I. Course Description: HSC 489 addresses the concepts and procedures of health assessment and intervention, interpretation of assessment, process of planning, program implementation, and evaluation and review of research related to intervention programs.

Course Justification: HSC 489 Health Assessment and Intervention (3 credits) is a face to face course which meets for 150 minutes of physical classroom time with direct instruction per week for 15 weeks and a final exam. This course addresses NCHEC responsibility areas I, II, III, IV, VI, and VII. The major assignment for this course is a group grant submission assignment in which students must gather and synthesize health research and submit a RFA. These activities average at a minimum of 6-12 hours of work each week to prepare outside of the engagement time with the course content.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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:**

**Grant** - Students will be assigned to into a small group and complete the following:

- **Grant Preparation Document** - Each individual of the group will submit a Grant Preparation Document. Each Grant Preparation Document will be scored according to a standard rubric that will be provided by the instructor. The Grant Preparation Document will be an individual grade worth 100 points.

- **Grant RFA** – The group will be provided with a Request for Application (RFA). Each group will respond to the RFA by writing a grant application according to the terms outlined in the RFA. Each grant application will be scored according to a standard rubric that will be provided by the instructor. The Grant RFA will be a group grade that is worth 100 points.

  **NOTE:** The Grant RFA is related to accountability and accreditation. This assignment must be submitted to me on the due date in class in print format AND submitted electronically to LiveText before class starts on the day that it is due (see Section V). A print and electronic copy must be submitted as instructed or the grade for the assignment will be a “0.”

**Exams** –

There will be two in-class exams worth 100 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.**

**Extra Credit Participation** –
You are eligible for a **maximum of 5 ECP points.** All must be typed (check Section V for DUE date). Can and will be used for attendance purposes. If you have more than 4 absences and/or tardies you are not eligible for ECP points (unless school sponsored events). Format: Page 1 is the cover sheet (cover sheet should include your name and a Table of Contents of items submitted). Stapled to the cover sheet will be the documentation of the items in numerical order. Points will be deducted if formatting is not followed.

**IV. Evaluation and Assessments (Grading):**

**Grade Calculations**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams worth 100 pts each</td>
<td>200</td>
</tr>
<tr>
<td>Grant Preparation Document</td>
<td>100</td>
</tr>
<tr>
<td>Grant RFA***</td>
<td>100</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Extra Credit – (maximum 5 points)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>402</strong></td>
</tr>
</tbody>
</table>

Attendance (See Section V for how Extra Credit can and will be used for attendance).

*** The Grant RFA is related to accountability and accreditation. The assignment MUST be submitted as a hardcopy at the start of class when it is due AND submitted to the drop box in LiveText by the class time it is due (SEE Section V for Due Date). If not submitted on the due date (hardcopy in class and electronically to LiveText) a score of 0 will be recorded.

Scoring Guides/Rubrics can be found on D2 and LiveText.

**Final course grades will be assigned as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>361+</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>321-360</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>281-320</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>241-280</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>Below 240</td>
</tr>
</tbody>
</table>
V. “DUE Date” Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>“TENTATIVE” Topic covered</th>
<th>Assignments and DUE Dates</th>
</tr>
</thead>
</table>
| 1    | Overview of the course and grant writing; health definitions; 7 areas of responsibility; Chap. 1 | • Orientation & Seating Assignment  
• DUE F, August 30 – email me and tell me how you will use your HSC major/minor |
| 2    | 7 areas of responsibility (cont.); discuss the planning process of HPPs Chap. 1 & 2 | T, Sept. 3 group assignments |
| 3    | Discuss the planning process of HPPs (cont.) Chap. 2 | Turn in typed list of group members names on T, Sept 10 |
| 4    | Learning how to assess need - Chap. 4 | |
| 5    | Writing mission statements, goals and objectives - Chap. 6 | |
| 6    | Writing mission statements, goals and objectives (cont.) - Chap. 6 | |
| 7    | Review Exam 1 | Exam 1 on Th, Oct. 10 |
| 8    | Developing intervention strategies/methodologies Chap. 8 | Grant Preparation Document DUE Th, Oct. 17 |
| 9    | Developing intervention strategies/methodologies (cont.); how to budget for HPPs Chap. 8 & 10 | |
| 10   | How to evaluate a HPP Chap. 13 | |
| 11   | Reviewing HPP models Chap. 3 | |
| 12   | Reviewing HPP models (cont.) Chap. 3 | |
| 13   | Theories used for HP interventions Chap. 7 | Grant RFA*** DUE T, Nov. 19 |
| 14   | | NO class on TTh, Nov. 26 & 28 (Thanksgiving) |
| 15   | Review Exam 2 (final) | • ECP DUE on T, Dec. 3  
• Course Eval DUE by 11:59 pm Sunday, Dec. 8 |
| 16   | | Exam 2 (final) on Th, Dec. 12 @ 10:30 |

*** Grant RFA is related to accountability and accreditation. This assignment must be submitted to me on the due date in class in print format AND submitted electronically to LiveText before class starts on the day that it is due (see Section V). A print and electronic copy must be submitted as instructed or the grade for the assignment will be a “0.”
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- **D2L/BrightSpace**

- **LiveText/Watermark Statement:** This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. LiveText is required for this course.

   **If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu.** Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in a 0 on that assignment.

VII. 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 2 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.

VIII. Student Ethics and Other Policy Information:

**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 (including the first 12 day attendance report) 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.

- See Section V for how ECP can and will be used for attendance.

**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/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**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)]. If 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. 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.
IX. Other Relevant Course Information:

- **ALL ASSIGNMENTS ARE DUE DURING CLASS TIME. NO LATE ASSIGNMENTS WILL BE ACCEPTED** – this is a 400 level class! **MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!”** I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK, BUT WHEN AN ASSIGNMENT IS DUE, THAT’S IT, NO VISIONS/CORRECTIONS WILL BE ALLOWED AFTER THAT POINT!

- Final grades – Due to my “fix it before it’s broke policy” my position on rounding grades is very strict. For example, if you have not completed all of the work (see Section IV) and you have earned a B (89.51% or higher) I will not round your grade to an A. You must complete all work for rounding to be considered.

- **Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill):**
  When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
  - Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, **please use a formal salutation when e-mailing professors**, such as: “Dear Dr. Rust.
  - When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore **do not use informal language in your e-mails.**
  - **If you have a request, say it politely.** You can start with “I would like to ...”, “I wonder if you can ...”, “May I ...,” “Is it possible to ...,” “Do you mind ....” **DO NOT WRITE:** “I want to know ...,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
  - **Your identity is an important clue to the context of the message.** Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Health, I am a student enrolled in your HSC 489 course.” Also, **please include a brief description of the subject of your email in the subject line of the email.**
  - **Be concise.**
  - **Always re-read your e-mails** and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
  - **When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like** “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”