Department of Kinesiology and Health Science  
HSC 489 001 – Health Assessment, Intervention, & Evaluation  
Fall 2017

Instructor: Dr. Mary I. Hawkins, PhD, CHES          Course Time & Location: MW 1:00-2:15pm  
Office: HPE Rm 214 HPE 223  
Office Phone: (936) 468-1610 Office Hours: W 9-10 am; TR 9-11am  
Email: hawkinsmi@sfasu.edu Credits: 3 hours  
Prerequisites: 15 hrs. of HSC

I. Course Description: Concepts and procedures of health assessment and intervention.  
Interpretation of assessment process of planning, implementation, and evaluation and  
review of research related to intervention programs.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning  
Outcomes):
This course links with SFA’s Envisioned Goal 2: Our students will be engaged and  
empowered.  
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences  
for our students.  
This course links with SFA’s Envisioned Goal 5: We will be an innovative university.  
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular  
innovations.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health  
lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be  
used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant  
proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will  
monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes - The student will be able to:  
1. Understand the basic concepts and principles of health program planning from  
needs assessment, through program development and implementation, and  
evaluation (NCHEC I,II, III, IV, VI).
2. Understand the broader context (social, political, economic) within which needs  
assessment, program planning, and evaluation take place and be able to adapt  
strategies in light of that context (NCHEC I,II,III,IV).
3. Apply the principles of needs assessment, program planning, or evaluation to a  
real-life situation (NCHEC I,II,III,IV).
4. Identify the limitations and advantages of various approaches, and practical  
techniques to carry out effective health planning and evaluation (NCHEC IV, VI).
5. Differentiate among goals, measurable objectives, related activities and expected outcomes for a community health program (NCHEC II, IV)
6. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs (NCHEC I, II, VI).
7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses (NCHEC IV).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **HEALTH NEEDS ASSESSMENT ASSIGNMENT** (NCHEC I, II) – Student will complete the Health Needs Assessment Assignment. The document will be typed, double spaced, and in paragraph format in formal language and professional presentation. It should include references and data that are current, reliable, and peer reviewed. The guidelines will be provided on D2L and on LiveText. The final document will be submitted by the student to both D2L and LiveText on the due date. Failure to submit the assignment to both formats will result in a zero for the assignment.

- **GRANT RFA** (NCHEC I, II, IV, VI) – Students will be placed into groups and will complete an RFA document. The document will be typed, double spaced, and in paragraph format in formal and professional language. The guidelines and rubric for the RFA will be on D2L and LiveText. The student will submit the Grant RFA to both D2L and LiveText on the due date or receive a 0 for the assignment. There are multiple components of the Grant RFA and they will be submitted throughout the semester. Specific components of this like the fact sheet/reference list and partner evaluation will be evaluated separately and discussed by the instructor.

- **EXAMS** (NCHEC I) - There will be three in-class exams, worth 80 points each. Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. **Proper spelling, grammar, and punctuation are expected.** Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” Exams will be administered using Scantron sheets and/or paper test forms. You are required to bring a Scantron form 882-E to each exam with a #2 pencil.

- **QUIZZES** (NCHEC I) – There will be quizzes for every chapter and topic addressed during this course. Students will take quizzes on D2L over the required readings and supplemental materials provided by the professor. **Quizzes will be required prior to class discussion of course material.** Students will typically have one week to complete quizzes on D2L. Students cannot retake missed quizzes without a valid documented excuse.

- **PARTICIPATION AND HOMEWORK** (NCHEC I, II, VI) – There will be class activities and discussion that students will need to participate in during every class. Homework to explore and show mastery of course topics will be assigned and collected.

- **COURSE EVALUATION** – Students will get 10 points for completing this evaluation on D2L.
IV. Evaluation and Assessments (Grading):

Needs Assessment 100 pts  
Grant RFA 170 pts  
Fact Sheet Ref/List (Indiv) 50 pts  
Group Project Partner Eval (Indiv) 30 pts  
Exams (3 @ 80 pts. Each) 240 pts  
Quizzes 150 pts  
Participation and Homework 150 pts  
Course Evaluation 10 pts  

**FINAL POINT TOTAL 900 pts**

*Grading Scale* is as follows:

- **A** = 90%+ 900+ points
- **B** = 80-89% 800 -899
- **C** = 70-79% 700-799
- **D** = 60-69% 600-699
- **F** = Below 59%

Scoring guides/rubrics can be found on D2L.

V. Course Policies:

1. **Late Work**: No late work will be accepted. Late assignments turned in or posted after a deadline will not be accepted unless an official extension has been granted by the instructor prior to the deadline.

2. **Make Up Exams/Tests/Quizzes**: Students who are absent on test days without advance, person-to-person communication with the instructor shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up tests/exams/quizzes will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam/test/quiz.)

3. **Class Attendance and Excused Absence**: Policy 6.7: Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. **Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.**

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This class meets twice weekly and any absences after 2 will negatively affect your final grade. Arriving on time to class is also important and as such two tardies will be counted as one absence.

