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HHPH 410.81B
Planning and Organization of Health Promotion
COURSE SYLLABUS: SPRING 2024

INSTRUCTOR INFORMATION

Instructor: Mrs. Megan Johnson-Gibbs, Adjunct Professor
Office Location: Dallas Northpark Site
Office Hours: By appointment only, via Zoom
Office Phone: 903-886-5549
Office Fax: 903-886-5365
University Email Address: megan.johnson-gibbs@tamuc.edu
Preferred Form of Communication: **Email; Scheduled appointments**
Communication Response Time: 48 business hours

COURSE INFORMATION

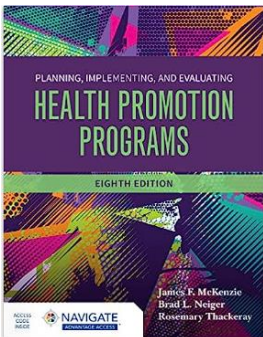
Course Value: Three (3) Credit Hours
Course Location: Zoom – must be logged in for the duration of the class in an appropriate learning environment (able to turn on video/audio)
Course Time: M/W 10:00am – 10:50AM

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2022). Planning, implementing, and evaluating health promotion programs : a primer. 8th ed. Boston: Pearson.

ISBN: ISBN-13: 978-1284228649

Inclusive Access to book is automatically provided on D2L, no need to purchase independently



Supplementary Materials/Readings: Will be posted on D2L.

The syllabus/schedule are subject to change.

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:

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

Using the learning management system, using Microsoft Word, PowerPoint, and Excel, using university email, and using Google Docs / Slides.

Instructional Methods

Instructional method is primarily lecture and class discussion. Students will be assessed through the use of quizzes, short written assignments, and one or two exams spaced throughout the

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semester. Class engagement will be both in-person and/or Zoom. Students will be required to have access by the first day of class.

The instructor has the right to modify the outline of the course.

Student Responsibilities or Tips for Success in the Course

Strong reading and writing skills:

- Most of the material in the online environment will come from your textbooks, discussions, lectures, and videos; therefore, strong reading, writing and critical thinking skills are very important for success in an online course.
- Success in this class will come from independent reading of textbook chapters as well as other assigned material.

Time commitment:

- You need to set aside sufficient time for study. Plan to spend at least as much time working on the assignments and studying as you would with a traditional course. You should plan to spend approximately 2-4 hours study & work time per week to accomplish your readings and assignments inclusive of written assignments, final project and exam.
 - **As the semester progresses, more time may be required to complete the components of the Final Project/Paper.**
 - I encourage you to be proactive and budget your time wisely. Spend the first few days of each module reviewing what the workload entails and budget your time wisely. Some students may require more time. You know your study habits and abilities, so encourage you to be wise so all work is completed by the due date.

For assignments, it is highly recommended that students do not wait until the last minute to complete assignments, discussion boards or exams. Communication is important! If you have questions, concerns, are struggling with understanding material, will be missing class, etc. please notify the instructor.

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

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

The syllabus/schedule are subject to change.

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 C= 700-799 D= 600-699 F= 599 &
> Points

Weights of the assessments in the calculation of the final letter grade.

Grading:

		Weight
Attendance	70	7%
Pre-Lecture Quizzes	120	120%
Individual Written Assignments	150	15%
Exam	100	10%
Collaborative Participation	75	7.5%
Needs Assessment Project	375	37.5%
Group Evaluation	60	6%
Peer Review Assignment	50	5%
TOTAL	1000	~100%

It is your responsibility to regularly monitor your points in the D2LGrade Center. If you notice a discrepancy, contact me immediately. Do not wait until the end of the semester to question your grades.

*** If you drop the class, and you are not passing the course, the grade assigned will be “Dropped Failing”.**

As a major course, a grade of “C” or better is required.

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Assessments

ALL coursework/ assignments (unless otherwise stated) need to be written and formatted per APA Publication Manual (7th Ed)

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 11:59pm on the specified due date.** No late work accepted for quizzes, final exam and project group submissions.

A. *Attendance and Participation (7%)*

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.
 - 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 8

B. *Pre-Lecture Reading Quizzes (12%)*

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.

C. *Individual Written Assignments (15%)*

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.

D. *Collaborative Participation (7.5%) – grade will be individual based*

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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).

More Details provided in class

E. Final Needs Assessment Project (37.5%)

As a class, students will be responsible for conducting a formal needs assessment for a given population/topic. In addition, each group will propose a health promotion intervention 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.

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 topic to conduct a focused needs assessment to create a realistic AND implementable health intervention.

