism:
The University Libraries have some excellent tips for avoiding plagiarism, available at http://www.library.arizona.edu/help/tutorials/plagiarism/index.html.

What counts as plagiarism?
• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring or engaging another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
• Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy
The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy
Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed and examined without resorting to bullying or discrimination of others.

UA Smoking and Tobacco Policy:
The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advanced notice, as deemed appropriate.
<table>
<thead>
<tr>
<th>Week No.</th>
<th>Required Reading Prior to Classes</th>
<th>Dates, Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Textbook:</strong> Prologue &amp; Chapter 1, pp. 2-6</td>
<td><strong>August 22</strong>&lt;br&gt;Introduction&lt;br&gt;Submit: Syllabus Acceptance Contract (hard copy)</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1</td>
<td><strong>August 29</strong>&lt;br&gt;Dimensions of Health</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 2</td>
<td><strong>September 5</strong>&lt;br&gt;Health Education &amp; Health Promotion</td>
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<tr>
<td>4</td>
<td>Chapter 7, pp. 115-125 Community assessment guidelines APA guidelines:  - <a href="http://www.library.arizona.edu/tutorials/documenting_your_sourcesAPA/">http://www.library.arizona.edu/tutorials/documenting_your_sourcesAPA/</a>&lt;br&gt; - <a href="http://www.library.arizona.edu/search/reference/citation-apa.html">http://www.library.arizona.edu/search/reference/citation-apa.html</a>&lt;br&gt; - <a href="http://owl.english.purdue.edu/owl/resource/560/01">http://owl.english.purdue.edu/owl/resource/560/01</a></td>
<td><strong>September 12</strong>&lt;br&gt;Introduction to Community Assessment Assignment</td>
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<tr>
<td>5</td>
<td>Chapter 3</td>
<td><strong>September 19</strong>&lt;br&gt;  - Historical Context for Health Education &amp; Health Promotion</td>
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<tr>
<td>6</td>
<td>Chapter 4 &amp; 5</td>
<td><strong>September 26</strong>&lt;br&gt;  - The Health Education and Health Promotion Professional: Settings for Health Education &amp; Promotion</td>
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<tr>
<td>7</td>
<td>Chapter 6</td>
<td><strong>October 3</strong>&lt;br&gt;Health Professionals Panel</td>
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<td>8</td>
<td></td>
<td><strong>October 10</strong>&lt;br&gt;Changing Health Behaviors: An Overview</td>
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<tr>
<td>9</td>
<td>Chapter 7 reviewed &amp; Chapter 8</td>
<td><strong>October 17</strong>&lt;br&gt;  - Health Education Process: Needs Assessment and Program Planning&lt;br&gt;Introduction to the Program Plan Assignment&lt;br&gt;Due: Chapter 6 Application Opportunity</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td><strong>October 24</strong>&lt;br&gt;Health Education Process: Program Planning</td>
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<tr>
<td>Week No.</td>
<td>Required Reading Prior to Classes</td>
<td>Dates, Topics and Assignments</td>
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| 11      | **October 31**  
Lost Children of Rockdale County | **November 2**  
Lost Children of Rockdale County class activity |
| 12      | **November 7**  
Chapter 9  
• Health Education Process: Planning for Implementation | **November 9**  
• Health Education Process: Planning for Implementation  
• Due: Application Opportunity Chapter 9 |
| 13      | **November 14**  
Chapter 10  
Health Education Process: Planning for Evaluation | **November 16**  
• Health Education Process: Planning for Evaluation  
• Due: Application Opportunity, Chapter 10 |
| 14      | **November 21**  
Program Plan Workday | **November 23**  
Thanksgiving  
No Class |
| 15      | **November 28**  
Program Plan Presentations | **November 30**  
Program Plan Presentations |
| 16      | **December 5**  
Last day of class  
• Program Plan Presentations  
• Program Plan Submitted |  

**Final Examination:**  
Friday, 12/8/2017, 1:00 pm - 3:00 pm
SYLLABUS ACCEPTANCE CONTRACT

By signing my name below, I acknowledge receipt of the course syllabus for HPS 350, Principles of Health Education and Health Promotion, Fall 2017.

My signature below also acknowledges agreement with each of the following statements:

I have read the syllabus and I agree to abide by it.

I understand the syllabus and I have had the opportunity to ask questions and have them answered related to the syllabus.

I understand that my professor is a course and professional resource, so I agree that the first step to addressing any course questions or concerns is to contact her by e-mail or to meet with her at an appointed time.

It is my responsibility to request such a meeting with my professor at the time that I have the questions or concerns.

I am committed to adhering to all policies and all guidelines for all assignments contained in the syllabus and I understand the consequences of not doing so.

I affirm that I have completed all prerequisites for HPS 350 before enrolling in the course.

Are you presently on the waitlist?   Yes_____      No______

Printed Name ____________________________________

Signature _____________________________________

Date __________________________________________

The printed Syllabus Acceptance Contract is due the first day of class, August 22, 2017