

TEXAS A & M UNIVERSITY - COMMERCE
DEPARTMENT OF HEALTH & HUMAN PERFORMANCE
COURSE SYLLABUS

COURSE TITLE: HHPH 430: Health Promotion with Special Populations
COURSE VALUE: Three (3) credit hours
COURSE TIME: Online
INSTRUCTOR: Spencer Willis, M.A., CHES
OFFICE: Field House 100A
OFFICE HOURS: By Appointment
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E-MAIL: spencer.willis@tamuc.edu

REQUIRED TEXT: Perez, M. & Luquis, R. (2008). **Cultural Competence in Health Education and Health Promotion.** San Francisco, CA. Josey-Bass Publishers.

Course Description:

This course seeks to identify health care issues relevant to at-risk populations/communities and to facilitate health promotion/disease prevention activities.

Course Objectives:

At the end of this course the students should learn about:

1. Theoretical Underpinnings of Vulnerability and Approaches to Special Populations
2. Racial & Ethnic groups with Special Health Problems
3. Empowering Special Populations
4. Population Based and Community-Focused Approaches to Vulnerability and Disadvantage
5. Research, Policy and Clinical Perspectives

Course Requirements:

A. Assignments & Intro Quiz (28%)

The student will be responsible for obtaining all materials presented online and assigned readings from the textbook. You are responsible for making sure your weekly assignments are in on time. Use the appropriate DropBox to submit assignments. Assignments will be graded by the Sunday following the assignment due date. You will need to click on “announcements” so you can see the Instructor’s comments for homework. Thirteen (13) assignments will be given in the semester. **Due every Wednesday by noon!!!**

B. Health Organization with Website power point (10%)

Students will develop a power point on a health organization with website (choice must be selected from Appendix B). Choice of website is first come, first serve. E-mail me your first choice and alternate by **February 10** and I will reply back with what has not been taken. Students will then post a power point presentation regarding the topic under doc sharing. You must also comment on one other presentation in the mandatory discussion by **March 19 @ noon**. “Your presentation was cool or good” will not count. Respond more profoundly e.g. “I was not aware that.....I will attempt to use this technique in the future.” There is a minimum of 10 slides. This assignment requires that you summarize the website and relate it to a book chapter topic. You are also required to write a personal reaction to the website, including how you can use this information personally and professionally. Post your assignment under DocShare for class to see.

C. Multi-Cultural Brochure (10%)

Students will develop an educational tri-fold brochure with your choice of one health disparity from Appendix C. Copyrighted pictures from the internet are not allowed. In other words, the student will have to go out to their chosen racial and ethnic group to be able to complete this 100 point assignment. Tips: use low level language and if possible, translate into the appropriate written language of that chosen group. Your pamphlet should be culturally and visually engaging. Use language, color, phrases, images, recipes, historical events and figures appropriate to

your audience. Lastly, be sure to acquire written permission when taking photographs of individuals. This brochure must be in color and mailed/dropped in my box, not submitted electronically, by the due date of Wednesday, **April 23 @ noon.**

D. Participation in Discussions (12%):

Students will chose 6 discussion forums in which they will participate. **Week 9 is mandatory.** You can earn a maximum of 20 points (**your initial post and responding to one other post**) per discussion. You may not participate in more than 6 discussions for credit. I will only count the points you earn in your first six discussions toward your grade. Even though this course is a web class, students will be required to interact personally with each other, but through cyberspace. Interpersonal communication serves an important educational purpose. You will learn more as you engage each other (**so just posting “yes, I agree with him/her” will not count!**) and discuss the material together. Throughout the semester I will post various topics in the “Discussions” area. Students may choose which sessions to join. Typically the sessions will be locked on the stated due date/time. Discussion points will be posted in the Gradebook approximately 24 hours after the close of the discussion period.

