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HHPH 410: Planning and Organization of Health Promotion

COURSE SYLLABUS: FALL 2022

INSTRUCTOR INFORMATION

Instructor: Megan Johnson-Gibbs, MSKW, MSHS, CHES
Office Location: Dallas Campus, 19th Floor
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Preferred Form of Communication: Email
Communication Response Time: 24 - 48 business hours

COURSE INFORMATION

Required Text: McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2017). Planning, implementing & evaluating health promotion programs: A primer. (7th edition). Pearson. ISBN: 9780134219929

Supplementary Materials/Readings: Will be posted on D2L.

Course Description

This course will involve program planning in the health promotion field, including needs assessment, missions, goals, and field objectives of health promotion programs. Emphasis on the community needs assessment process and how to collect, interpret, synthesize, and report community health data, U.S. health data, county health reports, sources of health information, and ecological & sociological factors impacting health. Health education theories will be addressed, and the student will practice using the PRECEDE-PROCEED MODEL.

Student Learning Outcomes

Upon completion of this course, students should be able to:

The syllabus/schedule are subject to change.

1. Reveal knowledge of research and related literature in the theory and practice of health promotion.
2. Identify and explain basic concepts of community health.
3. Obtain, synthesize, and report primary and secondary data for the needs assessment project.
4. Identify major behavioral risk factors and health indices contributing to premature mortality and morbidity of major ethnic groups nationwide.
5. Demonstrate the ability to successfully complete a group community health needs assessment project for a specific geographic location and subpopulation.
6. Construct a community needs assessment report for a specific geographic region.
7. Apply key health promotion theories and models to propose health promotion strategies based on the findings in the needs assessment report.
8. Utilize the PRECEDE model as a framework for community health needs assessment.
9. Demonstrate the aptitude to utilize various health promotion programming strategies, methods, and materials in health promotion settings.
10. Prepare a written report and PPT presentation that reflects the community health needs assessment project.
11. Collaborate effectively with group members to complete group assignments for the needs assessment project that includes drafts, a PPT presentation, and the final written report.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be able to use D2L online platform, Top Hat, Zoom, Microsoft Word, and PowerPoint, using presentation and graphics programs as necessary for assignment completion.

Instructional Methods

Instructional method is primarily lecture and class discussion. Students will be assessed using quizzes, short written assignments, and one or two exams spaced throughout the semester. Class engagement will be through 2 major platforms: Top Hat and Zoom. Students will be required to enroll in both platforms by the first week of class.

Top Hat Platform: *We will be using **Top Hat Basic** (www.tophat.com) for class lecture and participation.*

You will be able to submit answers to in-class questions asked using Apple or Android smartphones and tablets, laptops, or through text message.

Directions to create (1) Create a Top Hat account and (2) Enrolling in the course:

1. Refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMlw>).
2. **Have a Top Hat account?** go to <https://app.tophat.com/e/434437> to be taken directly to our course.
3. **New to Top Hat?** go to <https://app.tophat.com/register/student> and search for our course with the following join code: **434437**

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Microsoft Teams: We will use M.T for group engagement/work

Microsoft Teams is a collaboration app/platform that helps teams (groups) stay organized and have conversations – all in one place. We will use this platform for ALL group related conversations/meetings/work. No participation logged on the platform will be taken as you are not actively participating in the group. This may mean you get to work alone or do not get credit for the work done.

Getting started with Teams

Resources = <https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7?ui=en-us&rs=en-us&ad=us>

Joining via the Web: (we recommend using Chrome)

1. Navigate to: <https://teams.microsoft.com/#/school/?ctx=teamsGrid>
2. Sign in with your TAMUC credentials as described in the sign-in requirements for Office365.
3. Once you do this, I'll be able to add you to the Teams group and you should get an email notifying you of this.

Student Responsibilities or Tips for Success in the Course

I want you to be successful both in this course and in life. The work we will be doing this semester will carry over into several areas of your personal and professional life. One major tip that I like to give my students is to be open and honest and communicate with me. We all have lives outside of this class, which sometimes affects us while in class. Help me help you by looping me in when you feel as if something may hinder your success. The same applies to your classmates/group members. Don't leave anyone hanging. ☺

GRADING

Please see a listing and description of all assignment grading criteria within the Course Grading Rubric folder.