Groups & Subpopulation must be selected & approved by the end of Week 1

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 –III)

a. Needs Assessment Section Work & Reports

- 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.
- 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 Presentation

- i. Groups will prepare a 10-minute presentation outlining the report’s major component and program proposal. Presentations may be recorded to be showcased to relevant stakeholders.

2. Reflection and Evaluation

- a. Group Evaluation - Students will evaluate themselves and their group members twice in the semester.

F. Needs Assessment Project Presentation- Peer Feedback (grade will be individual-based) (5%)

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.

G. Final Exam (100 points)

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A comprehensive final exam will be administered, covering the information in the book and lecture discussions. **No late/ make-up exam will be given, unless arrangements are made prior to the exam or a verifiable medical excuse is provided within 3 days.*

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>

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>

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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.

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. You may carpool with a classmate if both of you are going to the same site.
2. Attendance on scheduled day/time in the class is **required**. Students are expected to be in class on time and ready to participate the entire course time via Zoom and/or other group work portals like Google Meets/Microsoft Teams
 - a. For attendance purposes, if late, no grade will be given for that session
 - b. It is the student's responsibility to notify instructor of missed absence and to catch up with learned content and assignments
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 (or removed from Zoom portal by instructor)
 - a. Active use of your phone/other electronic devices aside from class learning is not permitted.
 - b. Cell phones and all other electronic devices should be on silent and not used unless it relates to class work at that time. If need to have phone on and handy for unexpected events, please let the instructor know ahead of class. [Wearing headphones during class will be considered as "active use" of your phone]
4. This class has an "experiential learning" component that will require attendance and travel outside of class. For these activities/session, attendance is required as grade is contingent of participation. Those dates will be shared on the first day of class and clearly outlined in the syllabus schedule.
5. 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,

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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
6. Any student *missing a quiz or exam* without prior arrangement will receive a *score of zero*.
 7. 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.
 8. **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.

Make-up Work

Make-up of coursework will only be given in very rare circumstances: serious illness with a note from your physician, a death in your family with appropriate documentation, or if you have an officially excused absence while representing the university. If any of these situations occur you **MUST** email me **48 business hours prior to said excused absence**.

1. Make-ups will only be given if I have been notified at least 48 hours business hours prior to the end of the course week a particular assignment is due in order to verify your reason for missing coursework (rare circumstances and/or excused absences). All missed coursework not meeting the criteria for a make-up will be given a grade of 0.
2. No extra credit is given in the class

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.

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](#).

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<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](#) webpage and [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 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

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Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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

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TENTATIVE CALENDAR OF CLASSES AND ASSIGNMENTS

COURSE OUTLINE Fall 2023

Week # Dates	Pre-Lectures	Topics	Assignments and Due Dates <i>*Be sure to follow exact days assignments are due on D2L</i>
1: 1/16- 1/21	Syllabus Ch. 1	Course Introduction Fall 2023 Review Class Project Overview Health Education & Health Promotion,	<ul style="list-style-type: none"> ○ Course Orientation Quiz ○ Group Selections & Topics due
2: 1/22 – 1/28	Ch. 2	Starting the Planning Process	<ul style="list-style-type: none"> ○ Pre-Lecture Quiz (Ch. 1&2) ○ Homework 1
3: 1/29 – 2/4	Ch. 3 Ch. 4	Program Planning Models in Health Promotion Assessing Needs	<ul style="list-style-type: none"> ○ Pre-Lecture Quiz (Ch. 3 & 4) ○ Sunday - NAP Part I ○ Data Collection Starts
4: 2/5 – 2/11	Ch. 6 Ch. 7	Mission Statement, Goals, and Objectives Theories and Models Commonly Used for Health Promotion Interventions	<ul style="list-style-type: none"> ○ Pre-Lecture Quiz (Ch. 6 & 7) ○ <i>Data Collection Continues</i> ○ Homework 2
5: 2/12 – 2/18	<i>Data Collection & Analysis</i>	<i>M: Conduct Focus Groups</i> <i>W: Data Analysis review</i>	<ul style="list-style-type: none"> ○ 2/13 – FG documents due ○ Data Analysis pre-lecture quiz ○ Sunday - NAP Part II
6: 2/19 – 2/25	Ch. 8 Ch. 13	Interventions Evaluation: An Overview	<ul style="list-style-type: none"> ○ Pre-Lecture Quiz (Ch. 8 & 13) ○ Homework 3
7: 2/26 – 3/3		Wrap-Ups	<ul style="list-style-type: none"> ○ Pre-Lecture Quiz ○ 3/3 - Final NAP
8: 3/4 – 3/8	Finals Week	10/18 - Group Presentations	<ul style="list-style-type: none"> ○ 3/4 – NAP PowerPoint ○ 3/6 -- NAP Peer Feedback & Group Evaluation ○ Final Exam

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