Department of Kinesiology and Health Science  
HSC 489 002– Health Assessment, Intervention, & Evaluation  
Spring 2020

Instructor:  Dr. Mary I. Hawkins, PhD, CHES  
Course Time: TR 11-12:15 am  
Office: HPE Rm 214  
Office Phone: (936) 468-1610  
Email: hawkinsmi@sfasu.edu  
Course Location: HPE 223  
Off Hours: MW 9-11 am & T 12:30-1:30 pm  
Credits: 3 hours  
Prerequisites: 15 hrs. of HSC

I. Course Description: HSC 489 addresses the concepts and procedures of health assessment and intervention, interpretation of assessment, processes of planning, program implementation, and program and process evaluation. This course also examines research related to intervention programs. Creation of a health intervention program plan is expected in this course. Health assessment, intervention, and evaluation is a face to face course which meets for 150 minutes of physical classroom time with direct instruction per week for 16 weeks. This course addresses NCHEC responsibility areas I, II, III, IV, VI, and VII. The major assignment for this course is a group program plan assignment in which students must gather and synthesize health research and design a health program plan to submit for their final project. Portions of the program plan are submitted throughout the semester. The final program plan related submissions are a combined 36% of the student’s final grade and this document is a critical assignment tied to accountability and accreditation. In addition, students will complete text chapter/course material quizzes, exams, class discussion/activities, and text related assignments. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content. The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
All standards can be found on the PCOE web page at http://coe.sfasu.edu.  
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:

- **INSTRUCTIONAL STRATEGIES** This course will be conducted in a face to face classroom as well as on Brightspace (D2L) and LiveText. Instructional activities in this class will include classroom education, group activities, research activities, writing activities, and online activities. Technology will be used to view research and educational materials as well as for submission of work. Any messaging contact with the instructor should be via email, not D2L. The instructor can be reached via email at hawkinsmi@sfasu.edu. Make sure to include your name and the class in the email. Also, the instructor will check emails at least twice a day, but not after 5 pm on any given day and not on the weekends. Students can expect a response to email within 24-48 hours of their contact efforts. If students need to discuss anything with the instructor, email for an appointment or please schedule a face to face, telephone, or video meeting.

- **RESEARCH ASSIGNMENT** (NCHEC I, II) – Students will complete the Research 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 (2010 or later), reliable, and peer reviewed. The guidelines will be provided on D2L. The final document will be submitted by the student to D2L. The topic for this assignment is related to the program plan topic and is the basis for the program plan rationale.

- **PROGRAM PLAN** (NCHEC I, II, IV, VI) – Students will be placed into groups and will create a program plan document. The document will be typed, double spaced, and in paragraph format in formal and professional language. The guidelines and rubric for the program plan will be on D2L and LiveText. The student will submit the program plan to both D2L and LiveText on the due date or receive a 0 for the assignment.
There are multiple components of the program plan and they will be submitted throughout the semester. Specific components of the plan such as the fact sheet/reference list and partner evaluation will be evaluated separately and discussed by the instructor. *****Students are required to complete this entire project as a team. Students must cooperate with each other on the final project research and materials. Failure to participate with a partner will result in a score of 0 for the project participant who failed to collaborate. Failure to submit the project to both D2L and LiveText will result in a 0 for the project. *****

- **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.” Students are not permitted to leave the room once they have begun the exam. No talking will occur during testing. No cell phone or personal electronic device use will occur during testing. Any violation of the aforementioned policies will result in a zero on the test. Exams will be administered using Scantron sheets and/or paper test forms. Students 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. Students will be awarded points for participation and class contribution in conjunction with attendance. Homework to explore and show mastery of course topics will be assigned and collected. Participation grades will be negatively affected by using electronic devices during class without permission, using a computer to engage in activities other than instructed or to take notes, and failing to participate in discussions and assignments. The instructor reserves the right to view any electronic device being used during class time.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assignment</td>
<td>50</td>
<td>6.6%</td>
</tr>
<tr>
<td>Program Plan</td>
<td>150</td>
<td>19.7%</td>
</tr>
<tr>
<td>Fact Sheet Ref/List (Indiv)</td>
<td>50</td>
<td>6.6%</td>
</tr>
<tr>
<td>Group Project Partner Eval (Indiv)</td>
<td>30</td>
<td>4%</td>
</tr>
<tr>
<td>Exams (3 @ 80 pts. Each)</td>
<td>240</td>
<td>31.5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90</td>
<td>11.9%</td>
</tr>
<tr>
<td>Participation and Homework</td>
<td>150</td>
<td>19.7%</td>
</tr>
<tr>
<td><strong>FINAL POINT TOTAL</strong></td>
<td>760</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale** is as follows:

- **A = 90%+** 684+ points
- **B = 80-89%** 608-683
- **C = 70-79%** 532-607
- **D = 60-69%** 456-531
- **F = Below 59%** 455 or less

Dr. Hawkins, HSC 489, pg. 3
V. “DUE Date” Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments &amp; Due Dates</th>
<th>&quot;Tentative” Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Orientation&lt;br&gt;• Discuss identifying &amp; analyzing health problems and risk factors&lt;br&gt;• Syllabus Quiz posted&lt;br&gt;• Chapter 4 Quiz posted&lt;br&gt;• Identifying &amp; Analyzing Health Problems Quiz posted</td>
<td>Course introduction; Identifying and Analyzing Health Problems and Risk Factors</td>
</tr>
<tr>
<td>2</td>
<td>• Group assignments&lt;br&gt;• Syllabus, Ch. 4, &amp; Identifying Health Problems Quizzes due&lt;br&gt;• Discussion of Research Assignment&lt;br&gt;• Chapter 1 Quiz posted</td>
<td>Identifying and Analyzing Health Problems and Risk Factors; Ch. 4 Needs Assessment</td>
</tr>
<tr>
<td>3</td>
<td>• Discussion of Research Assignment&lt;br&gt;• Ch. 1 Quiz due&lt;br&gt;• Chapter 2 Quiz posted&lt;br&gt;• Individual Fact Sheet Reference List due</td>
<td>Ch. 4 Needs Assessment</td>
</tr>
<tr>
<td>4</td>
<td>• Cover Ch. 1&lt;br&gt;• CH 6 Quiz posted&lt;br&gt;• Chapter 2 Quiz due</td>
<td>Health Education, Health Promotion, Health Education Specialists, &amp; Program Planning (Ch. 1)Starting the Planning Process (Ch. 2)</td>
</tr>
<tr>
<td>5</td>
<td>• Ch. 6 Activities&lt;br&gt;• CH 6 Quiz due</td>
<td>Ch. 6 Mission, Goals, &amp; Objectives</td>
</tr>
<tr>
<td>6</td>
<td>• Exam 1 (Ch. 1, 4, &amp; Analyzing Health Problems)&lt;br&gt;• Ch. 8 Quiz posted&lt;br&gt;• Research Assignment due</td>
<td>Ch. 6 Mission, Goals &amp; Objectives;</td>
</tr>
<tr>
<td>7</td>
<td>• Class discussion &amp; activity for Ch. 8&lt;br&gt;• Ch. 8 Quiz due</td>
<td>Ch. 8 Interventions</td>
</tr>
<tr>
<td>8</td>
<td>• Ch. 13 Quiz posted&lt;br&gt;• Ch. 8 Activities&lt;br&gt;• Discussion of Program Plan Assignment</td>
<td>Ch. 8 Interventions</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>• Exam 2 (Ch. 2, 6 &amp; 8)&lt;br&gt;• Class discussion and activity for Ch. 13&lt;br&gt;• Ch. 13 Quiz due</td>
<td>Ch. 13 Evaluation</td>
</tr>
<tr>
<td>11</td>
<td>• Ch. 10 Quiz Posted</td>
<td>Ch. 13 Evaluation</td>
</tr>
<tr>
<td>12</td>
<td>• Budget Quiz posted&lt;br&gt;• Ch 10 Quiz due</td>
<td>Ch. 13 Evaluation</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


**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.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or email LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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. **Your response is critical.**
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.

**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/Course Policies:

1. Late Work: No late work will be accepted. This is a 400 level class and students should be submitting high quality professional level work when it is due. I am happy to provide feedback on some components and clarify instructions, but I will not give feedback on entire assignments prior to submission. 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, Class Tardies, and Participation:** Arriving on time to class is important and as such two tardies will be counted as one absence. This class meets twice weekly and any absences after 2 will negatively affect the final grade. Students who miss more than 3 weeks of classes (6 class periods) without an approved excused absence will lose all participation and homework points and receive an entire letter grade reduction.

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 or class activites, 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.