		Weight
Attendance	100	10%
Chapter Quizzes	100	10%
Midterm Exam	100	10%
Homework (2 @ 40 points each)	80	8%
Collaborative Participation	100	10%
Poverty Simulation Activity	50	
Public Health Showcase	50	

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Needs Assessment Project	480	48%
Needs Assessment Draft Sections	150	
Final Needs Assessment Report	200	
Final Needs Assessment Presentation	70	
Project Reflection	30	
Group Evaluation	30	
Needs Assessment Project Presentation- Peer Feedback	40	4%
TOTAL	1000	100%

Final grades in this course will be based on the following scale:

A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = 59% or Below

Total points corresponding to the final letter grades:

A = 900- 1000 Points

B = 800- 899 Points

C = 700- 799 Points

D = 600- 699 Points

F = 599 & > Points

Assessments

The student will be responsible for obtaining all materials presented online and assigned readings from the textbook. All class assignments must be turned in online. No emailed work will be accepted. **Unless otherwise specified, all assignments are due ONLINE by 11:59 pm CST on the specified due date. No late work is accepted.**

A. Attendance and Participation (10%)

In order to be prepared to participate in class discussions, students are required to complete the reading assignments before attending class.

- a. Class attendance is an important part of the learning process. Students are expected to attend all class sessions and do all required reading or any specified due assignments prior to coming to class whether in person or online.
- b. Attendance requires active participation the entire class session (in person or on Top Hat).
 - i. Students not in class whether in-person/virtually will be considered absent.
 - ii. Students are responsible for all material covered in class meetings, regardless of their attendance.

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- iii. Students are expected to come prepared to engage with and discuss the assigned/corresponding lecture reading material, to contribute their thoughts, ideas, and questions to our collective learning.
- iv. Both students and instructor will create and uphold an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own.
- v. Grade will be given weekly from Week 2 to Week 15 (10 points /week)

B. Chapter Reading Quizzes (10%)

We will cover 10 chapter readings (from the book & handout given by instructor) during the semester. Students are expected to read assigned text chapters and other additional reading materials each week prior to the lecture. These readings help understand the program process from planning to evaluation. At the beginning of each lecture week students will complete reading quizzes on all the corresponding week's assigned reading (this may also include assignment directions outlined the week prior). Quizzes will be due before class (Mondays @ 9:59 am CST). No late work accepted.

**Example Week 2 quiz will be over Chapter 1 and Week 4 will have two quizzes over chapter 3 & 4.*

C. Exam (10%)

One midterm exam will be administered during the semester, covering all information included in class work, home assignments, and the book. ***No make-up exams will be given, unless arrangements are made prior to the exam, or a verifiable medical excuse is provided.**

D. Homework (8%)

The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and outside assignments given by the instructor. You are responsible for making sure your assignments are in on time. Homework details will be given in class and on D2L. All assignments are due on Sunday by 11:59 pm CST.

E. Collaborative Participation (10%) – grade will be individual based

To be successful, "Doing Public Health" requires multi-tasking and collaborative efforts with individuals and organizations from other disciplines (Social Work, Nursing, Athletics, Finance, Policy and more).

- a. **Poverty Simulation Activity (50 points):** In collaboration with the Nursing department, the HHPH 410 class will participate in a poverty simulation exercise with the Rural Health Nursing students on **October 17th (8am-1pm) in Commerce, TX**
 - i. Mandatory attendance for **Commerce campus students. For Dallas campus students,** if unable to participate in this activity, you are required to find and secure a similar experiential experience with that demographic group (ex: volunteering at a homeless/domestic violence shelter). This must be approved before October 1st and completed by October 23rd