4. **Excused Absences:** Advance communication (i.e. prior to class) from students via either phone or in writing regarding an absence is required for the absence to be excused. Excused absences are for specific unavoidable situations such as:

* personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees' Policy on Family and Medical Leave], or death in the family;

* religious observances that prevent the student from attending class;

* participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performance, R.O.T.C., functions, academic field trips, and specific events connected with coursework;

* government-required activities, such as military assignments, jury duty or court appearances; and any other absence that the professor approves.

If the absence is communicated in advance and approved as an “excused absence,” students shall be given the opportunity of completing course work that was due during the excused absence. Determination of whether an absence is excused is determined by the instructor.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

5. **Cell Phones and Electronic Devices:** All students must turn off/mute their cell phones when entering the classroom and then put the device out of sight. Any cell phones that are visible will be confiscated until the end of class. If you are using a tablet or computer to take notes in class, then the instructor reserves the right to view the screen and materials on that device at any time during the course of the class. If a student is found to be using the device for something other than taking notes, then the device will be confiscated and returned after class. The instructor can then deny the student the right to bring/use the device in the classroom for the rest of the semester.
### VI. “DUE Date” Outline/Calendar:

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<thead>
<tr>
<th>Week</th>
<th>Assignments &amp; Due Dates</th>
<th>&quot;Tentative&quot; Topic Covered</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation&lt;br&gt;• Cover Ch. 1&lt;br&gt;• Syllabus Quiz posted&lt;br&gt;• Chapter 1 Quiz posted&lt;br&gt;• Chapter 2 Quiz posted</td>
<td>Course introduction; Health Education, Health Promotion, Health Education Specialists, &amp; Program Planning (Ch. 1)</td>
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<td>2</td>
<td>Group assignments&lt;br&gt;• Syllabus &amp; Chapter 1 &amp; 2 Quizzes due&lt;br&gt;• Chapter 4 Quiz posted&lt;br&gt;• Discussion of Needs Assessment&lt;br&gt;• Review of Health Needs Assessment Assignment</td>
<td>Health Education, Health Promotion, Health Education Specialists, &amp; Program Planning (Ch. 1), Starting the Planning Process (Ch. 2)</td>
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<td>3</td>
<td>Discussion of Needs Assessment and Interventions&lt;br&gt;• Ch. 4 Quiz due&lt;br&gt;• CH 8 Quiz posted</td>
<td>Ch. 2 Starting the Planning Process, Ch. 4 Needs Assessment</td>
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<td>4</td>
<td>Discussion of Needs Assessment and Interventions&lt;br&gt;• CH. 8 Quiz due on 9/21</td>
<td>Ch. 4 Needs Assessment, Ch. 8 Interventions</td>
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<td>5</td>
<td>Ch. 8 Activities</td>
<td>Ch. 8 Interventions</td>
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<td>6</td>
<td>Exam 1 (Ch. 1,2,4 &amp; 8)&lt;br&gt;• Ch. 6 Quiz posted&lt;br&gt;• Health Needs Assessment Assignment due</td>
<td>Ch. 8 Interventions ; Ch. 6 Mission, Goals, &amp; Objectives</td>
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<td>7</td>
<td>Class discussion &amp; activity for Ch. 6&lt;br&gt;• Ch. 6 Quiz due</td>
<td>Ch. 6 Mission, Goals, &amp; Objectives</td>
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<td>8</td>
<td>Ch. 13 &amp; Ch. 14 Quizzes posted&lt;br&gt;• Discussion of Grant RFP Assignment</td>
<td>Ch. 6 Mission, Goals, &amp; Objectives Ch. 13 Evaluation</td>
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<td>9</td>
<td>Ch. 13 &amp; Ch. 14 Quizzes due&lt;br&gt;• Ch. 10 Quiz Posted</td>
<td>Ch. 13 Evaluation, Ch. 14 Evaluation Approaches &amp; Designs</td>
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<td>10</td>
<td>Class discussion and activity for Ch. 10&lt;br&gt;• Ch. 10 Quiz due</td>
<td>Ch. 10 Identification &amp; Allocation of Resources</td>
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<td>11</td>
<td>Grant Fundraising Basics Quiz posted</td>
<td>Grant Basics &amp; Budget</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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| 11/13-11/19 | Budget Quiz posted  
Grant Fundraising Basics Quiz due                                      | Grant Basics & Budget  |
| 11/20-11/26 | Thanksgiving Holiday  
No face to face class                                                  |                        |
| 11/27-12/3  | Budget Quiz due  
RFA Grant Assignment due                                               | Grant Basics & Budget  |
| 12/4-12/10  | Group peer evaluations due                                             | Grant Basics & Budget  |
| 12/11(M)    | Final Exam Period 1-3 pm  
Exam 3 (Ch. 10, Budgets, Grants/Fundraising)                             | Grant Basics & Budget  |

VII. Readings (Required and recommended—including texts, websites, articles, etc.):


VIII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical AND IS WORTH 10 POINTS (REQUIRED not optional)!**

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

IX. Student Ethics and Other Policy Information:
Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)].

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students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**IX. Other Relevant Course Information:**

NO LATE ASSIGNMENTS WILL BE ACCEPTED – This is a 400 level class! Students should be submitting high quality professional level work. I am happy to provide feedback on some components and clarify instructions, but I will not give feedback on entire assignments. Assignment deadlines are final and no revisions or corrections will be allowed after that point.