E. Experiential learning (10%):

This assignment will serve as your community service activity with special populations. Own your own, you will identify a volunteer organization that provides health-promoting services to community members. You are required to complete a minimum of three (3) volunteer hours with the respective organization (these hours should be completed during the Spring 2014 semester, not prior.). Each student must e-mail the name and contact information (e.g. name of supervising employee, address, phone number, etc.) for the volunteer agency by **January 30.** Include any “Call for Volunteers” signage/advertisement if available. I will respond via e-mail to approve your activity. After completing the activity, write a one-page paper (typed, single spaced, 12 font, and 1” margin) describing the activity. Be sure to include the who, what, where, and when aspects of the experience. Also, describe how this made you feel and relate back to chapter in textbook. The report is due no later than Wednesday, **April 30 @ noon.** I recommend submitting the week after you complete the activity so you won’t forget any details!

F. Exams (30%):

A midterm and final exam will be administered, covering all information in the book and the power point slides. Test will consist of objective questions (matching, T/F and multiple choice). Although exams are open book and open note, the time limit is 3 hours. **No make-up exam will be given, unless arrangements are made prior to the exam or a verifiable medical excuse is provided within 3 days.*

***Take note:** Students will be **unable** to make-up a report/presentation/assignment when the due date has passed. Often after a student earns a poor grade, he/she is interested in doing “extra credit” projects to improve their grade. NO extra credit projects or assignments will be offered in this class. All students have the same opportunity to succeed on the assigned work. Please use these opportunities to work hard and succeed.

I am empathetic to students who have various events prohibiting them from completing class assignments on time. However, a lack of motivation or good time management is just that; thus, I simply cannot justify a student who misses the opportunity to complete activities earning the same grade as a student who finishes every class assignment on time. In doing so would not be fair to those students that submitted work in a timely fashion. Students who just seem to meet every obstacle will be justly rewarded. **All late assignments automatically earn a zero.**

Grading:	Assignments (13 x 20 pts/each) & Intro Quiz (20 pts)	280 pts (28%)
	Experiential Learning	100 pts (10%)
	Participation in Discussions	(6 @ 20 pts/each) 120 pts (12%)
	Health Organization with Website	100 pts (10%)
	Brochure	100 pts (10%)
	Mid-Term Examination	150 pts (15%)
	Final Examination	150 pts (15%)
	TOTAL	1000 pts(100%)

Grade Scale:

900– 1000 points = A 800-899 = B 700-799 = C 600-699 = D 0-599 = F

HHPH 430: Health Promotion with Special Populations
COURSE OUTLINE
Spring 2013

DATE (week)	Topics to Cover	Assignments Due (Wed by noon)
1	Course Introduction Chapter 1	Complete intro quiz Homework #1 Due Wed. 1/22 by noon
2	Chapter 2	Homework #2 Due Wed. 1/29 by noon
3	Chapter 3	Homework #3 Due Wed. 2/5 by noon
4	Chapter 4	Homework #4 Due Wed. 2/12 by noon
5	Chapter 5	Homework #5 Due Wed. 2/19 by noon
6	Chapter 6	Homework #6 Due Wed. 2/26 by noon
7	Mid Term Health organization websites	Homework #7 Due Wed. 3/5 by noon
8	Enjoy spring break!	
9	Chapter 7 Mandatory discussion	Due Wed. 3/19 by noon
10	Chapter 8	Homework #8 Due Wed. 3/26 by noon
11	Chapter 9	Homework #9 Due Wed. 4/2 by noon
12	Chapter 10	Homework #10 Due Wed. 4/9 by noon
13	Chapter 11	Homework #11 Due Wed. 4/16 by noon
14	Chapter 12 Brochures due	Homework #12 Due Wed. 4/23 by noon
15	Chapter 13 Volunteer report	Homework #13 Due Wed. 4/30 by noon
16	Final	Due Wed. 5/7 by noon

Please note that this schedule is tentative and is subject to change.

ALL STUDENTS ENROLLED AT THE UNIVERSITY SHALL FOLLOW THE TENETS OF COMMON DECENCY AND ACCEPTABLE BEHAVIOR CONDUCIVE TO A POSITIVE LEARNING ENVIRONMENT. (SEE STUDENT'S GUIDE BOOK.)

STUDENTS REQUESTING ACCOMMODATIONS FOR DISABILITIES MUST GO THROUGH THE ACADEMIC SUPPORT COMMITTEE. FOR MORE INFORMATION, PLEASE CONTACT THE DIRECTOR OF DISABILITY RESOURCES AND SERVICES, (903) 886-5835.