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- ii. Following either event, students are to submit their reflection and exercise assignment per guidelines provided on D2L.
- b. **Public Health Showcase Attendance (50 points).** November 4th 10am – 2:30pm at the Dallas Campus. Mandatory attendance required for all students. Business Attire required. Event is hosted in collaboration with the Career Center to provide a day inclusive of a Public Health Topics session + networking event with potential employers and organizations across the metroplex. Following session, students will write a reflection paper per guidelines provided. **More information given in class. Transportation for Commerce Students will be provided (must RSVP by deadline)*

F. Final Needs Assessment Project (48%)

As a class, students will be responsible for conducting a formal needs assessment for a given population/topic utilizing one of the program planning health promotion models (Chapter 3). In addition, each group will propose a health promotion program based on key findings from the needs assessment (selected health issue). The class will be broken up into major groups with each one responsible for a certain subpopulation or topic. This course covers a great deal of the health promotion concepts and this project will provide an opportunity for students to apply these theories and concepts in real life while providing a health benefit to the community.

**All Group Engagement must occur via Microsoft Teams so I can keep up with participation. If your participation is not logged on the platform (attending meetings, contributing to work, etc.), this will be used to indicate you are not participating. This may lead to working alone or not getting credit towards the group work being done.*

Evaluation and grading for the final class project will be determined through 2 major components as outlined below.

1. Needs Assessment Work & Writing

Teams will select a subpopulation to conduct a focused needs assessment and select a key health issue to create a realistic AND implementable health intervention.

Groups & Subpopulation must be selected & approved by: September 18th

The NAP report will be submitted in 3 separate parts through collaborative writing efforts as a group and due at various times during the semester. (Parts I –IV)

- a. Needs Assessment Section Work & Drafts
 - i. Students will be responsible for overseeing a section of the Needs Assessment with work and writing due at various times as part of their individual and group grade (100 points for each section).
 - ii. As part of your NA findings, groups will propose a health intervention to tackle the selected health issue. This program needs to be one that CAN be implemented and evaluated in HHPH 420.
- b. Needs Assessment Final Report & Presentation
 - i. Final NAP

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1. Although each section was written by different students, this grade will be group based as the entire group is responsible for making sure the entire report is correct and well written.
- ii. Group Presentation:
 1. Groups will prepare (and record – to be determined) a 10-minute presentation outlining the report's major component and program proposal. Presentations may be recorded to be showcased to the class and relevant stakeholders. **Following all presentations, one of the class's projects will be selected for implementation in HHPH 420.**

2. *Reflection and Evaluation*

- a. Culminating Semester Reflection
 - i. Following the class project and activities, students are to reflect on the semester's overall activities related to (1) conducting the needs assessment (2) collaboration in organizing, implementing, and evaluating the campus wide health fair. See assignment details on D2L for more information.
- b. Group Evaluation
 - i. Students will evaluate themselves and their group members at the end of the semester.

G. *Needs Assessment Project Presentation- Peer Feedback (grade will be individual-based) (4%)*

Following each group's presentation, each student will complete an evaluation form to provide feedback to their peers. This peer feedback will have no bearing on the GROUP grade. It is simply to receive and provide feedback from your peers.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Email strategy: You are welcome to email your questions or concerns to me. There are, however, some caveats associated with email that you must remember:

1. A reasonable response time to emailed questions is 24 – 48 business hours.
2. Questions emailed on weekends may not receive a response until the work week begins.
3. As the instructor, I reserve the right to answer emailed questions regarding assignments, tests, discussion boards, etc., in a direct email to everyone for the benefit of all students.
4. Please be courteous and professional in all your interactions with me and fellow students.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. A portion of this course might require that you need to travel to a community site. If you do not have transportation, please talk to me and we will work something out. You may carpool with a classmate if both of you are going to the same site.
2. Students are expected to be in class on time and ready to participate, whether in-person or virtually (via Top Hat & Microsoft Teams)
 - a. For attendance purposes, if late, no grade will be given for that session
3. While you are in class, I expect you to participate. That means you should a) actively prepare by reading the assigned materials, b) TALK (ask and answer questions), c) bring your notes and textbook, d) bring your ideas, and e) refrain from anything that is not class-related during class (newspaper, reading for another class, text messages, etc.). Students who choose to disrupt class by not participating will be asked to leave. Cell phones should only be used in class when participating via Top Hat. If you use a cell phone, iPod, etc. in class outside of class participation (or if your phone rings), you will lose 5 points per incident (off your final grade).
4. An “excused absence” is defined as a documented university approved activity. The instructor reserves the right to change the content or format of all make-up work. The student is responsible for making up missed work. If the absence is one of the reasons listed below, you will be able to make up the work. To reserve this right, you **MUST** provide written documentation on the day of your return to class (a copy that I can keep). Please notify me ahead of time if you know you will be absent.
 - Participation in an activity appearing on the University’s authorized activity list.
 - Death or major illness in a student’s immediate family.
 - Illness of a dependent family member
 - Participation in legal proceedings or administrative procedures that require a student’s presence.
 - Religious Holy Day
 - Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician).
 - Required participation in military duty
5. Any student *missing a quiz or exam* without prior arrangement will receive a *score of zero*.
6. Online participation
 - a. Please familiarize yourself with the online portion of the class on D2L.
 - b. Work to check your e-mail regularly in case I need to communicate with you.
7. **NO PROFANITY.** No inappropriate or offensive language or gestures. No inappropriate or offensive clothing. This will not be tolerated, and you will be asked to leave, and it will be considered an unexcused absence for the day.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

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legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by

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calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

TENTATIVE COURSE CALENDAR

Schedule is tentative and may change at the instructor's discretion

Week #: Date	Readings	Topics	Assignments
1: 8/29-9/4	Syllabus	Course Introduction SP 2022 Review Class Project Overview	
2: 9/5-9/11	Chapter 1	Health Education, Health Promotion, Health Education Specialists, and Program Planning	<ul style="list-style-type: none"> ○ Ch. 1 Quiz: 9/5, 9:59 am CST ○ Group Selections
3: 9/12-9/18	Chapter 2	Starting the Planning Process	<ul style="list-style-type: none"> ○ Ch. 2 Quiz: 9/12, 9:59 am CST ○ Group Roles & Health Issue (in-class)
4: 9/19-9/25	Chapter 3	Program Planning Models in Health Promotion	<ul style="list-style-type: none"> ○ Ch. 3 & 4 Quizzes: 9/19, 9:59 am CST ○ Homework 1
	Chapter 4	Assessing Needs	
5: 9/26-10/2	Chapter 11	Marketing: Developing Programs That Respond to the Wants and Needs of the Priority Population	○ Ch. 11 Quiz: 9/26, 9:59 am CST
6: 10/3-10/9	Chapter 6	Mission Statement, Goals, and Objectives	○ Ch. 6 & 7 Quizzes: 10/3, 9:59 am CST
	Chapter 7	Theories and Models Commonly Used for Health Promotion Interventions	
7: 10/10-10/16	Module Readings	Focus Groups	○ NAP Part I
8: 10/17-10/23	Chapter 9	Community Organizing and Community Building	<ul style="list-style-type: none"> ○ Ch. 9 Quiz: 10/17, 9:59 am CST ○ Poverty Simulation Reflection
9: 10/24-10/30	Module Readings	Focus Group Analysis	○ Homework 2
10: 10/31-11/6	Chapter 8	Interventions	<ul style="list-style-type: none"> ○ Ch. 8 & 12 Quizzes: 10/31, 9:59 am CST ○ Public Health Showcase Attendance (11/4)
	Chapter 12	Implementation: Strategies and Associated Concerns	

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11: 11/7-11/13	Chapter 10	Identification and Allocation of Resources	○ NAP Part II
12: 11/14-11/20	Module Readings		○ Public Health Showcase Reflection
13: 11/21-11/27	Module Readings		○ NAP Part III
14: 11/28-12/4	Module Readings		○ Submit Final NAP
15: 12/5-12/9		Group Presentations	○ NAP- Peer Feedback
16: 12/10-12/14	Finals Week	No in-class meeting	○ Semester Reflection: 12/14 ○ Group Evaluation: 12/14

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